**A guide to analysing and understanding your data**

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## Purpose of this document

This document provides a brief summary of how to analyse data from the survey questionnaire and 6 participatory activities outlined in *Gender and economy in Melanesian communities: A manual of indicators and tools to track change*. It also provides a template for how these results can be laid out in a report format, using graphs to show progress against each indicator.

## Understanding and analysing your results

The survey questionnaire and participatory activities collect a range of information, the majority of which is used to assess the progress of indicators listed below in section 4. For each quantitative indicator, we have created:

* a demonstration graph using mock data (drawn from the Demonstration Microsoft Excel file),
* a short description of how to make sense of the graph.

We have also included a brief description on how to analyse information collected through participatory activities.

For each indicator, we have included some suggested questions that can be used to further analyse the data collected at one or more points in time.

## Creating a study report

After completing your study, and entering all your survey data into the Microsoft Excel file provided, you can use this document to assist in analysing your data and writing a report. The excel file will automatically create graphs for the key indicators from the survey, and you can use these, and the results from participatory activities, to describe the changes that you can see in the target communities within your report.

To create a report, copy and paste each graph you wish to use from the Microsoft Excel data management sheet into a Microsoft Word document (as we have done below). If you have collected results more than once, paste the graphs from all the different time periods into the report to assist in showing how change has occurred over time.

Use the questions listed in each section to think about your data and what it means, and if necessary undertake follow up activities in the community to clarify anything that is unclear. Write up your analysis underneath the graphs and summarise your overall findings in an introduction and conclusion. You may also wish to describe the process used to collect the data, including the sample size and the locations of communities, and the team involved in the process. The graph showing the age of people who participated in the survey can be used in this section of your report (see Section 5 below).

*Always make note in your analysis where your data has come from: from survey or participatory activities. Data from each activity has a different sample size, and therefore cannot be directly compared. Participatory data is designed to supplement survey data by providing an in-depth understanding of some key issues related to gender equality.*

## Indicator Table

The following table lists all the indicators that are discussed in this document.

Table 1. Indicators

|  |  |
| --- | --- |
| Theme | Indicators |
| 1. Diverse economy profile | 1.1 Average number of hours per day women and men of all ages spend working for cash, on a voluntary basis and in the household  1.2 Percentage of women and men who earned cash in the last week  1.3 Percentage of women and men who did voluntary work in the last week  1.4 Average number of hours per day different household members spend doing household work  1.5 Percentage of women and men who gave cash gifts in the last week  1.6 Average amount of cash gifted by women and men in the last week, relative to their income  1.7 Average amount of cash that women and men gift to wantoks, church and/or community members |
| 2. Women ‘come up’ | 2.1 Percentage of women who have completed secondary education relative to men  2.2 Women’s cash earned per hour compared to men.  2.3 Percentage of women who control their own cash earnings  2.4 Percentage of women satisfied with their level of control over their cash earnings  2.5 Percentage of women who are confident to speak out on key community issues in front of other women and mixed sex groups  2.6 Percentage of women who experience dishonest and bullying behaviour in their household over their income |
| 3. Women’s collective action | 3.1 Percentage of women sharing the costs of doing business with other women  3.2 Types of business expenses shared by women  3.3 Frequency of women supporting other women in the community  3.4 Frequency of women pulling each other down in the community  3.5 Number and type of women’s groups in the community  3.6 Number of members in each women’s group  3.7 Approaches used by women to resolve conflict between women |
| 4. Household togetherness | 4.1 Average number of hours spent by women and men in rest and relaxation activities[[1]](#footnote-1) per day over the last week  4.2 Percentage of women and men who contributed to childcare and elder care yesterday  4.3 Average number of hours per day single men and women spent doing household work over the last week  4.4 Percentage of men who feel that the time they spend parenting is adequate  4.5 Percentage of women who feel that the time their spouse/partner spends parenting is adequate  4.6 Women’s and men’s level of satisfaction with communication between themselves and their spouse/partner  4.7 Percentage of women and men who think violence against women is ever justified  4.8 Prevalence of different approaches to financial management within households in the community |
| 5. Leadership, say and role modelling | 5.1 Percentage of women and men who feel safe walking in their community after dark  5.2 Women’s and men’s level of satisfaction with male community leaders’ actions to improve safety in the community  5.3 Women’s and men’s views on the frequency of men’s support to women in leadership roles usually held by men  5.4 Number of women in leadership roles usually held by men  5.5 Number of fathers/male guardians that young men consider to be positive role models  5.6 Percentage of male elders that young men consider to model positive behaviour to young men in the community |

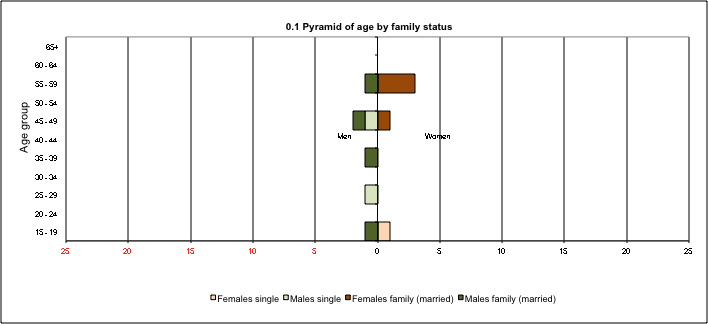
## Background information

In addition to the indicators listed in the table in Section 4 above, we have also created one graph to show the background information on the participants of the survey. This is outlined below. Information about the participants of the participatory activities can be provided separately in table format given that the sample size is likely to be much smaller.

### Age distribution by gender and family status

This pyramid graph shows the ages of the survey respondents by their sex and their family status (i.e. whether they are single or in a married or live-in relationship with a spouse or partner). In the graph below, ‘family women’ and ‘family men’ refer to women and men who are either married or in a live-in / de-facto relationship. The number on the bottom line (or horizontal axis) of the graph refers to the number of people that took the survey from each age group (shown on the side line, or vertical axis). So if you look at the bottom line of the graph, you can see that there were 7 young men and 7 young women aged 15-19 in the study sample (each shown in a different colour). For the 7 women aged 20-24 that participated in the study, 2 were married (or in a live in relationship), and 5 were single. For men of the same age, 2 were married (or in a live in relationship) and 6 were single.

This pyramid has been designed to match the population pyramid used by many Pacific Island governments in the region, so that you can compare your sample to the general population distribution. Look at the latest Population Census to show how representative your survey sample is of the general population of the country.

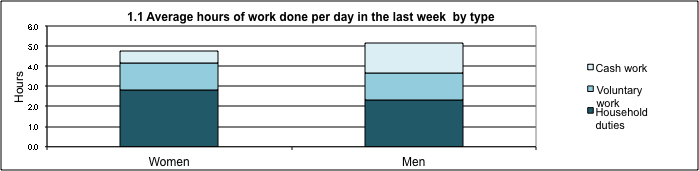


## Diverse Economy Indicators

### Indicator 1.1: Average number of hours per day women and men of all ages spend working for cash, on a voluntary basis and in the household

*Understanding the graph*

This indicator is designed to highlight changes in the type of economic activities that women and men are engaged in, and the amount of time they spent doing each type of activity. You can see from the bar graph below the total number of hours worked by women and men on average over the last week. Each bar is broken into segments that also show the number of hours spent doing work for cash, voluntary unpaid work in community and unpaid work in the household.



This demonstration graph shows that women do an average of 16 hours of work per day, while men do an average of 9 hours. While men and women do similar amounts of voluntary work (women in this graph do 4.5 hours on average, and men do 4 hours), women in this example community put more hours into cash work (6 hours on average compared to men’s 2.5 hours) and household work (4.5 hours on average compared to men’s 2 hours of work).

If you want to see how men and women of different ages participate in the economy, you could create a more detailed graph showing the time spent in each type of activity per age group. This could highlight different age related responsibilities or generational trends in the type of work that people in the community are involved in.

*Analysing the information*

This indicator shows the number of hours worked by men and women in different activities; it does not show income earned or the intensity of the work undertaken. For example, whilst women in this example community may undertake more cash work than men, this does not automatically mean that they will have more income than men. If you compare information from this graph with information in Indicator 2.2 and 2.3[[2]](#footnote-2), you can gain a more in-depth understanding of the differences between women’s and men’s cash based work and access to income. You may find that women work longer hours, but earn much less than men in the community for their time and have very little control over how money they earn is spent.

To analyse your data, consider:

* In terms of the number of hours worked, how fairly is work shared between women and men? Do women and men appear to have the same amount of time to rest and enjoy life?
* Are women and men both contributing to the three areas of the economy (cash, voluntary and household) or do men or women tend to dominate certain sections of the economy?
* If women or men do the majority of work in one area of the economy, what does this mean for their time available to work in other areas of the economy? (e.g. if women are busy doing housework, what does this mean for their time available to do cash based work)?

As the economy and social relations change over time the balance between cash, voluntary, and household duties may shift, and men and women may divide these types of work differently between themselves.

Consider the following questions when analysing change between two time periods:

* How have changes in one part of the economy impacted on other areas of the economy? (e.g. has the availability of more cash based work affected the amount of time women and men have to give to voluntary work in the community?)
* Is the division of work between women and men becoming fairer? (e.g. are they spending a similar amount of time working to maintain their families and communities?)
* Do men or women have increased access to areas of the economy that were previously largely dominated by the other sex? (e.g. are men doing more household work?)

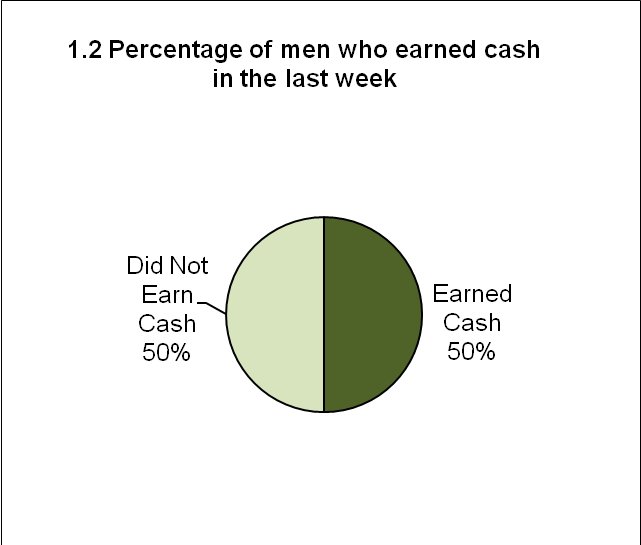
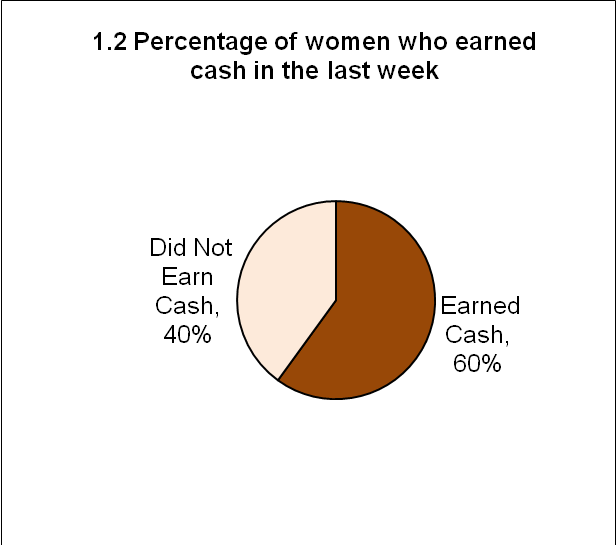
### Indicator 1.2 Percentages of women and men who earned cash in the last week

*Understanding the graph*

This indicator is designed to highlight changes in the number of women and men who earn a cash-income over time. If tracked repeatedly, you will be able to find out about any change in economic activity across the community (e.g. an increase or decrease in cash based activity), as well compare the level of opportunity that women and men have to earn income. Comparing women’s and men’s access to cash incomes is important because:

1. Women in many areas of Melanesia do not have a regular source of cash income
2. Couples do not always share their income with their partner/spouse even when their spouse/partner does not have their own source of income and has responsibility for work in the household (e.g. growing food and raising children) that is time consuming, contributes to the family’s livelihood but does not earn cash.
3. Numerous research projects have highlighted that women tend to spend more cash earned on household needs, and men tend to spend more on personal needs and entertainment.
4. Access to cash income can lead to greater confidence, community connections, networks, life experience and choices to the individual (including in the case of domestic violence, options to leave the family home). For example, it can result in travelling further, meeting new people and learning new skills.

Each pie graph breaks down the whole group (of women or men) into the percentage of those who earned cash over the last week and those who did not earn cash. The demonstration graphs below show that 60% of women earned cash in the last week compared to 50% of men.



