Canada

Training Manual:

Gender Responsive Evidence-based Research

Cowater International

Acknowledgements

This training manual has been developed with the financial support of the Government of Canada, through Global Affairs Canada, under the Women's Empowerment and Political Participation in Khyber Pakhtunkhwa (WEPP-KP) project. WEPP-KP is implemented by Cowater International. The manual was authored by Dr Sarfraz Khan of Quaid-i-Azam University, Pakistan.

Contents

Acronyms

CBO	Community Based Organization
DCSW	District Committees on the Status of Women
FATA	Federally Administrative Tribal Areas
FGD	Focus Group Discussion
KP	Khyber Pakhtunkhwa
KPCSW	Khyber Pakhtunkhwa Commission on the Status of Women
LGS	Local Governance School
NGO	Non-Governmental Organization
NMDs	Newly Merged Districts
SW, SE & WED	Social Welfare, Special Education and Women Empowerment Department
TNA	Training Needs Assessment
TOT	Training of Trainers
WEPP-KP	Women's Empowerment and Political Participation in Khyber Pakhtunkhwa

Forward

Pakistan has ranked 151 on global gender GAP Report 2020 released by World Economic Forum (WEF) with 50.8 % male and 49.2 % Female population in the Country.[1] Basic human rights are central to development, yet Pakistan has to go long way to improve gender equality in the country.

Since 'women' and 'men' are not homogenous categories, we have to dig deeper and examine how gender intersects with many other forms of social difference: wealth status, age, ethnicity, caste, and migrant or indigenous status, among others. Thus, gender sensitive research pays attention to the similarities and the differences between men and women's experiences and viewpoints and gives equal value to each. Both men and women should participate in research studies, and data should be disaggregated by gender (data collected and presented separately on men and women). This applies not only to the individual and household level interviews, surveys and focus groups we carry out, but also to interviews with experts (local or not), village leaders, etc.

This training manual will provide support to professionals to understand gender responsiveness and develop their research skills to study, elaborate and form strategies to counter those challenges.

Introduction

The Women's Empowerment and Political Participation in Khyber Pakhtunkhwa (WEPP-KP) project is a 3.5-year project being implemented by Cowater International with financial support of Global Affairs Canada (GAC) in Khyber Pakhtunkhwa. The project was jointly designed with the SW, SE & WED and KPCSW. To capture the insights of various key stakeholders, Cowater International held consultations in 2018 at the provincial level in Khyber Pakhtunkhwa (KP) as part of broader consultations for confirmation of various key elements of the project. The prime purpose of this project is to increase the political empowerment and enjoyment of rights by women, particularly young and marginalized women in Khyber Pakhtunkhwa. WEPP-KP is being implemented in close collaboration with the SW, SE & WED KP and KPCSW and P&D KP

The project is fully aligned with the key national and provincial gender equality and women's empowerment policies and programs. This includes the 2010 decentralization of responsibilities under Pakistan's 18thconstitutional amendment, and the first pillar of the Pakistan Vision 2025 Putting People First: Developing Human and Social Capital, which aims to create an enabling environment for the development of women's full potential, and to integrate the most vulnerable and marginalized segments of society. In addition, this project is also aligned with the Women Empowerment Policy 2017, Government of Khyber Pakhtunkhwa in line with the broader mandate of KPCSW.

Rational for Gender Responsive Evidence based Research Training:

In March 2020, a Training Needs Assessment (TNA) of SW, SE & WED KP and KPCSW was carried out. The purpose of this TNA was to identify the gaps and provide recommendations for trainings

[1] World Economic Forum (2020). *Global gender gap report, 2020*. Geneva: World Economic Forum. Retrieved on Nov. 01, 2020 from http://www3.weforum.org/docs/WEF_GGGR_2020.pdf.

for SW, SE & WED KP and KPCSW based on a thorough and meticulous training needs assessment process.

The TNA process involved data collection through multiple sources to ensure an all-inclusive approach and minimize bias in opinions. A rigorous approach allowed to: develop a comprehensive information pool, correlate the data and identify the gaps in SW, SE & WED KP and KPCSW. Hence, a report was produced identifying the training needs and proposed capacity building plan of the concerned departments. In the report it was proposed that the training programs should include the topics related to:

- Evidence-Based Research
- Gender Mainstreaming especially in the tribal and rural areas
- Women's Empowerment
- Gender Equality
- Gender-based Violence
- Gender Equality Analysis
- Gender Responsive Policy, Program, and Budget Formulation
- Gender Advocacy
- Gender Sensitive Disaster Risk Reduction
- Gender Integration Framework

This gender responsive evidence-based research training manual responds directly to the needs identified in the TNA.

Purpose of the training

The purpose of this training is to build the capacity of the following institutions regarding evidence-based research by designing and delivering gender responsive training on the subject and producing standard operating procedures (SOPs) on gender responsive evidence-based research for KPCSW and SW, SE & WED. The details of the targeted institutions are given as under:

a) The KP Commission on the Status or Women (KPCSW);
b) District Committees on the Status of Women (DCSW); and
c) the KP Social Welfare, Special Education and Women Empowerment Department (SW, SE & WED).

This Training Manual is designed to support the orientation of a diverse range of audiences around the subject of gender responsive training on evidence-based research.

Objectives of the Manual

The purpose of this Manual is to provide consistent and uniform information to facilitators/trainers in gender responsive evidence-based research to form culturally sensitive strategies for research focused interventions. This manual will develop the understanding of the trainees around the following objectives:

- To increase the awareness of participants on gender responsiveness e.g. roles and responsibilities, inequalities, challenges and cross cutting themes;

- To develop understanding of participants on the qualitative and quantitative research methods;
- To design gender responsive evidence-based research; and
- To develop standard operating procedures (SOPs) on gender responsive evidence-based research.

Overall Learning Outcomes

After receiving this training, the participants will be able to:

- Understand the key concepts of gender responsiveness;
- Contextualize the gender roles and responsibilities, equality and equity including social status in KP culture;
- Describe the key concepts of the qualitative and quantitative research methods and practical applicability of those research methods and adopt culturally sensitive strategies to empower women; and
- Design a gender responsive research study.

Targeted Audience

This manual is developed for public sector professionals, Government Officials, Non-governmental Organizations (NGOs), community-based organizations (CBOs), private sector and other development professionals who are working on gender responsive policy and program development. This manual will be useful for the professionals who are working on crosscutting themes of gender inclusive evidence-based research e.g., women's political participation and women's participation in decision-making process.

Brainstorming and Ice Breaking

The user of this training manual should be aware that participants come from different cultural backgrounds, experiences, social and cultural notions, attitudes and expectations. These experiences, attitudes and expectations can range from a general interest in the subject or the learning exercise, to a neutral, open-minded attitude or even negative feelings due to sensitivities around gender responsiveness. It is therefore important to ask the participants prior to the workshop to complete a form or questionnaire about their expectations of the training. This exercise will provide the trainers with a better view of the perceptions and expectations of the participants and enable the trainer to adjust the training per the needs of their audience.

Ethical Considerations

Since gender responsiveness is a sensitive topic and may evoke social and cultural responses from participants, the trainer may use culturally sensitive methods and information. The trainer must be prepared to provide resources and information to the participants in support of their individual learning and understanding.

Training Methods

Interactive participatory approaches will be encouraged throughout the training. These approaches provide equal learning opportunity to all participants, develop their analytical skills, breakdown social and cultural barriers on issues related to gender equality and develop skills on qualitative and quantitative research methods. All the sessions are designed for the active involvement of all participants. Participatory training encourages sharing and experiential

learning and is more effective in embedding knowledge and supporting the use of knowledge and skills developed. Involvement of the participants can take many forms including discussions, group work, case studies, project design, research tool designing and pretesting for data collection and exercises.

Organization of the Manual

The training consists of a variety of sessions pertaining to gender and sexuality, gender responsiveness, evidence-based research techniques, and qualitative and quantitative research techniques and methods. The training sessions include notes for the trainers, which comprise outlines of presentations, exercises, handouts and case studies. The training sessions are mainly divided in three sections:

1. The introductory section offers a brief summary of key gender equality concepts and perceptions, contextualizing gender empowerment, gender equity and equality; inclusion of gender in development.
2. Section two deals with evidence-based research, key concepts, tools techniques and applicability of those methods in research.
3. The third section focuses on the practical application of knowledge acquired in the training and the use of gender sensitive approaches. The group activities will provide opportunities to the participants to use their professional experiences and design short projects on gender equality and women's empowerment in different sectors such as (a) women's political participation and (b) women's participation in decision-making process.

Note: all sessions outlined in this manual are considered fundamental to understanding the complex nature of gender responsive research design. While the training can be adapted to meet the unique needs of different audiences, it is recommended that no session be detached from the training.

Session I Introductory Session

Estimated Session Time: *1 Hour 30 Minutes*

Toast for Change

Toast for Change activity will be organized by the trainer by inviting participants to come forward one by one and taking a glass of juice, taking a sip of juice and introduce themselves with the learning and expectations of the training. A brief introduction of the participants will provide opportunity to the trainer and trainees to get to know each other and organize interactive sessions.

Objectives of the Training: The trainer will explain the training objectives to the trainees:

- Understand the key concepts of gender responsiveness;
- Contextualize the gender roles and responsibilities, equality and equity including social status in KP culture;
- Describe the key concepts of the qualitative and quantitative research methods and practical applicability of those research methods and adopt culturally sensitive strategies to empower women; and
- Design a gender responsive research study.

A pre-training assessment of the trainees will also be done in the very first session of the training. A well-structured questionnaire will be given to the trainees and their responses will be monitored.

Session II Understanding the Key Concepts related to Gender Equality

Session II-A Contextualizing Gender and Sexuality (Types, Roles and Responsibilities)

***Estimated Session Time**: 1 Hour 30 Minutes*

***Method**: Presentation*

***Learning material**: Presentation Notes*

Learning outcomes: By the end of this session, the participants should be able understand:

- Describe the difference between gender and sex.
- Describe the social construction of gender.
- Explain other concepts related to gender.
- Understand social norms and gender stereotyping.
- Understand the role of women's empowerment in local, regional and national development.
- Identify gender related statistics: population, labour force participation.
- Describe the gender / development nexus.
- Undertake a comparison between developed and non-developed countries in terms of gender inclusiveness.

Session overview:

1. Definition of gender and sex
2. The difference between gender and sex
3. Social Construction of gender
4. Gender related concepts
5. Social norms
6. Gender stereotyping
7. Gender and development
8. Gender inclusiveness: A comparison between selected development and non-developed countries

PRESENTATION NOTES

Defining Gender: Defining gender, and gender roles and responsibilities which are culturally or socially ascribed to women, men, girls and boys. These socially created roles and differences describe how women and men behave or are expected to behave in society. These roles influence how men and women's capacities are recognised and valued. The social constructs vary across cultures and time. According to WHO "Gender refers to the characteristics of women, men, girls and boys that are socially constructed. This includes norms, behaviours and roles associated with being a woman, man, girl or boy, as well as relationships with each other. As a social construct, gender varies from society to society and can change over time."[2]

[2] WHO. *Gender and health*. https://www.who.int/health-topics/gender#tab=tab_1

Defining Sex: Refers to the biological and physiological differences between males and females as determined by nature. All people are born male or female, but they grow to become boys or girls; women and men. Sex is universal, permanent and biological.

The Social Construction of Gender: Gender is learnt through a process of socialisation through the culture of the particular society concerned. Social construction of gender refers to how society values and allocates duties, roles and responsibilities to women, men, girls and boys. This differential valuing creates the gender division of labour and determines differences in access to benefits and decision making which in turn influences power relations and reinforces gender roles. This occurs at various levels including family, religion, education, culture, peers and the media.

In many cultures, boys are encouraged in the acts considered to display male traits (and girls vice-versa), through the toys given to children (guns for boys, dolls for girls), the kind of discipline meted out, the jobs or careers to which they might aspire, and the portrayal of men and women in the media. Children learn their gender from birth. They learn how they should behave as perceived by others, and themselves, as either masculine or feminine. Throughout their life this is reinforced by parents, teachers, peers, their culture and society.

Gender Roles and Sex Roles: The roles in society are either social or sexual (biological). The gender (social) roles change and vary over cultures and time. Gender roles are reflected in activities ascribed to men and women on the basis of perceived differences which are reinforced through the gender division of labour. This arises from the socialization of individuals from the earliest stages of life through identification with specific characteristics and behaviours associated with being male or female. Sex (biological) roles refer to the different physiological capabilities of women and men e.g. women give birth and breast-feed, men cannot.

Gender Discrimination: The systematic, unfavourable treatment of individuals on the basis of their gender, which denies them rights, opportunities or resources. In many cases, women are treated unequally, and less value is placed on their lives because of their gender. Women's differential access to power and control of resources is central to this discrimination in all institutional spheres i.e. the household, community, market, and state.

The law can also perpetuate gender discrimination even where it appears to be gender neutral, being a product of a culture with oppressive gender ideologies. Even where constitutional or national legal provisions uphold gender equality principles, religious or other customary laws that privilege men may take precedence in practice. However, the law, when reformed with women's input, can be a potent tool for challenging discrimination, if combined with other strategies, including capacity-building to overcome barriers to claiming rights.

Gender and Development: Latest information of international and national development and their intersection with gender will be shared with participants including gender equality statistics, participation in formal and informal labour, Pakistan's raking in gender equality, opportunities and challenges.

Gender Issues: This is a point of gender inequality that is undesirable and therefore requires interventions. It results from some forms of gender discrimination or oppression. A gender issue arises when there is inequality, inequity or differential treatment of an individual or a group of

people purely on the basis of social expectations and attributes of gender and other identity factors (religion, ethnicity, socio-economic-status). Gender issues are sometimes called gender concerns.

