

## SESSION 4: ADDRESSING DATA REQUIREMENTS FOR GENDER BUDGET ANALYSIS

<b>OBJECTIVES</b>	Participants are expected to identify different types of data needed for GRB work and possible sources and strategies to deal with data gaps by the end of this session.
<b>CONTENT</b>	<ul style="list-style-type: none"> <li>• Sex-disaggregated vs. gender-sensitive data</li> <li>• Desegregation of budgets</li> <li>• Budget indicators</li> <li>• What is an indicator?</li> <li>• Major data sources</li> <li>• Addressing data gaps: e.g. time use surveys</li> <li>• What can NGOs do?</li> <li>• NGO advocacy on time use: Case study from Tanzania</li> </ul>
<b>HANDOUTS</b>	None
<b>REFERENCE TO RESOURCE PACK</b>	Statistics
<b>FORMAT</b>	PowerPoint presentation or handout followed by discussion and exercise
<b>SESSION OUTLINE</b>	<p>Presentation and Q&amp;A: 60 minutes</p> <p>Exercise: 20 minutes</p> <p><b>Total: 80 minutes</b></p>

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### GENERAL GUIDELINES

#### PRIOR TO SESSION

Review relevant sections of the resource pack and prepare PowerPoint presentation or handouts.

Prepare flipchart with objectives of the session and hang on a wall for reference.

#### INTRODUCTION

Read or have participants read out loud the objectives of the session.

Indicate at which stage of the road map the session stands.

Describe the process of the session.

#### KEY MESSAGES

- Both sex-disaggregated and gender-sensitive data are needed for GRB.
- Lack of desegregation of budget figures does not mean gender analysis is impossible.
- Types of indicators used in performance budgeting
- Sources of data: administrative data vs. censuses and surveys
- Lack of gender statistics must not prevent GRB work from happening.
- NGOs can undertake small-scale data investigations, analyze existing data or work with government statistics agencies to collect more accurate data on gender.

#### CONCLUSION

Invite questions and discussions.

Offer necessary clarifications.

Refer back to the objectives of the session and check in with participants to ensure the stated objectives were met.

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### EXERCISE 1: INDICATOR DEVELOPMENT

#### INSTRUCTIONS TO FACILITATOR

##### Indicator Development

##### MATERIALS NEEDED

None

##### INSTRUCTIONS

Divide participants into four groups.

Ask the first two groups to examine a Safe Motherhood program.

Ask the second two groups to study an HIV/AIDS program.

Ask participants to identify the following:

- four or five key activities to be included in the program
- four indicators that show the situation to be addressed by the program
- four or five indicators that show the outputs of the program
- three or four indicators that show the outcomes of the program

Ask participants to write their suggested indicators on flipchart for presentation in plenary .

##### ADAPTATION

Participants can select program profiles according to their interest.

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### EXERCISE 2: NEGOTIATING A TIME USE SURVEY

#### INSTRUCTIONS TO FACILITATOR

##### Negotiating a Time Use Survey

##### MATERIALS NEEDED

Copies of role briefs

##### INSTRUCTIONS

Give each participant a copy of the role play instructions.

Read out the paragraphs describing the background information.

Assign a participant who is confident and has a sense of humour to be the Minister of Finance.

Assign the other roles at random. Do not let participants choose which role they want to take on. If there are more participants than roles, participants can work in groups representing a particular interest group.

Give participants 10 minutes to decide what their own position is in relation to the time use survey. Then give them 15–20 minutes to “caucus” with other groups about how they can support each other’s positions.

Then hand over the proceedings to the Minister of Finance, who must “chair” the meeting, giving each person at least one chance to speak. Inform the Minister of Finance before the meeting happens how long you have allocated for the process.

At the end of the meeting, ask participants to discuss in plenary:

- How realistic was the role play?
- How could advocates for the time use survey have done better?
- What other lessons can we draw from the role play?