



## Introducing Statistics within a Gender Focal Point Strategy

**Fred Spiring**

Bureau of Women's Affairs

Office of the Prime Minister

### Abstract

The United Nations Development Strategy for Gender in Development Programme [1] relies heavily on two key components. The first is the strategy or problem solving technique often referred to as the Plan-Do-Check-Act (PDCA) cycle (or the PLANNING AND REVIEW CYCLES IMPLEMENTATION) and the second the Gender Focal Points. The PDCA cycle is a mechanism for planning, documenting, analyzing, implementing and verifying the impact of a plan or strategy and the GFPs are the resources critical to the implementation of the PDCA. This manuscript a) outlines the key components of the PDCA cycle along with tools associated with each of the four stages in the cycle and b) provides a gender based approach to integrating the concepts of statistics into the Gender Focal Point training regimen. A series of ten modules, each taking less than 120 minutes to present, have been developed using Microsoft Office's [2] PowerPoint, Word and Excel. The ten modules were developed in conjunction with, and for use by, the Bureau of Women's Affairs, Office of the Prime Minister, Government of Jamaica. The PowerPoint presentations, related datasets, questionnaires and supporting material are available from the author.

**Keywords:** Gender Mainstreaming, Gender Training, Performance Indicators

### INTRODUCTION

The Bureau of Women's Affairs (BWA) is a department in the Office of the Prime Minister that has been a Jamaican Government entity for more than 35 years. The current mission of the BWA is "To enable women to achieve their full potential as participants in Jamaica's social, cultural and economic development and with equitable access to benefits from the country's resources". The BWA seeks to carry out this objective through Policy Development, Analysis, Research, Documentation, Project Planning, Monitoring, Public Education and Community Outreach.

The Policy and Research Unit is responsible for the policy and research agenda of the BWA. The department consists of two sections, a) Policy and b) Research & Documentation. The main purpose of the Policy section is the development, formulation and analysis of policies to enhance the status of women economically, socially and politically. This is to ensure that gender considerations are taken into account, that the gender international agreements signed and ratified by the Government of Jamaica are adhered to and emphasis is placed on gender equality while highlighting the gaps where they exist. In order to do this, the BWA ensures that national policies relating to women and men are implemented in accordance with guidelines, monitored and evaluated in order to achieve the desired objectives. Additionally, the Policy section is responsible for reviewing other government policies for gender considerations. Arising from this, recommendations are made for the inclusion of a gendered component in these policies. The legislative agenda also forms a part of the policy portfolio.

In keeping with the Strategic/Operational Plan, the BWA conducts gender-specific research in order to gather empirical data in support of policy decisions relating to women and men. The specific and general objectives of the national women’s machinery (NWM), the principles outlined in the National Policy Statement on Women and the National Policy for Gender Equality (NPGE) [3] as well as local, regional and international policy commitments all form part of the BWA’s mandate.

Figure 1 contains relevant Targets/Objectives of the NPGE addressed by the training strategy and regimen. In particular the Targets/Objectives “To make the collection of data disaggregated by sex and location mandatory by all public and private agencies in the social, economic and political sectors on a regular and timely basis”, “To set up systems to facilitate ready retrieval of these data as required by researchers, planners and policy-makers”, “To produce a comprehensive manual of gender indicators related to all major sectors which can be used to inform of plans, projects, and programmes and for monitoring their impact” and “To equip all persons involved in planning and policy formulation with the tools for conducting gender analyses and the skills to use the information produced to develop, monitor and evaluate projects, programmes and policies” are addressed in whole or in part by the training.

The strategy involves consultative approaches that include representatives from the various Ministries, Departments and Agencies (MDAs) of the Jamaican Government through Gender Focal Points (GFPs). The GFPs are persons who represent their MDA in the Gender and Gender Mainstreaming initiative conducted by the BWA and The Way Out Project. The GFPs are exposed to a series of workshops designed to raise awareness and to sensitize the MDAs to gender and gender mainstreaming. The GFP approach to integrating Gender and Gender Mainstreaming is the approach promoted by the United Nations Development Programme for Gender in Development Programme [1]. The BWA has introduced Gender and Gender Mainstreaming, through the GFPs, to more than sixty MDAs since 2010 and is now preparing to provide statistical training and support to these groups. This manuscript outlines the training strategy, initiatives and materials developed in an attempt to integrate “statistical thinking” to the GFP strategy.

**National Policy on Gender Equality Objectives Addressed**

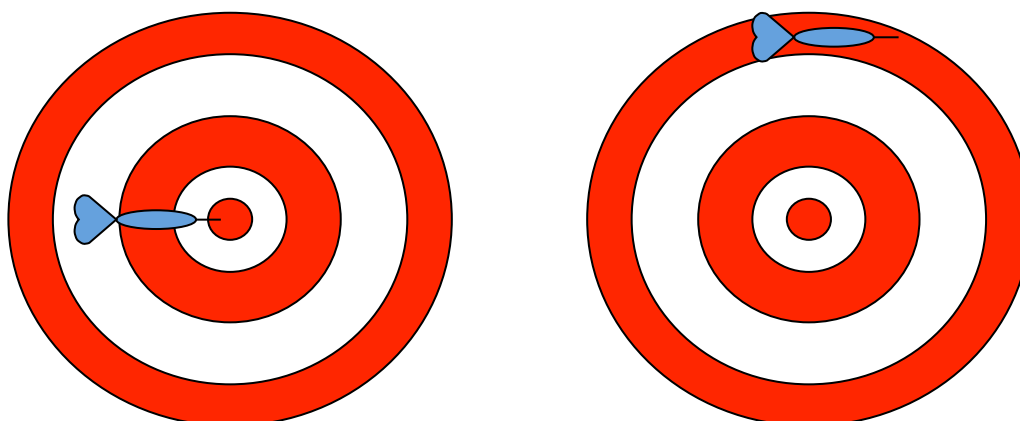
Gender Mainstreaming					
Target/Objective	Strategy/Indicator	Responsible Institution	Resources	Time Frame	Actions
To make the collection of data disaggregated by sex and location mandatory by all public and private agencies in the social, economic and political sectors on a regular and timely basis	Annual data sets produced on indicators relevant to the mandate and work of the particular agency	BWA, STATIN, PIOJ, Electoral Office of Jamaica. All government agencies statistical departments. All private sector bodies	Statistician at the BWA and Focal Point at STATIN	2011-2015	BWA Technical Report: Introducing Statistics within a Gender Focal Point Strategy, Investigating Gender Violence In Jamaica 2007-2012

To set up systems to facilitate ready retrieval of these data as required by researchers, planners and policy-makers.	Data used by relevant stakeholders and as the basis for gender responsive planning and policy formulation by the respective agencies	BWA/STATIN and partnership with IDPs	Funds to conduct training in gender analysis and policy formulation	2011-2015	BWA Technical Report: The Gender Equality Observatory of Jamaica
To equip all persons involved in planning and policy formulation with the tools for conducting gender analyses and the skills to use the information produced to develop, monitor and evaluate projects, programmes and policies	Training programme a) developed and offered to relevant stakeholders and b) assessed in terms of impact and effectiveness	BWA, CGDS/UWI, PIOJ	Funding to support delivery and evaluation of impact of training	2012-2015	BWA Technical Report: Introducing Statistics within a Gender Focal Point Strategy
To produce a comprehensive manual of gender indicators related to all major sectors which can be used to inform policy, programmes, plans, and projects and for monitoring their impact	Gender Indicators Manual developed by reviewing indicators produced by BWA, CARICOM, ECLAC, JASPEV, PIOJ & OPM checklists and Gender Indicators produced by UN (GEM and GDI) in order to compile a composite checklist for monitoring impact of programmes in all sectors	BWA, STATIN, PIOJ, CGDS/UWI, and IDP partnership	Funds to acquire relevant software and programming and Technical Assistance from regional and international bodies/IDP partnership	2011-2012	BWA Technical Report: The Gender Equality Observatory of Jamaica, DART Module 5- Performance Indicators

**Figure 1. NPGE Targets/Objectives addressed by BWA Training Modules**

**Dart: why does data need to be accurate, relevant and timely?**

If your Data is Accurate, Relevant and Timely (DART), the likelihood of answering or meeting the goals of your study will be enhanced. Or in other words, the project, as well as the questions that the project is trying to address, will be more likely to be On-Target (Figure 2).



