



# FEED THE FUTURE

The U.S. Government's Global Hunger & Food Security Initiative

## Feed the Future Innovation Lab for Livestock Systems



INTEGRATING GENDER AND NUTRITION INTO THE PROJECT PLANNING  
CYCLE OF FOOD SAFETY RESEARCH IN THE PORK VALUE CHAIN

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## DAY TWO

# Welcome back!

# POPCORN!



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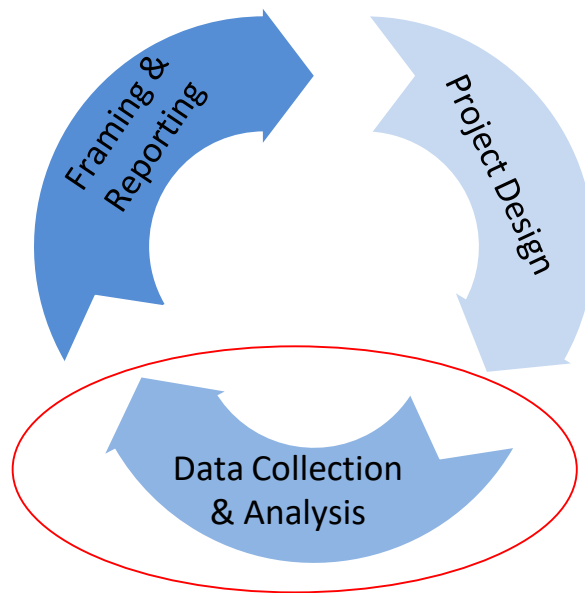


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## DATA COLLECTION AND ANALYSIS

What do we mean by “Data Collection and Analysis”?

This phase of the research cycle is the second point for integration of gender and nutrition into the project cycle

- Data **collection**: systematic process of collecting information to answer research question
- Data **analysis**: using data to test hypotheses or evaluate outcomes based on the research questions



## Types of Data Collection and Analysis

- Quantitative:
  - Methods: surveys, lab tests, anthropometric measurements
  - Characteristics: defines and measures, assumes a fixed reality, uses statistics for analysis
- Qualitative:
  - Methods: interviews, ethnography, participant observation, focus group discussions
  - Characteristics: descriptive, characterizes social phenomenon, assumes fluid dynamics, data analyzed thematically
- Mixed Methods:

Using both Quantitative and Qualitative methods





## Types of Data Collection and Analysis

Mixed Methods – when quantitative and qualitative methods are used

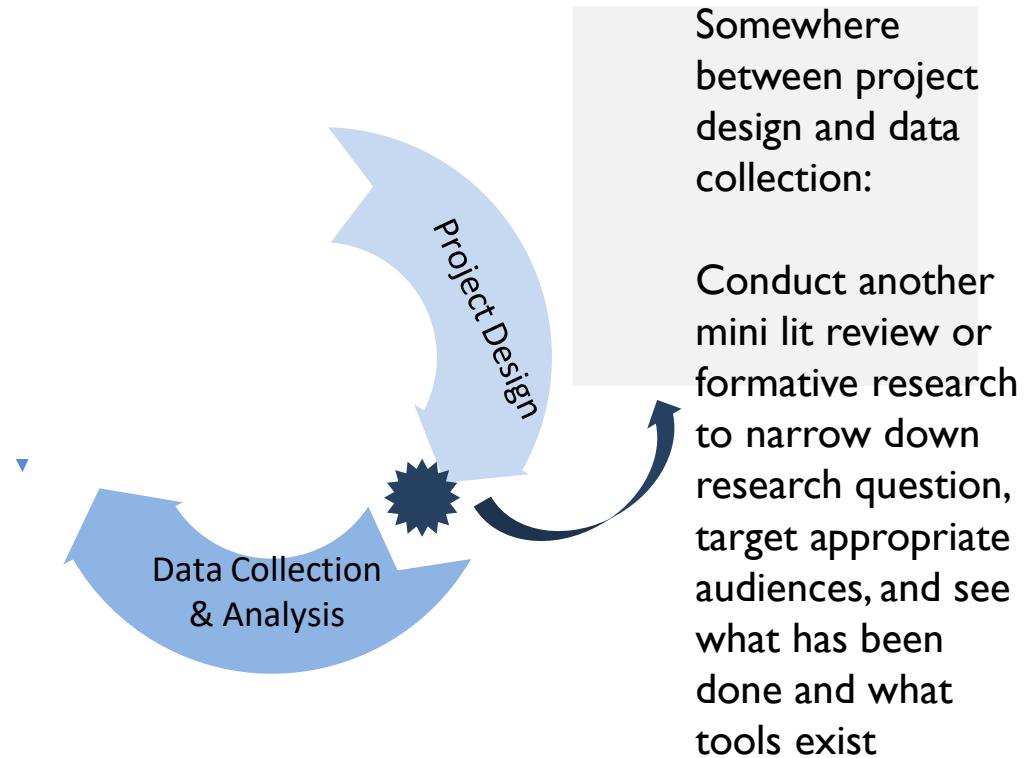
### Example: Is milk consumed in the home?