*Analysing the information*

This indicator shows the number of men and women who have access to cash on a given week and when measured more than once, can show whether cash based work is becoming more common in the community. Many communities desire an increase in cash based work. However, it is important that we do not assume that earning cash is automatically accessible to all community members. Cash earned from selling land to developers, for example, can be short lived if it results in a loss of access to food and water sources, and the family who sold the land is unable to access other land or cash based work to support livelihood. Some community members may have to work much harder than other community members to earn a decent wage, and many women in particular may find that their other household and community duties do not reduce when they take on cash based work, so overall their work hours become longer.

It is important to consider:

* Who has access to cash based work and why? Are some groups/ people in the community excluded? Why?
* Are women and men, on average, paid equitably for their labour (e.g. do they earn a similar amount per hour that they work)?

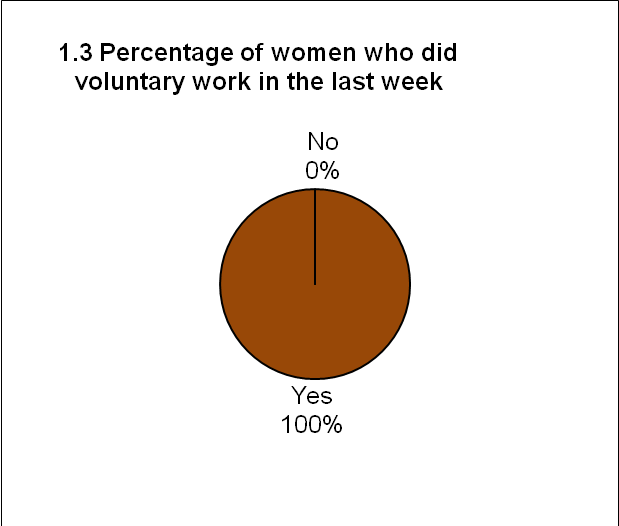
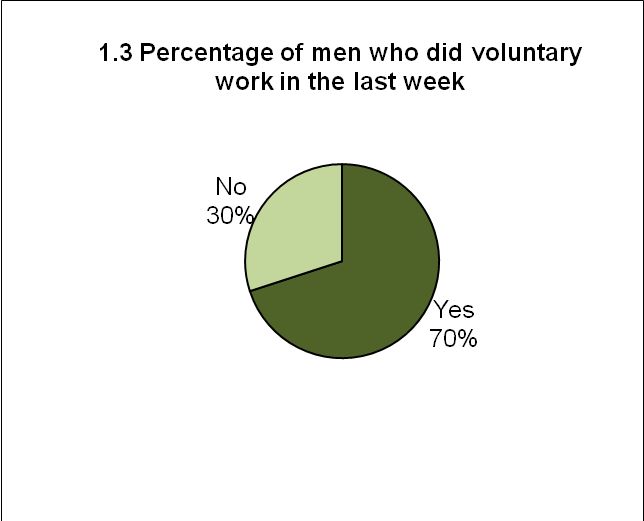
Consider the following questions when analysing change between two time periods:

* Do women and men appear to have had an equal number of opportunities to get cash-based work?
* Has the gap between the average wage earned by women and men become smaller or larger (see Indicator 2.2)?
* Has the housework or voluntary work load of women or men that work for cash become smaller, larger, or stayed the same?
* Are women or men taking on an overwhelming burden of labour in the community, or is this trend shifting? (see Indicators 4.1 to 4.5 )
* What impacts has access to cash had on other parts of the economy (e.g. volunteer work, housework)?

### Indicator 1.3 Percentage of women and men who did voluntary work in the last week

*Understanding the graph*

Each pie graph breaks down the whole group (of women or men) into the percentage of those who did voluntary unpaid work over the last week and those who did not. The demonstration graphs below show that 100% of women did voluntary unpaid work in the last week compared to 70% of men.

*Analysing the information*

Voluntary work makes an important contribution to community maintenance and development, and can be particularly important in supporting the poor, elderly and unwell during tough periods. As the economy changes, it is useful to track the level of voluntary labour in the community as this may show the level of community cohesion, and it may also indicate the level of risk faced by the poor and sick in times of need (unless government services are scaled up to support these community members).

Women and men often undertake voluntary labour, although women, young women and young men often do the majority of the day-to-day implementation work. Older men may supervise younger men in their work, and may also participate in leadership positions that require time spent in meetings etc. Whilst women may contribute significantly to maintaining the community through volunteer work, they may have very limited opportunity to contribute to decisions about the way their community is managed.

It is important to consider:

* Who is contributing to the community through voluntary labour? Do some age or sex groups contribute more than others?
* Are the people that contribute to their community actively through voluntary labour also involved in decisions about their community? (See also participatory activity 1 for data on decision-making).

Consider the following questions when analysing change between two time periods:

Has there been a shift in the number of women or men of different age groups doing voluntary labour? What could this mean for the community?

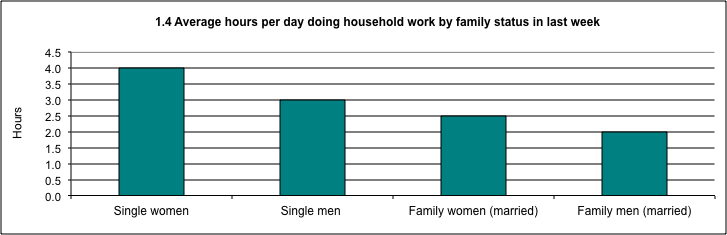
Does this match any changes in other types of work in the community (cash or household work)?

### Indicator 1.4 Average number of hours per day different household members spend on household work

*Understanding the graph*

Household work includes gardening, housework, caring for children, the sick and elderly. This unpaid work makes a major contribution to living well. But while this work is an important part of any economy, it often goes unrecognised. Who does this work? And how is it shared across women and men, young and old?

This bar graph shows the average number of hours that different household members spent on household duties on average per person over the last week. This demonstration graph shows that single women and married women (or women in a live in relationship) spent significantly more hours on housework per day than men. Research shows that this is the case in all societies.



*Analysing the information*

As social expectations of gender roles, women’s status and economic opportunities change over time there may be changes in the amount and distribution of this kind of work. In general, we would hope to see that single and married men do a greater share of household work over time.

It is important to consider:

* Who is contributing to housework? Is this fairly shared between household members, relative to their other work activities?
* If one group is doing more housework that another group, what is this likely to mean for their time and ability to undertake other activities (e.g. cash based work) or attend training and education opportunities? What impacts can this have for the individual and family?

Consider the following questions when analysing change between two time periods:

* Has there been an increase in the sharing of housework between men and women of different ages?
* Have changes to the level of cash based or voluntary work in the community impacted on the total hours spent doing housework?

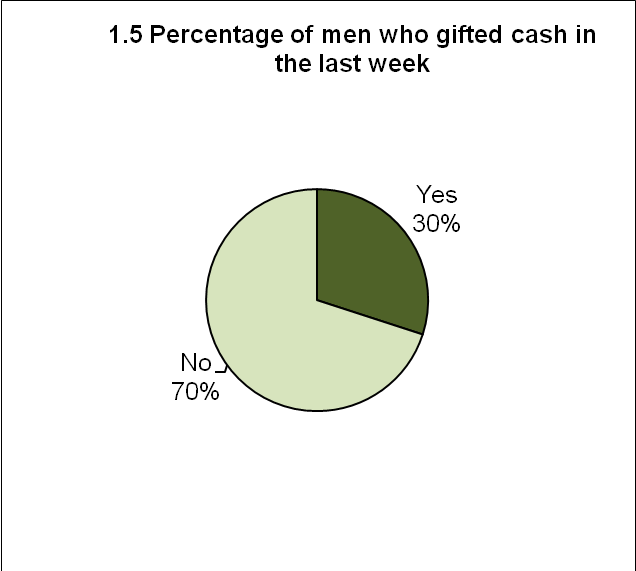
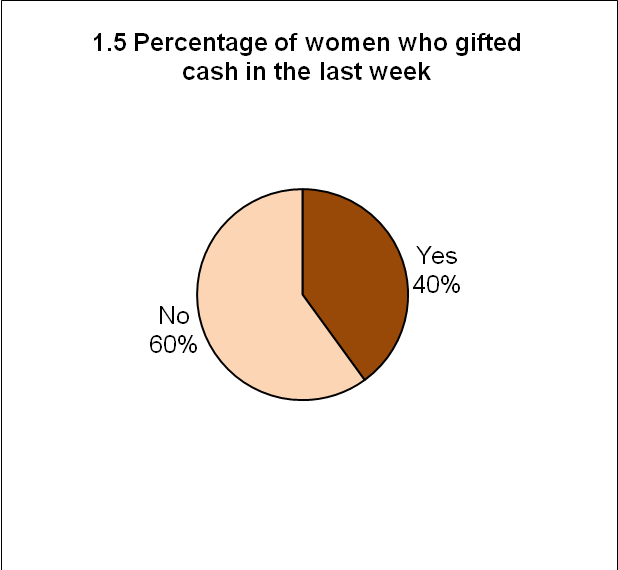
### Indicator 1.5 Percentage of women and men who gave cash gifts in the last week

*Understanding the graph*

Gifting is an important social and economic practice in Melanesia that re-distributes wealth and well-being. As Melanesian economies change we may see that people have more cash to gift, or more need to support relatives who move from rural areas to town. We might see changing consumption patterns and a decrease in the incidence of gifting by men or women or both.

It is important to note that women often have less access to cash based work, and so may not be able to provide as many cash gifts as men. Instead women may gift things that they grow or make such as vegetables, cooked food or craft items. An increase in the number of women who are gifting cash over time may also show an increase in the number of women earning income through cash based work. This can be checked by comparing the percentage of women who earned cash in the last week (Indicator 1.2) with the results of this indicator.

These graphs show the percentages of men and women who gifted cash either to family members or to the wider community over the last week. This indicator can show how gifting patterns are changing over time and differ for women and men. These demonstration graphs show that a higher proportion of women gift than men.



*Analysing the information*

It is important to consider:

* Are there any differences between the percentage of men and women giving cash gifts? How does this compare to the percentage of women and men that earn an income (see Indicator 1.2)
* How has the percentage of women and men doing voluntary labour changed in relation to changes in the percentage of those giving cash gifts?

Consider the following questions when analysing change between two time periods:

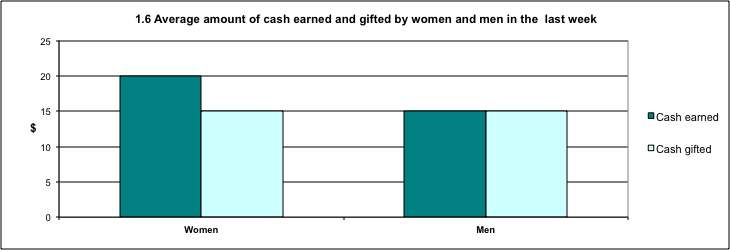
* Have the numbers of women or men providing cash-gifts increased or decreased since the last study?
* Is this matched by an increase in the number of women and men earning cash (see Indicator 1.2)
* Has the percentage of women and men doing voluntary labour changed in line with changes to the percentage of those giving cash gifts?

### Indicator 1.6 Average amount of cash gifted by women and men in the last week, relative to their income

*Understanding the graph*

This graph shows both how much cash was earned on average per person over the last week and how much was gifted. This demonstration graph shows that women earned an average of $40 per person over the last week and gifted an average of $30, whereas men earned $25 and gifted $15. This means that women gifted 75% of their income to others in the last week, and men gifted a smaller portion of their income, 60%. In this case women are both earning more cash, and are gifting a greater proportion of their cash.

It is often the case that women are more willing to donate a proportion of their income to fulfil social obligations than men. However, they may also have greater responsibilities in the household for feeding and clothing the family, so may have less disposable income to gift to others. Men may prefer to spend a greater portion of their income on personal needs and leisure activities like gambling, drinking and smoking than on family needs or gifting.



*Analysing the information*

It is important to consider:

* Are there any differences between the size of cash gifts given by men and women? How does this relate to the size of the income earned by women and men?

Consider the following questions when analysing change between two time periods:

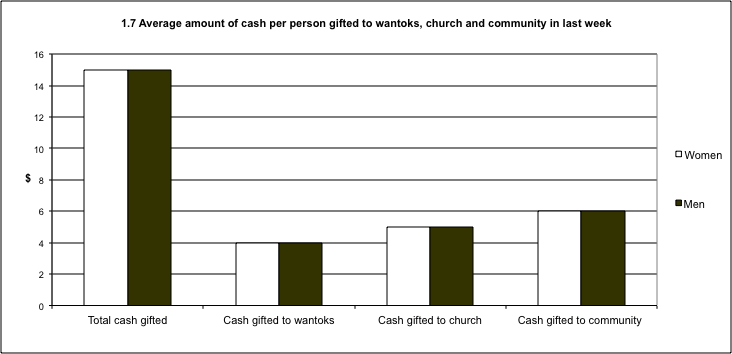
* Have the gift values increased or decreased relative to incomes since the last study?
* Is this matched by an increase in the number of women and men earning cash (see Indicator 1.2)

### Indicator 1.7 Average amount of cash that women and men gift to wantoks, church and/or community members

*Understanding the graph*

Most people in Melanesia are integrated into networks of obligation and support within an extended family, church and community. Wantoks, church and community play an important part in supporting well being through the gifting of labour, goods and cash.