**Figure 2. On-Target versus Off-Target**

If the Accuracy or Relevance of the Data is lacking or questionable, the resulting statistics may be Off-Target (Figure 2) and will cause the project or study to be questioned.

Consider a survey designed to examine an issue, where the survey designer failed to record the “sex” of the participants (see Figure 3). Certainly the data would be viewed as less Relevant, than if the sex of all participants had been recorded (sex disaggregated data). The lack of sex disaggregation virtually makes it impossible to perform any meaningful Gender analyses and causing DART to be far from the target.

Similarly, if the Accuracy of the survey or data gathering is inconsistent, the statistics and resulting conclusions or recommendations will likely be “off-target” or more variable. In a fast changing world, Timeliness is always important. Attempting to develop and make policy decisions based on Data that is not timely, or is out-of-date, will only serve to cast doubt on the outcomes and the resulting recommendations. Stale or old Data may also provide “fuel” for detractors of the project or study.

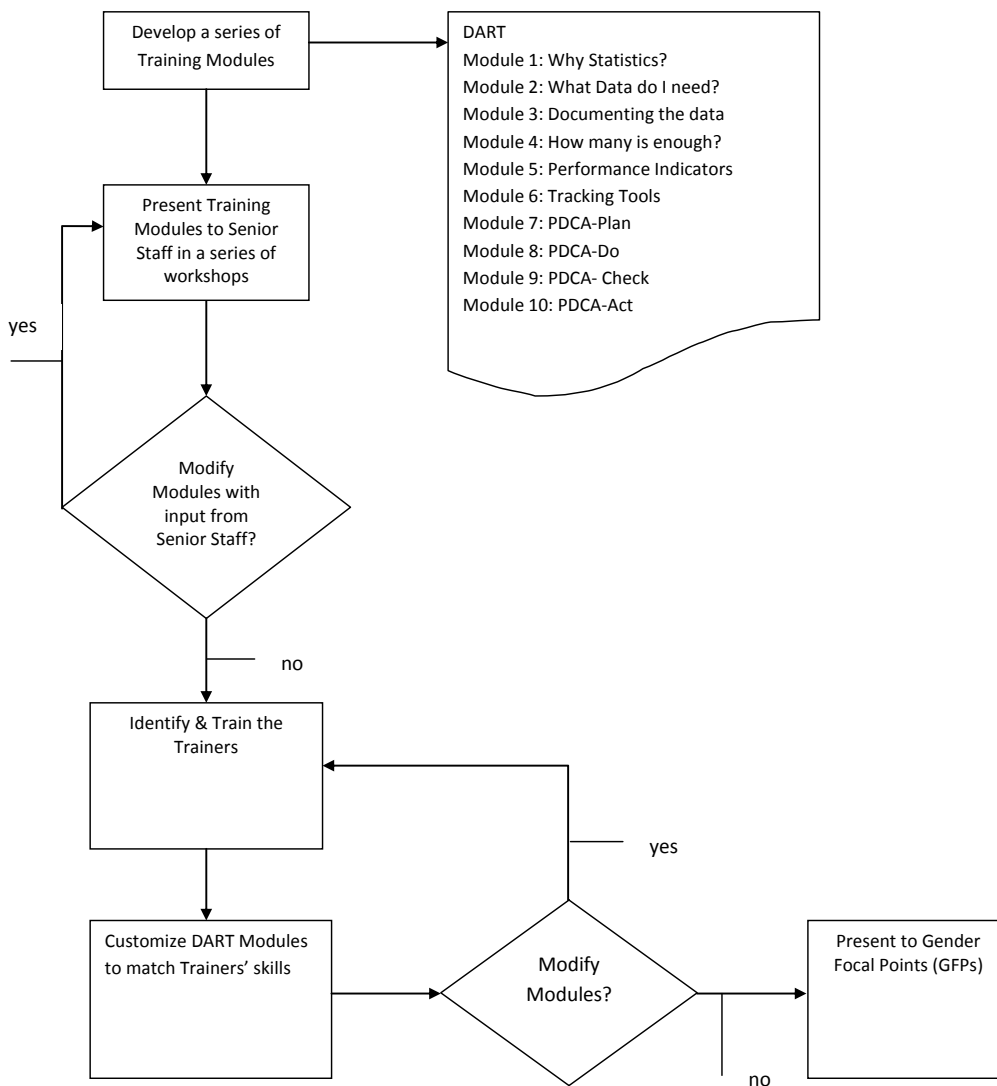
Gnirips Shoe Company Survey # 1 Name: <u>Fred</u> Shoe Size: <u>9.5</u>	Gnirips Shoe Company Survey # 8 Name: <u>Melissa</u> Shoe Size: <u>5.5</u>	Gnirips Shoe Company Survey # 15 Name: <u>Britta</u> Shoe Size: <u>35</u>
Gnirips Shoe Company Survey # 2 Name: <u>Dawn</u> Shoe Size: <u>6.5</u>	Gnirips Shoe Company Survey # 9 Name: <u>Jamie</u> Shoe Size: <u>8.0</u>	Gnirips Shoe Company Survey # 16 Name: <u>Erika</u> Shoe Size: <u>6.0</u>
Gnirips Shoe Company Survey # 3 Name: <u>Oahn</u> Shoe Size: <u>40</u>	Gnirips Shoe Company Survey # 10 Name: <u>Pat</u> Shoe Size: <u>9.0</u>	Gnirips Shoe Company Survey # 17 Name: <u>Kathi</u> Shoe Size: <u>5.0</u>
Gnirips Shoe Company Survey # 4 Name: <u>Lee</u> Shoe Size: <u>7.0</u>	Gnirips Shoe Company Survey # 11 Name: <u>Narula</u> Shoe Size: <u>13</u>	Gnirips Shoe Company Survey # 18 Name: <u>Toni</u> Shoe Size: <u>10.5</u>
Gnirips Shoe Company Survey # 5 Name: <u>Terry</u> Shoe Size: <u>38</u>	Gnirips Shoe Company Survey # 12 Name: <u>Dominic</u> Shoe Size: <u>8.5</u>	Gnirips Shoe Company Survey # 19 Name: <u>Aziz</u> Shoe Size: <u>9.5</u>
Gnirips Shoe Company Survey # 6 Name: <u>Chris</u> Shoe Size: <u>11.0</u>	Gnirips Shoe Company Survey # 13 Name: <u>Anne</u> Shoe Size: <u>6.5</u>	Gnirips Shoe Company Survey # 20 Name: <u>Dhalia</u> Shoe Size: <u>7.5</u>
Gnirips Shoe Company Survey # 7 Name: <u>Eddi</u> Shoe Size: <u>9.5</u>	Gnirips Shoe Company Survey # 14 Name: <u>Charlie</u> Shoe Size: <u>11.0</u>	Gnirips Shoe Company Survey # 21 Name: <u>Neptune</u> Shoe Size: <u>47</u>

**Figure 3. Initial Gnirips Shoe Size Survey Results**

The training has been designed to assist in ensuring that one’s Data is Accurate, Relevant & Timely. The ten DART modules address a variety of issues that should be considered before gathering/assessing data and implementing a strategy or plan. DART modules 1-6 deal directly with data and data issues. Each of these six DART modules has been designed to be presented in a 2 hour window and are incremental. DART modules 7-10 are designed to assist in systematically developing, implementing, verifying and adopting a strategy or plan. Again each of the DART modules has been designed to be presented in a 2 hour window (or less) and is incremental. DART modules 1 through 6 are used to introduce and motivate thought with respect to gathering, analyzing and interpreting data while DART modules 7 through 10 will be of assistance in developing, implementing and monitoring the GFP’s Action Plan for promoting Gender and Gender Mainstreaming within their respective MDA.

