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RESEARCH TECHNIQUES AND EVIDENCE-BASED ADVOCACY

TRAINING MODULE

KIGALI, JUNE 2019

DISCLAIMER

This Module was developed by TRÓCAIRE with the financial support from the European Union.

RESEARCH TECHNIQUES AND EVIDENCE-BASED ADVOCACY

OBJECTIVE:

The purpose of this training module is to equip the CSOs with the basic knowledge, tools and techniques toward their engagement in research and evidence-based advocacy for or with the small-scale farmers.

SPECIFIC OBJECTIVE:

Specifically, by the end of the training using this module, participants will:

- ◊ Be able to provide definition and explanations of key concepts that will be used during the training sessions. Participants will also acquire basic skills on rationale behind evidence-based advocacy and why this is important to their work;
- ◊ Be equipped with skills and tools for collecting data, through specific knowledge on Principles of data collections, Methods of data collection and Agriculture data collection instruments and challenges
- ◊ Understand how data is analyzed and by sharing their experiences, they will acquire new skills on various methods and tools of data analysis;
- ◊ Be equipped with key ideas about steps and challenges related sex/gender disaggregated data analysis;
- ◊ Will be able to clarify the use of evidence collected from scientific sources in their daily advocacy activities;
- ◊ Acquire skills on how to use M&E data to ensure evidence-based inclusiveness;
- ◊ Learn basic principles of policy briefs as well as techniques for data dissemination.

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PART I: TRAINER'S MANUAL OVERVIEW

BACKGROUND

In the 21st century, information has more than ever become key to determine the shape of a society. Evidence-based policy making has been at the forefront of every country's development, including Rwanda. Different actors in Rwanda's development journey are either jointly or individually deploying considerable efforts so as to inform policy and advocate for their development goals.

For more significance and impact, civil society organizations (CSOs) are keen to actively participate in policy making process more particularly at the level of policy formulation. To influence policy, policy participants both specialize in a policy subsystem[1] to effectively achieve their objectives and maintain their participation over long periods of time to ensure their objectives are achieved[2]. In this process, strong coalition among various NGOs with a common agenda to influence a certain policy is key, despite their individual mandates which may differ in one way or another.

NGOs naturally engage governments through participative advocacy (sometimes known as southern advocacy or stakeholder advocacy), a process by which people, through articulating their own needs and desires, gain the confidence and ability to influence decisions which will affect their own future. Participation is a complicated process which has revolutionized development work[3].

The capacity and commitment of CSOs to engage with government and therefore contribute to the policy framework are paramount factors. In Rwanda, as revealed by the Civil Society Development Barometer 2015, CSOs are on a good track but there is still a long way to go since some of them do not fulfill their mandates in these regards[4].

There is a general consensus that Civil Society in Rwanda partners with the government in meeting holistic development goals. The civil society achieves this through service delivery, advocacy or even both. In order to ensure that the civil society plays its role and contributes towards an accountable government, it is imperative that the capacity of civil society is strengthened and the equipped with the right tools.

1 A policy subsystem is defined by its territorial boundary, a substantive topic, and by the hundreds of policy participants from all levels of government, multiple interest groups, the media, and research institutions

2 A Guide to Advocacy Coalition Framework, p.126

3 http://www.pointk.org/resources/files/The_how_and_why_of_advocacy.pdf accessed on 3 February 2018

4 Transparency International Rwanda (2015), Civil Society Development Barometer, Kigali, pp. 60-61

Pro-poor governance is a key instrument to achieve sustainable development, especially in developing countries. In this framework, agriculture is one of the most promising instruments for reducing poverty and securing local livelihoods. One of the critical conditions required of the agricultural sector is to ensure that good governance structures and related policies are in place at all levels. In 2018, the Government of Rwanda has designed the National Agriculture Policy whose objectives are (1) increased contribution to wealth creation, (2) economic opportunities and prosperity-jobs and poverty alleviation, (3) improved food security and nutrition and (4) increased resilience and sustainability[5]. In the same perspective in ensuring policy, legal and strategic documents are available, strategic plans for agricultural transformation, the latest one (SPAT 4) being implemented for the period of 2018-2024.

Weak governance in agriculture led to major problems during the 1980s and 1990s when strong State interventions were undermined by structural adjustment programmes, emphasizing the role of markets. The time has come for the public sector to think and act differently in relation to agriculture in all countries. The private sector and its role in dealing with agricultural governance need to be strengthened. Getting market dynamics right, improving macroeconomic policies and ensuring that State policies are strengthened to compliment the needs of civil society are critical to ensuring that partnerships are stronger and more responsive to the emerging challenges of national and global agricultural scenarios. Strong political will and support are essential.[6]

In this journey, in is essential that small farmers and relevant civil society (including farmers' organizations) be empowered so as to effectively participate in decision making and governance processes. In this regards, TRÓCAIRE secured funds from the European Commission to implement a project entitled "Enhancing the Capacity and Participation of Small Scale Farmers and Civil Society Organizations in Decision making and Governance Processes related to Sustainable Development and Food Security in Rwanda.

It is against this background and rationale that TRÓCAIRE, under the above-mentioned project, has developed this training module to guide CSOs in their efforts to support the small-scale farmers to engage in policies with evidence-based information.

5 Republic of Rwanda, (2018), National Agriculture Policy, Kigali, p. 13

6 UNEP, (2008), Governance and Agriculture, Bonn, Germany, available at http://www.un.org/en/ecosoc/docs/pdfs/governance.pdf

MODULE DESIGN APPROACH

The development of this Module was mainly based on three considerations:

A. **Simplified language:** most of beneficiaries of this manual are CSOs that are in partnership with TRÓCAIRE- RWANDA. We ensured the material uses a simplified language that could be understood by both by the trainers, after being trained by the consultant, and by the trainees with specific examples.