This demonstration graph shows how women and men distributed their cash gifts between wantoks, church and other community recipients. In the example community, women are giving the majority of their cash to the church, while men are contributing the largest share of their cash gifts to wantoks. Over time this data will help you to keep track of how patterns of gifting might be changing. The amounts gifted to wantoks, church and community provide a sense of which of these networks are most significant in people’s lives, and which are more or less significant for women and for men. This indicator allows you to keep track of how relationships between individuals and their wantoks, church and community might be changing, and how these relationships are different or similar for women and men.

**

*Analysing the information*

It is important to consider:

* Are there any differences between the amounts of cash gifted by women and men to different groups?
* Which groups receive the highest level of cash gifts overall?

Consider the following questions when analysing change between two time periods:

* Are gifting patterns (who gives to which group) changing?

## Gender Equality Indicators

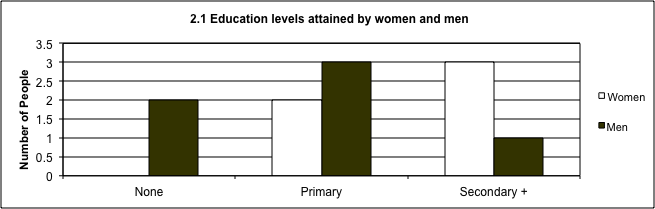
## Women ‘come up’

### Indicator 2.1 Percentage of women who have completed secondary education relative to men

*Understanding the graph*

Women’s education is a key indicator of gender equality. In the Pacific men and women often obtain similar levels of primary school education, but many fewer women than men are able to attend secondary school. Over time the change we would hope to see is a greater proportion of girls obtaining secondary education. That is, eventually the numbers of men and women with a secondary school education would ideally be the same.

This demonstration graph shows the highest level of education attained by survey respondents. Of the group, 20 women and 12 men had completed primary school without going on to higher education, while 35 men and 25 women had completed secondary school.



*Analysing the information*

It is important to consider:

* Are there differences between the numbers of women and men and their levels of education, especially in levels of secondary education?

Consider the following questions when analysing change between two time periods:

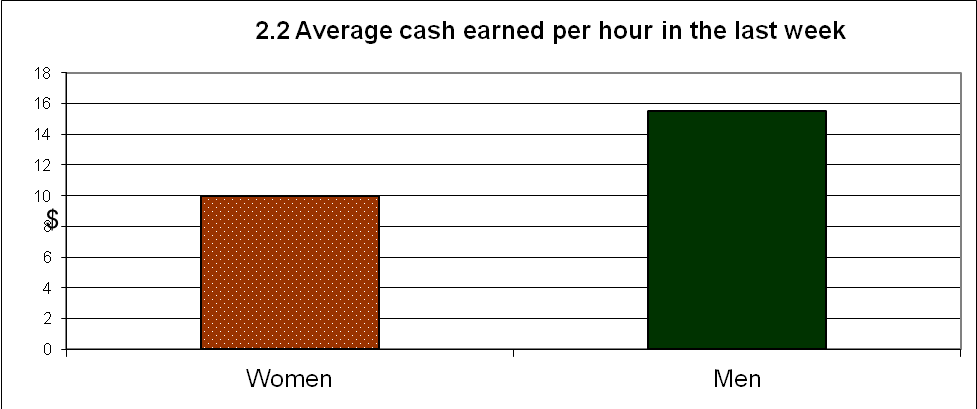
* Are women increasingly attaining secondary education over time?

### Indicator 2.2 Women’s cash earned per hour compared to men

*Understanding the graph*

Women’s cash work is often very different than men’s cash work in Melanesia and the income they earn per hour worked often differs as well. In general, women earn less cash per hour of work than men. Over time we would wish to see increasing opportunities for women to earn the same amount of cash per hour as men.

This demonstration graph shows that on average women earn $10 per hour worked while on average men earn $15 per hour worked. In each community there may be many different reasons for this outcome. It may be that women’s cash income is from marketing, whereas men are employed as mine or forestry workers in the formal sector and are paid a regular and relatively high wage. Or it may be that when women do have access to work in the formal sector they are being paid less per hour than men.



*Analysing the information*

When analysing your own data, it is important to consider:

* Is there a gap between women’s average income per hour and men’s average income per hour?
* How do men’s and women’s incomes compare to national statistics (if available) on average or liveable incomes?

Consider the following questions when analysing change between two time periods:

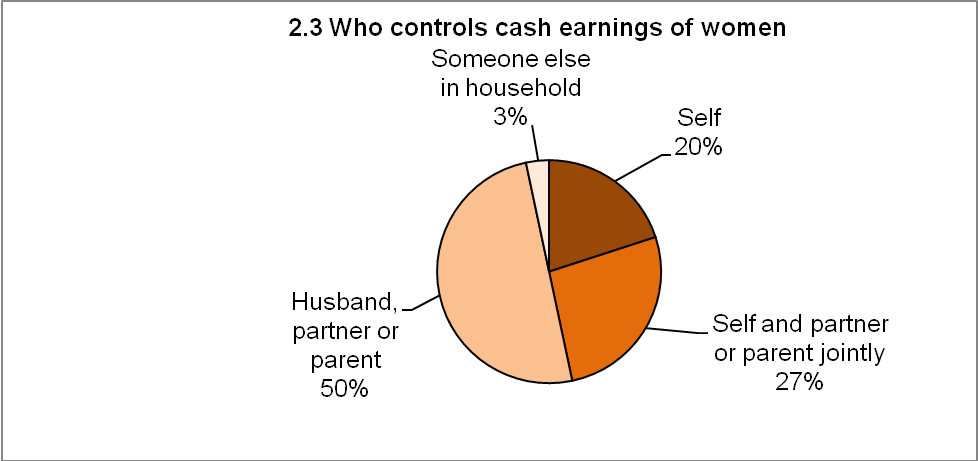
* Over time is the gap between men’s and women’s average incomes per hour increasing or decreasing?
* How do incomes of women and men compare to national average incomes?
* Are changes to the average level of income earned by women matched by changes to women’s confidence to speak out on key community issues (Indicator 2.5), or changes to who controls women’s cash earnings (Indicator 2.3) or the level of dishonesty and bullying in the household (Indicator 2.6)?

### Indicator 2.3: Percentage of women who control their own cash earnings

*Understanding the graph*

Women’s ability to decide how their cash income is spent is an important indicator of the power and respect they have within the family. When women are free to decide how their money is spent it shows that they have equal standing in the household. Over time we would wish to see a greater proportion of women who either decide by themselves, or decide jointly with their partners or parents how their income should be spent.

This demonstration graph shows that only 20% of women have control over their own cash, while 50% have their income controlled by their husbands or parents.



*Analysing the information*

When analysing your data, it is important to consider:

* What percentage of women solely controls their income or jointly controls their income with their partner/parent?
* Are women satisfied with these arrangements (see Indicator 2.4)?
* What types of dishonest and bullying behaviour may also affect women’s ability to control their income? (see Indicator 2.6 and related participatory information). How common are these?

Consider the following questions when analysing change between two time periods:

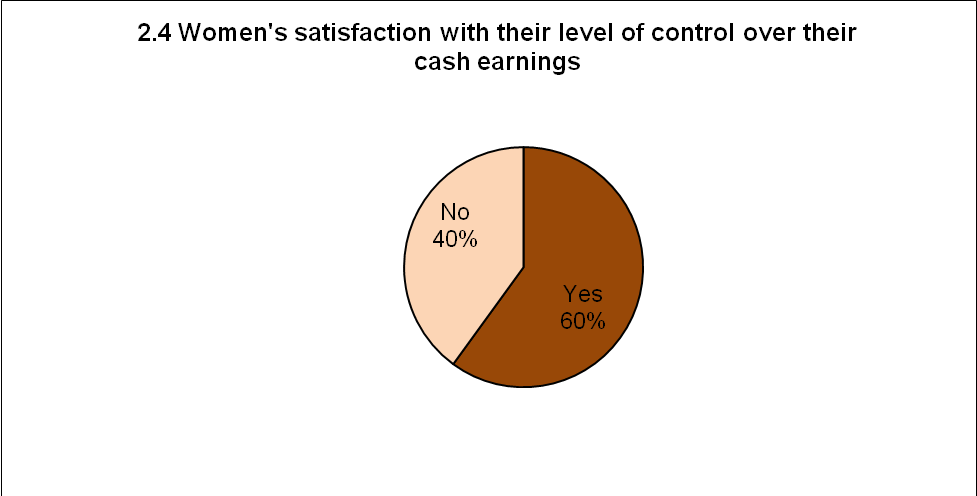
* Over time has the number of women who control their own money, or share control of their income with their husband, partner or family increased or decreased?

### Indicator 2.4 Percentage of women satisfied with their level of control over their cash earnings

*Understanding the graph*

When women feel satisfied with the level of control they have over their income this means they feel happy with the way decisions about their income are made. It is important that women feel valued and respected when it comes to decisions about how their money is spent because if they don’t it can be source of stress and family disharmony. If women have willingly given decision-making rights over their income to their partner, husband or family, their satisfaction levels are likely to be high. However, if these rights were taken from them rather than given, they are much less likely to be satisfied. Over time we would hope that to see more women feeling happy about who is making decisions about their money, as we would hope that women are increasingly able to decide this for themselves. However, there may also be a decline in satisfaction if women increasingly feel they should have greater control, but their partners are slower to adjust their behaviour.

This demonstration graph shows that 60% of women were satisfied with the way decisions were made about how their income was spent. However 40% of women were unsatisfied with the level of control they have over their income.

****

*Analysing the information*

When analysing your data, it is important to consider:

* What percentage of women are satisfied with their level of control over their income?

Consider the following questions when analysing change between two time periods:

* Over time are women becoming more or less satisfied with their level of control?
* In the event there is a shift in levels of satisfaction, is there also a shift in the number of women who are solely controlling their income (see Indicator 2.3)?

### Indicator 2.5 Percentage of women who are confident to speak out on key community issues in front of other women and mixed sex groups

*Understanding the data*

The ability of a woman to speak out in a community setting (in front of other women and men) on an issue of importance to the community can show two things. First, a woman’s confidence levels and; second, the level of community acceptance around women’s right to speak on certain issues. In some instances, it is normal for women to speak out (for example in discussions about arranging community events where women may need to speak about cooking or gifts for visitors as this is their role to provide these items). In other instances, women are not provided with opportunities to speak out, and may also not be confident to speak out on the issue as it may be considered ‘men’s business’. Even if the issue is men’s business, it will still impact on women’s lives, and it is important that women’s opinions and experiences can inform all decisions, alongside men so that decisions made can result in good change for all community members.

In the demonstration data below, you can see that young women are not involved in decision-making in the community about issues of land, but are involved in decisions about church and community events. Only 2 out of 17 (or 11%) of young women are confident enough to speak out in front of other women and men on an issue that they are very involved with (the Church activity). On the issue of land, young women are not at all confident to speak out. This means that young women’s perspectives are not heard or taken into account when decisions were made on land issues in the community. The men do not support the women’s involvement in decision-making about land, and the young women are still very hesitant to speak out in front of older women and men.

*Note: This data comes from participatory activity 1. Demonstration data has been created for one sub-group (young women) to assist you in understanding how it can be used. However, when doing your own study, it is hoped that you will have a data sheet for each sub group, so that you can compare participation levels between sub-groups.*

*Demonstration data sheet*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Date | | 12/3/13 | | | |
| Community | | Kota | | | |
| Sub-group | | Young women | | | |
| Number of people in the group | | 17 | | | |
| Events selected for discussion | | A. Lease community land to contractors  B. Building a community centre  C. Church festival | | | |
|  | Picture cards | | | | |
|  | |  |  |  |
| Votes for Event A | 16 | | 1 | 0 | 0 |
| Votes for Event B | 12 | | 0 | 3 | 1 |
| Votes for Event C | 0 | | 5 | 9 | 2 |
| Reasons given for why the sub-group was very involved or not very involved in the decision-making process. Note any differences in participation linked to each event. Note whether the sub-group members are satisfied with their level of participation.  *Young women were more involved in the discussion about the church activity and the community centre because they had specific roles in the preparation of the activities- for example they needed to give ideas on how they would use the centre, and also how they assist with the cooking when the centre was being built etc. Whilst they attended the meeting, listened and spoke amongst themselves, only a small number of young women were confident to speak out in the bigger group in front of older women and men – mostly the older women spoke for the young women, although 2 young women also spoke out when asked by the leaders. We (young women) want to be more involved in decisions about land, as it affects our work – for example, our ability to collect water and wood to cook – but we are too shy to be heard, and the men say it is nothing to do with us.*  *When it came to the meeting about the logging one young women leader was invited to listen but not to talk during the meeting.* | | | | | |
| Comments from other groups (note which group is commenting next to the comment).  *Men said that it is not women’s role to make decisions about the land and that is why they were not invited to the meeting.* | | | | | |

*Analysing the information*

When analysing your data, it is important to consider:

* Which group is most involved in making important decisions in the community at the moment? (compare data sheets from each sub-group)
* Are all group’s views represented in these decision making processes?
* Do some groups or members within groups want more opportunity to participate in decisions made?