- Quantitative answers: number of times per week, amount of milk consumed in liters, etc.
- Qualitative answers: who makes decisions, seasonality of milk consumption, etc.



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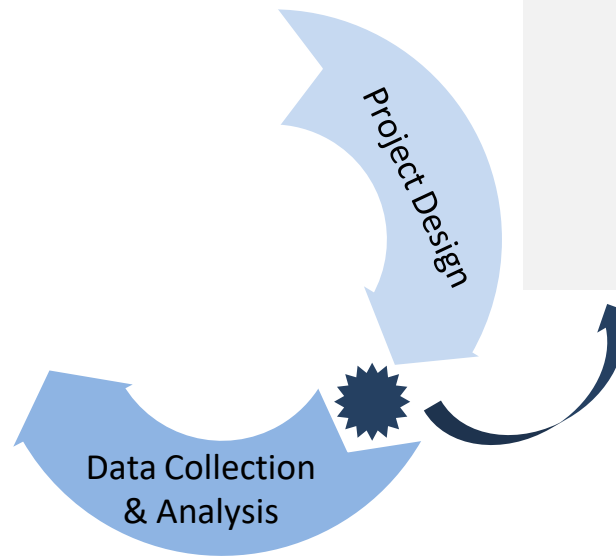
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Keep in mind this may be an iterative process, and there may be opportunities to integrate gender, nutrition and food safety issues even if data collection and analysis have already started



Somewhere between project design and data collection:

Conduct another mini lit review or formative research to narrow down research question, target appropriate audiences, and see what has been done and what tools exist



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## SPOTLIGHT ON GENDER AND NUTRITION TOOLS



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## MANY TOOLS AND APPROACHES EXIST TO COLLECT GENDER AND NUTRITION DATA...

Choice of tool(s) or approach(es) depends on research question

Examples for Gender can include:

Seasonal Calendar

24 Hour Clock

Activity Profile

Decision Making Profile

Surveys and Questionnaires



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## 24 HOUR CLOCK

The 24 hour clock can be used to determine activities of men and women in a 24 hour time span.

It can assist with knowing when and where to schedule trainings and meetings.

It can also be used to determine gendered work loads and whether there is equal distribution of labor.



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Activity	Who	Jan	Feb	Mar	Apr	May	June	July	Aug	Sep	Oct	Nov	Dec
Seasonal calendar													
	Men												
	Women												
	Men												
	Women												
	Men												
	Women												
	Men												
	Women												



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## Women's Empowerment in Agriculture Index (WEAI)



- Launched in 2012, developed by IFPRI, Oxford Poverty and Human Development Initiative and USAID, first tool of its kind to measure women's empowerment in the agriculture sector
- Two sub-indices: women's empowerment and gender parity
- Measures 5 domains of empowerment through survey questions:
  - Decisions about agricultural production
  - Access to and decision-making power over productive resources
  - Control over use of income
  - Leadership in the community
  - Time use



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## Nutrition Outcomes and Associated Tools

- Stunting, Wasting, Undernutrition
- Food Security
- Dietary Diversity
- ASF Consumption
- Anthropometric Measurements
- Household Food Insecurity Access Scale
- Dietary Diversity Questionnaire
- 24-hour Dietary Recall





## ANALYSIS OF RESEARCH DATA

Will depend on the type of tool(s) or approach(es) used in data collection

- If Qualitative – analysis of focus groups, semi-structured interviews, direct observation, etc. using field notes, photos and recordings
- If Quantitative – analysis of random control studies, surveys, household level data, etc. using data analysis software – SPSS, R, etc.
- A mixed methods approach: Qualitative inquiry can inform the construction of quantitative surveys, and survey results can be further questioned on the “hows” and “whys” through the use of open-ended interviews and focus group discussions.





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## CASE STUDY

Re-form the original small groups

Read the case study individually, and then as a group discuss and answer the questions related to Data Collection and Analysis.

Record the group's responses on a flip chart.

Post group flip charts on the walls and do a gallery walk to review other group's research questions. Look for whether the question answers the donor's request and includes key issues already discussed in class.