**THE TRAINING-Strategy**

The modules have been constructed to introduce the concepts of statistics and their use in collecting, analyzing, displaying and interpreting data. This is done with the use of supporting information from various sources including gender based performance indicators (PIs). The training has been designed to challenge the participants with respect to issues that may impact any aspect of the data, rather than attempt to formally train in the field of statistics.



**Figure 4. Training Strategy Flowchart**

The training strategy is three fold. The first stage (see Figure 4) involves introducing senior management to the DART training modules. The goals of these sessions are a) to raise awareness among the group, b) allow input and customization of the DART modules and c) to identify future trainers. The second stage of training involves the set of identified “trainers” from Stage 1. The goals of the second stage training include a) raise awareness among the group of trainers and b) customize the DART modules to the trainers’ needs and strengths. The third stage sees the DART modules presented to all members of the group and to the GFPs as they identify the need to acquire and analyze data. The third stage also sees those trainers from stage two integrated into the training procedures as their comfort levels see fit.

The above strategy was designed to align with both CUSO International’s and the BWA’s focus on capacity building/technology transfer. Three strategic Objectives in the NPGE (see Figure 1) are addressed by the DART Training, they include 1) To make the collection of data disaggregated by sex and location mandatory by all public and private sector agencies in the social, economic and political sectors on a regular and timely basis, 2) To equip all persons involved in planning and policy formulation with the tools for conducting gender analyses and the skills to use the information produced to develop, monitor and evaluate projects, programmes and policies and 3) To produce a comprehensive manual of gender indicators related to all major sectors which can be used to inform policy, programmes, plans, and projects and for monitoring their impact are addressed directly by the training strategy and contents of the DART Modules.

Stages one and two of the strategy deal specifically with capacity building within the BWA, while Stage three sees capacity building extended to the GFPs of the various MDAs associated with the Government of Jamaica. Stages one and two were delivered by the CUSO International resource person, while Stage three saw the integration of BWA personnel, who have attended the Train the Trainer sessions, in the delivery of the DART Modules. For larger MDAs, in-house DART “Train the Trainer” sessions customized to their operations are offered.

### **THE TRAINING-MODULES**

The DART modules have been developed in a fashion that illustrates basic concepts without “teaching statistics”. Tables 1, 2 and 3 contain the list of DART module titles, training aids, intended audience, duration and training goals.

**Table 1. DART Modules 1 – 3 descriptions, duration and goals**

ITEM	ACTIVITIES/RESOURCES	WHO	WHE N	EXPECTED OUTCOMES
DART- Module 1	<p>Why Statistics?</p> <ul style="list-style-type: none"> <li>An overview of DART, a discussion some simple techniques and tools for establishing Baseline measures to assist in getting Gender Focal Points (GFPs) started in gathering information &amp; preparing baseline statistics.</li> <li>Medium: PowerPoint DART-Module1</li> <li>Supporting Documents: 1) Laminated sheets (x4) outlining Gnrrips Shoe Company Survey, 2) TED Talk Video, 3) Gnrrips Shoe Survey Form, 4) Excel files: GFP BaselineMeasures-Final -BWA, GFP BaselineMeasures-Final, 5) Word Document: GenderSelfAssessment Questionnaire</li> </ul>	Gender Focal Points	Duration: 120 minutes	Training Goals: 1) Stress the need for Data that is Accurate, Relevant and Timely, 2) Illustrate why anecdotal evidence is a problem, 3) show how statistics essentially amasses a number of single stories in order to get a good representation of the group being studied, 4) discuss the impact on studies, research and policy if the data is not accurate, relevant or timely, 5) provide simple straightforward tools to get started gathering and presenting baseline data
DART Module 2	<p>What Data do I Need?</p> <ul style="list-style-type: none"> <li>Medium: PowerPoint DART-Module2</li> <li>Supporting Documents: 1) Animal crackers (1 package for each participant) and 2) Christie Canada Cracker surveys and tally sheet.</li> </ul>	Gender Focal Points	Duration: 90 minutes	Training Goals: 1) Continue to reinforce the need for Data that is Accurate, Relevant and Timely, 2) illustrate the need and difficulty in determining what data needs to be collected, 3) illustrate that in order for the data to be relevant it must address the goal(s) of the study/research and 4) conduct a brain storming session on a particular Performance Indicator.
DART Module 3	<p>Documenting the Data</p> <ul style="list-style-type: none"> <li>Medium: PowerPoint DART-Module3, IHSN Metadata Editor &amp; Nesstar Explorer</li> <li>Supporting Documents: 1) Gnrrips Shoe Survey Metadata sheet, 2) Gnrrips Shoe Survey data acquisition sheet, 3) Conversion chart and 4) Animal Cracker Data sheet</li> </ul>	Gender Focal Points	Duration: 120 minutes	Training Goals: 1) Continue to reinforce the need for Data that is Accurate, Relevant and Timely, 2) illustrate the need to document the data before it is collected, 3) illustrate the use of the IHSN software and 4) the delivery of usable, well defined data sheets that will allow JMP (or other software) analyses.

**Table 2. Dart Modules 4 - 8 descriptions, duration and goals**

ITEM	ACTIVITIES/RESOURCES	WHO	WHEN	EXPECTED OUTCOMES
<b>DART Module 4</b>	How many is enough? <ul style="list-style-type: none"> <li>• Medium: PowerPoint DART-Module4</li> <li>• Supporting Documents: 1) Gnirips Shoe Survey data sheet, 2) Return to the Single Story and ask how many stories does one need to be relevant, 3) ensure measuring device is not introducing errors, Gnirips straws &amp; measuring devices</li> </ul>	Gender Focal Points	Duration: 120 minutes	Training Goals: 1) Continue to reinforce the need for Data that is Accurate, Relevant and Timely, 2) illustrate the need to assess how many samples need be taken, 3) provide some ideas as to what might influence "how many/often" and 4) illustrate the need for a good measuring device and recording mechanism.
<b>DART Module 5</b>	Performance Indicators <ul style="list-style-type: none"> <li>• Duration: 120 minutes</li> <li>• Medium: PowerPoint DART-Module5, Supporting Documents: 1)Physical Violence datasheet, 2) MonthlyMurders.JMP and 3) MajorCrimes.JMP</li> </ul>	Gender Focal Points	Duration: 120 minutes	Training Goals: 1) Continue to reinforce the need for Data that is Accurate, Relevant and Timely, 2)using the Gender Equality Observatory goals to illustrate Performance Indicators, 3) illustrate need to have a baseline set of measures in order to monitor over time, 4) develop long term tracking tools to signal change and 5) illustrate Excel plotting techniques.
<b>DART Module 6</b>	Tracking Tools <ul style="list-style-type: none"> <li>• Medium: PowerPoint DART-Module6, Supporting Documents: 1) ShoeSize example, 2) Rape-JCF-2007-2011, 3) RapeDataxxx.JMP and 4) AlcoholDeathsxxx.JMP</li> </ul>	Gender Focal Points	Duration: 120 minutes	Training Goals: 1) Continue to reinforce the need for Data that is Accurate, Relevant and Timely, 2) illustrate need to have a baseline set of measures in order to monitor over time, 3) develop long term tracking tools to signal change. Introduce runs chart, control chart and capability chart by adding action limits to existing scatter plots and 4) illustrate the use of JMP as an analytical tool.
<b>DART Module 7</b>	PDCA-Plan <ul style="list-style-type: none"> <li>• Medium: PowerPoint DART-Module7, Supporting Documents: 1) Respiratory Flowchart, 2) laminated Gnirips Shoe Survey data sheets, 3) F's and 4) Inspection Bookmark</li> </ul>	Improve ment & Problem Solving specialis ts	Duration: 120 minutes	Training Goals: 1) Continue to reinforce the need for Data that is Accurate, Relevant and Timely, 2) introduce the concept of a process, 3) outline the customer/supplier role in a process, 4) introduce Brainstorming, C&E, Flow and Planning charts as tools of the Plan stage in PDCA and 5) introduce the DO stage as the implementation stage. Conduct a brainstorming session relevant to the group.
<b>DART Module 8</b>	PDCA-Do <ul style="list-style-type: none"> <li>• Medium: PowerPoint DART-Module8, Supporting Documents: 1) GEOJ Flowchart &amp; Milestones and 2) GEOJ Planning document</li> </ul>	Improve ment & Problem Solving specialis ts	Duration: 30 minutes	Training Goals: 1) Continue to reinforce the need for Data that is Accurate, Relevant and Timely, 2) reinforce the PDCA concept, 3) reinforce the customer/supplier role in a process, 4) implement the results of the Brainstorming, C&E, Flow and Planning charts from the PDCA-Plan session 5) discuss the DO stage as the implementation stage