Consider the following questions when analysing change between two time periods:

* Can you see a change in women’s and young people’s participation levels? Have women and young people gained more voice in key community decision-making processes?
* What are the key reasons for the change, according to different groups? Can these changes be confirmed through another source?

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

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

### Indicator 2.6 Percentage of women who experience dishonest or bullying behaviour in their household over their income

*Understanding the data*

This indicator is designed to show whether negative practices that undermine women’s ability to control their income within households are common or not. These negative practices include household members stealing money from women, women being threatened and required to hand over their money and women being told how to spend their money. In the demonstration data below, 53% of women have been told how to spend their money, 20% had their money stolen by other household members, and 13% had been threatened and forced to hand over their income in the last time period. Only 33% of women had not faced these problems within their household. That means that 67% of women in the participatory activity group had faced some type of dishonest or bullying behaviour in relation to their income (Note: this was determined through this equation: 100%-33% (women who had not had any problem).

*Demonstration data sheet*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Date | 1/3/13 | | Community | | | Kota |
| Program/Project | Microfinance project | | Facilitator | | | Doris |
| Note taker | Linda | | Total # women in the activity | | | 15 |
| Picture cards | | | | | | |
|  | |  |  |  |  | |
| Perception of the extent that this practice occurs in the community:  Doesn’t exist = DE  A few women experience it = FEW  A lot of women experience it = LOT  All women experience it = ALL  *(record the results from question 3a here)* | | FEW | LOT | FEW | FEW | |
| Number of women who have personally experienced the practice in the last time period *(record the results of voting here)* | | 5 | 8 | 3 | 2 | |
| Votes as a % of the total number of women in the group. | | 33% | 53% | 20% | 13% | |
| **Story of POSITIVE change** | | | | | | |
| What was it like before?  *My husband used to always get drunk and then come and take my money so he could gamble with his friends.*  What has changed over the last year (or since the last monitoring visit)?  *We went to training on how to manage money and now he is more aware of the problem of gambling away the money. He also started going to church more, and now doesn't drink as much. Now he hardly ever comes and takes my money, and he has started helping out more in the house too.*  What was the cause of the change?  *I think the training made a big difference, and also my family and friends from Church, as they kept talking to him about his drinking when they saw how it caused so many problems for us. It took a long time but he has started to change.* | | | | | | |
| **Story of NEGATIVE change** | | | | | | |
| What was it like before?  *My son was always a good boy before, never causing trouble or taking money.*  What has changed over the last year (or since the last monitoring visit)?  *My son started hanging out with the wrong crowd, and now smokes a lot of marijuana and is always sitting out on the road at night causing trouble in the community. He always wants more money from me to buy his friends smokes and alcohol. I try and hide it from him and then he threatens me, or just searches the house till he finds it and just takes it.*  What was the cause of the change?  *I think there is not enough discipline in the community for the young boys – they can just sit around and cause trouble and the elders don't do anything. I think we need to send the boys home at night so they can’t cause trouble. The boys don't listen to us women, we need the men to step in. We also need to make sure the boys finish school and have something to do to earn money – there are not enough opportunities around here to keep them busy.* | | | | | | |

*Analysing the information*

When analysing your data, it is important to consider:

* How common is the practice of dishonesty and bullying in households around women’s income? (i.e. what percentage of women face these situations?)
* Which type of dishonesty and bullying is most common?
* How accepting are women of men’s dishonest and bullying behaviour?

Consider the following questions when analysing change between two time periods:

* Can you see a change in the situation for women (positive or negative)?
* If so, what are the main causes of the change? Can these be confirmed through another source?

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

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

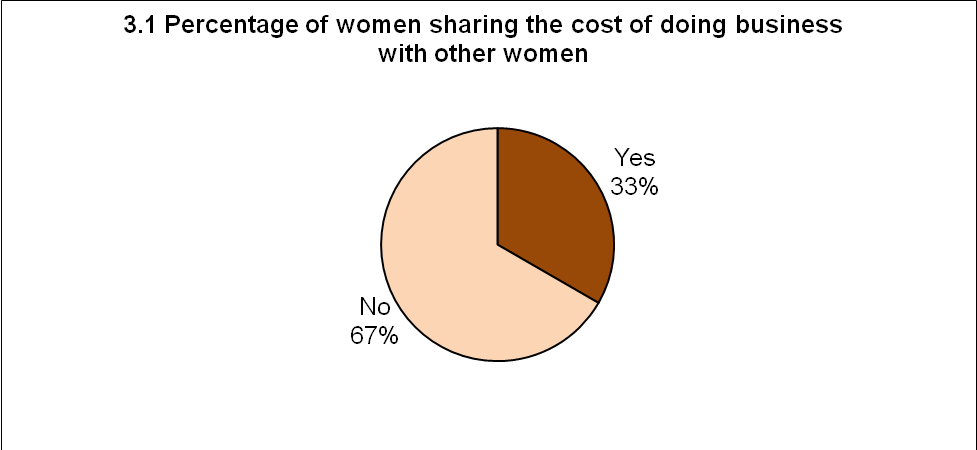
## Women’s collective action

### Indicator 3.1 Percentage of women sharing the costs of doing business with other women

*Understanding the graph*

In Melanesia, women often work together to support each other in their individual business enterprises and this is known to increase both women’s well being and their productivity. Over time, if the proportion of women collaborating in this way increases it will show that women’s networks are strengthening. Greater proportions of women sharing expenses will indicate greater mutual support and close networks among women. On the other hand, if the proportions decrease this may indicate that the networks among women are weakening.

This demonstration graph shows that 33% of women collaborated with other women to share the expenses involved in running their businesses.



*Analysing the information*

When analysing your data, it is important to consider:

* What percentage of women surveyed are sharing costs of doing business with other women?

Consider the following questions when analysing change between two time periods:

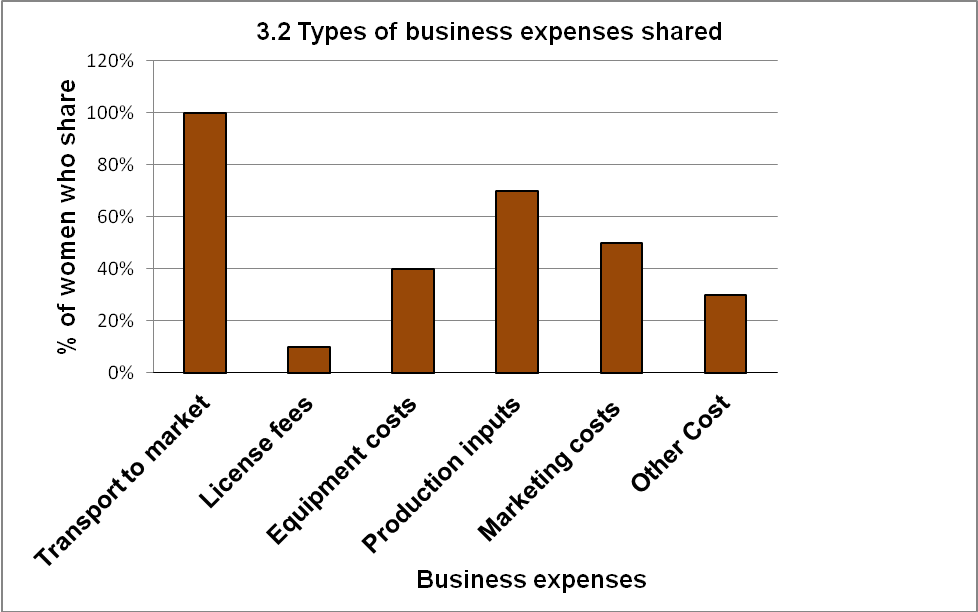
* Has the percentage of women sharing their costs with other women increased, decreased or not changed over time?
* Has there been a similar pattern of change in the number of women’s organisations focusing on cost sharing (Indicator 3.5) and the number of women within these organisations (Indicator 3.6)? This comparison may explain the cause of increased or decreased cost sharing arrangements.
* Has there been a similar pattern of changes with the frequency of women supporting each other in the community (Indicator 3.3), or pulling each other down in the community? (Indicator 3.4). This may show the general mood or level of conflict in the community and whether cost sharing arrangements between women are possible.

### Indicator 3.2. Type of business expenses shared by women

*Understanding the graph*

This data will give you a sense of how women are collaborating, and over time an understanding of whether the dynamics of collaboration are shifting. This knowledge could also help you to understand where women in business are supporting each other well, and where they may need more support.

This demonstration graph shows that women are working together to support one another in relation to a range of expenses. For example, 100% ofwomen shared the expenses of transporting their goods to market, 70% shared the costs of production inputs; and 50% shared marketing costs. Most other business expenses were not shared amongst the majority of women.



*Analysing the information*

When analysing your data, it is important to consider:

* What are the most common areas where women share their expenses?
* Are there organisations set up to promote sharing of these types of expenses in the community (See Indicator 3.5) or is this done informally?
* Which expenses are not shared by women?

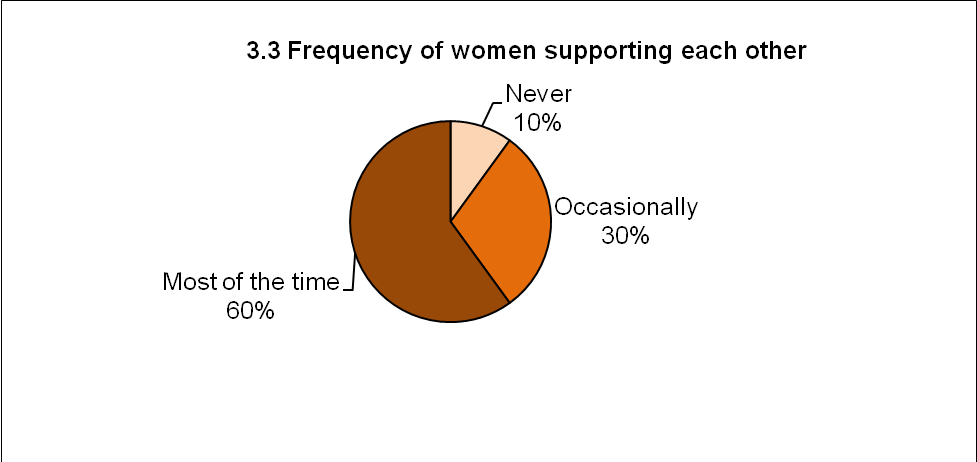
Consider the following questions when analysing change between two time periods:

* Are the types of expenses shared by women changing?
* If so, could this be linked to new organisations starting up to assist women to share these expenses (see Indicator 3.5)?

### Indicator 3.3 Frequency of women supporting other women in the community

*Understanding the graph*

This demonstration graph shows that 60% of women feel that women in their community support one another most of the time. This indicates that the majority of women in this community feel supported by other women. In the research done to inform the development of this indicator and many women expressed a wish for greater levels of mutual support. Women’s support can mean greater access to resources to feed the family, assistance to start a business or learn new skills, assistance in times of need (e.g. sharing food or providing cash gifts) and so on. Over time we would wish to see the proportions of women feeling supported increasing. If the proportions decrease, this may need further investigation to understand why, and to work with community members to address the problem.



*Analysing the information*

When analysing your information, it is important to consider:

* What percentage of women feel supported by other women most of the time?
* Do your results show strong or weak connections between women?

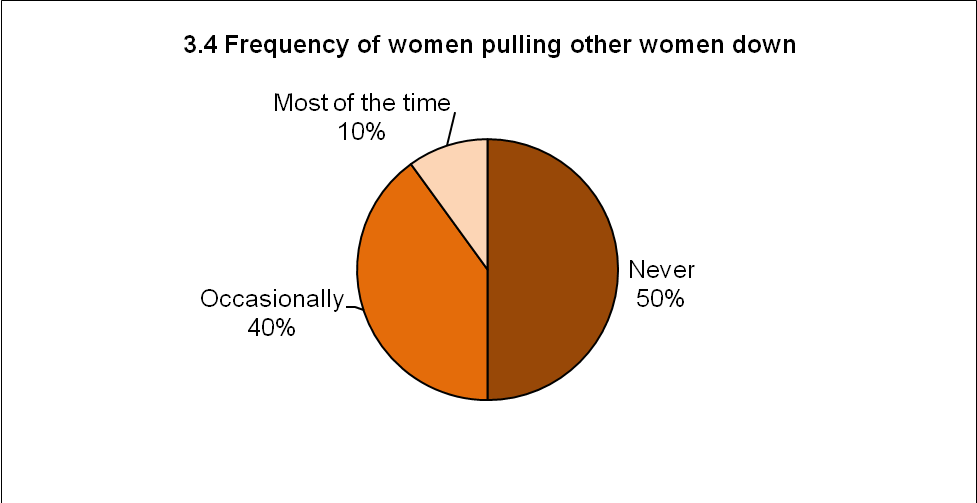
Consider the following questions when analysing change between two time periods:

* Have connections between women become stronger or weaker (or stayed the same) in your target community?
* Has change in women’s perception of the level of support between women been matched by changes in the level of women’s cash-gifting practices in the community (Indicator 1.6 and 1.7) or by changes in the numbers and types of groups in the community (Indicator 3.5)?