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## FRAMING AND REPORTING



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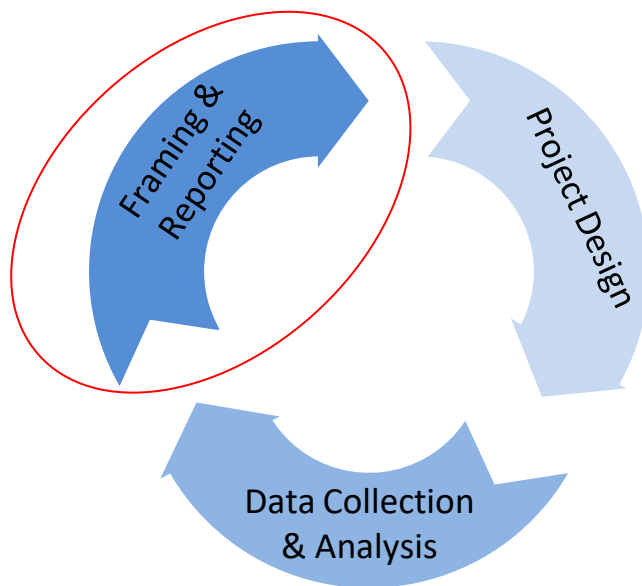


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## What do we mean by Framing and Reporting?

“How you interpret and present data findings”

- For all project types consider:
- How did gender, nutrition and or food safety issues affect the original project objectives?
- How did the project outcomes affect and/or inform future research on gender, nutrition and food safety issues?



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## Audiences and Products

International Livestock Systems Research Projects report and communicate with numerous audiences through many different types of products



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## Audiences and Products

Audiences	Products
1) Donors (i.e. USAID, BMGF, DFID etc.)	Reports, success stories, research briefs, fact sheets, country updates etc.
2) Livestock Producers and Consumers	Training manuals and materials, stakeholder meetings, fact sheets etc.
3) Policymakers	Policy and research briefs, presentations, fact sheets etc.
4) Academic Communities	Peer-reviewed journal articles, working papers, presentations etc.
5) NGO's and Development Practitioners	Policy and research briefs, technical notes, success stories, info sheets etc.





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## EXAMPLE OF FRAMING AND REPORTING



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## Gender Blind Projects

- Did not consider gender in the project design or data collection
- However when analyzing and reporting project results, researchers can still reflect on whether gender had any influence on the project outcomes



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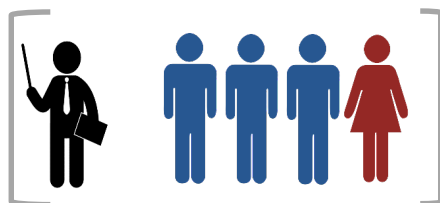


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## Gender Blind Project Example

Food Safety in  
Butcheries  
Training



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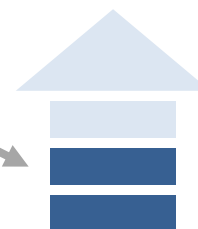
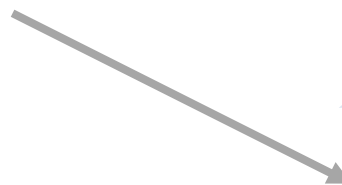
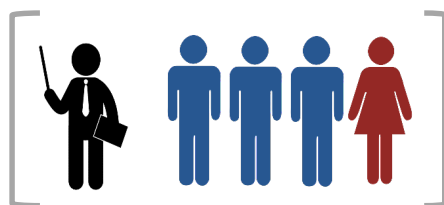


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## Gender Blind Project Example