**Table 3. DART Training Modules 9 & 10 descriptions, duration and goals**

ITEM	ACTIVITIES/RESOURCE	WHO	WHEN	EXPECTED OUTCOMES
<b>DART Module 9</b>	PDCA-Check • Medium: PowerPoint DART-Module9, Supporting Documents: 1) Gnrrips Shoe Survey Check & Tally sheet, 2) Population Figures by Parish for Jamaica, Pharmacy patients by Parish, 3) Voter's List 2007 vs. 2011 and 4) Accident data from Winnipeg	Improvement & Problem Solving specialists	Duration: 90 minutes	Training Goals: 1) Continue to reinforce the need for Data that is Accurate, Relevant and Timely, 2) introduce the Check & Tally sheet, 3) introduce the bar chart, 4) introduce the Pareto chart, discuss various Scatter plots and 5) highlight Location charts as tools of the Check stage in PDCA cycle.
<b>DART Module 10</b>	PDCA-Act • Medium: PowerPoint DART-Module10, Supporting Documents: 1) Drunk Driving Laws-Gleaner, 2) Bill 3-Winnipeg	Improvement & Problem Solving specialists	Duration: 120 minutes	Training Goals: 1) Continue to reinforce the need for Data that is Accurate, Relevant and Timely, 2) introduce/review runs chart, control chart and capability chart by adding action limits to existing scatter plots, 3) illustrate need to have a baseline set of measures in order to monitor over time, 4) develop long term tracking tools to signal change and 5) in a continuous improvement environment one starts the PDCA cycle again. Tie these tools back into Modules 5 & 6.

**DART Module 1**

## Bureau of Women's Affairs

### DART: Module 1

#### WHY DO WE USE STATISTICS?

- TO AVOID ANECDOTAL DATA INFLUENCING THE DECISION-MAKING PROCESS
- TO AVOID "SINGLE STORIES" FROM BECOMING THE NORMAL
- TO ASSIST IN **DART** BEING ON-TARGET

DART Module 1 "Why Do We Use Statistics?" has been created to introduce DART and to motivate the need for incorporating statistics into a Gender Mainstreaming Action Plan. The Module includes instruments that facilitate the collection, analysis and display of data addressing a self-assessment of participants understanding of Gender and Gender Mainstreaming. The instrument is built in Excel and has been designed to be self-contained. Participants simply enter their self assessed level of knowledge (low, medium or high) for both

Gender and Gender Mainstreaming, along with their respective sex female and male in the row associated with a survey number assigned to them. The instrument has been set-up to address groups of up to 50 participants complete with electronic copy of 50 numbered questionnaires that need only be printed and distributed and the automated frequency charts. Figures 5, 6, 7 & 8 contain the a) questionnaire, b) Instructions, c) G & GM Data Excel spread sheet and d) resulting charts for a group of participants attending a Quarterly meeting of the BWAs Gender Focal Points (June 28, 2012). All participants had been exposed to the BWA's Gender and Gender Mainstreaming training.

### Gender Self-Assessment Questionnaire Example

Sex

Female  Male

Please circle a level (Low, Medium or High) indicating your level of knowledge for the questions below.

What is your knowledge level of Gender?

Low  Medium  High

What is your knowledge level of Gender Mainstreaming?

Low  Medium  High

### Gender Self-Assessment Questionnaire #1

Sex

Female  Male

Please circle a level (Low, Medium or High) indicating your level of knowledge for the questions below.

What is your knowledge level of Gender?

Low  Medium  High

What is your knowledge level of Gender Mainstreaming?

Low  Medium  High

Figure 5. Gender and Gender Mainstreaming Self Assessment Questionnaire Example & #1

Instructions:

1) Ask each Group member to complete a Self Assessment Questionnaire

2) There are 50 numbered questionnaires in the accompanying GenderSelfAssessmentQuestionnaire Word file

*If you require more please contact the BWA they will create numbered questionnaires to accommodate your group size and reconfigure the **G & GM Data** sheet to accommodate your group size*

3) Enter the Questionnaire responses in the Excel sheet named **G & GM Data**

*for sex there are 3 valid responses female, male or "blank"*

*for Gender & Gender Mainstreaming there are 4 valid responses*

*Low, Medium, High or "blank"*

*For the Gender Self-Assessment Questionnaire Example*

(top of the Questionnaire document)  
 the survey number is Example and the response is male  
 Low Low

4) All the counts and plots should update as you enter the data

Please keep the actual questionnaires  
 Very few of the cells in the **G & GM Data** sheet are  
 locked and can be altered  
 If something looks funny or if the **G & GM Data** sheet  
 goes awry, **DO NOT WORRY**  
 Contact the Bureau, they can send another copy to you  
 electronically

5) Please let the BWA know if you have any difficulties or encounter problems

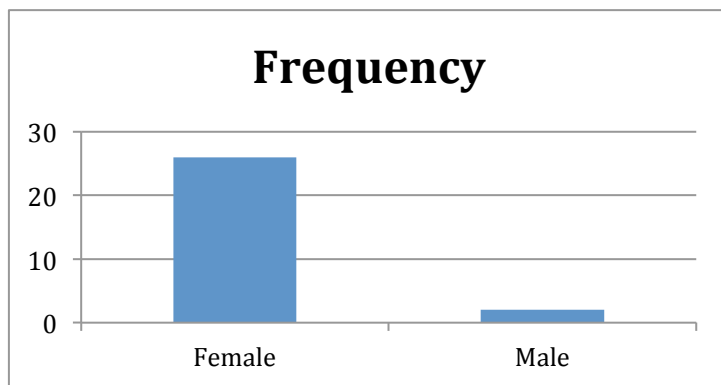
Bureau of Women's Affairs  
 voice: 754-8576  
 fax: 929-0549

**Figure 6. Instructions for Gender & Gender Mainstreaming Questionnaire**

Survey #	Sex	Knowledge of	
		Gender?	Gender Mainstreaming?
<b>Example</b>	<b>male</b>	<b>Low</b>	<b>Low</b>
1	female	High	Medium
2	female	Medium	Medium
3	female	High	High
4			
5	female	High	Medium
6	female	Low	Low
7			
8	female	Medium	Medium
9	female	Medium	Low
10			
11			
12	female	Medium	Medium
13			
14			
15	female	Medium	Low
16			
17			
18	female	Medium	Medium
19			
20			
21	male	Medium	Medium
22			
23	female	Medium	Medium
24	female	High	High
25			
26	female	Medium	Medium
27			
28			
29	female	Medium	Medium
30	female	Medium	Medium
31			
32	female	Medium	Medium
33	male	High	Medium
34			
35	female	Medium	Medium
36	female	High	Medium
37			
38	female	Medium	Medium
39	female	High	High
40			