### Indicator 3.4 Frequency of women pulling each other down

*Understanding the graph*

This demonstration graph shows that 10% of women in this community felt that women often brought other women down or talked behind each other’s backs, and 40% of women felt this happened occasionally. Neighbourhood gossip can be very destructive in small communities. It can diminish women’s overall well being, making women afraid to take up new challenges or opportunities such as community leadership roles, or to pursue further education. A high level of women pulling each other down has direct consequences for women’s economic situation. Poor relations between women may make it difficult for women to form groups and work together, share business expenses, learn new income generating skills, and get help when needed to cover difficult periods. Over time we would hope to see a decrease in the frequency of women pulling each other down. This would indicate greater levels of mutual caring and support that are so crucial in enabling women to achieve well being.

****

*Analysing the information*

When analysing your information, it is important to consider:

* What percentage of women feel that women pull each other down most of the time?
* Do your results show high or low levels of undermining behaviour between women? Does this result fit with findings on levels of support between women (Indicator 3.3)?

Consider the following questions when analysing change between two time periods:

* Has behaviour to pull down or undermine women become stronger or weaker (or stayed the same) in your target community?
* Have any changes in women’s perception of this behaviour been matched by changes in the way conflict is resolved in the community (Indicator 3.7)?

### Indicator 3.5 Number and type of women’s groups

*Understanding the data*

Women’s groups serve many important functions – they provide formalised spaces for women to learn income generating skills and leadership skills, and also can encourage shared labour, shared costs and provide a safe space for women to grow their income and business. Whilst a number of women’s groups often exist in communities, they may only provide a narrow range of services to women in the community. The data produced for this indicator helps you to see the functions of existing groups, and the levels of women’s participation within these groups, so that you can identify gaps in current services that could be met to improve women’s economic empowerment.

In the demonstration data below, you can see that three groups exist in the community. They provide a range of services including spiritual and networking functions as well as business functions such as sharing workload and costs of marketing. Two out of three of the groups have been established by external organisations and may rely on these agencies to continue to function. Only one of the groups is women-only and women are not well represented in the leadership of the mixed-sex groups. The limited number of women-only groups may indicate limited mobilisation of women to address women’s needs, and promote women’s businesses. Women’s limited voice in mixed-sex groups, and differences of opinions within agricultural group around the way decisions have been made and whether women and men gain equal access to group resources and benefits highlight the importance of women having their own groups. There are a number of useful functions that are not as yet provided by the groups, indicating possible areas where program interventions can be targeted.

*Demonstration data*

(Note: this data is collected through Participatory Activity 5 and the following table can be used to condense results collected on separate data collection sheets)

**Number of groups overall:** 3 groups including 1 church group, 1 agricultural and marketing group, and 1 savings program.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Name of group** | **Number of members** | **Group started by** | **Members (women/men)** | **Leadership roles held by women** | **Function of group** | **Women’s access to resources and benefits in mixed sex groups** |
| Kota Savings group | 30 | NGO | Mixed | 4 positions, 1 held by a woman - bookkeeper. This role is usually held by women. Other roles held by men. | * Savings and loan scheme * Training on managing money | * Women and men can access the same loans and savings products * NGO controls the savings scheme to prevent community conflict |
| Women’s Love of God group | 15 | Church | Women | All leadership roles held by women | * Teach each other income generating skills * Represent women within the Church community * Bible study and church work |  |
| Agricultural Network Group | 60 | NGO | Mixed | No leadership roles held by women | * Share equipment * Share agricultural labour and marketing tasks * Share transport costs of going to market | * Men look after the outboard motor and women are nervous to ask to use it * Male leaders decide how membership fees will be spent. There has been a dispute between women and men about how it should be used. |

**Functions not present in groups:**

* Cooperative groups with shared profits
* Provide training/opportunities for women on leadership
* Represent women outside the community
* Shared childcare
* Share costs of buying inputs (e.g. seeds, etc)
* Business management skills
* Money management skills

*Analysing the information*

When analysing your own data, it is important to consider:

* How diverse are the groups in the community (do they all serve similar purposes or do they provide different services to members)?
* What types of assistance do the groups provide women? Are there any obvious gaps where women are not organising to assist each other? Are there any clear reasons for this?

Consider the following questions when analysing change between two time periods:

* Are groups providing a more diverse range of functions than previously?
* Have the membership numbers, group numbers changed over time?
* If so, reflect on what the changes mean for women’s economic opportunities.

If you have a related program in the community you may wish to consider the following questions:

* Has your program helped (or can your program help in future) to promote women’s collective action?
* Can women access services to minimise cost of doing business in the community? If no, which groups could be supported to provide these services?

### Indicator 3.6 Number of members in each women’s group

*Understanding the data*

The number of members within women’s groups is an important indicator of access to formalised support networks and forums for developing women’s economic opportunities. The demonstration data below shows that there is one women-only group in the community. It has 15 members which, if compared to the population of women in the community aged over 15 (120 in this example), is approximately 12.5% of women. In this context, the number of women receiving the benefits of these groups is relatively low.

*Demonstration data*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Name of group** | **# of women members** | **# of men members** | **Membership rules for joining** | **Barriers to becoming a member** |
| Kota Savings group | 25 | 5 | Must start with $50 in savings  Must sign a form making commitment to saving a certain amount per month  Must attend fortnightly meetings | Monthly savings targets are very high |
| Women’s Love of God group | 15 | 0 | No rules | * Must be from the 7th Day Adventist Church |
| Agricultural Network Group | 15 | 45 | $10 annual fee  % of income from marketing sales each month | * Fee can be too much for poor households * Some don't trust where the money paid to the group is being spent |

*Analysing the information*

When analysing your own data, it is important to consider:

* How many women, as a percentage of the total number of women over 15 years old in the community, are members of the different women’s groups identified?
* Are services available through the groups available to the majority of women?
* How accessible are the groups to different women in the community? Consider the barriers to entry and the rules for joining the group.

Consider the following questions when analysing change between two time periods:

* Have the number of women within the identified groups grown, reduced or remained unchanged since the last study? What does this mean for the percentage of women in the community that can access services from the community?

If you have a related program in the community you may wish to consider the following questions:

* Has your program helped to increase participation in women’s groups and access to their services?
* Are there any barriers for women in the community to join groups? How can these barriers be minimised?

### Indicator 3.7 Approaches used by women to resolve conflict between women

*Understanding the data*

The ability of women to resolve conflicts between themselves has great impact on women’s cooperation levels, and their economic activities in any given community. In locations where conflict is high and left unresolved, it is particularly difficult to form groups and undertake joint economic activities such as sharing skills and costs of doing business. Conflict can restrict women’s capacity to expand and diversify their income streams, which has impacts for women themselves, and for their families.

In the demonstration data below, typical forms of cooperation and conflict are listed, and examples of conflict resolution processes are provided. Participatory activities highlighted that women do not have formalised or organised processes to resolve conflict, which means it is often left simmering for long periods. This has immediate impacts on women’s ability to organise and work together.

*Demonstration data*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Date | 1/3/13 | | Community | | Kota | | |
| Program/Project | Women’s microfinance program | | Facilitator | | Ella | | |
| Note taker | Kaleen | | Total # women in the activity | | 20 | | |
| Ways women cooperate and help each other (place a star next to new forms of cooperation)   * Share work in the gardens\* * Help look after each other’s children * Share food and other goods with women who are in need of assistance * Give advice to other women on growing their garden * Help prepare food for weddings * Give gifts at funerals | | | | Ways women bring each other down and do not cooperate (place a star next to new forms of pulling each other down)   * Talk behind women’s backs and create anger towards some women * Steal each other’s husbands * Take food from other women’s gardens | | | |
| From the list above, have there been any new forms of cooperation /conflict in this time period (circle the answer) | | | | | | **Yes** | No |
| Ranking of behaviours (from most cooperative to least cooperative)  1. Share work in the gardens  2. Share food  3. Give advice  4. Help look after other women’s children  5. Help at weddings | | 6. Help look after other women’s children  7. Give gifts at funerals  8. Talk behind women’s backs and create anger towards some women  9. Take food from other women’s gardens  10. Steal each other’s husbands | | | | | |
| Describe the role plays  *In the first role play one woman flirted with another woman’s husband. When the married woman found out she was very angry and went to confront the other woman. They yelled at each other and attacked each other by ripping at each other’s clothes and hair.*  *In the second role play a woman spread some gossip about another woman not being able to cook well. This embarrassed the woman, who became too shy to invite women around to her house or visit others. Instead she stayed at home sad and lonely.* | | | | | | | |
| Are conflicts like these commonly resolved or left unsolved?  *Most conflicts are left unresolved, or the women talk behind each other’s backs and it gets bigger and bigger until there is a screaming match somewhere.* | | | | | | | |
| If resolved, what is the most common way of resolving these conflicts?  *Sometimes if a woman admits she has done something bad she will pay something in compensation for what has been done – for example a good from her house or some money – to the woman who has been harmed. But that is only if the families of the two women become involved – then it is a big deal.* | | | | | | | |
| Describe ways in which conflicts or negative behaviour between women has affected women’s ability to organise and help each other?   * *Some women can’t sit in the same room together so holding meetings is difficult.* * *It is also hard to get women elected into positions in the Agricultural group because other women won’t vote for them because they are jealous.* * *You can try and organise an event, but some women won’t turn up, or they will try and stop other women from turning up and helping.* | | | | | | | |
| What actions, activities or events help resolve this type of conflict  *When we spend time together, sharing stories, we start to understand each other more and then our anger dies.* | | | | | | | |

*Analysing the information*

When analysing your data, it is important to consider:

* What are the main types of conflict arising between women?
* Do the approaches used for resolving conflict appear to be effective?
* To what extent does conflict between women affect their ability to organise and work together? (consider data from this activity with information on the extent of the conflict as measured in Indicator 3.4)

Consider the following questions when analysing change between two time periods:

* Have the types of conflict and cooperation between women changed over time?
* Are there new forms of cooperation emerging that are promoting economic opportunities for women?
* Are approaches used to solving conflict changing?
* What have any changes in cooperation and conflict levels meant for women’s ability to organise?

If you have a related program in the community you may wish to consider the following questions:

* Has your program helped (or can your program help future) women to resolve conflict between themselves?
* What has led to to increased cooperation between women? Can these changes be repeated to promote further positive change for women?
* What has led to new forms of conflict between women? How can these circumstances be managed or minimised?

## Household togetherness

### Indicator 4.1 Average number of hours spent by women and men in rest and recreation activities per day over the last week.

*Understanding the graph*

This demonstration graph shows the number of hours per day women and men spend in rest and recreation activities, such as resting, watching television, exercising, socialising, doing sport, or sleeping during the day. It shows that women have far fewer hours for rest and relaxation than men. On average, men are shown to have 6 hours rest and recreation while women have an average of just 1 hour. The lack of time to relax can have significant impacts for women’s quality of life, and can indicate that they are doing more than their fair share of work at home and in the community. It also impacts on their ability to engage in new economic activities (often cash based economic activities) because they have no free time to learn new skills, produce items or go to market. Over time we would wish to see women and men taking the same number of hours for rest and recreation during the day. This would require volunteer and household workload to be more fairly shared between women and men, particularly young women and men.

*Analysing the data*

When analysing your data, it is important to consider:

* Do women and men have the same amount of rest and recreation time?

Consider the following questions when analysing change between two time periods:

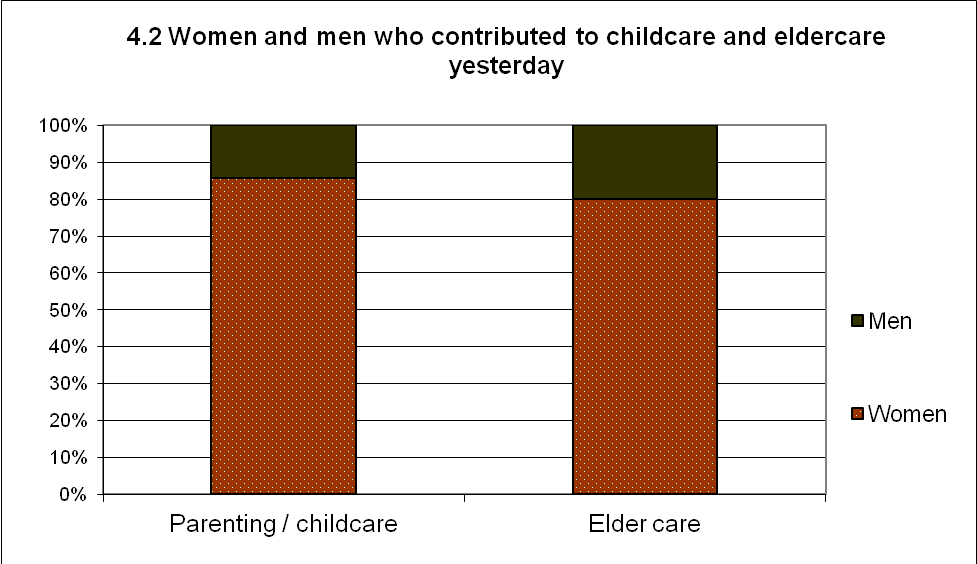
* Has the amount of time women and men spend in recreation activities changed since the last period?
* Are any increases in rest and relaxation time matched with greater sharing of household and volunteer tasks between women and men (see Indicator 1.1)?