B. **Using illustration/ images**: This is advised to enhance the words and terms used. It is said that "a picture is worth a thousand words"

C. **Provide practical exercises and examples**: The module is providing examples on each of the training steps to enhance participants' knowledge of the training content. Examples are mostly related to agriculture sector

MODULE DEVELOPMENT PROCESS

A. This module contains two part, with four (4) activities each. Each activity of the Trainer's manual contains information available at the beginning of the module as follows:

Objectives: they guide the users about the aim of each part of the module. Objectives are found at the very beginning in a text box.

a. **Overview Table**: this includes the session name, activity name, time required and documentation requirements.

b. **Documentation Requirements:** a list of all the work that participants are expected to complete by the end of the module.

c. **Materials and Preparation:** a list of all the materials and preparations needed to complete the activities in the module.

d. **Training evaluation section:** At the end of the Module, an evaluation section is added to evaluate the level of knowledge acquired by trainees and how ready they are to apply it.

STRUCTURE OF ACTIVITIES DURING THE TRAINING

Individual activities include the following details:

- **Activity X**: Name and number of activity
- **Objectives**: Knowledge, Skills, Values and Attitudes obtained by the particpants at the end of the activity
- **Time**: Proposed amount of time to conduct the activity
- **Methodology**: Different training techniques to be used during the activity
- **Materials**: Any materials necessary for the activity and things that the trainer will need. These must be collected beforehand to prepare the activity

STEPS:

Step by step description of what the trainer needs to do to conduct the activity, including basic instructions to the participants, questions to raise, content to deliver and various work to be performed during the training either individually, in pairs or in groups.

Lastly, **Trainer Tools and Handouts are displayed all along the module**. Some activities require specific information that participants need to do during a given activity. An example is a description of a role-play and the individual roles. These are labeled as **Trainer Tool X.Y or Handout X.Y** and can be found at the end of the activity. They need to be photocopied or written on flipchart if a copier is not available, so that participants may access them during their works.

METHODOLOGIES AND TECHNIQUES OF THE FACILITATION

The following types of methodologies / techniques are used throughout this manual:

pair share and pair work:

When introducing a new activity or when working with the large group, the trainer may find it useful to have two people sitting next to each other to work together or share their ideas on a topic. The trainer should remember to give clear instructions and keep time.

small and large group discussion:

Discussions happen in every activity whether it is working in small groups or large groups. As a trainer, it is important to be clear on what the task/topic of discussion is, keep participants focused on the topic, and make sure everyone has the opportunity to participate, keep time and gauge participants' levels of energy and interest.

small group work:

Many activities are carried out in small groups to allow maximum participation. When working in small groups, it is important to divide participants in different ways and in groups of different sizes, depending on the activity (and mix the groups each time so they aren't always working with the same people).

individual work:

Throughout the sessions, participants will engage in some individual work, from listing the agriculture policy issues prevailing in their regions, to analyzing the causes and effects and how they think issues can be resolved . Most of this work can be done directly in the participant's book or as a part of an activity or exercise.

role plays:

Role plays provide the opportunity for participants to practice new skills and attitudes in the safety of the training room setting before trying it out in the real world. Role plays can be planned ahead of time with a script or be developed by the participants themselves around a particular issue.

case studies / scenarios

Case studies provide participants with the opportunity to put their newly acquired knowledge into practice to identify analyze and solve a problem. The case study can be based on a real-life situation or be created to reflect an issue they might face in the workplace.

presentations

Presentations are a more traditional way of providing information to participants and are useful when other participatory methods will not effectively allow participants to get at the information you are trying to provide. When giving a presentation, it is best to plan it ahead, keep the time to a minimum, and break it up with questions and answers from the participants.

panel discussions

Panel discussions involve experienced people or participants themselves to discuss on a particular given topic. Participants are given the opportunity to ask questions based on the panel discussion and personal experiences.

An important stage of many of these techniques is debriefing the activity at the end. During this stage, the trainer asks a series of questions to the participants to help them reflect on the experience had during the activity, draw out any lessons learned, and link those lessons back to the topic at hand.

PART II: GENERAL INTRODUCTION OF THE TRAINING

OBJECTIVE OF THE GENERAL INTRODUCTORY PART

By the end of this part, participants will be able to:

- ★ Know each other after a clear and confident introduction;
- ★ Create a collaborative, supportive and safe learning environment
- ★ Understand the overview of the Budget Analysis and Monitoring
- ★ Familiarize with the nature and design of the training program

OVERVIEW INTRODUCTORY PART

ACTIVITY	TIME
1. Welcome and introductions	30 min
2. Expectations from participants	30 min
3. Goals and overview of the curriculum	15 min
4. Setting the Norms and Logistics	15 min
	Total time: 1 hour 30 min

Activity 1: Welcome and Introductions

OBJECTIVES

By the end of the activity, participants will be able to introduce themselves clearly and confidently and know each other after the introduction

TIME REQUIRED

45 minutes (30 for remarks and 15 for participants' introduction)

METHODOLOGY

Individual work

MATERIALS

NONE

STEPS:

1. Warmly welcome participants to the training and introduce yourself to the group. This should be kept very brief since you will also participate in icebreakers and other exercises. You will have an opportunity to say more about yourself then.
2. Ask each participant to introduce himself/herself (name, job title, partner organization name, and district). You can begin by introducing yourself in the manner that you want participants to follow.

For Example:

➤ *"I am Paul SEMANA. I work as (job title) within (TROCAIRE partner organization name), operating in (Name of District).*

Note: The introductions can be done when seated but becomes more fun and active if the participants are standing in a circle. Each participant moves into the circle while introducing him/her. Be mindful of group dynamics

Activity 2: Expectations from participants

OBJECTIVES

By the end of the activity, participants will be able to identify their expectations from the training.

TIME REQUIRED

15 minutes

METHODOLOGY

individual work, large group presentation

MATERIALS

tape, Flip-chart and marker, White board, Pins/ stickers

STEPS:

1. Explain to the participants that they are going to share their expectations about the training. These expectations could be reached/ achieved during and after the training.
2. Distribute cards and markers and ask each participant to write one main expectation for the training.
3. After they have written their expectations, ask two participants to volunteer, one to read loud one by one, as another one writes it of the flip chart or pins them on the white board.
4. Stick/pin their expectations on flipchart as they say them. Afterwards Go through the list together and explain that these will be further discussed when the goals and overview of the course are presented in more detail.