Session II-B Gender Facts and Figures: A Comparison between Developed and Developing Countries

***Estimated Session Time**: 1 Hour 30 Minutes*

***Method**: Presentation*

***Learning material**: Handout 1/Presentation*

***Special Note for the Trainer:** For this session we have used updated information for 2019/2020. Those who are using this manual can revise this section as per need and can use the most updated information for better learning.*

Learning Outcome: The participants will be in a better position to understand the various practices across the developed and developing countries with respect to their approaches toward men and women in the fields of health, education and income generating opportunities. They will also be able to comprehend the major causes behind the women's limited participation in the various social sectors such as health, education and employment.

Description: In this section emphasis will be placed on best practices for gender inclusiveness and women's development in the case of developed countries. They will be compared with developing countries' development indicators. The purpose of the comparison is to understand why some countries are performing better in terms of gender equality than others and identify some of the strategies used to achieve this.

PRESENTATION NOTES

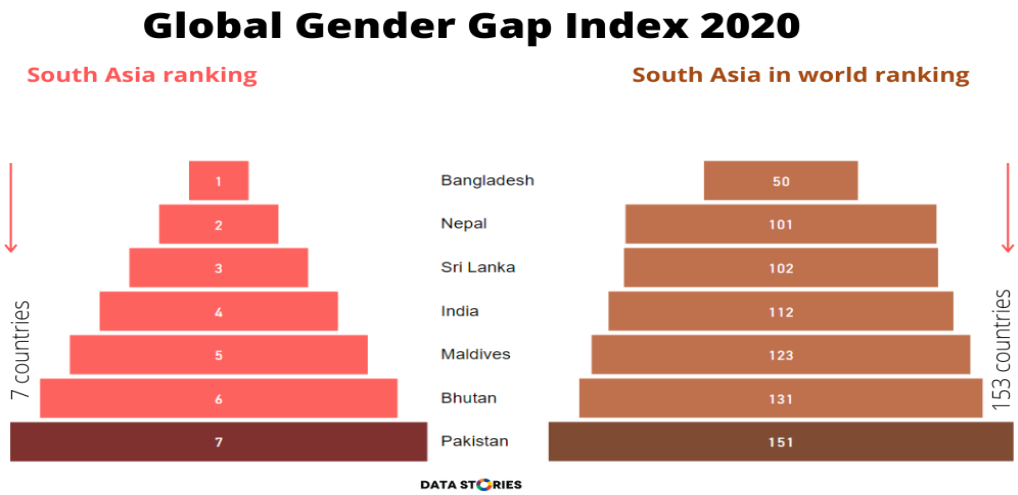
The barriers to equal opportunities for women in developing countries include:

- Women's economic opportunities are constrained by a potent combination of limited access to labour and credit markets, a disproportionate domestic care burden, fewer opportunities to build relevant skills, restricted economic and social rights and harmful social norms which prevent their full participation.
- Low quality education can hold entire communities back from economic advancement. More unequal societies may have more unequal education systems, effectively excluding the poor – especially women – from getting the skills needed to access more sustainable paying jobs.
- Low status due to social norms causes discrimination and social exclusion that can reduce the total pool of human capital and assets, creating chronic, persistent poverty across generations.

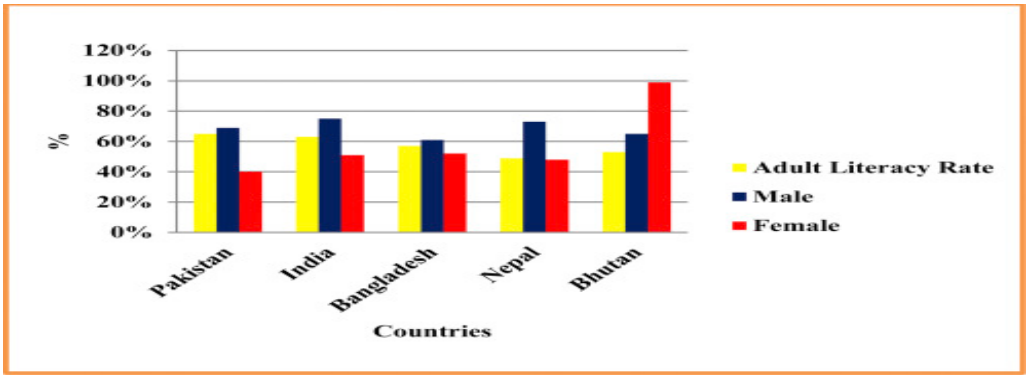
Gender Inclusion

Gender inclusion leads to equality. It's the notion that all services, opportunities, and establishments are open to all people and that male and female stereotypes do not define societal roles and expectations. In developing countries, there are many barriers to women's

equal participation in the paid labour market, education and even in the health sector. Pakistan lags behind in all three sectors mentioned above when we look at the gender disparity report, access to health and education.[3]



A comparison based on gender gap index 2020, source: Data Stories.[4]

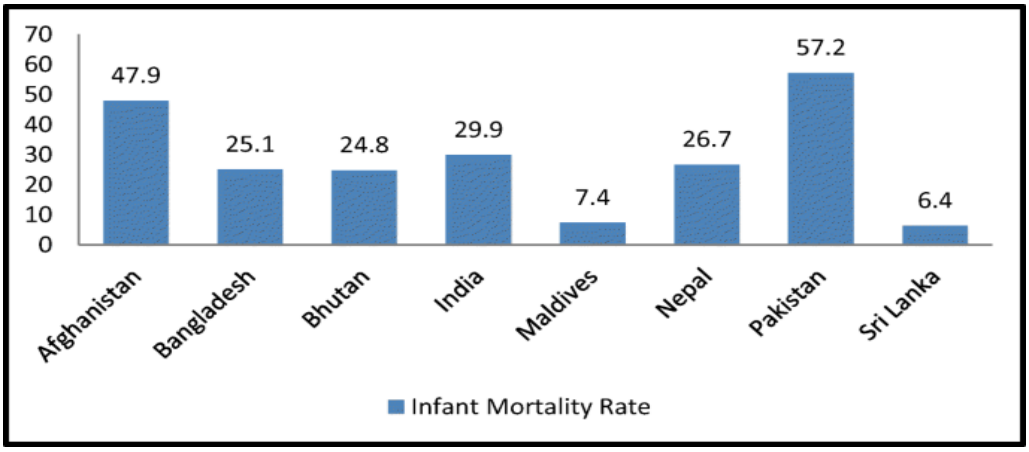


The above Image shows Pakistan with the lowest female literacy in South Asia.[5]

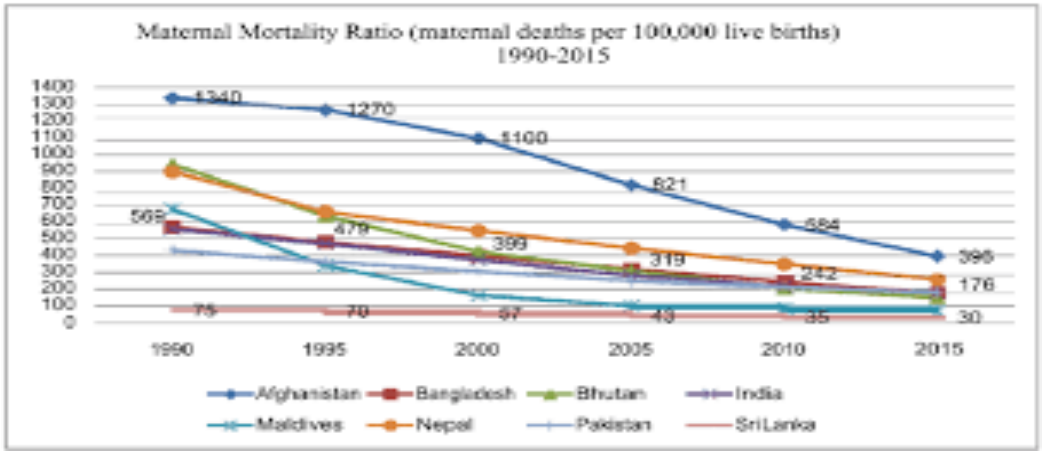
[3] World Economic Forum (2020). *Global gender gap report, 2020*. Geneva: World Economic Forum. Retrieved on Nov. 01, 2020 from http://www3.weforum.org/docs/WEF_GGGR_2020.pdf.

[4] http://www.datastories.pk/gender-gap-index-2020-pakistan-least-performer-in-south-asia/#:~:text=With%20151st%20position%20among%20153,countries%20i.e%2C%20Iraq%20and%20Yemen.

[5] Rehman, A., Jingdong, L., & Hussain, I. (2015). The province-wise literacy rate in Pakistan and its impact on the economy. *Pacific Science Review B: Humanities and Social Sciences, 1*(3), 140-4.



Graph shows the highest infant mortality rate in Pakistan among south Asian Countries (2019)



Mother Mortality Rate in South Asia (2015)

Session II-C Group Activity: How Gender is perceived in our culture: Khyber Pakhtunkhwa

***Estimated Session Time**: 1 Hour 30 Minutes*

***Methodology:** Interactive session*

Learning outcome: This session will enable trainees to compare developed and developing countries, the role of gender in those countries' progress and how those countries are progressing by striving for gender equality in every sphere of life. This session will also explain to the participants how gender is cross-cutting theme and what its impact on development outcomes can be. The session is interconnected with the preceding session of the training. All the trainees will be asked to explain gender roles and responsibilities keeping in mind those facts and figures and practices adopted by developing countries. How those practices can be included in different sections e.g. education, economic empowerment and political participation of women. This will also enhance participants' knowledge on international best practices of gender dynamics and equality.

Group Activity: All the participants will be divided in different groups and will be assigned different themes of gender roles and perceptions, how gender and sex is perceived in local KP culture. This group activity will provide an opportunity to the participants to analyze the role of

gender in local culture and the opportunities and challenges caused by gender roles and cultural perceptions. Groups will prepare presentations on the different roles and responsibilities of women and men in KP culture and share their presentations to the larger group. The larger groups will analyze the presentation through gender lens and evaluate critically to identify inequalities between women and men. This will help participants to understand the role that culture and tradition play in determining gender roles, access to and control over resources and different levels of voice and agency.

The session will be followed by a Q&A session and group discussion.

Gendered Roles and Perceptions:

1. Gendered roles in household;
2. Gendered roles in economy (formal and informal);
3. Gendered social and cultural roles;
4. Gendered roles in decision-making; and
5. Gendered role in political process.

Session III Understanding Evidence-Based Research (Concepts, Practices and Application)

Estimated Session Time: *Two hours*

Method: *Presentation*

Learning material: *Handout 2 /Presentation Notes*

Learning outcomes

The participants will understand the different types of research and research designs which can be applied to different projects, location and size of population, including:

1. The basics of evidence-based research (types of sources generating evidence/information received from different sources);
2. The elements of evidence-based research (research evidence and needs); and
3. The process of undertaking evidence-based research.

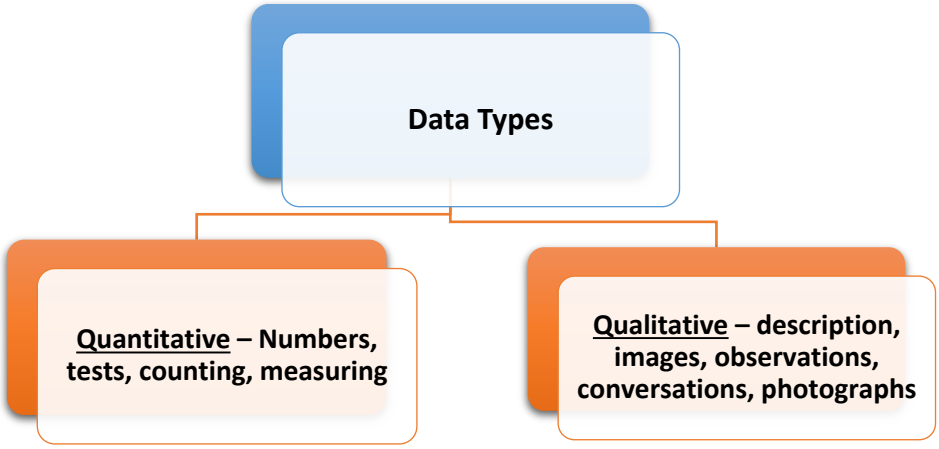
PRESENTATION NOTES

Defining Research: Research is a process of systematic inquiry that entails collection of data; documentation of critical information; and analysis and interpretation of that data/information, in accordance with suitable methodologies set by specific professional fields and academic disciplines.

Types of Research:

Qualitative research: Qualitative research is one which provides insights and understanding of the problem setting. It is an unstructured, exploratory research method that studies highly complex phenomena that are impossible to elucidate with the quantitative research. Although, it generates ideas or hypothesis for later quantitative research. Qualitative research is used to gain an in-depth understanding of human behavior, experience, attitudes, intentions, and motivations, on the basis of observation and interpretation, to find out the way people think and feel. It is a form of research in which the researcher gives more weight to the views of the participants. Case study, grounded theory, ethnography, historical and phenomenology are the types of qualitative research.

Quantitative research: Quantitative research is a form of research that relies on the methods of natural sciences, which produces numerical data and hard facts. It aims at establishing cause and effect relationship between two variables by using mathematical, computational and statistical methods. The research is also known as empirical research as it can be accurately and precisely measured. The data collected by the researcher can be divided into categories or put into rank, or it can be measured in terms of units of measurement. Graphs and tables of raw data can be constructed with the help of quantitative research, making it easier for the researcher to analyze the results.