Cohort  
 Source: #1 & #2  
 28-Jun-12

Sex	Frequency
Female	26
Male	2



Level	Knowledge of		
	Gender?	Gender Mainstreaming?	
	Low	1	3
	Medium	19	20
	High	8	5

41			
42	female	Medium	High
43			
44	female	High	High
45			
46			
47	female	Medium	Medium
48	female	Medium	Medium
49	female	Medium	Medium
50	female	Medium	Medium
Count	28	28	28
Attendees	39		
Returned/Completed	25		
Returned/Uncompleted	10		
Unreturned/Completed	3		
Unreturned/Uncompleted	12		
Non-Response rate:	28%		

Figure 7. G & GM Data worksheet with data for June 28, 2012

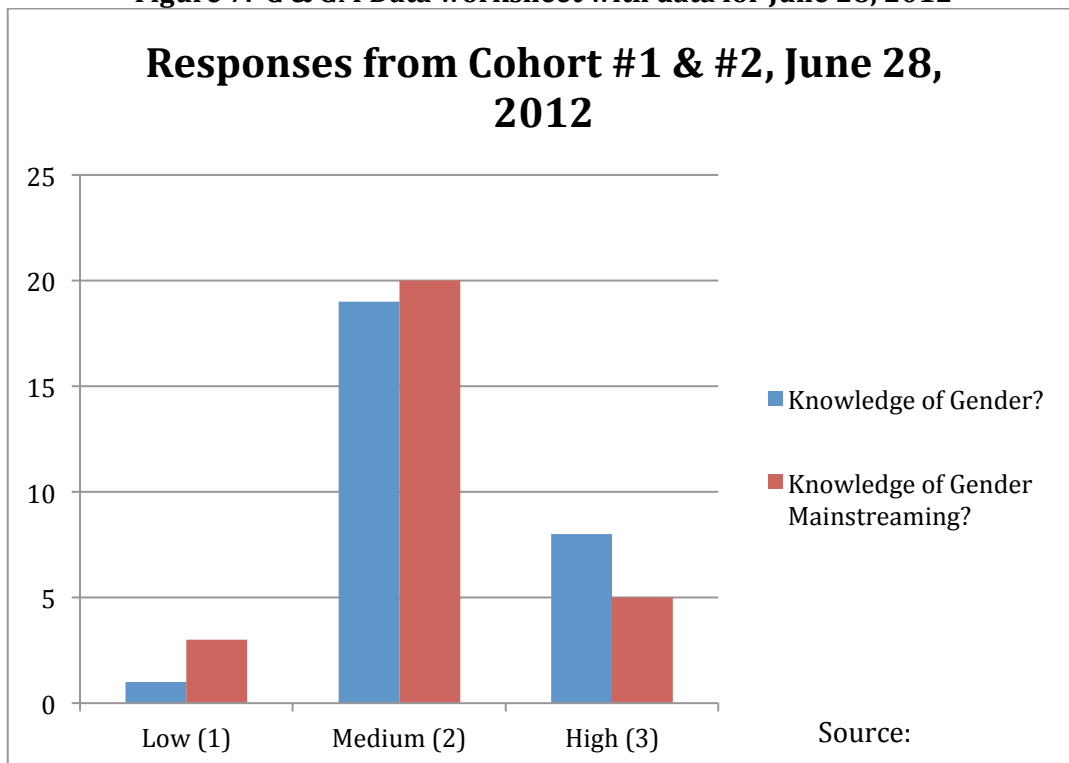


Figure 8. Frequencies for Gender and Gender Mainstreaming Self-Assessment June 28, 2012

A second instrument has been developed that addresses the frequency of Decision makers, Policy developers and Project managers within a group or organization. The basic requirement is a list of people in the group/organization and their respective responsibilities. The information is often readily available from a group’s organizational chart. The database has been set up to include the name/identifier and sex of the people in the group/organization. Once this information has been entered, a series of six questions are asked (see Figure 10). “Is this person a Female Decision maker?” select “yes” or “no”. Doing this for each of the six questions results in a profile score for each participant (see Figure 11 for a set of simulated responses). Figure 9 contains the instructions for completing the instrument.

A frequency chart of the responses is generated automatically (see Figure 11). The chart includes the frequency of females and males in the group/organization, the frequency of male and female Decision makers, Policy developers and Project managers along with the expected

or statistical frequency based on the sex profile of the group. Comparing the actual frequencies with the expected frequencies allows the group to identify areas where a gender imbalance may be occurring. Note that the expected frequencies need not be integer values (e.g., Expected count of Female Decision Makers is 3.1) as they are strictly a mathematical calculation.

**Instructions:**

- 1) Enter the name/identifier of each Group member in the column labeled **Name**
- 2) There is room for up to 50 members of your group  
 If your group is larger than 50 please contact the BWA  
 they will reconfigure the **Baseline-Data** sheet to accommodate your group size
- 3) Enter the sex of each Group member in the column labeled **Sex**  
 There are 3 valid responses male, female or "blank"
- 4) For each entry in the **Name** column answer the six questions posed at the top of the column.  
 For example Column 3 asks **"Is this person a Female-Dec. Maker?"**  
 There are 3 valid responses yes, no or "blank"  
 Two examples (in Red) are included  
 Mrs. Webster is Female, a Female-Dec. Maker, a Female-Policy Dev and a Female-Proj. Mgr.  
 resulting in the entry: **Mrs. Webster female yes no yes no yes no**  
 Fred Spiring is Male, not a Male-Dec. Maker, not a Male-Policy Dev and not a Male-Proj. Mgr.  
 resulting in the entry: **Fred Spiring male no no no no no no**
- 5) All the counts and plots should update as you enter the data  
 Very few of the cells in the **Baseline-data** sheet are locked and can be altered  
 If something looks funny or if the **Baseline-Data** sheet goes awry, **DO NOT WORRY**  
 Contact the BWA, they can send another copy to you electronically  
 Be sure to "save" your data frequently
- 6) Please let the BWA know if you have any difficulties or encounter problems  
 Bureau of Women's Affairs  
 voice: 754-8576  
 fax: 929-0549

**Figure 9. Associated Instructions for Gender Assessment**

Name	Sex	Is this person a Female-Dec. Maker?	Is this person a Male-Dec. Maker?	Is this person a Female-Policy Dev.?	Is this person a Male-Policy Dev?	Is this person a Female-Proj. Manager?	Is this person a Male-Proj. Manager?
<b>Mrs. Webster</b>	<b>female</b>	<b>yes</b>	<b>no</b>	<b>yes</b>	<b>no</b>	<b>yes</b>	<b>no</b>
<b>Fred Spiring</b>	<b>male</b>	<b>no</b>	<b>no</b>	<b>no</b>	<b>no</b>	<b>no</b>	<b>no</b>
Employee #1	female	yes	no	yes	no	yes	no
Employee #2	female	no	no	no	no	no	no
Employee #3	female	yes	no	yes	no	yes	no
Employee #4	female	no	no	yes	no	yes	no
Employee #5	female	no	no	no	no	no	no
Employee #6	female	no	no	no	no	no	no
Employee #7	female	no	no	no	no	no	no
Employee #8	male	no	yes	no	yes	no	yes
Employee #9	female	yes	no	yes	no	yes	no



**Figure 11. Decision maker, Policy developer and Project manager Gender Assessment**

A third and more formal assessment instrument has been developed in conjunction with the Self Start Fund, from the Ministry of Industry, Investment and Commerce, Government of Jamaica. It too is currently automated for up to 20 participants and addresses the individuals' assessment of their MDA or group. The current version of the questionnaire appears in Figure 13. The instrument is easily adaptable to different questions and/or more participants.