Note:

Listen carefully to participants' expectations. You should be only the facilitator not the instructor. Every response should be given due respect and consideration. As you pin them on the board, order them according to the training objective areas so that you can easily establish which expectations will be covered by which objective or not.

Activity 3: Goals and overview of the training

OBJECTIVES

By the end of the activity, participants will be able to explain the goals of the course.

TIME REQUIRED

15 minutes

METHODOLOGY

Facilitator presentation

MATERIALS

Flip-chart and marker, Pre-prepared goals on PPT

STEPS:

1. Participants will be reminded of the overall goal of this training in general, and the module on Research Techniques and Evidence-based Advocacy training. Specific objectives of the training will be presented via power point presentation and if need be on flip charts.
2. Briefly share/discuss with participants the main topics to be covered in the training
3. Explain to participants that the activities in this module are designed to be participatory, active and very hands-on. This way they will learn new information in fun ways and get the chance to practice new skills. As an example of this, ask the group to think about and call out what they just did in the previous activity

Activity 4: Setting the Norms and Logistics

OBJECTIVES

By the end of the activity, participants will be able to identify and agree upon rules of the training that will promote a supportive and open environment. They will also be able to understand the logistical arrangements of the training.

TIME REQUIRED

15 minutes

METHODOLOGY

large group presentation

MATERIALS

tape, Flip-chart and marker, White board, Pins/ stickers, Printed agenda for all participants

STEPS:

1. Explain to participants that to create and maintain a supportive environment, it is necessary for them to identify and agree upon some rules or norms of the training. Give an example of a norm such as "don't interrupt when someone is talking".
2. Have participants brainstorm some ideas, writing the norms down on flipchart as they agree upon them. You may refer to the list below just in case you feel something important has been left out. The main ones are actually the following:

   a. **Punctuality**: Arrive on time to each training session. Arriving late is a sign of disrespect to the facilitator and to your fellow participants and would delay the session.

   b. **No Disturbances**: Cell phones should be turned off at the beginning of the workshop and should remain off until the end except during breaks. Avoid side conversations – if you are unclear about the topic being discussed or the instructions, please ask the facilitator to clarify.

   c. **Respect Others**: Respect each other, yourselves, and the facilitator. Do not speak when someone else is speaking. Listen actively. The trainer will be facilitating the discussions with your assistance.

   d. **Active Participation**: You are your own best resource. Much of the content of the training will be coming from you. Each one of you brings a wealth of experience to the program. The workshop can only be successful if it is a two-way process and if everyone participates fully. Give everyone a chance to contribute: every answer is valued.

e. **Agree to Disagree**: During this workshop everyone must feel free to express opinions and concerns. Please see frank discussions (for example about politics) as healthy exchanges rather than personal attacks. There should be a tolerance of differences and everyone should contribute to a safe/non-judgmental environment.

f. **Ask Questions**: There are no stupid questions. If you do have a question you don't want to ask in front of others, ask it privately during a break or write a note to the facilitator. Please do not think any question you have is unimportant.

g. **Give your honest feedback**: At the end of each day you will be given a form for your feedback on making this training better next time. Please be honest! Constructive criticism is appreciated and is the only way that we can improve.

3. Emphasize that the list of norms they have created are actually norms that other people follow in the workplace as well. In addition, every day each of them (participants) will be called upon to take on certain responsibilities as a way of have everybody involved. Such tasks may include opening and closing reflection; energizer activities; trainer's assistant and timekeeper, the 'eyes' and 'ears' to report on the general feeling of participants based on what s/he has observed and heard throughout the day.

4. Give participants the training agenda, showing the days, times of sessions and activities, and breaks. There is a need to develop this before the training day, though they may be some adjustment during the training sessions. Review together and make clarifications as needed.

5. Cover any course logistics – short break times, lunch breaks, location of washrooms, daily sign in sheet, transportation reimbursement (if applicable), etc. Answer any questions participants may have about logistics. In this activity, the trainer should work closely with the organizers and the hotel/ venue management.

PART III: RESEARCH TECHNIQUES AND EVIDENCE-BASED ADVOCACY

OBJECTIVE OF THE MODULE ON RESEARCH TECHNIQUES AND EVIDENCE-BASED ADVOCACY

The main objective of this module is to highlight key research techniques and how these skills should help participants to consider evidence-based advocacy in their daily activities.

OVERVIEW OF PART III

ACTIVITY	TIME
1. Understanding key concepts: research, rationale behind evidence-based advocacy	2 Hours
2. Data collection: principles, techniques and tools	2 Hours
3. Data analysis: principles, methods and tools	1 hour 30 min
4. Moving beyond data collection an effective evidence based advocacybehind evidence-based advocacy	1hour
	Total time: 6hrs 30min

Activity 1: Understanding Key Concepts: Research, Rationale Behind Evidence-Based Advocacy

OBJECTIVES

At the end of this session, participants will be able to provide definition and explanations of key concepts that will be used during the training sessions. Participants will also acquire basic skills on rationale behind evidence-based advocacy and why this is important to their work.

TIME REQUIRED

2 Hours

MATERIALS

flipchart paper, markers, tape

METHODOLOGY

ndividual work, pair work, small group work, large group discussion

REVIEW

Handout 3.1.