Food Safety  
Training



Adoption  
Rate



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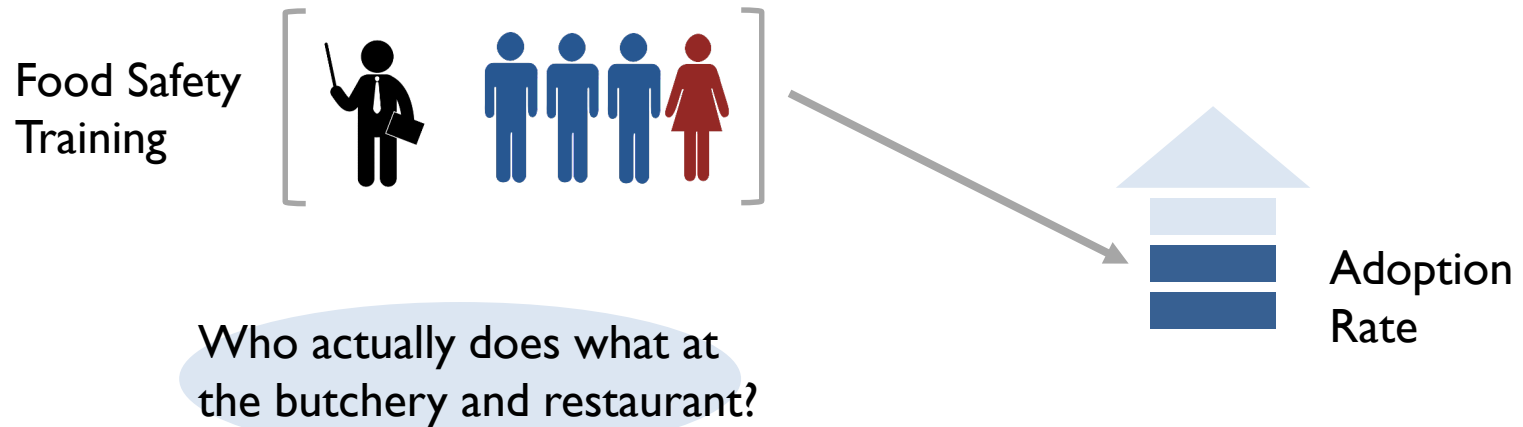
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## Gender Blind Project Example



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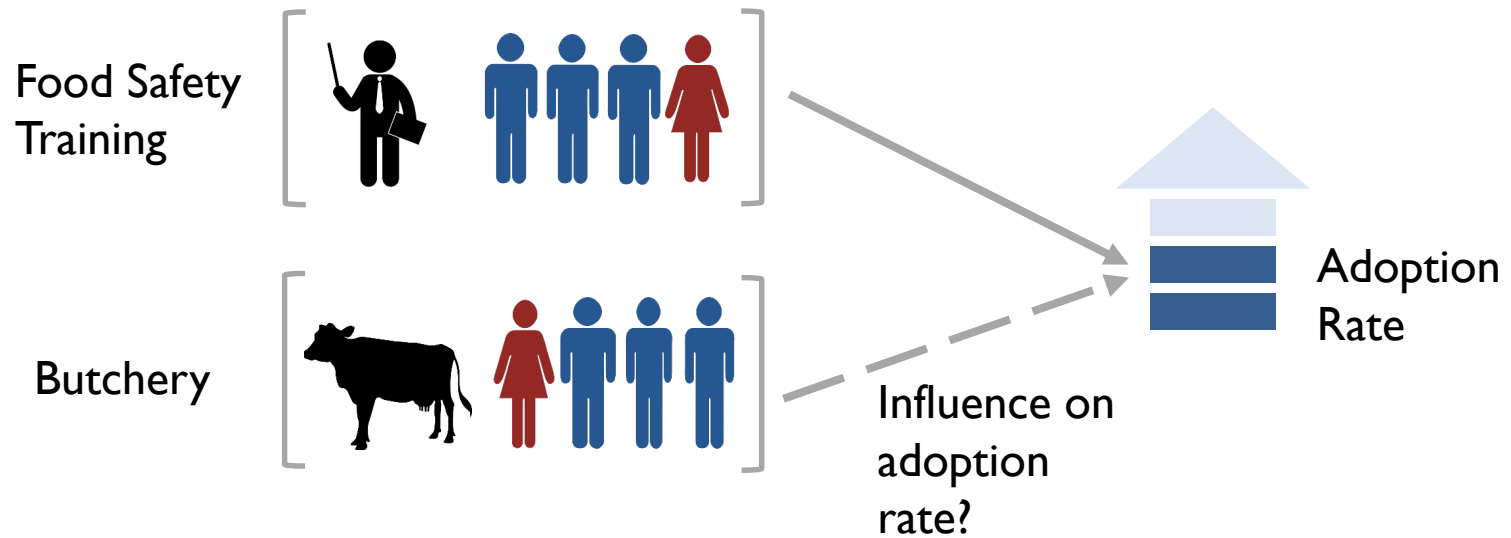
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## Gender Blind Project Example