Evidence-based research: Evidence-based practice in social sciences is a new paradigm that promotes more effective social interventions by encouraging the conscientious, judicious, and explicit use of the best available evidence in professional decision making. It requires the systematic retrieval of the most current literature to inform decisions based on available evidence and to answer questions which are rooted deeply in context.[6] The next step is to find the best evidence or studies with which we could answer the research questions. Studies have been classified based on the applied methodologies in various levels. The higher levels of evidence are considered more reliable. "Evidence-based practice is about making decisions through the conscientious, explicit and judicious use of the best available evidence from multiple sources to increase the likelihood of a favorable outcome"[7]. The steps involved in conducting evidence-based research are:

- **Asking:** translating a practical issue or problem into an answerable question
- **Acquiring:** systematically searching for and retrieving the evidence
- **Appraising:** critically judging the trustworthiness and relevance of the evidence
- **Aggregating:** weighing and pulling together the evidence
- **Applying:** incorporating the evidence in the decision-making process
- **Assessing:** evaluating the outcome of the decision taken

New Research Paradigm in Social Sciences

In recent decades, systematic reviews, meta-analyses, synopses and meta syntheses studies have modified the pyramid of evidence. Moreover, systematic review followed by meta-analysis, has higher quality of evidence. Evidence based research is more focused on generating evidence by synthesizing and clearly formulating research questions. The last step is integrating and applying the appraised evidence to individual's expertise or addressing a particular problem or designing a policy or project. The appraisal process includes answering questions in order to assess the

[6] Smith, D. (2004). *Social work and evidence-based practice*. Jessica Kingsley Publishers.
[7] https://cebma.org/a-definition-of-evidence-based-management/

quality of the published papers and determine if its findings can be applied to actual practice. These questions assess the applied methodologies and related issues such as sampling method, analysis process, and so on.

It is clear that applying the findings of research in social sciences moves on a highly polarized spectrum, with the choice presented as 'evidence based' or 'opinion-based'. Certainly, a significant body of evidence is available in some topics; however, in other areas, the evidence is less. In evidence-based social sciences, firstly individuals are encouraged to question their own practice, in order to look for the available evidence, then make a correlation between the evidence and their own situation and finally apply their professional judgments to the process[8].

Practical Application

The first step is to find the best evidence or studies with which we could answer the research questions. Studies with higher levels of evidence are considered more reliable. It is necessary to move from opinion-based to evidence-based social sciences. Evidence-based social sciences are based on a process of evidence application in which individuals working at different levels of policy making, education and social work, etc. implement the available evidence in their real practice to make policies and services more effective and gender responsive. Combining research findings/evidence with professional judgement and applying it to the design of policies, projects, programs or service delivery is called ''evidence-based practice"[9].

Application of Evidence-based Research Criteria

As to the literature, the majority of current practice is based upon either personal experience, or experience of others who have faced the same problem (jobs, cultural barriers and challenges faced by women; one or two practical examples can be shared during the session) instead of the systematic appraisal of the evidence. It seems this process requires a rethinking and revision. There is an urgent need for mechanisms that review available information and make recommendations to practitioners. The evidence-based research approach provides powerful tools to move forward the evidence-based social sciences agenda. The process includes the following:

- **E**vidence grading
- **F**easibility and need for related modifications
- **E**xtent of evidence
- **P**ower of evidence
- **A**im of study and its measurement (Validity)
- **C**ontext or participants' characteristics

The available evidence collected can be graded on each of the six dimensions of evidence-based research identified above. In an ideal situation the evidence would be high against all criteria, but in reality, this rarely occurs. The evidence may be good in some of them, but poor in others.

[8] Harden, M. Grant, J., Buckley, G., Hart, I.R. (1999). BEME Guide No. 1: Best evidence medical education. *Medical Teacher, 21*(6), 553-62.
[9] Cournoyer, B. (2004). *The evidence-based social work skills book*. Pearson College Division.

People have to balance the different dimensions and come to a decision on a course of action based on his or her professional judgment. The overall result determines whether it is good, moderate or poor for the context where the evidence must be applied.

S. No	Approaches	Criteria	Good	Moderate	Poor
1	Evidence grading				
2	Feasibility and need for related modifications				
3	Extent of evidence				
4	Power of evidence				
5	Aim of study and its measurement (Validity)				
6	Context or participants characteristics.				
	Results				

Each dimension of the criteria is explained as follows:

1. **The Evidence Grading**

Yes/No evidence

- Evidence-based on professional judgment
- Evidence-based on educational and social principles
- Evidence-based on experience and case studies
- Evidence-based on consensus views built on experience
- Evidence-based on studies in a comparable but not identical area
- Evidence-based on well-designed non-experimental studies
- Evidence-based on well-designed quasi-experimental studies
- Evidence-based on well-designed controlled studies

2. **Feasibility and need for related modifications**

   A feasibility analysis is used to determine the viability of an idea, such as ensuring a project is legally and technically feasible as well as economically justifiable.

3. **Extent of evidence**
   - Primary research
   - Single studies of non-experimental, experimental designs
   - Secondary research (different designs of reviews, meta analyses and meta syntheses)
   - Tertiary research (review on reviews and review on meta analyses)
4. **Power of evidence Statistical (statistical significance)**
   - Social (significance of applied social method or technique)

- Impact (social impact)

5. **Aim of study and its measurement (Validity or methodology rigor)**
   A research aim expresses the intention or an aspiration of the research study; it summarises in a single sentence what you hope to achieve at the end of a research project. Your aim should be specific and phrased in such a way that it is possible to identify when it has been achieved.
6. **Context or participants' characteristics (relevancy between evidence and our own context)**

Introduction: Topical relevance lies at the heart of relevance. The common view of topic relevance is limited to the subject matching, resulting in information retrieval systems, interconnections and multisector.

Method: Based on the role a piece of information plays in the overall structure of an argument, we have identified four topic relevance types: Direct, Indirect (circumstantial), Context, and Comparison.

Analysis: Analyzing the relevant data through appropriate theoretical approaches to arrive at final decision or sorting data to make decisions.

Results: All the information related to the topic will be analyzed and produce intended results. Non relevant/indirect information will also contribute to the outcome.

Conclusion: Each of these refined types of topic relevance plays a special role in reasoning, making a conclusive argument, or performing a task.

Conclusion:

Evidence-based social sciences use research findings to help people in their professional practice to make more informed decisions. Informed decisions based on evidence lead to better and more sustainable policies, programs and services. In addition, it helps people to identify knowledge gaps and find answers to bridge the gap using evidence.

Note: In addition to the presentation material the participants will be provided with **Handout 2** to comprehend the definitions and related information. The handout will also support the trainees to learn about various research designs such as:

- Applied research
- Exploratory research
- Descriptive research
- Empirical research
- Mixed methods research
- Quasi-experimental research
- Longitudinal research

Applied research: This type of research applies its findings to solve a specific existing problem. It is a methodical quest for solutions to practical problems. Hence, it is used for finding solutions to everyday problems. In this type of research, the researchers test and verify theories and discover

new facts. Its main strength is its immediate practical use. It is conducted when decisions need to be taken for some real-life problem.

Exploratory research: Exploratory Research is conducted to explore a research problem or issue on which there are very few or no earlier studies to refer to for information about the issue or problem. It is conducted when a problem is not clearly defined. Though exploratory research cannot be used for identifying direct solutions, it can help in providing research leads and insights for a particular problem. It helps in laying the foundation for future studies. It also supports the development of new ideas or hypotheses.

Descriptive research*:* This is conducted in order to describe a phenomenon, as they exist. It is used to identify and obtain information on the features of a particular problem or issue. Descriptive research explains and provides additional information on a topic. It provides accurate information about an individual, group or event. As the term implies, the purpose is to describe the characteristics of a phenomenon or population. It seeks to provide answers for the what, who, where, when and how questions.

Empirical research: This depends on data and conclusions drawn from the data which could be proved or verified by observation or experiment. Therefore, this type of research needs facts and an established hypothesis. The researcher then tries to prove or disprove the hypothesis. It is also known as experimental research. In experimental research normally two groups exist (a) the control group and (b) experiment group. The interventions are made in the experiment group while the changes are compared after the interventions.

Mixed methods research: The mixed methods approach to research is sometimes referred to as the triangulation method in which two or more methods of research are used for data collection. It is considered the standard for research design when it comes to collection of data on issues which have never been explored in depth previously. It gives the researchers liberty to explore the phenomenon in depth by obtaining detailed data and then verifying the information collected through one method through the information collected via another. In an ideal case, the researchers normally take one method from the qualitative side and another from the quantitative so that both approaches help in a comprehensive data collection and understanding of the issue under investigation.

Quasi-experimental research**:** A quasi-experimental design aims to establish a cause-and-effect relationship between an independent and dependent variable. Unlike a true experimental approach, a quasi-experiment does not rely on randomized assignment because they are most likely to be implemented in field settings to evaluate the effectiveness of an intervention. Quasi-experimental design is a useful tool in situations where true experiments cannot be used for ethical or practical reasons. However, they are resource and time intensive methodologies.

Longitudinal research: Longitudinal studies use quantitative and qualitative data collection to observe changes over time for particular individuals over prolonged periods of time—often spanning years or decades. Data is collected on a combination of exposures and outcomes.

Appropriate statistical testing may be employed to analyze change over time for the group as a whole, or for particular individuals.

Learning outcomes

The participants will understand the different types of research and research designs can be employed to different projects, location and size of population.

- The basics of evidence based research
- The elements of evidence based research
- The process of evidence based research

Session IV Indicators of Gender Responsiveness [Concepts and Elaborations]

Women's Political Participation and Women's Participation in Decision-Making Processes.

Estimated Session Time: *Two hours*

Method: *Presentation*

Learning material: *Presentation Notes*

Under this component the participants will learn how to inform and sensitize stakeholders on issues of gender equality. They will learn about the constraints in the existing policy and legal framework and increase their technical knowledge and skills for addressing them.

Learning outcomes: Participants' understanding of gender sensitive research methodology is enhanced. Participants are able to mainstream gender in the research methodologies employed in conducting sector-specific gender sensitive situational analyses.

PRESENTATION NOTES

Conceptualizing Gender Responsiveness

Gender responsiveness refers to outcomes that reflect an understanding of gender roles and inequalities and encourage equal participation, including equal and fair distribution of benefits. Gender responsiveness is accomplished by applying a gender analysis to inform the design and implementation of research, policies, programs or services. All development initiatives should strive to transform unequal gender relations to promote shared power, control of resources, decision-making, and support women's empowerment.[10]

Gender Responsive Indicators:

An indicator can be described as a reference point against which changes over time can be assessed. With a 'gender indicator' we are trying to measure gender-related changes over time, that is the situation of men and women and the resulting gap between women and men. With a 'gender responsive' indicator we are trying to reflect an understanding of gender roles and inequalities to encourage equal participation, including equal and fair distribution of benefits. A

[10] UNDP. (2019). Gender responsive indicators. United Nations Development Program. https://www.international-climate-initiative.com/fileadmin/Dokumente/2020/200302_undp-ndcsp-gender-indicators-202.pdf

gender responsive indicator requires that activities are first designed to reflect an understanding of inequalities and gender roles, before it can measure equal and fair distribution of benefits.[11]

Indicators are closely linked to objectives, so the first step towards developing gender-sensitive indicators is to ensure that your programme or project objectives have clearly defined gender equality goals, based on your gender analysis. These might be measured to raise the status of women or an explicit statement of how the programme will ensure that it benefits women and men equally.

Data will be collected against each indicator and analysed it to see what progress is being made. The relationship between the different factors is also important.

How to Develop Gender-Responsive Indicators?

There are number of steps through which one can develop gender responsive indicators:

1. Examine the objectives for the project or initiative to address women's economic empowerment and their participation in decision making processes.
2. Determine whether the objectives themselves are gender sensitive or not.
3. Identify activities to reach the objective. Consider whether these activities benefit both women and men.
4. Consider whether there are useful gender analysis results that could be used to inform initiatives in the sector of focus.
5. Retrieve the baseline data to compare with the next achievement and check if there is already sex-disaggregated data available to use.
6. Identify the indicators that will tell us whether we have undertaken the activity or reached the objective of the initiative.
7. Set a target and a time frame.
8. Ensure the indicators are SMART (simple, measurable, attainable, realistic, time bound) and gender responsive.
9. Consider how indicators can be verified or proven – consider if you can also use qualitative methods to provide context to any quantitative data collected.

There are two types of Gender Responsive Indicators: (a) Quantitative and (b) Qualitative.

(a) Quantitative Indicators:

These indicators include numbers and percentages which can be compared and contrasted.

- Changes in the proportion of adult population owning an asset, by sex.
- New jobs / increase in employment in a sector disaggregated by sex, compared to an earlier period.
- Numbers of men versus women who participate in a particular social sector.
- Average number of hours spent on paid and unpaid work in the sector combined (total work burden) disaggregated by sex.
- Number and percentage of women versus men in institutions (government departments or units).

[11] Ibid.

(b) Qualitative Indicators:

These indicators are typically more descriptive, subjective and change regularly. Common indicators include:

- Attitudes and behaviour towards the uptake of an initiative disaggregated by sex.
- Growth in knowledge and skills disaggregated by sex.
- Self-reliance and confidence to continue the initiative disaggregated by sex.
- Level of confidence, independence or self-esteem of women and men in the sector.

Challenges with Gender-Responsive Indicators

There could be many challenges that can come across when setting gender responsive indicators of a project, a few of these are mentioned below:

1. Limited capacity to collect sex-disaggregated data.
2. Sex-disaggregated data may be collected, but not analysed (no budget for analysis or limited capacity to analyse).
3. Feeling that gender issues are too personal.
4. Baseline data may be inadequate and not disaggregated.
5. Specified indicators do not fully capture the impact of the project.
6. Data can be expensive to collect.
7. Indicators are only signals – they often call for a wider level of analysis.