STEPS:

1. Welcome participants back from the break. Conduct an icebreaker if necessary to organize/ center the group. Tell them that the following will be covered in this session, using a power point presentation:
   - » Definition of social science research
   - » Reminder of the definition of “Advocacy” and why this is important to CSOs
   - » Rationale and importance of evidence-based advocacy
2. Introduce the new session by stating the title, purpose and the content. If applicable, match this with their expectations as well as the outline as discussion in the previous session.
3. Distribute cards to participants and ask participants to work with each other in pair (in their sits) to discuss about research.

   a. Ask them to discuss about the following questions:
      - » What do you understand by research?
      - » Why is it important for CSOs to conduct a research?
      - » What types of research to ensure you have quality data/ information?

   b. After 10min, call them back to the plenary and pin the cards on the boards (or write their answers on the flip charts). Facilitate the plenary using the questions above, at the same time summarize their definitions. Ask for volunteers to answer, or select a participant to answer if there are no volunteers.

   c. Open your PPT and discuss other aspects of the concepts they have not covered. At the end, ask if there any questions.

HANDOUT 3.1

UNDERSTANDING KEY CONCEPTS OF RESEARCH

According to different sources, RESEARCH is:

» The creation of **new knowledge** and/or the use of existing knowledge in a new and creative way so as to generate **new concepts, methodologies and understandings.** (Western Sydney University, Australia)

» "A systematic investigation (i.e., the gathering and analysis of information) designed to develop or contribute to **generalizable knowledge** (The Office of Research Integrity, USA)

» Any systematic effort to increase the stock of knowledge including (ODI-UK):

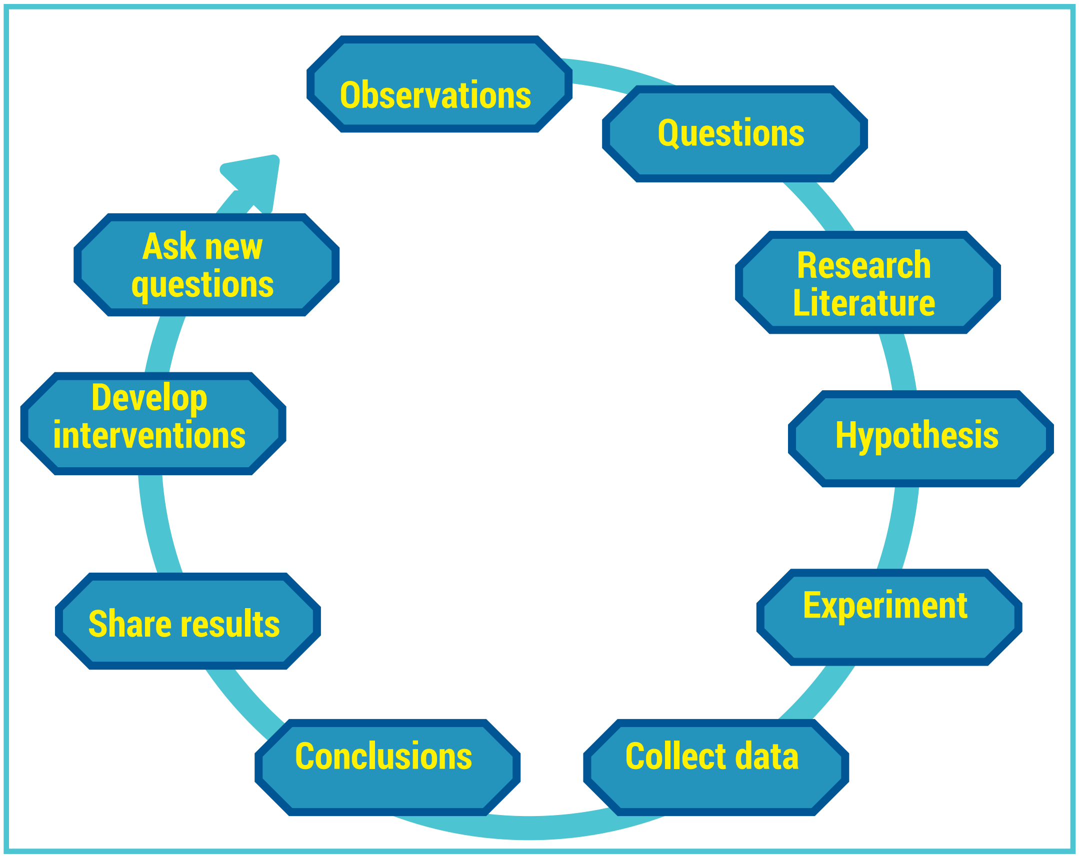
   i. Critical investigation and evaluation, theory building, data collection, analysis and codification related to development policy and practice;

   ii. Action research;

   iii. Self-reflection by practitioners oriented towards the enhancement of direct practice.

» A creative work undertaken on a systematic basis in order to increase the stock of knowledge, including knowledge of man, culture and society; and the use of this stock of knowledge to devise new applications. (Directorate of Science, Technology and Research, MINEDUC-Rwanda)

RESEARCH PROCESS



Source : https://ori.hhs.gov/content/module-1-introduction-what-research

Data disaggregation is:

- Breaking down data about a population into smaller groupings, often based on characteristics such as sex, education status, disability, religion, age, etc.
- As opposite to "aggregation", it refers to separating a whole into its component parts, or drilling **down into the data**

We need to disaggregate data because

- Planning at the national, regional and local levels
- Decision-making for strategies or policies
- Policy and programme development,(monitoring) and evaluation
- Reporting obligations
- Administrative purposes

The more aggregated the data, the more invisible the people

Activity 2: Data Collection: Principles, Techniques and Tools

OBJECTIVES

At the end of this session, participants will be equipped with skills and tools for collecting data. During this session, participants will acquire basic skills on the following key elements of data collection:

- ✔ Principles of data collections
- ✔ Methods of data collection
- ✔ Agriculture data collection instruments and challenges

TIME REQUIRED

2 Hours

MATERIALS

flipchart paper, markers, tape

METHODOLOGY

individual work, pair work, small group work, large group discussion

REVIEW

Handout 3.2.