### Indicator 4.2 Percentage of women and men who contributed to childcare and elder care yesterday

*Understanding the graph*

This demonstration graph shows that the proportion of time women give to caring for children and the elderly is much more than the proportion of time spent by men. On average, women did 80 % of all elder care the day before they were surveyed, and 75% of all childcare. This may reflect the lack of state services for child and elder care, and demonstrate how the burden of care is often placed on women as primary carers in the family. For many women, this burden stops them from taking up other opportunities, including opportunities to expand their cash-based (or other) economic activities, and take care of their own health and well being. Men’s limited support to child and elder care impacts on their relationship with their partner, and also has impacts for young children – with young boys having limited positive male role models to look up to in their household. Impacts include young men engaging in high levels of risk taking and anti-social behaviour and undertaking very minimal household work (leaving the burden of the work to their sisters and mothers). When young men become fathers, it is likely that they will perpetuate behaviours displayed by their fathers, and so the cycle of unproductive behaviour continues.

Over time we would wish to see the burden of elder care being shared more evenly between women and men, and men taking more active roles in fatherhood.



*Analysing the data*

When analysing your data, it is important to consider:

* What percentage of women and men contribute to childcare and/or elder care?
* How does data on the percentage of men contributing to childcare compare with Indicator 5.5 on the number of fathers considered by young men to provide positive role models?
* How does this data compare to perceptions of the adequacy of men’s time spent in parenting (Indicator 4.4 and 4.5)?

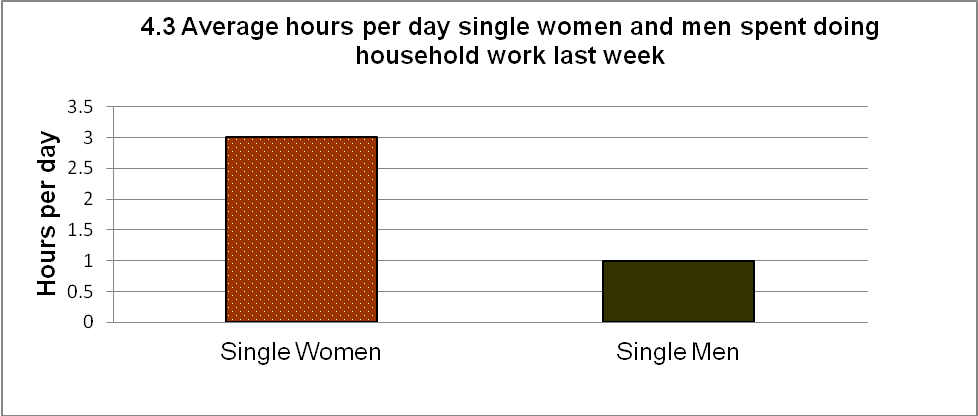
Consider the following questions when analysing change between two time periods:

* Has there been an increase or decrease in the proportion of men or women contributing to childcare or elder care?
* Are there corresponding changes to Indicator 4.4, 4.5 and 5.5?

### Indicator 4.3 Average number of hours per day single men and women spent doing household work over the last week

*Understanding the graph*

Often household norms tell us that household duties (such as gardening, housework and caring for children and elderly) are work for women only. Young men are not required to assist their mothers, and can avoid contributing much at all unless they live in a house with no young girls, and have no choice but to help out. This demonstration graph shows that young men are taking less responsibility than young women for household duties. Single women spent an average of 3 hours per day doing household work last week whereas single men spent an average of 1 hour. This can have important repercussions in terms of the ability of young women to take up opportunities for education and work outside the home. Over time we would wish to see young men taking a greater responsibility for household duties, so that eventually the hours spent by young men and young women contributing to the household would be about the same.



*Analysing the data*

When analysing your data, it is important to consider:

* How does the average time spent by young men and young women on household work (gardening, housework and caring for children and elderly) compare?
* Are these times similar to the average times for all women and all men surveyed (Indicator 1.4)? Is the workload gap (or time spent working) larger, smaller or the same for younger/single people than on average?

Consider the following questions when analysing change between two time periods:

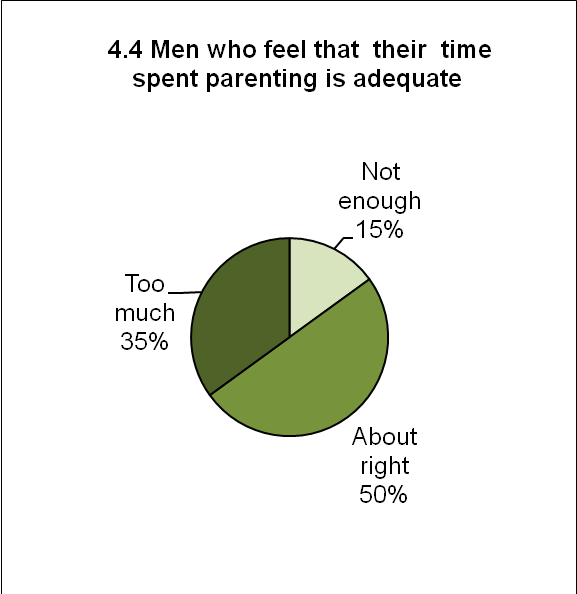
* Have there been any changes in the amount of time spent by young/single men/women on household work since the last visit?
* Are changes matched by changes in the behaviour in the way work is distributed in the family more broadly? (see Indicator 1.1 and 1.4)

### Indicator 4.4 Percentage of men who feel that the time they spend parenting is adequate

*Understanding the graph*

In the Pacific Islands (and around the world), women do the majority of day to day parenting work. Although this practice is common and accepted, during research activities it was raised as a problem for both women and children. Some men thought that men should spend more time parenting. Men’s lack of, or minimal engagement in, parenting has clear repercussions for women’s workload, as well as the relationship between women and men, and men and their children, and can result in limited male role modelling for young children.

This demonstration graph shows that the majority of men (50%) feel the time they spend parenting is adequate. In many cases the time spent by men may be low (as shown in Indicator 1.4) but is acceptable to men, due to social norms and expectations about their role. However, it does not mean it is necessarily sufficient to promote a healthy and functional family or community. Comparing this result with women’s opinions (Indicator 4.5), and with young men’s perceptions of fathers as role models (indicator 5.5) will give an understanding of the level of tension caused by men’s role as a parent.



*Analysing the data*

When analysing your data, it is important to consider:

* What percentage of men feel that the time they spend parenting is adequate?
* If you look at men’s time spent on household work overall (as shown in Indicator 1.4), how does this time compare to women’s commitment? What does this say about men’s beliefs about the amount of time they should spend as parents to be good parents?
* How does this result compare to women’s perception of men’s time commitment to parenting (Indicator 4.5), and with young men’s perceptions of fathers as role models (indicator 5.5)? What does this say about differing expectations of men as parents in different sub-groups?

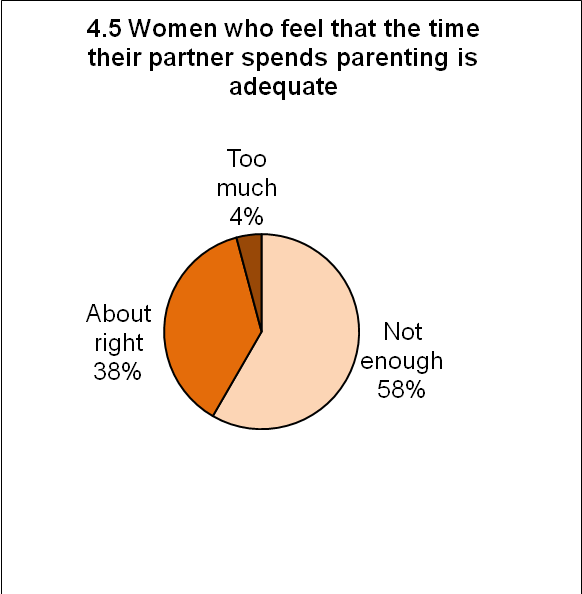
Consider the following questions when analysing change between two time periods:

* Have perceptions about adequacy of time spent parenting changed since the last visit?
* Is this matched by a change in hours spent by men on household work overall (as shown in Indicator 1.4)? What does this say about men’s beliefs about the amount of time they should spend as parents to be good parents now?
* Have women’s perceptions of men’s time commitment to parenting (Indicator 4.5) changed in line with men’s perceptions?
* Have young men’s perceptions of fathers as role models (indicator 5.5) also changed? What does this say about differing expectations of men as parents in different sub-groups?

### Indicator 4.5 Percentage of women who feel that the time their spouse/partner spends parenting is adequate

*Understanding the graph*

This demonstration graph shows that the majority (58%) of women feel that their partners do not spend enough time caring for children in the household. When placed against graphs 4.2 and 4.3 we can see that most women do an uneven share of caring work and that they find this unacceptable. When considered against the result in graph 4.4 (that 50% men feel the time they spend parenting is adequate and 35% feel that it is too much), it becomes clear that men and women do not agree on this point. It indicates that men’s attitudes would need to shift before they would accept that women are doing more caring work than is reasonable and need more support for the caring work they do in the household. Over time men may begin to acknowledge that the time they spend parenting is not adequate, and will begin to take a greater share of caring work.



*Analysing the data*

When analysing your data, it is important to consider:

* What percentage of women feel that the time their partner/husband spends parenting is adequate?
* If you look at men’s time spent on household work overall (as shown in Indicator 1.4), how does this time compare to women’s commitment? What does this say about women’s beliefs about the amount of time men should spend as parents to be good parents?
* How does this result compare to men’s perception of men’s time commitment to parenting (Indicator 4.4), and with young men’s perceptions of fathers as role models (indicator 5.5)? What does this say about differing expectations of men as parents in different sub-groups?

Consider the following questions when analysing change between two time periods:

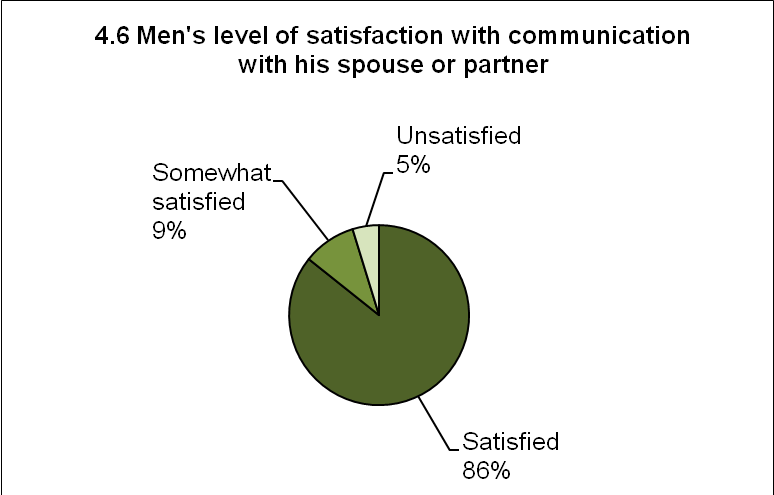
* Have perceptions about adequacy of time spent parenting changed since the last visit?
* Is this matched by a change in hours spent by men on household work overall (as shown in Indicator 1.4)? What does this say about women’s beliefs about the amount of time they should spend as parents to be good parents now?
* Have men’s perceptions of men’s time commitment to parenting (Indicator 4.5) changed in line with women’s perceptions?
* Have young men’s perceptions of fathers as role models (indicator 5.5) also changed? What does this say about differing expectations of men as parents in different sub-groups?

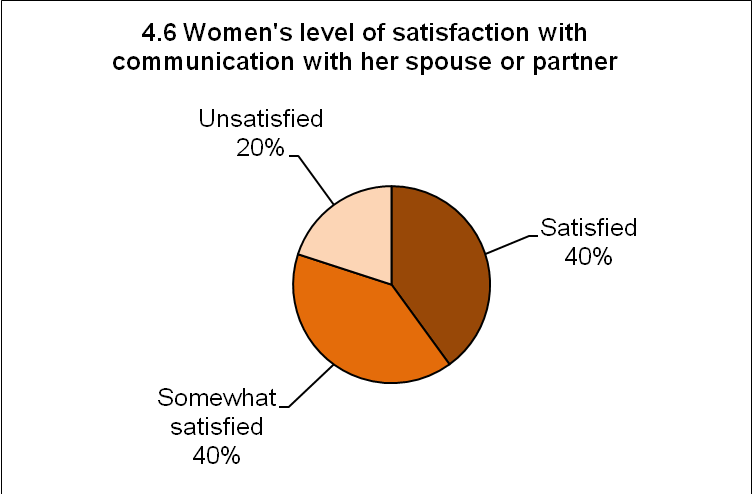
### Indicator 4.6 Women’s and men’s level of satisfaction with communication between themselves and their spouse

*Understanding the graph*

Positive economic change at a community level requires the cooperation of women and men around economic activities that sustain households. Households can improve their economic output (e.g. cash income, subsistence gardening, and production of other items for exchange or gifting) by sharing ideas, planning and working together, and supporting each other to undertake these activities. Whether or not decision making on the best way to use income earned is shared between women and men also has a large bearing on the development and well being of the household, and hence the community.