Use of Gender Responsive Language

Some Most Common Mistakes: Avoid using 'male' and 'female' words as these are most usable in biology and medicine to make biological distinctions. 'Man' and 'woman' define human beings and are the correct way to indicate personhood.

Good practice: Use 'man' and 'woman', 'boy' and 'girl', even when you need an adjective.

Bad Practice		Good Practice	
The youngest female winemaker	X	The youngest woman to be a winemaker	√
Male Parliamentarians	X	Men in Parliament	√
Female farmers	X	Women Farmers	√
Male labour participation rate	X	Labour participation rate of men	√

Session V Social Research Methods [Key Concepts, Research Cycle-Part-I]

Session V-A Group Activity: Challenges Faced by Women in KP: Experiences from Rural and Urban Settings

Estimated Session Time: *1 Hour 30 Minutes*

Method: *Group Activity*

Learning material: Handout 3 *which includes information on:*

- *Women's participation in political process*
- *Women's participation in decision-making process*
- *Women's participation in economics (formal and informal economy)*
- *Women's health and Education*

Learning outcome: This session will improve participant's analytical skill to analyze the challenges faced by women in different sectors and think critically to develop mitigation strategies.

In this session participants will be divided in groups and will be asked to use the knowledge acquired from the above sessions and draw situational analysis on challenges faced by women in KP in different sectors and what potential mitigation strategies look like. Each group will present their group work. This opportunity will encourage the participants to use their observations, practical knowledge and experiences.

Step 1: The above four themes will be given to the groups and they will analyze the challenges and opportunities faced by women in KP for each of the themes.

Step 2: Those challenges will be analyzed through gender lens and the participants will suggest mitigation and compensatory strategies to overcome the identified challenges.

Step 3: The session will end with a group discussion.

Session V-B Social Research Methods: introduction

Selection of the Research Topic, Research Objectives, Research Questions, Hypotheses, Review of Literature and Research Tool Development.

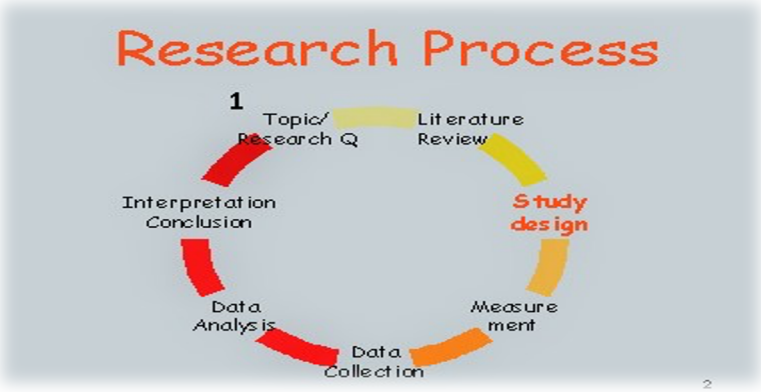
Estimated Session Time: *1 Hour 30 Minutes*

Method: *Presentation*

Learning material: *Presentation Notes*

Learning Outcomes: The participants will be oriented on the basics of social research methods. In this section the trainees will be given a detailed perspective on the research cycle including the selection of a research topic, objectives, research questions, hypotheses, review of literature and research tool development.

PRESENTATION NOTES



Key Concepts:

Concepts	**Explanation**
Selection of the Research Topic	The selection of the topic is very crucial in the research. It depends on the organization for whom the research is being conducted. In some cases, the requirements and focus are driven by the donor agencies. Normally the topics selected are relevant to the organization's main objectives and primary focus. For instance, if we need to do research for KPCSW we shall focus on: • *Women's participation in political processes* • *Women's participation in decision-making processes*
Objectives	The construction or formulation of the research objective is related to the topic and focus of the research. The objectives of research are derived from the topic and are designed to meet identified research gaps. **Example**: "to explore the underlying barriers to women's political participation".

Research question	The construction of research questions is aligns with the objectives. A good research question identifies exactly what you want to discover through the research and gives the study a clear focus. Research questions should be: • Focused on a single problem or issue • Researchable using primary and/or secondary sources • Feasible to answer within the timeframe and practical constraints • Specific enough to answer thoroughly • Relevant to your research topic You may have more than one research questions, but they should all contribute to achieving the research objective defined above.
Hypothesis	Hypotheses are the testable statements which again are dependent to the research objectives and questions. In the case of qualitative studies, the hypotheses are set as "tentative and evolving" while in the case of a quantitative study they are "specific and testable". **Example**: *"Women have higher levels of participation in political processes and participate more freely when they have unrestricted access to and control over resources."*
Review of literature	A review of existing literature is an essential component of the research process. It is a collection of research already conducted and available in the same field. It surveys scholarly articles, books, and other sources relevant to a particular area of research. A literature review can help to identify gaps in information and knowledge and further refine your research objectives and questions to ensure that you are adding to the body of knowledge and not duplicating existing research.
Tool development	There are number of tools being used for research and the tools you will use depend on your research objectives and questions. In most quantitative research studies a survey as useful research tool designed to collect data which is comparable across respondents. Other tools include: • Questionnaires • Key informant interviews • Focus groups discussions • Observation • Video / photography • Case studies The types of questions you include in the tools can be categorized into three types: (a) close ended (Yes/No answers only) (b) open ended (longer, detailed answers).;

Social Research Methods: Different social research methods can be applied to research design and data can be collected through qualitative and quantitative research methods including surveys, field research, experiment, and secondary data analysis, or use of existing sources.

Primary Data Collection:

Primary data is that which is not already available through other sources. It is necessary to undertake primary data collection when a gap in knowledge is identified through the literature review which cannot be filled with existing data or information.

Concepts	*Explanation*
Surveys	The surveys are considered easy and swift methods for data collection in quantitative research, but do not provide an in-depth explanation of the issue under investigation. A survey is a research method used for collecting data from a predefined group of respondents to gain information and insights into various topics. They can have multiple purposes, and researchers can conduct it in many ways depending on the methodology chosen and the study's goal. A standard list of questions is given to all respondents so that their answers can be compared and contrasted and correlations between issues / factors drawn e.g., women respondents with higher levels of education were more likely to have voted in the last election. For the results to be statistically relevant, a rigorous sampling methodology must be applied or the entire population (all beneficiaries) must be surveyed.
Questionnaires	The questionnaires are a common research technique, particularly in the behavioral and social sciences. Questionnaires do pose problems, however. The major difficulties are associated with response rates, bias and flexibility. Since questionnaires are important to the survey researcher (as are interviews) the effect on the results of someone not responding must be considered.
Key informant interviews	Key informant interviews (KIIs) are conducted for qualitative research studies to obtain comprehensive detail about the issue under investigation. For KIIs, only respondents who have the proficiency in the domain on which the research is being conducted are interviewed. These interviews are normally conducted using a semi- or un-structured interview guide as more information surfaces during the discussion and guides the direction of the interview.
In-depth Interviews	In-depth interviews (IDIs) like KIIs are part of the qualitative research design with an aim of obtaining in-depth details about the issues under investigation from the respondents of greater concern. In these interviews the researchers aim to obtain more

	elaborative and descriptive details through selected individuals. For the IDIs the researchers again use semi- and un-structured interview guides.
Focus Group Discussions	Focus group discussions (FGDs) are a qualitative research method in the social sciences, with a particular application in the development program evaluation sphere. FGDs are a predetermined semi-structured interview of a group of participants, led by a skilled moderator. The moderator asks broad questions to elicit responses and generate discussion among the participants. The moderator's goal is to generate the maximum amount of discussion and opinions within a given time period. In a single FGD, approximately 6-12 participants are involved in addition to moderators and a supporting person for the moderator, who normally takes detailed notes to record the discussion for later analysis.
Observational study	Observational study is part of the qualitative research design and mainly involves two types of observations: (a) Participatory Observation Method; and (b) Non-Participatory Observation Method. It can provide researchers information that goes beyond numbers and statistics. In general, observation is a systematic way to collect data by observing people in natural situations or settings.

Secondary Data collection methods:

Collection data from secondary sources means using existing publications, journals, data sets, reports and documents to answer the research question. A literature review is secondary data collection and should form part of any research study. Secondary data collection may include either quantitative or qualitative data or both.

Secondary data sources:

Below is a list of potential secondary data sources to consider when undertaking research. This list is not exhaustive and other sources may be relevant depending on the subject and context of your research:

- Government reports
- National Statistics Office data
- Statistics and data collected by multilateral institutions e.g., World Bank, UN agencies
- Human Development Report
- NGO reports
- Academic research

Session VI Social Research Methods [Key Concepts Research Cycle – Part II]

Data Collection, Focus Group Discussion, KII, Case Studies

Session Time: *Two Hours*

Method: *Presentation*

Learning material: Presentation Notes

Learning outcome: This session will develop participants' skills on how to use research techniques effectively and collect relevant information on specific a research topic.

PRESENTATION NOTES

Data collection: The data collecting team (also called enumerators) must adhere to the following rules while collecting data:

Focus Group Discussion: Focus group discussions are frequently used as a qualitative approach to gain an in-depth understanding of social issues. The method aims to obtain data from a purposely selected group of individuals rather than from a statistically representative sample of a broader population. FGDs are a participatory and cost-effective research method which generate discussion among participants, highlight differences in opinion and can generate consensus around the causes of a particular social phenomenon.

Instructions for designing Focus Group Discussion:

A focus group is a small group of six to ten people led through an open discussion by a skilled moderator. The group needs to be large enough to generate rich discussion but not so large that some participants are left out.

The focus group moderator nurtures disclosure in an open and spontaneous format. The moderator's goal is to generate a maximum number of different ideas and opinions from as many different people in the allotted time.

The ideal amount of time to set aside for a focus group is anywhere from 45 to 90 minutes. Beyond that most groups are not productive and it becomes an imposition on participant time.

Focus groups are structured around a set of carefully predetermined questions – usually no more than 10 – but the discussion is free-flowing. Ideally, participant comments will stimulate and influence the thinking and sharing of others. Some people even find themselves changing their thoughts and opinions during the group.

It takes more than one focus group on any one topic to produce valid results – usually three or four. You'll know you've conducted enough groups (with the same set of questions) when you're not hearing anything new anymore, i.e. you've reached a point of saturation.

The composition of focus groups will depend on your research objectives. For example, if your research objective is to understand the underlying barriers to women's political participation, you could conduct a focus groups discussion with women of voting age only and complement it with a focus group comprising only men. You will then be able to compare the different opinions between the groups. Factors other than sex around which you can form focus groups include:

- Age
- Geography
- Profession
- Particular experience with the issue being researched e.g. survivors of gender-based violence
- Ethnicity
- Disability

Key Informant Interview: KIIs involve interviewing selected individuals who are likely to provide important information, ideas, and insights on a particular subject. Two characteristics of key informant interviews need special mention. Key informant interviews are appropriate for generating information and ideas in many situations, particularly descriptive information sufficient for decision-making. Such information may pertain to existing organizations and institutions, socioeconomic conditions of an area (e.g., village, community, or city), or the general characteristics of the target populations (e.g., their occupations, religion, values, and beliefs). General, descriptive information is particularly important in project and program planning and later in conducting evaluations. There are practical and ethical guidelines for conducting key informant interviews, including the following:

- Interviews can be face-to-face or by phone.
- Face-to-face interviews help to establish a rapport, while phone interviews can help to set a professional distance from each informant.
- One or two researchers should be present – one to ask questions and record answers; and ideally one to thoroughly record answers by hand and on a recording device for accuracy. Any recordings should have full, informed consent from the participant first.
- Researchers should be good listeners and remain neutral on issues.
- The researchers should be trained and fully versed on the contents of the questionnaire.
- Researchers should speak the same language as the informant or have a trusted translator present.
- Select key informants from a wide variety of sectors, who have different perspectives on the issue.
- Informants may have very different views from one another, depending on which interests they represent.
- Informants may need an invitation from a very senior person to take part in the interview.

- Schedule the interviews well in advance. The informants will likely be very busy.
- The interview should take about 30 minutes.

Case Study Method: A case study is an intensive study about a person, a group of people or a community. It is an empirical inquiry that investigates a phenomenon within its real-life context. Typically, data are gathered from a variety of sources, using several different methods (e.g., observations and interviews) and provide a narrative describing the context, the experiences and the results.

Ethical considerations must be made even though a research study first and foremost is built on trust between the researcher and the case.

- Informed consent,
- Seeking approval, and
- Confidentiality and handling of sensitive results.

Informed Consent: All the respondents should be informed why they have been interviewed or are participating in the discussion or case study method. The researcher will take consent from the respondents prior to gathering any information. Ideally, consent is given by the respondent in written form. However, in some communities where literacy rates are low, alternate methods for providing consent will need to be considered, such as verbal recording.

Seeking Approval: The interviewer/researcher should seek approval from the respondent(s) to use their story in a case study. If respondents don't approve, the researcher should not insist but respect their privacy.

Confidentiality and handling sensitive of sensitive results: The researcher should inform respondents that all the information gathered during the interview or focus group discussion or case study will be used for research and learning purposes only and this information will not be disclosed anywhere without permission. A respondent's personal information will not be used or quoted anywhere.

Group Activity:

At the end of this session participants will be divided in three groups and given a situation to practice the application of the following tools:

- Focus group discussion,
- Key informant interview, and
- Case study.

Participants will develop a questionnaire and roll-play an interview using the questionnaire to develop skills in the application of this tool.