STEPS:

1. Welcome participants from lunch break
2. Introduce the new session by stating the title, purpose and the content. If applicable, match this with their expectations as well as the outline as discussion in the morning session.
3. Introduce the sub-section on **Principles and methods of data collection** as follows:
   - Tell them that they are going to watch a video that will summarize principles, methods and types of data collection, after which there shall be a plenary discussion.
   - After the video, invite them to discuss in the plenary. Ask the following questions as you write their answers on the flip chart:
     - ✔ *What did you have in mind before the video (what did you know before, what did you expects in the video)?*
     - ✔ *What new did you learn from the video?*
   - Open your power point and explain few elements that were not talked about either in the video or plenary.
4. Building on the previous session, introduce the sub-section on evidence-based advocacy.

   i. Based on data collection methods and techniques, introduce group activities on the three categories of the disaggregated data collection.

   ii. Break participants into three teams: Team A to discuss data collection methods, Team B to discuss data collection techniques, Team C to discuss gender-disaggregated data collection.

   iii. Using an icebreaker (3 main TRÓCAIRE interventions), invite them to walk to the walls and stand where their favorite interventions (Resource Rights, Women's Empowerment and Humanitarian Response). Once on the wall, explain the following:

   » *As you have realized, we have made three teams on the basis of the interventions we like to be involved in as TRÓCAIRE stakeholders.*

   » *We are going to form groups and discuss methods, techniques and why to disaggregate by sex/gender.*

   » *Each team will receive a flipchart sheet on which they will write their findings*

   » *After 20min, participants will bring back flip charts (with findings) and post them on respective question, on the same wall as their favorite food.*

   - ✔ Resource Rights (RR) team → data collection methods
   - ✔ Women's Empowerment (WE) team → data collection techniques
   - ✔ Humanitarian Response (HR) team → Disaggregation by sex/gender

iv. Ask each team to debate about the following questions, but with focus on their specific topics:

- » Practically, what would be appropriate methods to collect data by CSOs?
- » Practically, what would be appropriate techniques to collect data by CSOs?
- » Based on financial and technical aspects, what are key challenges faced by CSOs to collect disaggregated data by sex/gender?
- » Are there any specific aspects to consider as we collect data on a particular disaggregation aspect (gender in particular)

v. After 15min, ask participants to gather into the plenary for presentations and discussions. Each group will have 5min for presentations (including) plenary comments and discussions.

vi. Disclose your power point and explain elements that have not been highlighted, either by the group or plenary discussions.

HANDOUT 3.2
DATA COLLECTION METHOD

Research methods for evidence-based advocacy:	Research by CSOs passes through different stages, including:
Two types of research are commonly employed to generate evidence for change advocacy. These are basic social science research and applied research. » **Basic social science research** seeks to identify fundamental factors behind broad categories of social phenomena. » **Applied research** seeks to investigate more specific situations or events, and is often more concerned with the effects of various policies. The type of research to be used as evidence to influence policy will always depend on the type of problem and/or issue the change advocates are seeking to address. Both basic social science and applied research use various methods and techniques to collect, analyze and interpret information. These can be divided into qualitative and quantitative methods. Quantitative methods involve the analysis of specific measured variables; this contributes to an understanding of the magnitude or importance of a particular research question. Qualitative methods allow for descriptive analysis of a problem using logic and persuasive argument rather than numbers. This method seeks to explain relationships between variables and responds to the why questions in research.	i. iDefinition of the problem that the CSO is seeking to address, including definition of the target (affected group) and elaboration of the magnitude of the problem; ii. Design of the research study; iii. Implementation of the study; iv. Determination of practical applications (policy programmes) and implications; v. Communication of research findings and implications; vi. Application of results to policy, programming and interventions.

Research techniques

★ **In-depth household interview (Household survey)**

- It is probably the most well known tool
- It involves discussion with members of a household.
- It can be done either with the help of a structured questionnaire where the questions are formulated beforehand, or using a semi-structured interview.

★ **Focus group discussions:**

- is a **small discussion group** made up of the members of the community being surveyed? The focus group can be one sex or mixed.
- **Advantage**: questions are not directed, as in an interview, by the preconceived ideas of the researcher; but the conversation follows directions which the participants think are important.
- **Disadvantage:** i) Can be time consuming, ii) Can get off the track completely
- **Precautions**: The group is not necessarily representative of the opinion of the whole community. Great care must be taken in forming

★ **Interview with key informants**

- Used widely to **supplement** and extend our knowledge about individual(s) thoughts, feelings and behaviors, meanings, interpretations, etc.
- The interviewer collects detailed personal information from individuals usually in one to one situations using oral questions that they are in fact the head of the household, because sometimes female headed households have quite **different work and decision-making habits** than 'nuclear' types of households.
- Interviews can be as a **group or on an individual basis** – the latter might avoid domination of the discussion by one member. Even within a group of women, there can be difference paid by junior members to the opinions of the senior wife, for example.

★ **Gender-sensitive data collection**

- Naturally where gender is a concern, care must be taken that **women's views are heard as well as men's.** in a family with a male head of household, it is normal to begin with interviewing him and to continue with other members (including wife or wives).
- However, if the man is present at the wife's interview, there is often a problem either because **she does not like to speak up in front of him and allows him to answer for her,** or because she gives **the answers she thinks he will want to hear.**
- One way around this is to have two interviewers working **simultaneously** with male and female members of household, at different places in the compound or house.
- Ideally, a **woman interviewer would interview the women and vice versa**, but this is not always necessary. Simply **separating the groups i**s a good step in the right direction.
- It is also important to realize that many rural households have no male head of household. Female heads of households should certainly be interviewed, and a note made of the fact
- Interviews can be as **a group or on an individual basis** – the latter might avoid domination of the discussion by one member. Even within a group of women, there can be difference paid by junior members to the opinions of the senior wife, for example.

Activity 3: Data Analysis: Principles, Methods and Tools

OBJECTIVES

To help participants understand how data is analyzed. They are expected to share their experiences and acquire new skills on various methods and tools of data analysis. This session will also equip participants with key ideas about tips and challenges related sex/gender disaggregated data analysis.

TIME REQUIRED

1 hour 30 minutes

MATERIALS

flipchart paper, markers, tape

METHODOLOGY

individual work, pair work, small group work, large group discussion

REVIEW

Handout 3.3.