These demonstration graphs show that 40% of women and 86% of men were satisfied with the level of communication they have with their spouse. At the same time 20% of women and only 5% of men were dissatisfied with the level of communication they had. High levels of dissatisfaction, particularly among women, indicate a lack of household togetherness. Good communication is an important indicator of the degree of mutual care and support between spouses, and can show that men and women are working together in household management. Over time we would wish to see greater levels of satisfaction for both women and men as an indication of women and men working better together (including sharing workloads, joint planning and management of the household, and more shared decision-making within the household).



**

*Analysing the data*

When analysing your data, it is important to consider:

* How satisfied are women and men with their communication with their spouse?
* How does this compare with perceptions of women and men about men’s time spent parenting (Indicator 4.4 and 4.5)?

Consider the following questions when analysing change between two time periods:

* Have satisfaction levels with communication between spouses changed? If so how? Do women and men have similar perspectives?
* Can you see any relationship between satisfaction levels with household communication and:

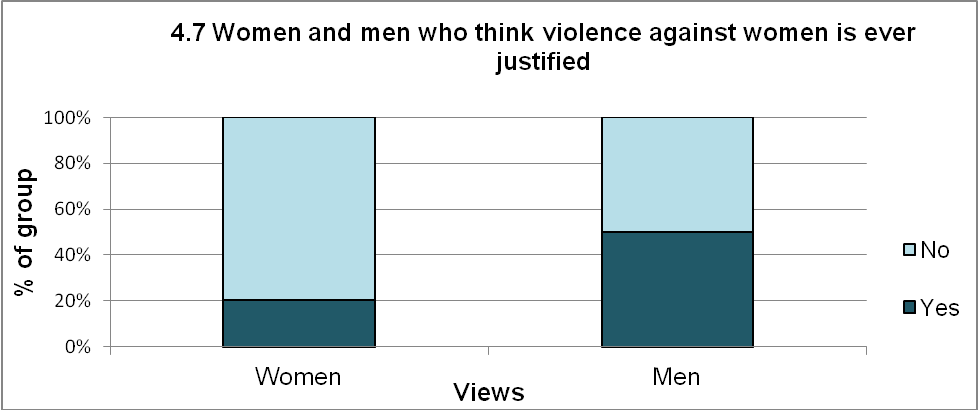
1. changes in the amount of work men contribute to the household (see Indicator 1.1, 1.4)
2. changes in the women’s satisfaction levels around who makes decisions about their income (2.4)
3. changes to the levels of bullying and dishonest behaviour in the household (Indicator 2.6)

### Indicator 4.7 Percentage of women and men who think violence against women is ever justified

*Understanding the graph*

Although violence against women is a breach of women’s human rights, it is tolerated and justified in many parts of the world, even in places where legislation outlaws the practice. While social norms can justify violence, it has a huge economic and social cost to households and communities. Efforts to improve economic output at community and national level must address violence against women to be able to achieve significant changes.

This demonstration graph shows that 20% of women and 50% of men feel that violence against women is sometimes justified. The presence of violence against women is a key indicator of gender inequality, and while this data does not show us what level of violence exists in a community it does show to what degree violence is accepted. Behavioural change comes along with changes in attitude so over time we would hope to see the proportions of men and women who approve of violence decreasing.

**

*Analysing the data*

When analysing your data, it is important to consider:

* What percentage of women and men think that violence is ever justified?

Consider the following questions when analysing change between two time periods:

* Have men’s or women’s perceptions changed since the last visit?

### Indicator 4.8 Prevalence of different approaches to cash management within households

*Understanding the data*

Households use a range of approaches to managing household finance. This approach can determine the level of control women and men have over cash income, and therefore what expenditure priorities are focused on. Given women’s limited access to cash income, and their overwhelming responsibility for household provisioning, limited access to household income can mean that women cannot always meet the needs of the household and expenses such as children’s education can be cut. Research results raised many concerns about household income being mismanaged by men, including being reallocated to drinking, smoking and gambling. Whilst many women (and men) desired joint management of finances, and shared decision making, this is difficult to successfully achieve unless both women and men take more responsibility for their responsibilities to the family.

In the demonstration data below, you can see that the majority of women (47%) involved in the activity lived in households where their husbands managed the finances, providing a small allowance to women for their needs. Interestingly, none of the women involved in this activity selected this form of financial management as their prefered approach within the household. The prefered approach was shared management, followed by separate management and women’s control of household income.

*Note: This data comes from participatory activity 3. Demonstration data has been created for one sub-group (women) to assist you in understanding how it can be used. However, when doing your own study, it is hoped that you will have a data sheet for each sub group, so that you can compare preferences in household approaches to financial management between sub-groups.*

*Demonstration data*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Date | 1/3/13 | | Community | | Kota | |
| Program/Project | Microfinance project | | Facilitator | | Michelle | |
| Note taker | Louise | | Total # women in the group activity | | 17 | |
|  | Picture cards | | | | | |
|  |  | |  | |  |
| Current household approach | 4 | 2 | | 8 | | 3 |
| Desired household approach | 5 | 7 | | 0 | | 5 |
| Positive aspects of this  approach | Can use the money on what we see fit.  Men cannot use our money. | This way improves the communication between women and men, and means everyone is happy with decisions made. | | The man is satisfied with the way money is used and can control it.  This works well if the woman is not good in managing money. | | We women can control the money – don't need to worry about the husband wasting it on smokes and drink. We can use it to look after the children, get necessary things for the house and to develop our businesses. We are better at managing money than our husbands. |
| Negative aspects of this approach | Husbands can get jealous and come and take our money.  Our husband’s money does not always contribute to the household needs.  Lack of joint planning or communication, this can lead to problems in the future.  I don't have enough money to buy food and things for the house. | This can be negative if we women don't feel confident to say what we think, or our husband overrides us, and so the decision made doesn't really meet what we want. | | This money might not be enough to pay for household expenses.  I can’t make my own decisions – it all depends on my husband.  I don't agree with decisions made by husband, and it makes me angry. | | My husband can get angry if I don't give him what he wants, sometimes I can’t say no.  This system is bad if the wife cannot manage the money well. |
| Barriers identified to changing the way money is managed within the household   * Risk of violence if we challenge the current system * Husbands don't want to change the approach we use because that means that they cannot have control over the money and use it as they like * Husbands don't understand how it can be helpful to change – they need more information * Lack of trust (from my husband) in the way I manage money | | | | | | |

*Analysing the information*

When analysing your data, it is important to consider:

* What are the most common actual and preferred approaches to managing money in the household?
* Is there agreement between the majority of women and men about desired approaches towards cash management in the household?
* What are the main reasons that women and men state that they want to change the way their household manages cash?
* Based on what you have heard which approach or approaches appear to be fairest? Which systems produce better outcomes for the household?

Consider the following questions when analysing change between two time periods:

* Can you see a change in the approaches used to manage cash in households in the community? If so, what are the main causes of the change according to participants? Can these be confirmed through another source?
* Have perceptions towards different cash management approaches changed? How and why?
* Has there been a reduction or increase in barriers to changing the way households manage their cash? Explain.

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

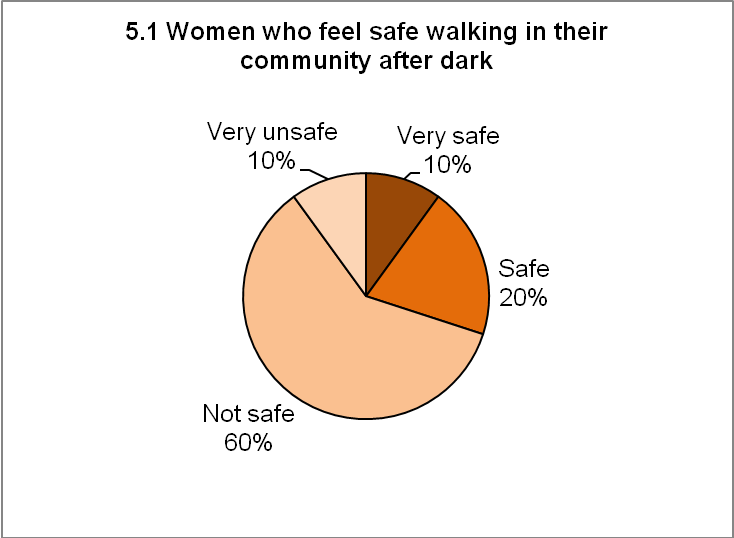
* Has the program helped (or can your program help in future) to promote more equitable household cash management systems?
* What else has assisted women and men to change their approach to managing cash in the household? How can you help more families to create cash management systems that benefit the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

## Leadership, say and role modelling

### Indicator 5.1 Percentage of women and men who feel safe walking in their community after dark

Safety in the household and community plays an important role in supporting economic activity and development. Indicator 4.7 explores the attitudes of women and men towards domestic violence, and local police report statistics can be drawn on to gain a sense of the level of domestic violence in the community (although this is often grossly under reported). This indicator explores women’s and men’s experience of or fear of public violence in their communities. If streets are not safe, women and men cannot travel to market or undertake their day-to-day work to sustain their family. Safety concerns can cause stress and reluctance to leave the house, as well as personal injury that makes doing work very hard. Men are often the main perpetrators of public violence and women, with limited formal leadership roles in the community, may have limited **formal** authority to challenge the behaviour or take action.

The first demonstration graph shows that 70% of women in this community do not feel safe walking in their community after dark, while only 30% feel safe. The second demonstration graph shows that men generally feel safer than women to walk in their community after dark, with 90% feeling safe. Over time we would wish to see increasing numbers of women and men feeling safe to walk in their neighbourhood after dark.



*Analysing the data*

When analysing your data, it is important to consider:

* How safe do women and men feel in their community?
* Are there differences between the perceived safety levels of women and men? Can this point to specific dangers for women or for men that need to be addressed?

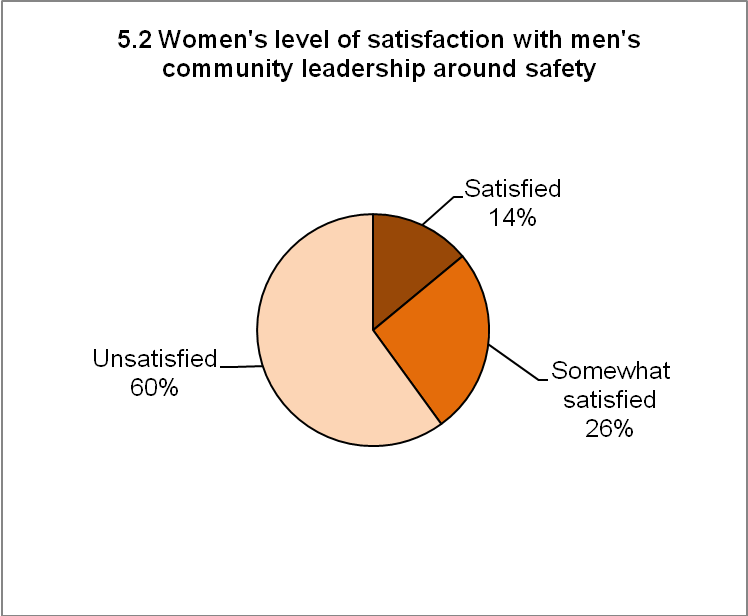
Consider the following questions when analysing change between two time periods:

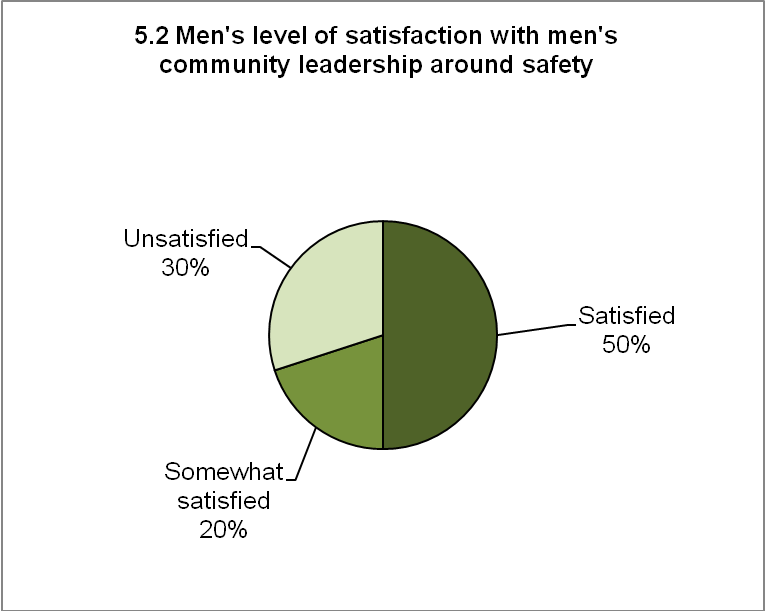
* Has safety improved for women or for men since the last visit?
* Do differences still remain between women and men’s perceived levels of safety?