Session VII Social Research Methods [Key Concepts, Research Cycle-Part-III]

Data Management and Data Analysis

Session Time: *Two Hours*

Method: *Presentation*

Learning material: Presentation Notes

Learning outcome: In this session the participants will learn how to collect data, undertake data processing and how to use information for generating reports, informing policy design, etc. Participants will learn how to present qualitative (dividing contents/ preparing themes) and quantitative data (numbers, pie charts and graphs).

PRESENTATION NOTES

Data management and Data Quality: A database should be developed as per the needs of the department, project/program, donor requirements and availability of funds. Each database will be monitored by a dedicated manager and de-briefing sessions will be conducted with staff on regular basis to inform work planning. A database can be developed in excel but there are other online applications which can also be used.

Anonymity and confidentiality: The confidentiality of the data will be ensured by the concerned staff and the data will only be utilized for the purposes of organizational, project/program and donor reporting. Data collection and management for research includes:

- *Data processing*
- *Data cleaning and enrichment*
- *Data verification/validation*
- *Data analysis*
- *Report development*

Data Quality Standards: To ensure the data quality standards since the data quality is one element of a larger interrelated performance management system. The following steps will be followed:

- ***Validity and Specificity:*** The data collected clearly relates and directly to the achievement or objective which states progress against the objective (Primary and secondary data will be collected from authenticated sources)
- ***Reliability***: Data should reflect stable and consistent data collection processes and analysis methods over time.
- ***Precision:*** Precise and relevant data have a sufficient level of detail to present a fair picture of performance and enable management for decision-making.
- ***Integrity:*** Integrity focuses on whether there is improper manipulation of data.
- ***Timeliness:*** Sufficient data to measure the desired frequency for set period.

There should be certain guidelines for maintaining data standards in the organization. These will include following points:

- Data must be fit for the intended use.
- Both Primary and Secondary data should be obtained from the authenticated and appropriate sources.
- Detail guidelines will be developed for data collection (both qualitative and quantitative) and filed staff will be orientated by the M&E or program officer.
- Data should be input only once and edited, validated, and corrected at the point of entry.
- Data should be captured and stored as informational values, not codes.
- Data should have a specific staff responsible for defining the data, identifying and enforcing the rules, reconciling the data to the benchmark source, assuring completeness, and managing data quality.

Data Analysis: Data analysis is a process that relies on methods and techniques which reviews, compares and contrasts quantitative and qualitative data to identify insights that are relevant to your research objectives. Quantitative data can be analyzed through application of suitable software (preferably organizational MIS or spreadsheets depending upon the financial resources) which can compile data into graphs and charts for comparison. While qualitative data requires different techniques such as:

1. **Content analysis:** the process of categorizing verbal or behavioural data to classify, summarize and tabulate the data.
2. **Narrative analysis:** involves the reformulation of stories presented by respondents taking into account context of each case and different experiences of each respondent.
3. **Discourse analysis:** identifying themes and trends through use of language and written text.
4. **Framework analysis:** This is more advanced method that consists of several stages such as familiarization, identifying a thematic framework, coding, charting, mapping and interpretation.
5. **Grounded theory:** starts with an analysis of a single case to formulate a theory. Then, additional cases are examined to see if they contribute to the theory.

Session VIII Hands on Practice: Designing a Research Project, Tool Development and Mock Session

Session VIII-A Group Activity: Designing a Gender Inclusive Research Project on Selected Themes

Women's Education, Economic Participation, Women's Health, Women's Participation in Decision-Making Process, Rural Development

Session Time: *Two Hours*

Method: *Group activity, brainstorming and presentations by each group*

Learning material: Handout

Examining research designs through a gender lens: All the participants will be divided in groups and asked to design a gender sensitive research project on one of the following themes:

- Women Education,
- Enhancing women economic participation,
- Improving and accessibility of women to health facilities,
- Women participation in rural development, and
- Increasing role of women in decision-making.

The proposed designs by the groups will be peer reviewed with each group reviewing the work of another group. The interactive exercise will provide the participants an opportunity to develop gender inclusive designs, while sharpening their focus in terms of identifying potential flaws in research designs relating to incorporation of the gender dimension on the following topics. The details about this interactive session are further given in **Handout 4**.

- *Women's Economic participation*
- *Role of women in decision making process*
- *Role of women in Economy (Formal and Informal Sectors)*
- *Women's Education & Health*

Learning outcome: Participants are able to apply appropriate research methods to a given research scenario.

Each group will present their work and the trainer will review the groups' work. The following contents will be included/reviewed in each group work. The following information will be shared with participants to support them to design a gender responsive research project and include precise title, gender sensitive language, using different gender concepts while designing research (qualitative or quantitative methods) and how data will be interpreted.

Title	• Is the title appealing in concept or language, if the research is applicable to only one sex is it clear in the title
language	• Instead of using 'man', one can use 'people, person, instead of 'he/she' can use '(s)he or s/he'. Its misleading to use generic terms in situation that deal with only one sex, e.g. to use children or youth for group which consist of only boys or girls is misleading
Concept	• Is the research formulated from only a male/female perspective, does the research demean one sex, is the research based on premise that certain human attributes are appropriate for one sex only.
Research Design	• Is the frame androcentric, test by substituting woman for girl for generic terms such as individual/person, does the research affect both sexes, if so has it given adequate attention to both sexes, is the same research used for both females & males, if no, justify why
Methods	• Has the instrument been validated on one sex only but is used for both sexes, is the sex composition of the sample adequately reported.
Data Interpretation	• Are implications of findings for both females and males explicitly considered, are biases in data collection process explicitly acknowledged & their implications discussed, is only sex considered, if so are the conclusions drawn in generic terms, is data collected on both sexes, if so are they analyzed by sex.

Session VIII-B Action Based Research Tools (Qualitative and Quantitative) Development & Mock Session

Review by the participants of selective good research studies conducted in the case of KP/Pakistan (qualitative and qualitative).

Session Time: *Two Hours*

Method: *Literature Review, Development of Research Tool and Mock Session*

Learning material: Handout 5

Learning outcome: This session will enable participants to understand the research article/reports, contextualize information and design the tool for research. By practicing they will learn how to critically evaluate the information and design a gender responsive tool for data collection.

Group Activity: The participants will be divided in two groups and will be handed over research papers/reports a day before the session. They will review these papers/reports over night and during the session each group will present the key findings of their assigned qualitative and quantitative research study/report. They will be asked to develop a data collection tool (qualitative/quantitative) separately. Both groups will design a data collection tool and conduct mock session. One group will design and practice focus group discussion tool while another group will design and practice the use of the key informant interview tool. Both groups will review and evaluate each other's assignment. Further details about the session are provided in **Handout 5**.

Session IX Research Projects

Session IX-A Research Projects Evaluation

Session Time: *45 minutes*

Method: *Presentation*

Learning material: Presentation Notes

Learning outcome: This session will capacitate participants on how to evaluate evidence-based research project activities by following procedures and gauging the progress as per set indicators.

Evaluations are part of a monitoring and evaluation system that is indispensable for every project and program, in order to accomplish work effectively and achieve objectives in a systematic way. Evaluations are normally conducted mid-line, interim and end line in projects. The purpose of monitoring and evaluation is to review progress against set indicators of the project, developing strategies to address any challenges identified, make decisions regarding changes in approach and to ensure transparency.

PRESENTATION NOTES

Evaluation: What It Is and Why It Matters
What is Evaluation?

Across the development sector, various definitions of evaluation are used for the current research training manual the United Nations Evaluation Group (UNEG) definition is used. As per the UNEG's definition evaluation is "an assessment, as systematic and impartial as possible, of an activity, project, programme, strategy, policy, topic, theme, sector, operational area, or institutional performance. It analyses the level of achievement of both expected and unexpected results by examining the results chain, processes, contextual factors, and causality using appropriate criteria such as relevance, effectiveness, efficiency, impact, and sustainability".[12]

This definition of evaluation further states that evaluation "should provide credible, useful evidence-based information that enables the timely incorporation of its findings, recommendations and lessons into the decision-making processes of the organizations and stakeholders".[13]

Importantly, evaluation is not about fault-finding or judging an individual or a team. Rather, evaluation is an opportunity for internal and external stakeholders to contribute their knowledge and views about a particular intervention. At the end of the process, evaluation provides feedback by recognizing achievements that have been made. Furthermore, it identifies ways for improvement and supports evidence-based decision-making.

---

[12] UN. (2017). *Evaluation Handbook. Guidance for designing, conducting and using independent evaluation at UNODC*. Vienna: United Nations Office on Drugs and Crime.

[13] UNEG. (2016). *Norms and Standards for Evaluation, 2016*. Retrieved on Nov. 01, 2020 from http://www.unevaluation.org/document/detail/1914.

Why is Evaluation Important?

The vital role that evaluation plays in the success of interventions is becoming increasingly apparent. The United Nations Secretary-General, António Guterres, has stressed that to be fully accountable, "we need a culture of evaluation, independent and real-time evaluation with full transparency".[14] The former Secretary-General, Ban Ki-moon, was also a strong advocate of recognizing that, "evaluation is (...) critical for promoting accountability and for understanding what we are doing right and what we may be getting wrong".[15]

Evaluation enables the achievement of these aims as follows:

1. Accountability,
2. Organizational learning,
3. Knowledge generation, and
4. Opportunities for dialogue.

Accountability

By assessing compliance with established conventions, treaties, norms, policies and plans. Accountability is achieved through independently conducted evaluations that accurately and fairly report on performance results to stakeholders.

Organizational Learning

Evaluation deals with answering difficult questions, such as whether the organization is doing the right things and whether it is doing things right. In this sense, evaluation is an important source of evidence about what works, what does not and why. Through the timely incorporation of recommendations and lessons learned into decision-making processes, evaluation aims at making programming more effective and efficient.

Knowledge Generation

By producing substantive knowledge about the specific topics that are part of an organization's mandate, and about innovative practices. This knowledge is generally found in the recommendations and lessons learned contained in evaluation reports.

Opportunities for Dialogue

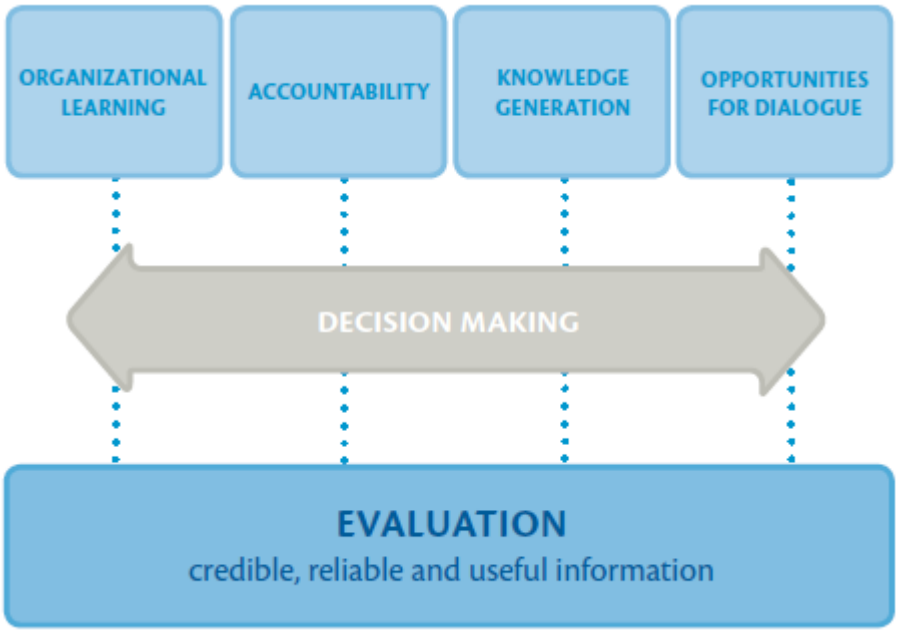
By providing a useful platform for stakeholders to come together to discuss the subject of the evaluation and other areas of common interest, inclusive evaluation processes help to build relationships and ensure a better understanding of the different needs and interests of participants and other stakeholders, as well as opportunities for further collaboration.

---

[14] UN. (2016). *UN designated Secretary-General calls for strong culture of evaluation*. Retrieved on Nov. 01, 2020 from http://www.unevaluation.org/mediacenter/newscenter/newsdetail/121.

[15] UN. (2015). *Bridge to a better world: Evaluation at the service of the Post-2015 Agenda*. United Nations Evaluation Group High-level event, New York, 9 March 2015.

Figure: The Purposes of Evaluation



Source: UNODC Guidance for designing, conducting and using independent evaluation, p21

Standards for Good Evaluations

Good evaluations are those that:

1. Meet the expectations of those commissioning the evaluation, as well as those of key stakeholders
2. Are useful for and guide future decision-making at the organization
3. Provide credible and trustworthy results, as well as pertinent and actionable recommendations
4. Are timely and conducted by using a reasonable number of resources to ensure that evaluation results and recommendations feed into decision-making processes

International Norms and Standards of Evaluation[16]

1. ***Independent and impartial:*** evaluation processes need to be separated from policymaking, implementation, and management of the intervention.
2. ***Transparent, participatory and inclusive:*** evaluations need to be conducted in an open, respectful and consultative manner creating spaces for all relevant stakeholders, including those in a more disadvantaged position, to engage directly in the evaluation and take ownership of the evaluation process.
3. ***Robust in methodological approach:*** evaluations need to be conducted in a systematic manner, using sound approaches and methods.
4. ***Utilization focused:*** there needs to be clear intent about the purpose and use of findings to improve the organization's work.

[16] UNEG. (2016). *Norms and Standards for Evaluation, 2016*. Retrieved on Nov. 01, 2020 from http://www.unevaluation.org/document/detail/1914.

5. ***Ethically conducted:*** evaluations need to be carried out according to professional and ethical guidelines and codes of conduct.

What to Evaluate?