Figures 12, 13, 14 & 15 contain a) the instructions, b) the Questionnaire, c) the frequencies for sex, Questions 1 and 2 and d) the frequency summaries for the "Yes/No" responses respectively. In addition, the narrative responses to Questions 4 through 11 are captured in spread sheets for simpler review.

**Instructions:**

1) Randomly assign an unique number between 1-10 to each of your group members (e.g., Fred is assigned the number 6).

2) Ask each group member to complete the Questionnaire associated with their randomly assigned number (e.g., Fred to complete Questionnaire#6)

3) There are 10 uniquely numbered questionnaires.

*If you require more please contact the BWA  
they will reconfigure the numbered questionnaires to accommodate your group size*

4) Enter your responses in the various locations on your Questionnaire.

*For Questions 1 through 8, the first portion of each question can be answered using a pull down menu*

*Question 1 allows responses Female, Male or "Blank"*

*Questions 2 & 3 allow responses Low, Medium, High or "Blank"*

*Questions 4 through 8 allowable responses include Yes, No, or "Blank"*

*You can add your comments associated with questions 4-8 in the Comments section*

*as well as your written responses to Questions 9-11 in the associated boxes.*

*Note that no summaries of the written responses are summarized. If saved they will remain on the Questionnaire for reference.*

*Be sure to **Save** your responses.*

5) The counts associated with Questions 1-8 and the resulting plots should update as you enter the data

*Very few of the cells in the **Excel** sheets are locked and can be altered*

*If something looks funny or if the **Datasheet** goes awry, DO NOT WORRY*

*Contact the BWA, they can send another copy to you electronically*

6) Please let the BWA know if you have any difficulties or encounter problems

*Bureau of Women's Affairs*

*voice: 754-8576*

*fax: 929-0549*

**Figure 12. The Instructions for using the Questionnaire**

Name:			
Position:			
Date:			
Questionnaire # 1			

Please select the appropriate response for each question

1	Sex:	Male	
2	What is your level of knowledge regarding Gender?	Low	
3	What is your level of knowledge regarding Gender Mainstreaming?	Low	
4	Do you feel your group treats male and female staff equally in the following areas:		Comments
a	Recruitment and Selection	Yes	a
b	Employment Policies	Yes	b
c	Training & Development	Yes	c
d	Performance Appraisal	Yes	d
e	Promotion Opportunities	Yes	e
f	Remuneration	Yes	f
g	Ability to affect policies & procedures	Yes	g
h	Departmental facilities/Support	No	h
i	Procedures (e.g., grievance, discipline, ...)	Yes	i
5	Do you feel your group treats male and female clients equally in the following areas:		
a	Applicants	No	a
b	Clients	Yes	b
c	Loan Policies-appraisal process	Yes	c
d	Male/Female Approval	No	d
e	Ability to affect policies & procedures	Yes	e
f	Staff support	Yes	f
g	Follow-up	Yes	g
6	Do you feel your group has a gender inclusive culture?		Comments
7	Has there been any occasion at work where you were treated less favourably or discriminated against due to your gender?		
8	If you answered yes to Question 2, was the situation resolved?		
9	What things could your group be doing to promote gender equality?		
10	What are some of the ways women are discriminated against in Jamaica? How can this be changed?		
11	What are some of the ways men are discriminated against in Jamaica? How can this be changed?		
12	Please add any other comments or suggestions you may have here:		





Figure 13. The Questionnaire

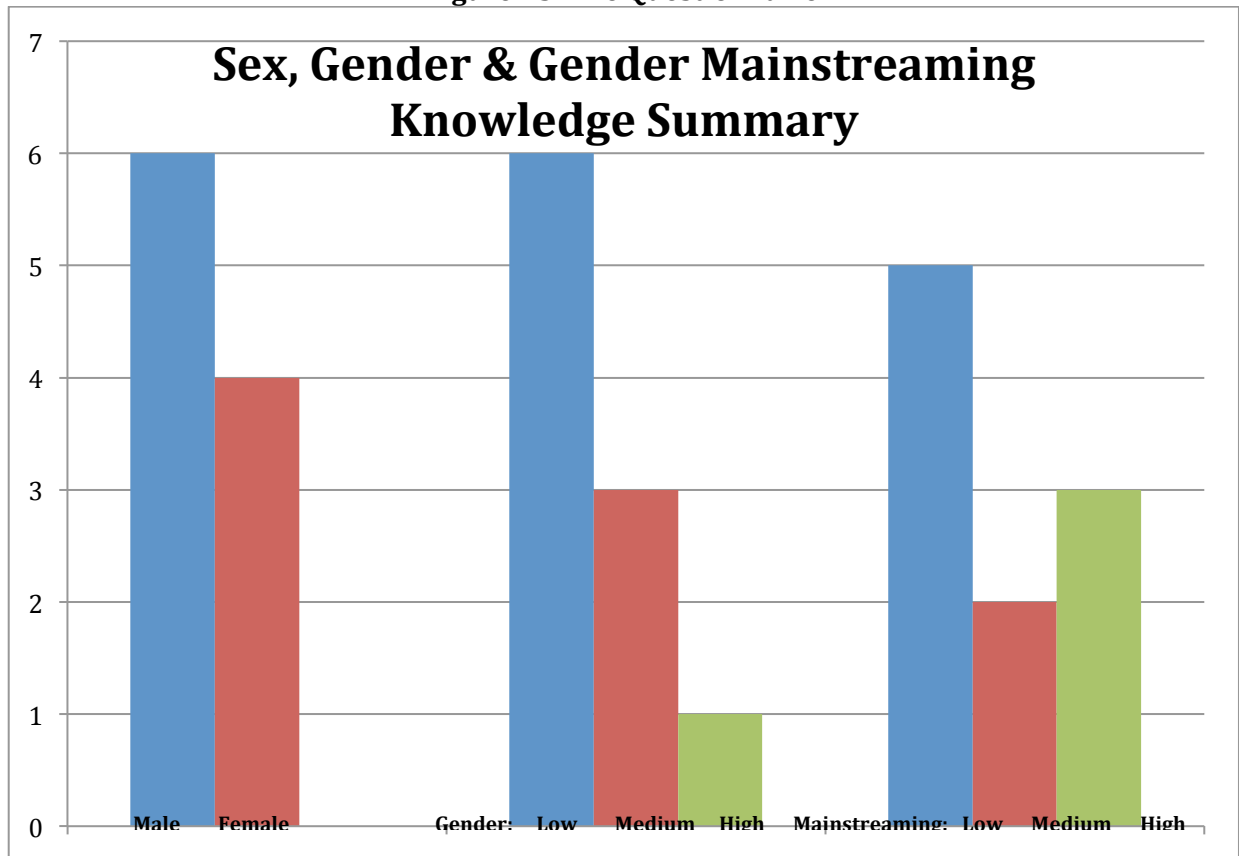
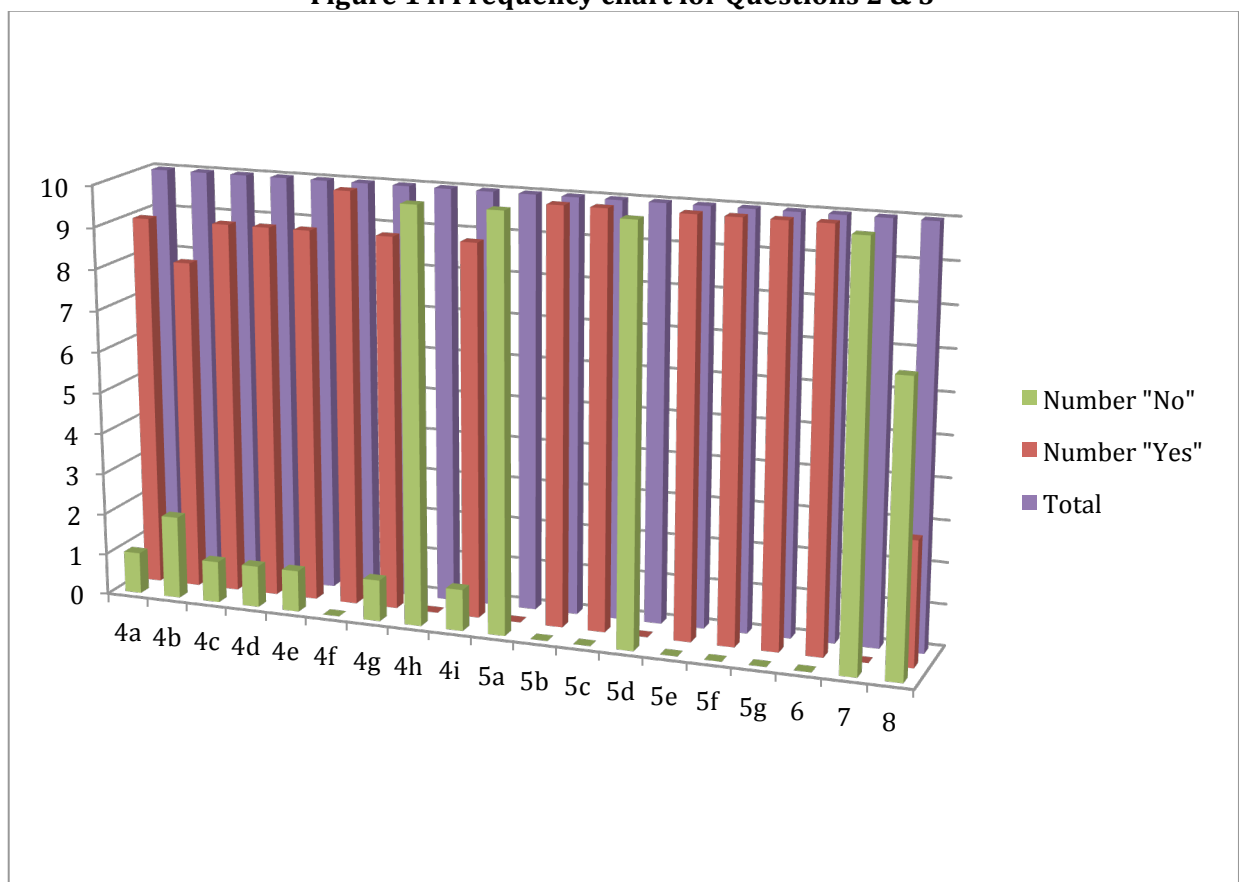