### Indicator 5.2 Women’s and men’s level of satisfaction with male community leaders’ actions to improve safety in the community

Both women and men leaders have the potential to stop violence in the community. Research showed that women might attempt to take action to prevent violence (for example through church networks) but often did not have the formal authority of community leadership positions to create lasting change. . Men, on the other hand, who hold most of the formal leadership positions in Melanesian communities, and who can be the main perpetrators of violence, may fail to take action to prevent violence in the community, especially that directed toward women. This is why we ask about men’s leadership on violence in the community, because it is considered to be an area that needs to be addressed and improved.

These demonstration graphs show that 60% of women but only 30% of men feel that men are not taking enough action to ensure their community is safe. As men become increasingly aware of and concerned about the safety of women in their communities we might expect the proportion of men dissatisfied with male leadership around safety to increase. Eventually however, we would hope that male leaders start to take more action to address safety in the community, and as a result, increasing proportions of women and men are satisfied with their efforts.



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*Analysing the data*

When analysing your data, it is important to consider:

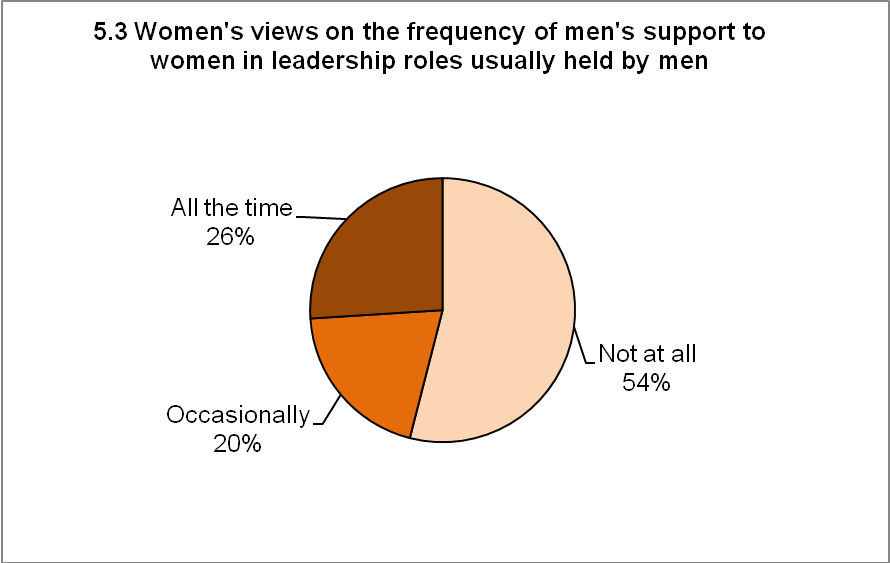
* How satisfied are women and men with men’s leadership on safety issues in the community?
* How does this compare with young men’s perceptions of male elders as role models (Indicator 5.6)?
* Is there a gap between men’s and women’s satisfaction levels?

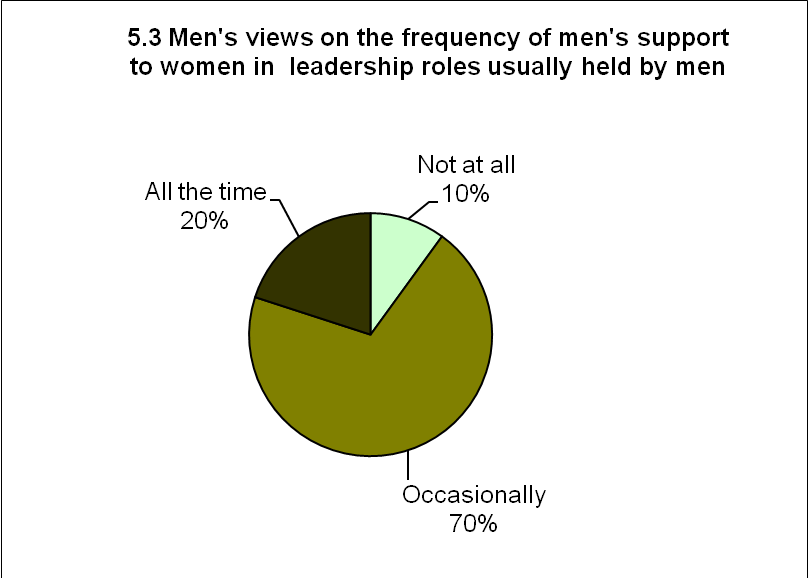
Consider the following questions when analysing change between two time periods:

* Have men’s or women’s satisfaction levels with male leader’s action on safety issues changed since the last visit?
* Is this change matched by changes to young men’s perceptions of male elders as role models (Indicator 5.6)?
* Has the gap between men’s and women’s satisfaction levels changed?

### Indicator 5.3 Women’s and men’s views on the frequency of men’s support to women in leadership roles usually held by men

These demonstration graphs show that 54% of women feel they are not at all supported by men to take on leadership roles traditionally held by men. In contrast, only 10% of men feel that they are not supportive. These figures provide a proxy for how much support women are given to extend their leadership responsibilities beyond traditional areas such as women’s groups or women’s only church groups. The contrasts between the answers given by women and those given by men may indicate a difference in perspectives that could be worth exploring further. It may be that men do not recognise how they could be providing support, or that they do not support women entering into roles traditionally held by men. It may simply reflect who was taking part in the survey. Over time we would hope to see increasing numbers of women and men reporting that men frequently support women in new leadership roles.





*Analysing the data*

When analysing your data, it is important to consider:

* How much support do women and men perceive that men provide to women entering leadership roles traditionally held by men?
* Is there a gap between women’s and men’s perceptions? What does this say about differences in expectations about support to be provided?
* How does the level of support compare to the number of women who are actually in positions traditionally held by men?

Consider the following questions when analysing change between two time periods:

* What changes have occurred in the perceptions of women and men about men’s level of support to women entering leadership roles traditionally held by men?
* Has the gap between women’s and men’s perceptions widened, remained the same or become smaller?
* Have the number of women in leadership positions traditionally held by men changed in line with the perceived level of support provided by men?

### Indicator 5.4 Number of women in leadership roles usually held by men

This indicator looks at mixed-sex groups within the community, and the number of women that hold positions traditionally held by men within these groups. This helps us understand whether women’s diverse talents are being valued within group settings, and whether rigid social norms that dictate the roles women and men can enter are changing. Women’s involvement in a range of roles in the community (including those traditionally held by men) can increase women’s voice on important community issues, including on the use of communal resources (i.e. land and assets) for economic gain, how benefits of economic change can be distributed in the community, and how economic opportunities for both women and men can be expanded.

The following demonstration data is drawn from participatory activity 5, and has been placed into this table for easy analysis.

*Demonstration data*

|  |  |  |
| --- | --- | --- |
| **Mixed-sex group name** | **Positions held by women** | **Traditionally held by men (Y/N)** |
| Agricultural network | Secretary (1) | Y |
| Kota savings group | None |  |

*Analysing the data*

When analysing your data, it is important to consider:

* Are women represented in the leadership of mixed-sex groups? Why or why not? If yes, are the positions held by women traditionally considered to be ‘women’s roles’ or are women gaining access to new roles?
* How accessible are the groups to different women in the community?

Consider the following questions when analysing change between two time periods:

* Has women’s representation in leadership positions usually held by men changed over time? If so, reflect on what the changes mean for women’s economic opportunities and their representation in decision-making within community groups.

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

* Has the program helped (or can your program help in future) to promote women’s leadership in mixed-sex groups? Why or why not?
* Are women leaders being heard in mixed-sex community forums? How can their representation be increased?

### Indicator 5.5 Number of fathers/male guardians that young men consider to be positive role models

It is important for older men in the community to act as positive role models for younger men, especially in the household. In the research we heard young men complain about the lack of positive role models, and that their fathers were never home, did very little work around the house, and did not contribute very much to household expenses. They were also violent and disrespectful to women in the household. This behaviour was one contributing factor in anti-social and violent behaviour in young men.

In the demonstration data below, we can see that a high percentage of young men in the activity (41%) felt that their father or guardian role modelled behaviour that had a negative impact on their family and community. Only 2 young men (17% of the total sample of 12 young men) felt that their fathers/male guardians offered positive role models. Over time, we would hope that men’s role modelling in the family would improve and that the majority of fathers would be considered good role models. Young men need to be supported to contribute to the household and the community and to treat women with dignity and respect.

*Demonstration data*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | ***Very positive*** impact on young men, their family and community | ***Positive*** impact on young men, their family and community | ***Neither a positive nor negative*** impact on young men, their family and community | ***Negative impact*** on young men, their family and community | ***Very negative*** impact on young men, their family and community |
| Characteristics of ‘manhood’ that lead to these results | *Head of the family*- e.g. brings home income to support us, protects us  *Leader* – e.g. organises other men in the community to do community work and also to help us when we need it | *Makes decisions –* makes important decisions for the house to function well |  | * *Smoking and drinking* * *Being tough* – e.g. Raising his voice against us * *Independent* e.g. – uses his money mostly for himself, not giving much money to us/mum for food. Doesn't do much around the house | * *Gambler* – e.g. wasting all his income on gambling with friends, takes money from our mum * *Being tough* – e.g. Violence in the household, or with neighbours * *A boss, doesn't report to anyone* – e.g. sometimes he doesn't come home and we don't know where he is * *Likes women* – e.g. has a girlfriend and mum |
| Voting results for **FATHERS** | 2 | 3 | 0 | 5 | 2 |
| Votes as a percentage of total numbers of participants | 17% | 25% | 0 | 41% | 17% |

*Analysing the data*

When analysing your data, it is important to consider:

* Do perceptions of what it is to be a man encourage positive or negative behaviours?
* What are the most negative beliefs about being a man? What are the most positive?
* How do perceptions of being a man affect young men’s engagement in non-cash, formal and informal economic activities in their home and community?
* How do young men perceive their family responsibilities?
* How does young men’s behaviour impact on women in their family and the broader community?
* What type of behaviour are fathers and male guardians in the community promoting? Is this positive for young men?

Consider the following questions when analysing change between two time periods:

* Have any of the behaviours of the peer or role model groups changed since last time? If so, why?
* Have perceptions of ‘manly’ behaviour changed to promote more positive outcomes for young men, their family and community?

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

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

### Indicator 5.6 Percentage of male elders that young men consider to model positive behaviour to young men in the community

The role of male leaders in the community is particularly important in breaking negative cycles of behaviour that young men engage in, and to providing alternative pathways for young men to follow.

In the demonstration data below, we can see that young men felt that the majority of elders (50%) modelled behaviour that had a negative impact on the community. They felt that only 12.5% of elders in the community acted as very positive role models for young men. Over time, we would hope that male elders would provide better leadership for young men, and more positive impacts for the community.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | ***Very positive*** impact on young men, their family and community | ***Positive*** impact on young men, their family and community | ***Neither a positive nor negative*** impact on young men, their family and community | ***Negative impact*** on young men, their family and community | ***Very negative*** impact on young men, their family and community |
| Characteristics of ‘manhood’ that lead to these results | *Leader* – e.g. organises men in the community to do community work and also to help families when they need it  *Makes decisions –* makes important decisions for the community to function well | *Teacher -* teaches us new skills |  | * *Brews and sells the local brew –* e.g. young men were buying this then causing trouble with the women * *Smoking and drinking* * *Being tough* – e.g. Raising his voice against us * *Boss* e.g. – don't help much in the household or community. Get us to do all the work. * *Supports his friends* – e.g favours certain people in the community, and does not protect the rest of us | * *Makes decisions –* some decisions are not good for the community * *Gambler* – e.g. wasting all his income on gambling with friends * *Being tough* – e.g. Starts conflict with other communities |
| Voting results for **FATHERS** | 15 | 20 | 10 | 60 | 15 |
| Votes as a percentage | 12.5% | 17% | 8% | 50% | 12.5% |

*Analysing the data*

When analysing your data, it is important to consider:

* What type of behaviour are male elders in the community promoting? Is this positive for young men?

Consider the following questions when analysing change between two time periods:

* Have any of the behaviours of the elders changed since last time? If so, why?
* Have perceptions of ‘manly’ behaviour changed to promote more positive outcomes for young men, their family and community?

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

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

1. These include exercising, watching TV, social and sporting activities and sleeping and resting. [↑](#footnote-ref-1)
2. These indicators show the amount of money that men and women earn per hour and whether women have control over the money they earn. [↑](#footnote-ref-2)