Evaluations can be carried out on many types of development initiatives including activities, projects, programmes, strategies, policies, topics, themes, sectors, operational areas and institutional performance. Evaluations are part of the normal programme/project cycle.

Evaluations can address several types of questions about the different topics and aspects of the policy or intervention being assessed. For this reason, it is useful to distinguish between three broad categories of questions that can be addressed by evaluations[17].

1. *Descriptive questions* aim at determining the way things are, the way things occurred and who was involved.
2. *Normative questions* aim at assessing whether things are the way they should be.
3. *Cause-and-effect questions* aim at determining whether a particular intervention or policy "made a difference", in the sense that certain measurable effects and impacts can be attributed to it.

In order to bring consistency to evaluation processes, the Development Assistance Committee of the Organisation for Economic Co-operation and Development (OECD-DAC) developed a standard set of evaluation criteria to be used in assessing all types of interventions. These include *relevance, effectiveness, efficiency, impact* and *sustainability.*

Table 1: Key Features of Evaluation

Why?	Assess progress, derive recommendations and identify lessons learned for longer-term planning and organizational learning, contribute to accountability
When?	Periodic (usually mid-term) and at the end of an intervention
Who?	Typically, external consultants, but with participation of all stakeholders
What?	Focus on outcomes and overall objective/impact

[17] Morra I., Linda G., & Rist, R.C. (2009). The Road to Results: Designing and Conducting Effective Development Evaluations. World Bank. Retrieved on Nov. 01, 2020 from https://openknowledge.worldbank.org/handle/10986/2699.

Session IX-B Research Projects: Standard Operating Procedures (SOPs)

Session Time: *45 minutes*

Method: *Presentation*

Learning material: Presentation notes

Learning outcome: This session will support participants to apply gender inclusive field research SOPs.

PRESENTATION NOTES

Adopting gender sensitive research procedures

Gender-sensitive research takes into account the differences between men and women in all aspects of the research, from an initial idea, formulating gender sensitive research questions, objectives and gender responsive methodologies to the outcomes and presentation of results. Apart from integrating gender into the content, gender-sensitive approach strives to provide equal participation of both women and men in scientific work. Gender-sensitive approach takes into account transgender and non-binary populations as well.

Setting gender sensitive objectives of the research

Research should aim to be gender-transformative and have the potential to inform long-term practical changes in structural power relations, norms and reduce gender inequalities. Gender-transformative research should lead to sustained change through action (e.g. partnerships, outreach, and interventions, particularly with women's rights organizations). Research must be gender aware, gender sensitive, gender responsive and gender transformative to follow and uphold a number of steps and principles, such as:

Gender-sensitive research design plan

- Every effort must be made to ensure that a focus on violations of women's rights is included in the identification of research objectives.

Gender-sensitive missions

- All research teams should include both men and women, if possible, in equal numbers.

Gender-sensitive gathering of information

- Women respondents should not be identified solely according to their family relationships, but by their names and in their own right.
- A gender-sensitive approach to gathering testimonies should be followed.
    - Ensure that women and men are represented
    - Challenge gender stereotypes
    - Avoid exclusionary forms
    - Create gender balance

Gender-sensitive language

- Gender-sensitive language should be used in all documents, reports, media work, meetings, etc.

Gendered Nouns	Gendered Neutral Nouns
Man	Person, Individual
Man made	Machine made /synthetic
Chairman	Chairperson
Policeman	Police Officer

Gender-sensitive data analysis

- The significance of gender on all or some of the following must be examined: circumstances of the rights violations, consequences of the rights violations, nature of and accessibility to remedies, causes of the rights violations and nature of the harm caused.
- Gender analysis is a systematic attempt to identify key issues contributing to gender inequalities so that they can be properly addressed. Gender analysis provides the basis for gender mainstreaming and is described as 'the study of differences in the conditions, needs, participation rates, access to resources and development, control of assets, decision-making powers, etc., between women and men in their assigned gender roles'.[18]
- Gender analysis is also needed to determine whether specific measures are needed for women or men in addition to mainstreaming activities.
- Gender analysis should be conducted at all levels, from the grassroots (the micro level) through intermediate levels (meso level) such as service delivery systems, to the highest political levels (macro level), and across all sectors and programmes of development cooperation.
- Gender analysis must be based on an examination of statistics disaggregated by sex and of more qualitative information about the situation of men and women.
- An analysis of gender issues must also recognize other issues which impact on all members of society, such as age, ethnicity and socioeconomic conditions. Neither women nor men form a homogeneous group.

Mandatory information for interviews and FGDs:

Keeping in view the local cultural traditions and gender sensitivities staff/data collectors must be aware of those situations while conducting interviews/FGDs with female respondents, women investigators must be deployed so that women respondents feel comfortable answering the

[18] EIGE. *Gender analysis: Gender mainstreaming Tool*. Retrieved from https://eige.europa.eu/gender-mainstreaming/methods-tools/gender-analysis#:~:text=Definition%20and%20purpose,gender%20roles'%20%5B1%5D

questions. The investigators must explain the purpose of interview/FGDs and take consent prior to the interview/FGDs. If the interview is recorded, then the investigator must ask for permission prior and explain to the respondent that this information will not be used anywhere except this project. If the respondent agrees, the investigator may continue but the respondent should not be pressured. The investigator must ensure the privacy of the respondent and arrange a suitable place for interview/FGD which allows for privacy and comfort.

Data management and gender responsiveness

It is vital to efficiently a manage research database which is gender responsive. The data collected for research should be handled professionally and managing the data for the programs/organizational purposes and should be used for project interventions. The data collecting teams/staff must adhere to the following rules while collecting data for research:

The confidentiality of the data will be ensured by the concerned staff and the data will only be utilized for the organizational, project/program and reporting to donors' purpose. Data should be handled by a responsible person who is appropriately trained in data quality and integrity.

Research data quality standards

Quality is an intrinsic property of any product. If a product fits to the specific requirements of a potential user depends on the intended use. The standard is used for certification and contractual purposes by organizations seeking recognition of their quality management system. Data can be considered as products or as a series of products that are produced with respect to a product specification in order to satisfy the needs for a particular user or for a variety of users that intend to use the data for different applications/purposes. Data quality is one element of a larger interrelated performance management system.

- ***Validity:*** Validity refers to the extent to which a measure actually represents what we intend to measure.
- ***Reliability*:** Data should reflect stable and consistent data collection processes and analysis methods over time.
- ***Precision:*** Precise data have a sufficient level of detail to present a fair picture of performance and enable management decision making.
- ***Integrity:*** Integrity focuses on whether there is improper manipulation of data.
- ***Timeliness:*** Data should be available and up to date enough to meet management needs.

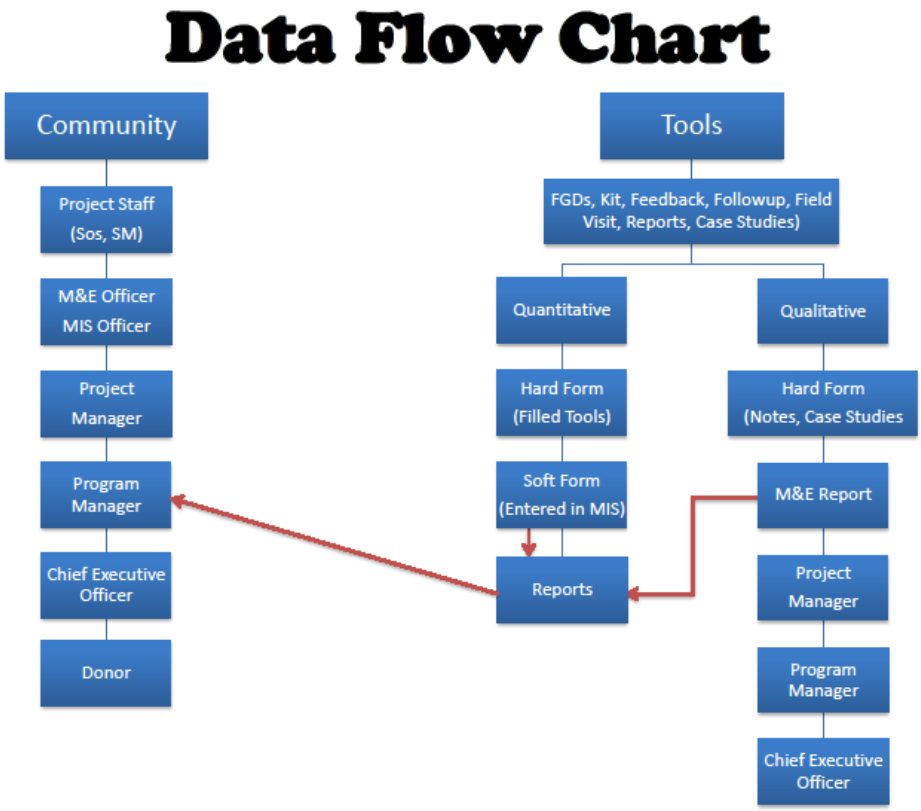
There should be certain guidelines for maintaining data standards in conducting gender sensitive research. These will include following points:

- Highly qualified staff will be hired for conducting research (for field data collection both women and men should be hired).
- Training/briefing should be given to field staff/ investigators on gender sensitivities and local cultures.
- Field researchers must collect relevant information.
- Field researchers should not share research data with persons outside of the project and protect all privacy and confidentiality of the respondents.

- Data should be captured and stored as informational values, not codes.
- Data should have a specific staff responsible for defining the data, identifying and enforcing the rules, reconciling the data to the benchmark source, assuring completeness, and managing data quality.
- Data should be input only once and edited, validated, and corrected at the point of entry.
- Data must be readily available to all authorized users of the data.
- Organizational standards also be consulted and reviewed before a new data is collected
- Data must be readily available to all appropriate users and protected against inappropriate access and use.

Data flow mechanism

The flow of information within and out of the organization is called information flow. Information flow can either facilitate data use and MIS efficiency or compromise both. For each category the investigators should list what data should be gathered trying to be as specific as possible. He/she must be aware of the ways these data and information can be used for decision-making. Again, trying to be as specific as possible, e.g., numbers of persons participating are lower than expected activity; location should be shifted for convenience etc. Revise formats or procedures that do not contribute to efficient, effective use of data and decision-making. The following chart reflects the data flow for projects but may look different for your particular organisation or government department/agency:



There will be different reporting channels as reflected in the above chart i.e., for internal record, for donors' purposes and for general public information. Think about how the data flow might look different for your organisation or government department. Think about the structure of your organisation, what information your collect and report on and your different stakeholders.

Data collection tools and formats

Data collection tools and formats can be designed as per specific needs, objectives, indicators and must use gender sensitive language and can be translated in local languages. The field staff must be trained to ask those questions keeping in view local gender sensitivities and needs to comply with the following criteria:

- **Be specific**: Focus on the specific topic and research objectives. Collect gender disaggregated data.
- **Gather measurable data:** A researcher must make sure that information required can be practically collected using measurable indicators already set in the project log frame.
- **Relevant information:** Collect only relevant information to the topic

In addition, different research tools and gender sensitive approaches will be adopted for research e.g., key informant interview (KIIs), focus group discussions (FGDs), questionnaires and observations for gathering project specific data, baseline data, assessments findings, evaluations etc. These tools will be designed by the concerned staff/section that must be gender sensitized and aware of local cultural traditions as per nature and requirement of the project and indicators already set for the project success.

Photography and filming during research/data collection

Investigators/field researchers should be careful while taking photographs particularly taking photographs of women and children. Before taking pictures, informed written consent must be obtained from respondents. Similarly, investigators should not make films of respondents without prior permission. Before deploying investigators to the field and afterwards they should be reminded to follow the SOPs for compliance.

Intellectual Property Rights

All field staff/Investigators should return field notes, filled and unfilled questionnaires, recordings, data, photographs and videos (if any) to the organization/department and must adhere the organizational/departmental policy relating to intellectual property rights. Each investigator/field researcher should give oath that field information will not be shared with any other organization/person.

References

Centre for Evidence-Based Management, 2020. A Definition of Evidence-Base Management. https://cebma.org/a-definition-of-evidence-based-management/

Cournoyer, B. (2004). *The evidence-based social work skills book*. Pearson College Division.

EIGE. *Gender analysis: Gender mainstreaming Tool*. Retrieved from https://eige.europa.eu/gender-mainstreaming/methods-tools/gender-analysis#:~:text=Definition%20and%20purpose,gender%20roles'%20%5B1%5D

Data Stories, 2019. Gender Gap Index 2020: Pakistan least performer in South Asia. http://www.datastories.pk/gender-gap-index-2020-pakistan-least-performer-in-south-asia/#:~:text=With%20151st%20position%20among%20153,countries%20i.e%2C%20Iraq%20and%20Yemen

Government of Pakistan. (2017). *Census Survey of Pakistan, 2017*. Islamabad: Pakistan Bureau of Statistics.

Harden, M. Grant, J., Buckley, G., Hart, I.R. (1999). BEME Guide No. 1: Best evidence medical education. *Medical Teacher, 21*(6), 553-62.

Khan, S., & Sajid, M.R. (2011). Effects of Women's Education and Marriage Period on their Decision Making Power at Household Level in Gujrat, Pakistan. *Middle-East Journal of Scientific Research, 8* (2), 407-15. https://www.idosi.org/mejsr/mejsr8(2)11/14.pdf

Morra I., Linda G., & Rist, R.C. (2009). *The Road to Results: Designing and Conducting Effective Development Evaluations*. World Bank. Retrieved on Nov. 01, 2020 from https://openknowledge.worldbank.org/handle/10986/2699.

Rehman, A., Jingdong, L., & Hussain, I. (2015). The province-wise literacy rate in Pakistan and its impact on the economy. *Pacific Science Review B: Humanities and Social Sciences, 1*(3), 140-4.