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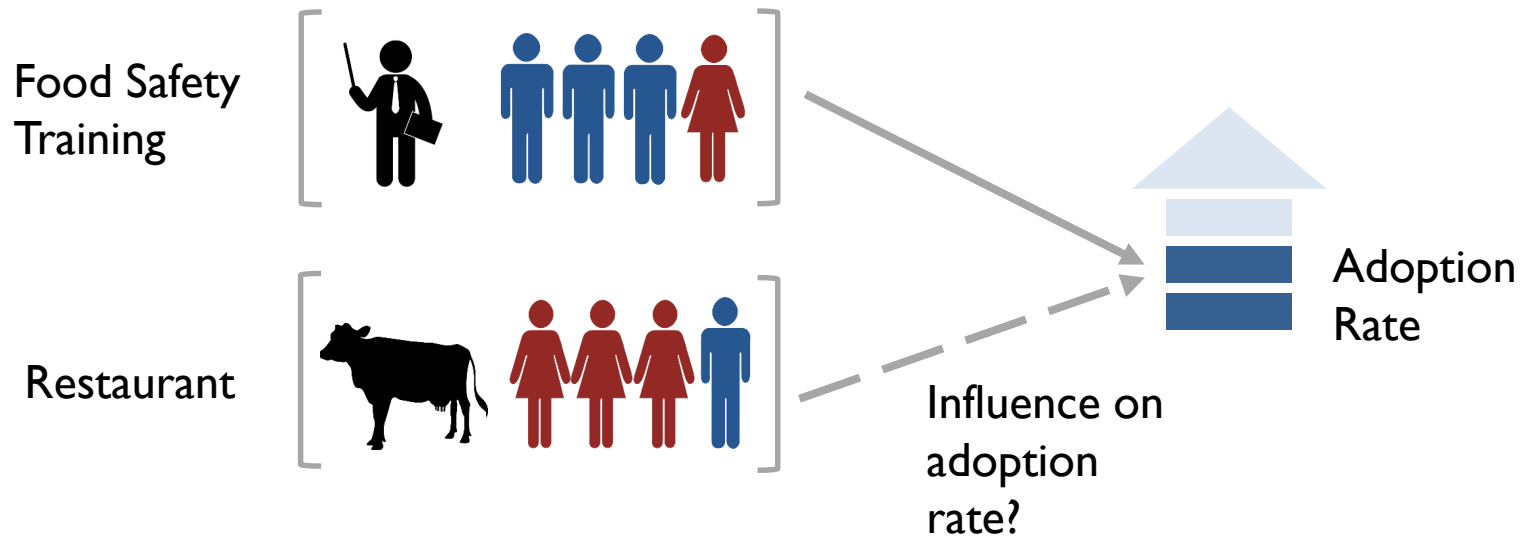




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## Gender Blind Project Example



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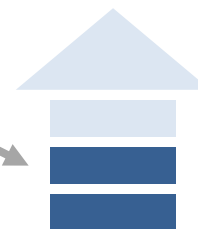
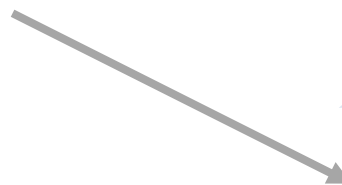


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## Gender Blind Project Example

Food Safety  
Training



Adoption  
Rate



Despite being gender blind at the project design phase, can we use a gender lens to interpret the data that were collected?



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## CASE STUDY

Form new small groups

Read the case study individually, and then as a group discuss and answer the questions related to Framing and Reporting.

Record the group's responses on a flip chart.

Post group flip charts on the walls and do a gallery walk to review other group's research questions. Look for whether the question answers the donor's request and includes key issues already discussed in class.





## HARVESTING THE GENDER LEARNING

### The ORID Approach to Qualitative Evaluation

- **What** – happened? (**Objective Question**)
- **Gut** – how do you feel about what happened?  
(**Reflective Question**)
- **So What** – difference does this make? (**Interpretive Question**)
- **Now What** – do we do? (**Decisional Question**)





## HARVESTING THE GENDER LEARNING

- Break into small groups, using the ORID approach, answer the following questions as a group and record on a flip chart
- **What** – happened? (**Objective Question**)
  - *What happened in your project to address gender inequities or other gender issues in the livestock value chain?*
- **Gut** – how do you feel about what happened? (**Reflective Question**)
  - *What words describe your feelings about the gender results in your project?*







## HARVESTING THE GENDER LEARNING

In your group, answer the following questions and record answers on a flip chart

**So What** – difference does this make?  
(Interpretive Question)

- *What came through to you as very important when integrating gender into your project and the livestock value chain?*
- **Now What** – do we do? (Decisional Question)
- *What will you do differently in your interactions and work with men and women farmers in livestock value chains in the future?*





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THANKS for your participation!

Please share the jumpdrive materials with colleagues and let me know how you use what you have learned!

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## Disclaimer

This work was funded in whole or part by the United States Agency for International Development (USAID) Bureau for Food Security under Agreement # AID-OAA-L-15-00003 as part of Feed the Future Innovation Lab for Livestock Systems. Any opinions, findings, conclusions, or recommendations expressed here are those of the authors alone.

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