STEPS:

1. Introduce the new session by stating the title, purpose and the content. If applicable, match this with their expectations as well as the outline as discussion in the morning session.
2. Introduce the sub-section on "Principles and methods of data analysis"
3. Inform them this morning they are going to watch a video that will discuss about principles methods and types of data analysis.
    a. Encourage them to take notes because after the video they shall be a plenary discussion.
    b. Invite them to discuss what stick in their minds about data collection, both before the video and after. Ask the following questions:
        - *What did you have in mind before the video?*
        - *What new did you learn from the video? What are key components of data analysis?*
    c. Disclose your power point and explain few elements on data analysis definition and tools that have not been discussed, either by the video or group discussions.
4. Building on the previous session, introduce the sub-section on sex/gender, disability and age-sensitive data collection.
    a. Using the template report[7], and based on data analysis methods and techniques, introduce group activities on the three categories of farmers' participation.
    b. Break participants into four teams: Team A to discuss Farmers' participation in the planning of agriculture-related Imihigo targets, Team B to discuss Farmers' participation in the selection of priority crops, Team C on Farmers' perceptions on current farming systems and Team D to discuss Farmers' perceptions for their improved participation in the planning of the agricultural Imihigo and the crop selection

c. The facilitator writes three sentences on the flip chart. Then he prepares pieces of paper, enough for everybody in the group. The papers include words that are matching with the words in the three sentences.

   - WE DISCUSS ISSUES RELATED TO ISSUES RELATED TO AGRICULTURE IN IMIHIGO (11)
   - FINDING THOSE WHO WORK ON PARTICIPATION IN THE SELECTION OF PRIORITY CROPS (11)
   - LOOKING FOR THE GROUP DEBATING CURRENT FARMING SYSTEMS (8)

d. Each person picks one piece of paper and then begins to look for the person who has the matching words to make sentence. When the participant has found their matches, they should constitute a group and start organizing.

e. After 10min, ask participants to gather into the plenary for presentations and discussions. Each group will have 5min for presentations, including questions and comments from other teams.

f. Facilitate the plenary discussions for participants to deliberate on appropriate methods and techniques of data collection for CSOs. Ask the following questions:

   - *Practically, what would be appropriate methods and techniques to analysis data by CSOs?*
   - *Based on time, financial and technical aspects, what are key challenges for CSOs to analyze disaggregated data by sex/gender, disability or gender?*
   - *Are there any specific aspect to consider as we analyze data on a particular disaggregation aspect (gender particularity, disability particularity and age particularity)*

g. Disclose your power point and explain few elements that have not been discussed, either by the video or group discussions.

[7] *International Alert, (2018), Towards Sustainable Agriculture: Ana Analysis of Farmers' participation in Agriculture Programmes in Rwanda, Kigali.*

HANDOUT 3.3.

DATA ANALYSIS[8]

Data analysis is the process of extracting, compiling, and modeling raw data for purposes of obtaining constructive information that can be applied to formulating conclusions and draw recommendations.

Qualitative data analysis	★ It is non-statistical, its methodological approach is primarily guided by the concrete material at hand. ★ It involves a continual interplay between theory and analysis (changes over time, possible causal links between variables.
Quantitative data analysis	★ The sole approach to data is statistical and takes places in the form of tabulations. ★ Findings are usually descriptive in nature although conclusive only within the numerical framework.

Combining of qualitative and quantitative research is becoming more and more common (though mixed-methods studies).

- **Key principles of data analysis[9]:**
  - Analysis only matters if it is meaningful and actionable. Questions such as "Now that we know this, what are we going to do about it?"
  - Charts that don't change direction don't matter. Charts with ups and downs, acceleration or deceleration give the analyst an opportunity to question "why" something goes up or goes down, which can influence
  - Creative and solid data analysis: this requires astute questioning, a relentless search for answers, active observation and accurate recall. It is a process of fitting data together, of making the invisible obvious, of linking and attributing consequences to antecedents.

[8] *http://www.investorwords.com/19279/data_analysis.html*

[9] *https://www.linkedin.com/pulse/20140814220943-7762079-7-essential-principles-of-data-analysis*

https://link.springer.com/chapter/10.1007/978-1-4899-4471-9_6

- **Quantitative data analysis**[10]: provides tools that allow the relationships between data elements to be expressed in mathematical/ statistical terms
  - Popular: SPSS (Statistical Package for Social Sciences), STATA, SAS, MS Excel
- **Qualitative data analysis:** enables collection and interpretation of behavioural data
  - Popular: Atlas. Ti
- **Content analysis**: provides search, comparison and analysis tools for large collection of text-based documents
  - Popular: LightSide

Activity 4: Moving Beyond Data Collection for an Effective Evidence Based Advocacy

OBJECTIVES

At the end of this session, participants will be able to clarify the use of evidence collected from scientific sources in their daily advocacy activities. Participants acquire skills on how to use M&E data to ensure evidence-based inclusive development. It is also expected that participants will learn basic principles of policy briefs as well as techniques for data dissemination.

TIME REQUIRED

1 hour

MATERIALS

flipchart paper, markers, tape

METHODOLOGY

individual work, pair work, small group work, large group discussion

REVIEW

Handout 3.4., 3.5. & 3.6.

[10] *https://www.google.rw/search?biw=1366&bih=613&tbm=isch&sa=1&ei=SPwKWoaJHYaraeWer_AK&q=quantitative+data+analysis+software&oq=quantitative+data+analysis+software&gs_l=psy-ab.3...117062.126303.0.127440.22.18.0.0.0.0.2985.4974.6-1j1j0j1.3.0....0...1.1.64.psy-ab..19.1.2983...0i19k1.0.7LZtPosYZdY#imgrc=FeDvMnFUgTgLvM:*

STEPS:

1. Welcome participants from the break. The following are key elements of this session:

    » Using M&E data for evidence-based inclusive development

    » Principles for policy brief

    » Data dissemination to partners and stakeholders

2. Introduce the new session by stating the title, purpose and the content. If applicable, match this with their expectations as well as the outline as discussion in the morning session.