Smith, D. (2004). *Social work and evidence-based practice*. Jessica Kingsley Publishers.

Umer Farooq, 2014. "Alarming statistics: Infant mortality in K-P at a worrying 70 per 1,000 births". The Express Tribune. https://tribune.com.pk/story/786886/alarming-statistics-infant-mortality-in-k-p-at-a-worrying-70-per-1000-births#:~:text=Other,Alarming%20statistics%3A%20Infant%20mortality%20in%20K%2DP%20at,worrying%2070%20per%201%2C000%20births

UN. (2015). *Bridge to a better world: Evaluation at the service of the Post-2015 Agenda*. United Nations Evaluation Group High-level event, New York, 9 March 2015.

UN. (2016). *UN designated Secretary-General calls for strong culture of evaluation*. Retrieved on Nov. 01, 2020 from http://www.unevaluation.org/mediacenter/newscenter/newsdetail/121.

UN. (2017). *Evaluation Handbook. Guidance for designing, conducting and using independent evaluation at UNODC*. Vienna: United Nations Office on Drugs and Crime.

UNDP. (2019). *Gender responsive indicators*. United Nations Development Program. https://www.international-climate-initiative.com/fileadmin/Dokumente/2020/200302_undp-ndcsp-gender-indicators-202.pdf

UNEG. (2016). *Norms and Standards for Evaluation, 2016*. Retrieved on Nov. 01, 2020 from http://www.unevaluation.org/document/detail/1914.

UNICEF, 2020. Pakistan. https://data.unicef.org/country/pak/

WHO. *Gender and health*. https://www.who.int/health-topics/gender#tab=tab_1

World Economic Forum (2020). *Global gender gap report, 2020*. Geneva: World Economic Forum. Retrieved on Nov. 01, 2020 from http://www3.weforum.org/docs/WEF_GGGR_2020.pdf.

Zakar, M.Z. (2014). Strengthening women political participation and leadership for effective democratic governance in Pakistan. Search for Common Ground. https://www.sfcg.org/wp-content/uploads/2014/06/Strengthening-Womens-Political-Leadership-in-Pakistan.pdf.

Annexure-I Handouts

HANDOUT 1

Gender Facts and Figures: A Comparison between Selected Developing and under-Developed Countries

Special Note for the Trainer: *For this session we have used updated information for 2019/2020. Those who are using this manual can revise this section as per need and can use the most updated information for better learning.*

Pakistan:

"Women's empowerment" refers to the process of women gaining power and control over their own lives, including having access to and control over productive resources, bodily autonomy and voice and agency to participate fully in their communities. It constitutes an important part of the efforts to bring about equal opportunities for men and women and involves awareness raising, building self-consciousness, expanding choices, increasing access to and control over resources and actions to transform the structures and institutions which reinforce and perpetuate gender discrimination and inequality.

The sixth Population and Housing Census held in 2017 reveals Pakistan's population has increased by 57%, from 132.3 million in 1998 to 207.7 million. The Census also shows that men have outnumbered women, where men are 51% of the total population and women are 49%.[19]

Pakistan has adopted a number of key international commitments to gender equality and women's human rights, including the Universal Declaration of Human Rights, Beijing Platform for Action, the Convention on the Elimination of all forms of Discrimination Against Women (CEDAW), and the Sustainable Development Goals.

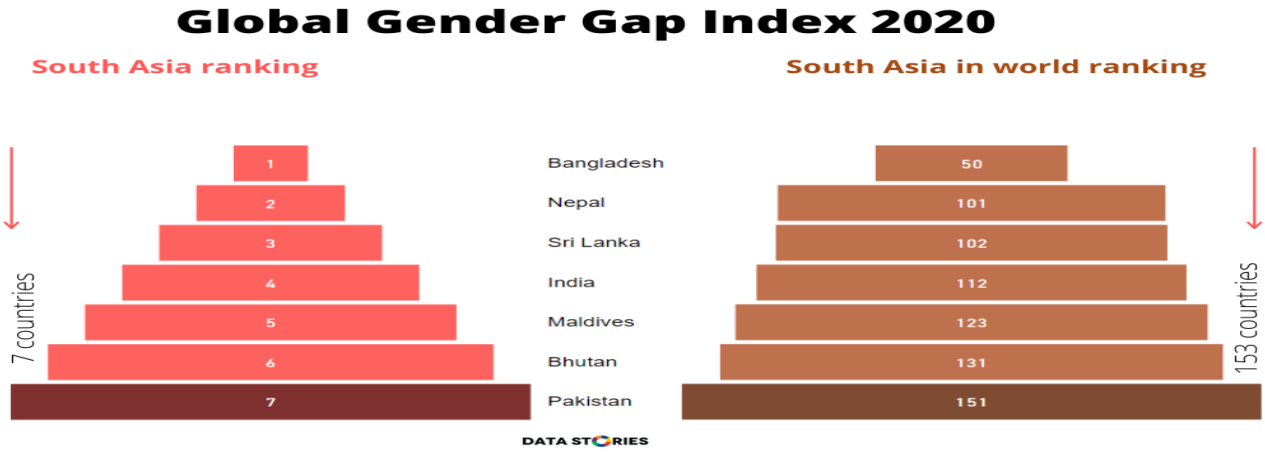
National commitments in place include a National Policy for Development and Empowerment of Women, Protection against Harassment of Women at Workplace Act, Criminal Law (Amendment) (Offences in the name or pretext of Honour) Act, Criminal Law (Amendment) (Offences Relating to Rape) and a National Plan of Action on Human Rights. Local commitments adopted include Gender Equality Policy Frameworks and Women's Empowerment Packages and Initiatives.

Despite these commitments, Pakistan's ranking for gender equality remains one of the lowest in the world. With 151st position among 153 countries ranked in the latest Global Gender Gap Index 2020, Pakistan has been ranked as the third lowest performer in the world in terms of gender parity.[20] In the latest rankings, Pakistan is ahead of only two countries, Iraq and Yemen. The top country in the ranking is Iceland followed by Norway and Finland. The Global Gender Gap Index serves as a compass to track progress on relative gaps between women and men in the domains of health, education, economy and politics.

---

[19] Government of Pakistan. (2017). *Census Survey of Pakistan, 2017*. Islamabad: Pakistan Bureau of Statistics.

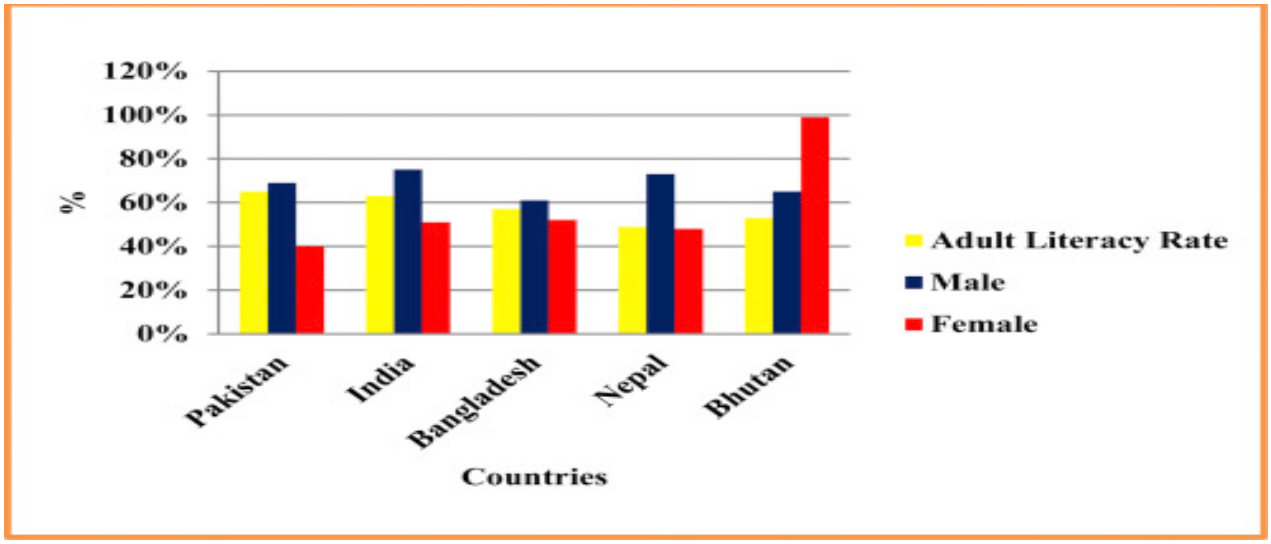
[20] World Economic Forum (2020). *Global gender gap report, 2020*. Geneva: World Economic Forum. Retrieved on Nov. 01, 2020 from http://www3.weforum.org/docs/WEF_GGGR_2020.pdf.



A Situational analysis of Pakistan with a special emphasis on Khyber Pakhtunkhwa (KP):

The KP government, under its current leadership, has shown a strong commitment towards women and girls' education and has taken various steps in this regard. It has taken policy initiatives, constructed new schools and up graded existing schools. In addition, new universities have been established to increase the access for women to the higher education across the province. Women make up to 48.5 % of total population of Pakistan and the literacy rate among women is 51% where just 22% of women are formally employed. Due to high poverty rates the focus on girl children education is quite low. Dropout rates among boy children is 43% while 52% of girl children drop out at the primary level. The main reason for this dropout reported by parents is financial constraint. There are also social norms which restrict girls' prospects to the home, making education seemingly less important, so spending on girls' education becomes economically and socially unjustifiable for parents. According to latest census report of Pakistan (2017), the total population of Khyber Pakhtunkhwa is 30,523,371, with 15,467,645 men; 15,054,813; and 913 identifying as transgender. The population of Tribal Districts is 5.5 million with 56% of its population represented by men and 44% women. Literacy rates among women in KP is 45%, while out-of-school girl children is 54%. In tribal areas, the dropout rate reaches to 79% among girl children which is seriously alarming.[21] The main reason given for this high dropout rate is economic deprivation. Girls' education is considered a burden in rural areas especially in tribal districts of Khyber Pakhtunkhwa. There is no visible utility of their education and an additional economic burden on parents. Government of KP is working on improving girls' enrolment status as well as controlling the dropout rate by providing educational stipends. Education is critical to women's empowerment as it supports social, political and economic opportunities and informs women and girls of their equal rights to life and freedom.

[21] Government of Pakistan. (2017). *Census Survey of Pakistan, 2017*. Islamabad: Pakistan Bureau of Statistics.



The above Image shows Pakistan with the lowest female literacy in South Asia. (Image Source; Science Direct)[22]

Health:

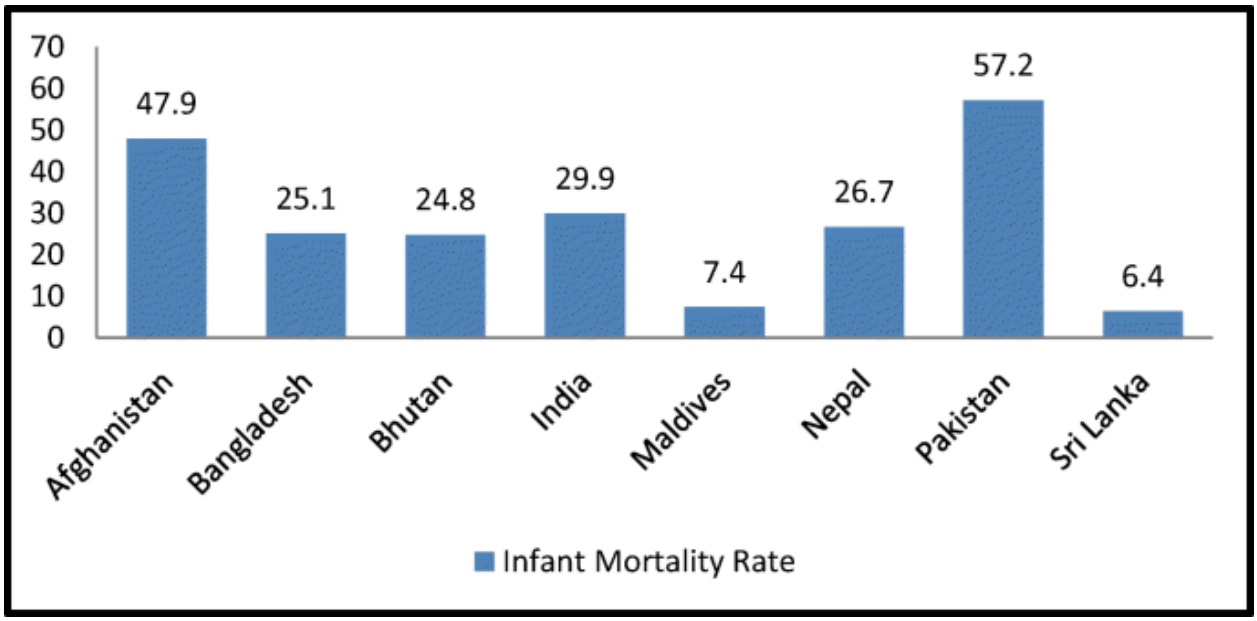
Pakistan's health sector is the most important as well as one of the most neglected sectors in the country. The health sector comprises of two main components:

1- Protective Health services
2- Curative health services

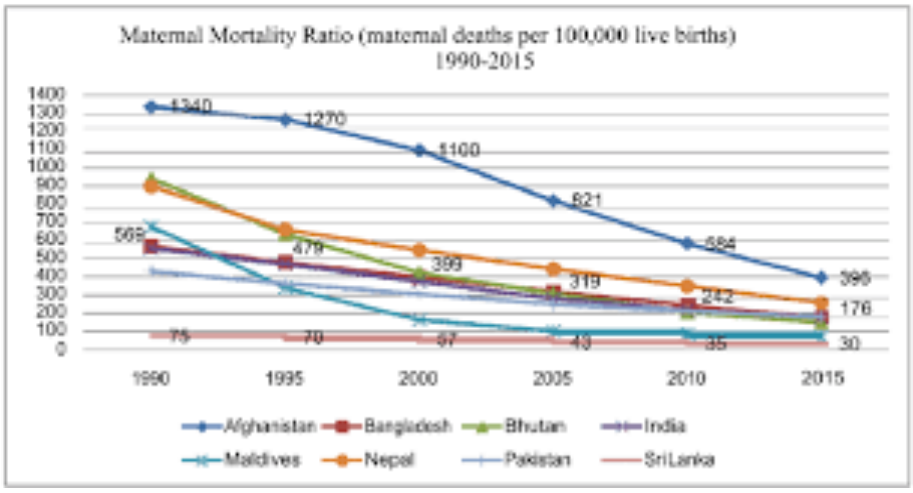
In Pakistan, our system focuses on curative health services and we spend a lot of capital on curative health services. That results a heavy burden on health facilities especially on secondary and tertiary level health care facilities. As more capital is invested in secondary and tertiary level facilities, little is invested on primary health care facilities. There is little focus at the government level regarding maternal and neonatal health care. A lack of primary healthcare facilities contributes to a high mortality rate for mothers and children. The Maternal Mortality ratio (MMR) in Pakistan is around 140 deaths per 100,000 live births in Pakistan, while the infant mortality rate (IMR) is 59 deaths per 1000 live births, while death under the age of 5 is 67 per 1000.[23]. Maternal mortality ratio in KP is comparatively is much higher than overall MMR. It is 167 per 100,000 live births, while the infant mortality rate in KP is 70 per 1000 live births.[24] The situation is worse in the rural and tribal areas of Khyber Pakhtunkhwa. Another serious issue regarding health facilities is the availability of trained health staff. Female patients are not

[22] Rehman, A., Jingdong, L., & Hussain, I. (2015). The province-wise literacy rate in Pakistan and its impact on the economy. *Pacific Science Review B: Humanities and Social Sciences, 1*(3), 140-4.
[23]https://data.unicef.org/country/pak/
[24]https://tribune.com.pk/story/786886/alarming-statistics-infant-mortality-in-k-p-at-a-worrying-70-per-1000-births#:~:text=Other,Alarming%20statistics%3A%20Infant%20mortality%20in%20K%2DP%20at,worrying%2070%20per%201%2C000%20births

allowed to be examined by male doctors. Women may be prevented from leaving the house for delivery and be expected to give birth within the household with the help of traditional birth attendant. Both a lack of primary health facilities and social norms and cultural practices limit the ability of women to access the healthcare that they or their children need. These issues prevent women from living healthy lives.



Graph shows the highest infant mortality rate in Pakistan among south Asian Countries.



MMR in South Asia

HANDOUT 2

Different types of Research Designs:

Applied research: This type of research applies its findings to solve a specific existing problem. It is a methodical quest for solutions to practical problems. Hence, it is used for finding solutions to everyday problems. In this type of research, the researchers test and verify theories and discover new facts. Its main strength is its immediate practical use. It is conducted when decisions need to be taken for some real-life problem.

Exploratory research: Exploratory Research is conducted to explore a research problem or issue on which there are very few or no earlier studies to refer to for information about the issue or problem. It is conducted when a problem is not clearly defined. Though exploratory research cannot be used for identifying direct solutions, it can help in providing research leads and insights for a particular problem. It helps in laying the foundation for future studies. It also supports the development of new ideas or hypotheses.

Descriptive research*:* This is conducted in order to describe a phenomenon, as they exist. It is used to identify and obtain information on the features of a particular problem or issue. Descriptive research explains and provides additional information on a topic. It provides accurate information about an individual, group or event. As the term implies, the purpose is to describe the characteristics of a phenomenon or population. It seeks to provide answers for the what, who, where, when and how questions.

Empirical research: This depends on data and conclusions drawn from the data which could be proved or verified by observation or experiment. Therefore, this type of research needs facts and an established hypothesis. The researcher then tries to prove or disprove the hypothesis. It is also known as experimental research. In experimental research normally two groups exist (a) the control group and (b) experiment group. The interventions are made in the experiment group while the changes are compared after the interventions.

Mixed methods research: The mixed methods approach to research is sometimes referred to as the triangulation method in which two or more methods of research are used for data collection. It is considered the standard for research design when it comes to collection of data on issues which have never been explored in depth previously. It gives the researchers liberty to explore the phenomenon in depth by obtaining detailed data and then verifying the information collected through one method through the information collected via another. In an ideal case, the researchers normally take one method from the qualitative side and another from the quantitative so that both approaches help in a comprehensive data collection and understanding of the issue under investigation.

Quasi-experimental research**:** A quasi-experimental design aims to establish a cause-and-effect relationship between an independent and dependent variable. Unlike a true experimental approach, a quasi-experiment does not rely on randomized assignment because they are most

likely to be implemented in field settings to evaluate the effectiveness of an intervention. Quasi-experimental design is a useful tool in situations where true experiments cannot be used for ethical or practical reasons. However, they are resource and time intensive methodologies.

Longitudinal research: Longitudinal studies use quantitative and qualitative data collection to observe changes over time for particular individuals over prolonged periods of time—often spanning years or decades. Data is collected on a combination of exposures and outcomes. Appropriate statistical testing may be employed to analyze change over time for the group as a whole, or for particular individuals.

HANDOUT 3

Group Activity: Challenges Faced by Women in KP: Experiences from Rural and Urban Settings

In this session the participants will be divided into gender inclusive groups of at least six to eight participants in each group, purely depending on the overall size of the attendees, and they will be asked to identify the obvious challenges faced by women in the selected social sector. In addition to that they will also devise mitigation strategies concerning each of the social sectors assigned to them. Their previous knowledge while working in the public sector organizations and overall learning outcomes from the previous sessions of this training will lead them to devise/propose mitigation strategies for the selected social sector. At the end of the session the participants will present what they have brainstormed, and this will lead to the comprehensive understanding of all participants since they will be learning from the others.

S. No	Research Themes for group activity	Challenges faced by Women	Mitigation Strategies
1.	*Women's participation in political process*		
2.	*Women's participation in decision-making process*		
3.	*Women's participation in economics (formal and informal economy)*		
4.	*Women's health and education*		

HANDOUT 4

For this interactive and cross-examining activity the participants will be divided into gender inclusive groups while they will be asked to develop gender inclusive research designs on the following themes:

- *Women's Economic participation*
- *Role of women in decision making process*
- *Women's Education*
- *Role of women in Economy*
- *Women's Health*
- *Women and Rural Development (linking with regional/rural development)*

Each group will present their work and trainer will review the groups work. The following contents will be included/reviewed in each group work.

Title	• Is the title appealing in concept or language, if the research is applicable to only one sex is it clear in the title
language	• Instead of using 'man', one can use 'people, person, instead of 'he/she' can use '(s)he or s/he'. Its misleading to use generic terms in situation that deal with only one sex, e.g. to use children or youth for group which consist of only boys or girls is misleading
Concept	• Is the research formulated from only a male/female perspective, does the research demean one sex, is the research based on premise that certain human attributes are appropriate for one sex only.
Research Design	• Is the frame androcentric, test by substituting woman for girl for generic terms such as individual/person, does the research affect both sexes, if so has it given adequate attention to both sexes, is the same research used for both females & males, if no, justify why
Methods	• Has the instrument been validated on one sex only but is used for both sexes, is the sex composition of the sample adequately reported.
Data Interpretation	• Are implications of findings for both females and males explicitly considered, are biases in data collection process explicitly acknowledged & their implications discussed, is only sex considered, if so are the conclusions drawn in generic terms, is data collected on both sexes, if so are they analyzed by sex.

HANDOUT 5.

Review of Research Article/Report, Tool Development and Mock Session

This session will enable participants to understand the research article/reports and contextualize the information and design the tool for research. By mock practicing they will learn how to critically evaluate the information and design a gender responsive tool for data collection.

The participants will be divided in two groups and will be handed over following research papers/reports a day before the session.

1. Zakar, M.Z. (2014). Strengthening women political participation and leadership for effective democratic governance in Pakistan. Search for Common Ground. https://www.sfcg.org/wp-content/uploads/2014/06/Strengthening-Womens-Political-Leadership-in-Pakistan.pdf

2. Khan, S., &Sajid, M.R. (2011). Effects of Women's Education and Marriage Period on their Decision Making Power at Household Level in Gujrat, Pakistan. Middle-East Journal of Scientific Research, 8 (2), 407-15. https://www.idosi.org/mejsr/mejsr8(2)11/14.pdf

They will review these papers/reports over night and during the session each group will present the key findings of their assigned qualitative and quantitative research study/report while with especial emphasis on the following:

1. The research design
2. The overall focus of the study
3. Qualitative/Quantitative Tool
4. Major findings
5. What's new/ innovative

Based on the learning they gained through the selective research study the will be asked to develop a data collection tool (qualitative/quantitative) separately. Both groups will design data collection tool and conduct mock sessions. Both groups will review and evaluate each other's assignment.

Annexure-II Training Schedule

Three Days

Gender Responsive Training on Evidence-based Research for KPCSW & DCSW, SW, SE, WED

Training Schedule

Day 1	
Inaugural Session	
9:30 am – 10:00 am	Participants Registration *Cowater International & KPCSW*
10:00 am – 10:15 am	Opening Remarks *Chief Guest- Cowater International & KPCSW*
Working Session-I Introductory Session	
10:15 am – 10:30 am	Introduction of the Participants, Setting Rule and Regulations of the Training, Objectives of the Training
10:30 am – 11:00 am	Expectations of the Participants/ Pre-Training Assessment
11:30 am – 11:50 am	Tea Break & Group Photo
Working Session-II Understanding Key Terms	
11:50 am – 1:00 pm	Contextualizing Gender and Sexuality [Types, Roles and Responsibilities]
1:00 pm – 1:30 am	Gender Facts & Figures [Developed and Non-Developed Countries] **Group Activity** [How Gender is Perceived in our Culture/Khyber Pakhtunkhwa] *Presentations by the Group Leaders*
1:30 pm – 2:15 pm	Lunch & Prayer Break
Working Session-III Understanding Evidence Based Research	
2:15 pm – 3:45 pm	Understanding Evidence Based Research *Concepts, Practices and Application*
3:45 pm – 4:10 pm	Q&A
4:10 pm – 4:30 pm	Concluding Remarks/Rapping Up the Day-1
Day-2 **Working Session-IV Indicators of Gender Responsiveness**	
9:30 am – 9:45 am	Recap of the Day-1 *2-3 Selected Participants*
9:45 am – 11:15 am	Understanding Gender Responsiveness [Concepts and Elaborations] Women's Education, Economic Participation, Women's Health, Women's Participation in Decision-Making Process , Rural Development]
11:15 am – 11:35 am	Tea Break
Working Session-V Social Research Methods [Key Concepts, Research Cycle-Part-I]	
11:35 am – 1:00 pm	**Group Activity** [Challenges Faced by Women in KP: Experiences from Urban and Rural Settings]- *Women's*

	Political Participation and Women's Participation Decision-Making Process
1:00 pm – 1:15 pm	*Ice Breaker*
1:15 pm – 2:30 pm	Social Research Methods [Key Concepts, Research Cycle-Part-I] Selection of the Research Topic, Research Objectives, Research Questions, Hypotheses, Review of Literature and Research Tool Development
2:30 pm – 3:15 pm	Lunch and Prayer Break
Working Session-VI Social Research Methods [Key Concepts, Research Cycle-Part-II]	
3:15 pm – 4:45 pm	Social Research Methods [Key Concepts, Research Cycle-Part-II] Types of Research-Qualitative & Quantitative, Applying Research Design, Data Collection; Focus on FGDs, KIIs and Case Studies (Followed by **Group Activities**)
4:45 pm – 5:10 pm	Q&A and Rapping Up Day-2
Day-3 **Working Session-VII Social Research Methods [Key Concepts, Research Cycle-Part-III]**	
9:30 am – 9:45 am	Recap of the Day-2 2-3 Selected Participants
9:45 am – 11:15 am	Social Research Methods [Key Concepts, Research Cycle-Part-III] Data Analysis and Management-*Major Focus on Qualitative Data Analysis*
11:15 am – 11: 35 am	Tea Break
Working Session-VIII Hand on Practice: Designing Project, Tool Development & Moc Session	
11:45 am – 12:30 pm	**Group Activity**- Designing a Gender Inclusive Research Project on Selected Themes- Women's Education, Economic Participation, Women's Health, Women's Participation in Decision-Making Process, Rural Development Followed by Presentations by the Group Members
12:30 pm – 12:45 pm	**Group Activity** 1. Action Based Research Tools (Qualitative and Quantitative) Development & Moc Session 2. Review by the Participants of Selective Good Research Studies Conducted in the case of KP/Pakistan (Qualitative & Qualitative)
12:45 pm – 1:00 pm	*Ice Breaker*
Working Session-IX Understanding Project Evaluation & Research SOPs	
1:00 pm – 2:30 pm	Orientation Session on: 1. Research Projects Evaluation, and 2. Gender Inclusive Field Research SOPs
2:30 pm – 3:15 pm	Lunch and Prayer Break
Working Session-X Rapping Up	
3:15 pm – 3:30 pm	Meeting the Expectation of Participants Rapping Up Day-3
3:30 pm – 3:45 pm	Post-Training Assessment of the Participants

	& Working Tea
Concluding Session	
3:45 pm – 4:30 pm	Closing Ceremony *Chief Guest- Cowater International & KPCSW*