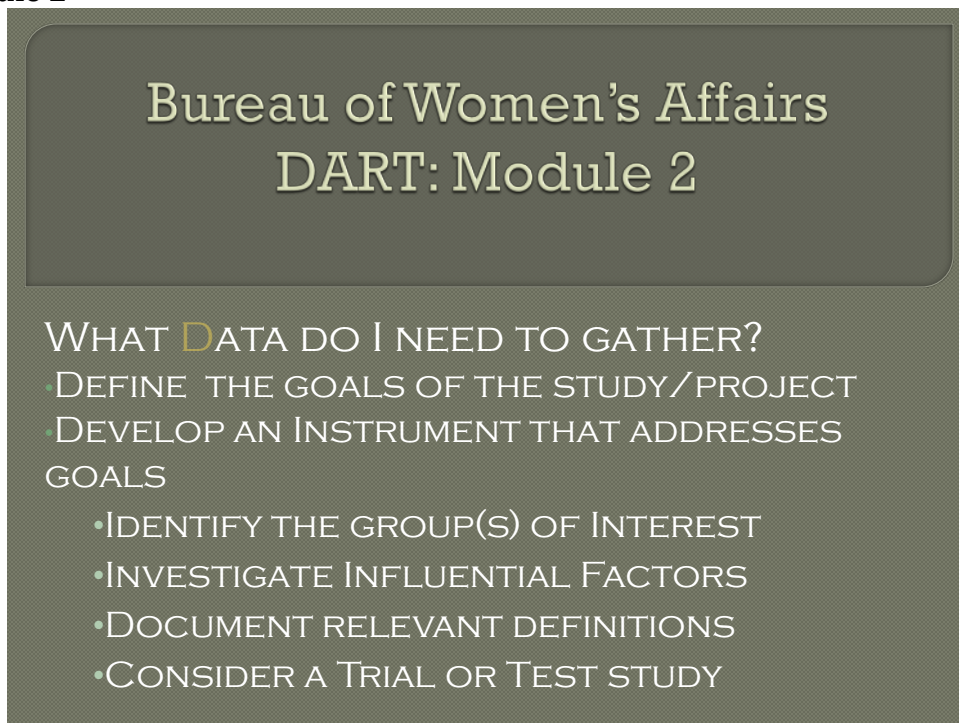
Figure 14. Frequency chart for Questions 2 & 3



**Figure 15. Frequency chart for Questions 4-8**

These three instruments have been developed to assist individuals and groups initiate collecting and analyzing relevant data in a Gender Mainstreaming initiative. The initial application of any or all of these instruments would serve as a baseline assessment. Subsequent or repeated use of the instrument(s) could be used to examine changes and or trends in the level of gender & gender mainstreaming knowledge, changes in the Decision-making structure of a group or organization and shifts in attitude with regards to gender and gender equality within a group or organization. All are easy to use and can be modified to reflect different group’s requirements or needs. Electronic copies of these instruments are included in the training package and available from the Bureau of Women’s Affairs, Office of the Prime Minister, Kingston, Jamaica. The instruments also provide examples used in DART Modules 1 &2.

**DART Module 2**



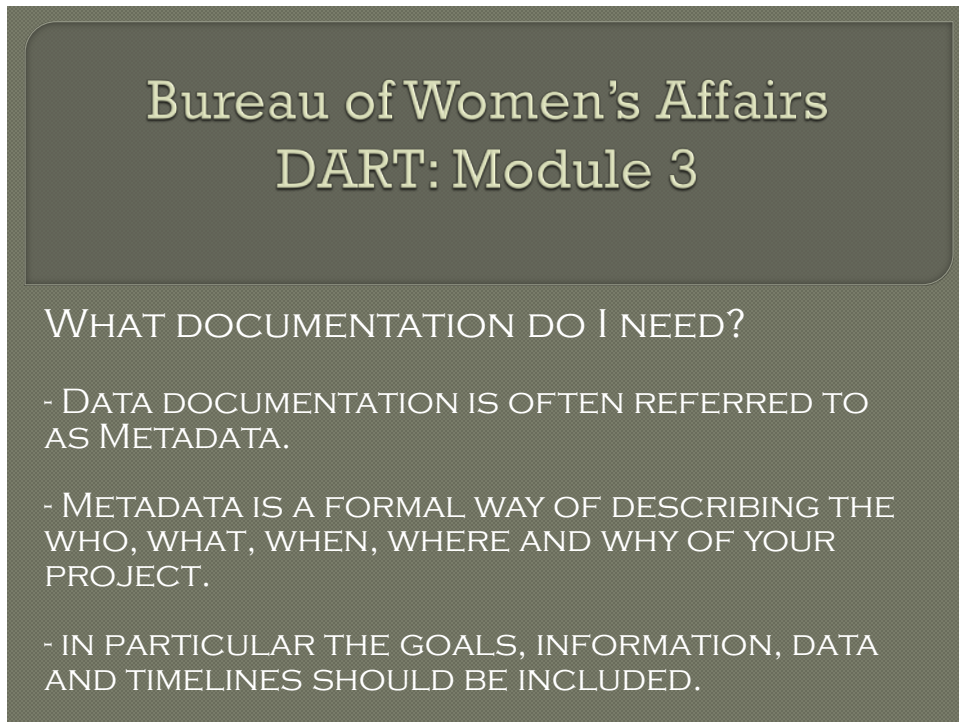
DART Module 2 “What Data do I need to gather?” is designed to raise questions regarding the goals of the study or project and to address factors and issues that may impact the outcomes/results of the study. Participants are taken through an exercise illustrating some of the pitfalls associated with attempting to assess the quality of “a Cookie”. A planning document outlining the actions, activities, participants, timeline and results that addresses issues that one should consider while developing an instrument is illustrated in Figure 16. Examples/analogs of the expected outcomes are drawn from the “Quality of a Cookie” exercise.