3. Invite participants to the sub-section on "Using M&E Data for evidence-based inclusive development".

    a. Using the "body voting discussion tip", ask participants to express their level in M&E skills, by standing up and walk to a wall with skills level sign (LOW, MEDIUM and ADVANCED) as you read the following levels:

        » *Those who have heard about M&E for the first time* **(Low level)**

        » *Those who learnt M&E in class, but never applied it. These can define these concepts but have never had any practical opportunity to use these theories* **(Medium level).**

        » *Those who have both theoretical and practical skills about M&E (***Advanced level).**

    b. Form groups by asking participants to mix up following their M&E skills level.

        » *Participants in each level count from 1-3*

        » *Those who counted ONE, will go in the same group, the same applying to those who read TWO and THREE.*

    c. Give instructions and questions for the group work:

    ★ Those with medium and advanced levels will discuss the following questions as those with low level will be taking notes.

        » *How you define monitoring and evaluation separately?*

        » *How you define monitoring and evaluation combined?*

        » *Why is it important to establish M&E systems in CSOs?*

        » *How can we better use M&E data for advocating for better lives of our constituencies?*

    ★ The group will choose one participants in the LOW level category to report to the plenary, so as to increase their understanding of M & E.

    d. Call the group back to the plenary after 10min. Every team has 5min to share their findings with training participants.

    e. Display the PPT and explain few things on M&E as prepared on the slide.

4. Introduce the sub-section on “Principles for Policy Brief”. Tell them this is a key technique to discuss about as CSOs representatives.

   a. Inform them that you are going to use the same research report (read the title) and its related policy brief. Provide the following instructions for the exercise.

      » Sit in pair to discuss the policy brief

      » Each of the two team members will have 5min to discover (i) major parts of the policy brief and (type of disaggregation available in the policy brief).

   b. After 5min, each group will discuss their findings internally, for 5 min each.

   c. After 10min, the facilitator will call for plenary. The facilitator will immediately start asking about findings randomly, using the discussion guiding questions.

   d. After the plenary, open the power point to briefly explain what was not talked about by participants using slides on “Principles for Policy Brief” as prepared.

5. Invite participants to the sub-section on “Data dissemination to partners and stakeholders”.

   a. Facilitate the plenary discussions (as you summarize key answers on the flip chart) about:

      » The importance of disseminating research findings, conclusions and recommendations

      » Types of dissemination: discuss each type in deep

      » iDiscuss dissemination practices in their respective organizations

   b. Summarize their answers on a flip chart.

   a. Display the PPT and explain few things on “Principles for Policy Brief” as prepared in the slide.

HANDOUT 3.4.

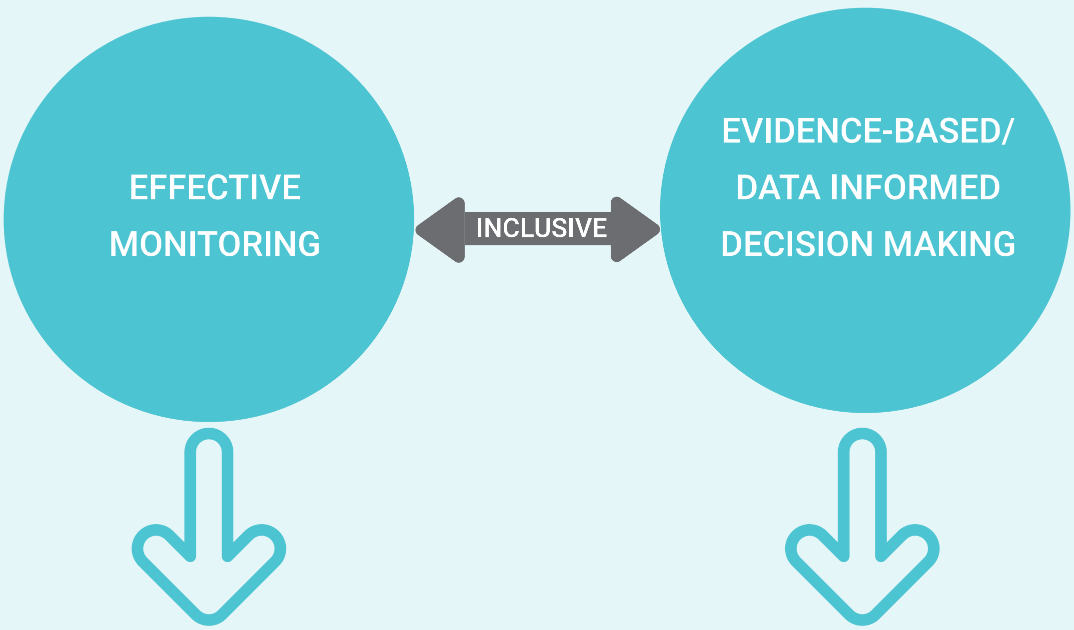
USE OF EXISTING DATA IN OUR ORGANIZATIONS

There is a general observation that:

★ Most organizations/ institutions collect data and keep it in their shelves

★ Recent research concepts focus on the use of data in internal daily activities, and/or making them known externally to influence policy and decision-making

★ Internal use and dissemination strategies should be one of the key elements of development and community-based organizations to make more impact based on evidence.



★ **Monitoring**: Track changes in program performance over time

★ **Evaluation**: Attribute program outcomes to their causes

★ **M&E** ensures accountability and reporting

★ Informed policy and plans

★ Raise additional resources

★ Improved quality of services provided

★ Contribute to global lessons learnt

HANDOUT 3.5.

BASIC SKILLS ON POLICY BRIEF[11]

- ★ The Policy Brief is
  - » a "short (2-3p, 1500w), neutral summary of what is known about a particular issue or problem.
  - » a form of report designed to facilitate policy-making"
- ★ The main purpose is to "succinctly evaluate policy options regarding a specific issue, for a specific policy-maker audience" (Eisele, n.d.).
- ★ Policy-makers need to make practical decisions under time-constraints, so the brief should provide evidence and actionable recommendations
- ★ A policy brief should be designed in a manner that the reader can easily understand:
  - » the heart of the issue, its background, and the players ("stakeholders")
  - » any recommendations, or even educated guesses about the future of the issue.
- ★ Components of a policy brief are:
  - » Executive summary
  - » Context and importance of the problem
  - » Critique of a policy options
  - » Approaches, results and implications
  - » Policy recommendations

HANDOUT 3.6.

WHY DISSEMINATING THE RECOMMENDATIONS[12]

- » Recommendations would be useless without proper dissemination mechanisms
- » Various channels include websites, video, conferences, drama, and even exhibitions
- » Think about writing at differing levels and lengths for different audiences (e.g.: briefing papers and project summaries for practitioners).
- » Join efforts to reach greater audience (e.g.: Donors, other NGOs, Researchers, bloggers, etc.)

[11] Eisele, F (n.d.). Preparing a Policy Brief Issue [PDF Document]. Retrieved from https://www.courses.psu.edu/hpa/hpa301_fre1/IBInstructions_fa02.PDF

AND

IDRC, How to Write a Policy Brief: A training tool, Canada

[12] http://www.ethicsguidebook.ac.uk/Methods-of-dissemination-180

PART IV: CONCLUDING PART: CHALLENGES, EVALUATION AND ACTION PLANS

CONCLUDING PART

OBJECTIVE

The main objective of this part is to highlight and discuss mains challenges hindering CSOs to conduct research as well as next steps as committed by participants to ensure evidence-based advocacy.

CONCLUDING PART OVERVIEW

ACTIVITY	TIME
1. Key challenges/ barriers hindering research and evidence-based advocacy	1 Hour
2. Action plans to address challenges/ barriers: what is next?	30 mins
3. Evaluation	30 mins
	Total time: 2 hrs

Activity 1: Challenges hindering CSOs in relation to Research and Evidence-based advocacy

OBJECTIVES

At the end of this session, participants will be able to identify existing and potential challenges that might be obstacles to their willing to inclusion. They will also be able to discuss the way to overcome them for effective inclusive participatory governance.

TIME REQUIRED

1 hour

METHODOLOGY

individual work, pair work, small group work, large group discussion

MATERIALS

flipchart paper, markers, tape

STEPS:

1. Welcome participants to this activity and review the objectives together. Revise with them, in their own words, content of the past activity.
2. Split the group in subgroups (methodology of group division based on random numbering 1;2). Each group will form a circle and discusses during 10 minutes one of the two questions:
   a. What are the main constraints refraining CSOs to conduct research?
   b. What are the challenges if a CSO does not conduct an evidence-based advocacy?
3. As the presentation goes on, write key challenges on flipcharts as they are mentioned by participants. This will be developed as a handout in the final module[13].
4. After 10 minutes, call them back to the plenary, and introduce groups' presentations. Each group has 8 minutes to present their findings on a flipchart

[13] *We anticipate that among other challenges will be human and financial capacity.*

Activity 2: Action plans: what is next?

OBJECTIVES

At the end of this session, participants will be able to discuss strategies to overcome them for effective inclusive participatory process.

TIME REQUIRED

30 min

METHODOLOGY

individual work, pair work, small group work, large group discussion

MATERIALS & PREPARATIONS

flipchart paper, markers, tape

STEPS:

1. Welcome participants to this activity and review the objectives together. Revise with them, in their own words, content of the past activity of the conclusive module.
2. Present the template for the action plan (Simple and comprehensive template). Printed copies to be distributed to each group.
3. Split the group in subgroups according to the original CSOs. Using the tree scenario, give them instructions: (To be developed according to the number and nature of the CSOs represented in the training)
4. Tell them those remedies and actions have to be tangible and time bound, since they will be monitored.
5. After 30 minutes, call them back to the plenary, and introduce groups' presentations. Each group has 8 minutes to present their findings on a flipchart.

HANDOUT 4.1.

ACTION PLAN TEMPLATE

Output	Indica-tors	Base-line	Milestones	Activities	Stakehold-ers	Estimated budget	Source of funding
OUTCOME 1							
OUTPUT 1			Q1	A1			
				A2			
				A3			
			Q2				
			Q3				
			Q4				
OUTPUT 2			Q1				
			Q2				
			Q3				
			Q4				

Activity 3: Training evaluation

OBJECTIVES

The intent of this session is to determine whether the training achieved its objectives and whether how well the program met participants' needs and expectations.

TIME REQUIRED

20 min

MATERIALS & PREPARATION

flipchart paper, markers, tape

METHODOLOGY

individual work, pair work, small group work, large group discussion

REVIEW

Handout 4.2.

STEPS:

1. Explain to participants that, as we come to end of the session, there is a need to conduct an evaluation of the training sessions.
2. Distribute the evaluation paper and explain the content of the evaluation. Key points are as follows:
   a. Learning experience (what they learnt/enjoyed, training vs. expectations, what they knew but was better explained, what could have been done better, etc.)
   b. Team work and communication(contribution to team/ group work, communication with peers, got new friends, did people listen to my ideas as group member, etc.)
   c. Next phases (what they would wish to learn in the future)
   d. Organization (how well the training was organized: logistics, communication from organizers, etc.)
3. Collect the evaluation paper and tell participants the outcome of the evaluation will be submitted to the client with other contents of the training report.

HANDOUT 4.2.

TRAINING EVALUATION

ITEMS	VERY GOOD	GOOD	POOR	VERY POOR	OBSERVATION
Training sessions					
Training plan					
Training timeline					
Slide presentation					
Trainer preparedness					
Training contents					
Improved Knowledge					
Has the training improved your knowledge?					
Suggestions for Improving the Course:					
Logistics					
How was the logistics to you?					
Anything to improve about the logistics?					

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