The “Quality of a Cookie” exercise is followed by a brainstorming session designed to acquire information/data in support of a gender based performance Indicator. The module currently uses a performance indicator from Jamaica’s Vision 2030 Gender matrix, but is easily substituted for in the case of a different audience. For example a brainstorming session to examine a Friend of the Chair’s Violence Indicator could be conducted.

ACTION ITEM	ACTIVITIES/ RESOURCES	WHO	WHEN	EXPECTED OUTCOMES
Identify potential goals of the project	1. Brainstorm	1.All stake holders	1. Before any actions or data collection takes place	1. A list of potential goals or objectives to be addressed by the project
<b>Prioritize the list</b>	1. Brainstorm 2. Planning Document	1.All stake holders	1. Before any actions or data collection takes place	1. A finalized list of goals or objectives to be addressed by the project
<b>Develop an Instrument</b>	1. Identify the groups of Interest. 2. Identify Factors that might influence the group(s) relative to the goals. 3. Identify possible measures. 4. Identify methods of acquiring Information/measurements. 5. Identify known or perceived road blocks. 6. Document/define important concepts. 7. Consider a Pilot Study to verify the Instrument 8. Conduct the study	1-7.All stake holders  8. Instrument delivery vehicle	1-7. Planning stage  8. Study stage	1.List of units to be sampled from (e.g., Residents of Jamaica) 2. List of Influences that need to be considered when investigating (e.g., sex, age, urban/rural, number of children < 12, ...) 3. Clearly delineated what is to be measured (e.g., number of cookies, taste, ...) 4. Fully developed selection scheme (e.g., randomly collect from population, collect all from participants, ...) 5. List of impediments to the data collection and/or measuring schemes (e.g., varying sense of taste, broken cookies, ...) 6. Carefully documented key parts of the study (e.g., count only whole cookies that are identifiable as animals, ...) 7. Conduct a Pilot study (e.g., use the Trainers to assess the Instrument before applying to the GFPs, ...) 8. Conduct the study

**Figure 16. Instrument Planning Document**

**DART Module 3**

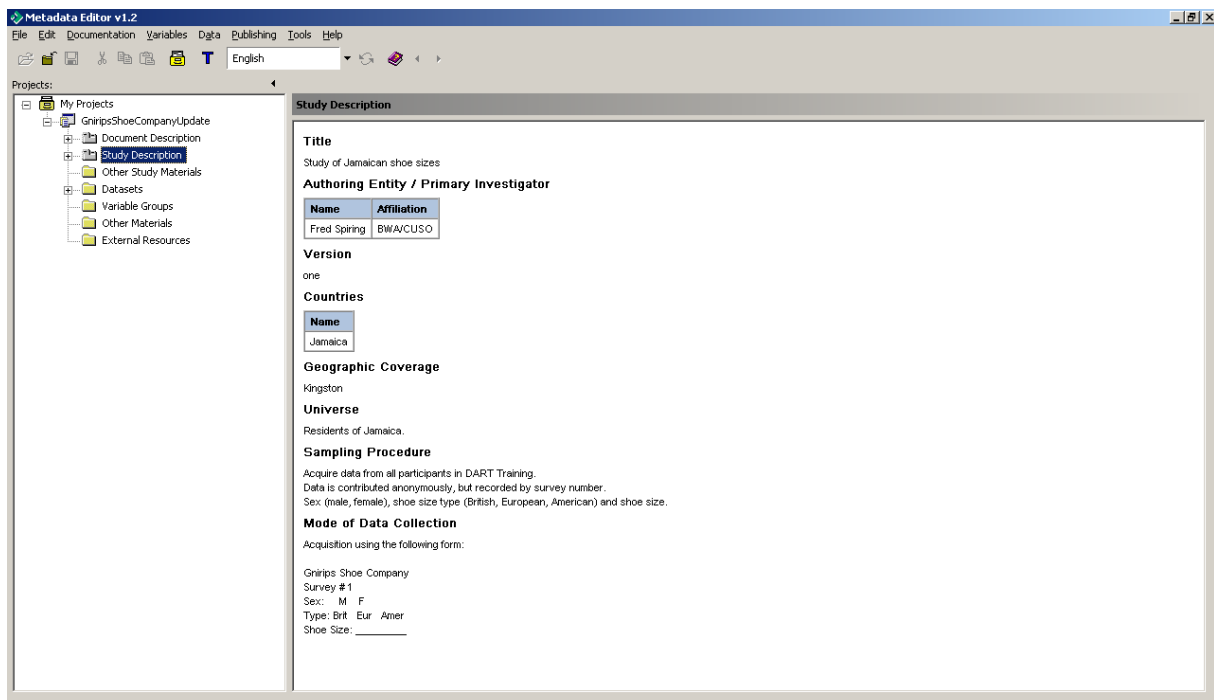


**Bureau of Women's Affairs**  
**DART: Module 3**

**WHAT DOCUMENTATION DO I NEED?**

- DATA DOCUMENTATION IS OFTEN REFERRED TO AS METADATA.
- METADATA IS A FORMAL WAY OF DESCRIBING THE WHO, WHAT, WHEN, WHERE AND WHY OF YOUR PROJECT.
- IN PARTICULAR THE GOALS, INFORMATION, DATA AND TIMELINES SHOULD BE INCLUDED.

The BWA has adopted the International Household Survey Network's (IHSN) Metadata software Metadata Editor and Nesstar Explorer. The software is available on the web at [www.ihsn.com](http://www.ihsn.com), recommended by UNECLAC, reasonably easy to use and used around the globe. Module 3 has been designed to introduce the software using exercises investigated in Modules 1 & 2, in particular documenting the data for the Gnrrips Shoe exercise from Module 1. Figure 17 contains the Study Description for the Gnrrips Shoe Company Study and Figure 18 the Data View. A second example documents the results of the "quality of cookies" brainstorming session.



**Metadata Editor v1.2**

File Edit Documentation Variables Data Publishing Tools Help

Projects: My Projects

- GnrripsShoeCompany/Update
  - Document Description
  - Study Description**
  - Other Study Materials
  - Datasets
  - Variable Groups
  - Other Materials
  - External Resources

**Study Description**

**Title**  
Study of Jamaican shoe sizes

**Authoring Entity / Primary Investigator**

Name	Affiliation
Fred Spiring	BWA/CUSO

**Version**  
one

**Countries**

Name
Jamaica

**Geographic Coverage**  
Kingston

**Universe**  
Residents of Jamaica.

**Sampling Procedure**  
Acquire data from all participants in DART Training.  
Data is contributed anonymously, but recorded by survey number.  
Sex: (male, female), shoe size type (British, European, American) and shoe size.

**Mode of Data Collection**  
Acquisition using the following form:

Gnrrips Shoe Company  
Survey # 1  
Sex: M F  
Type: Brit Eur Amer  
Shoe Size: \_\_\_\_\_

**Figure 17. Metadata Editor's Study Description for Gnrrips Shoe Company**

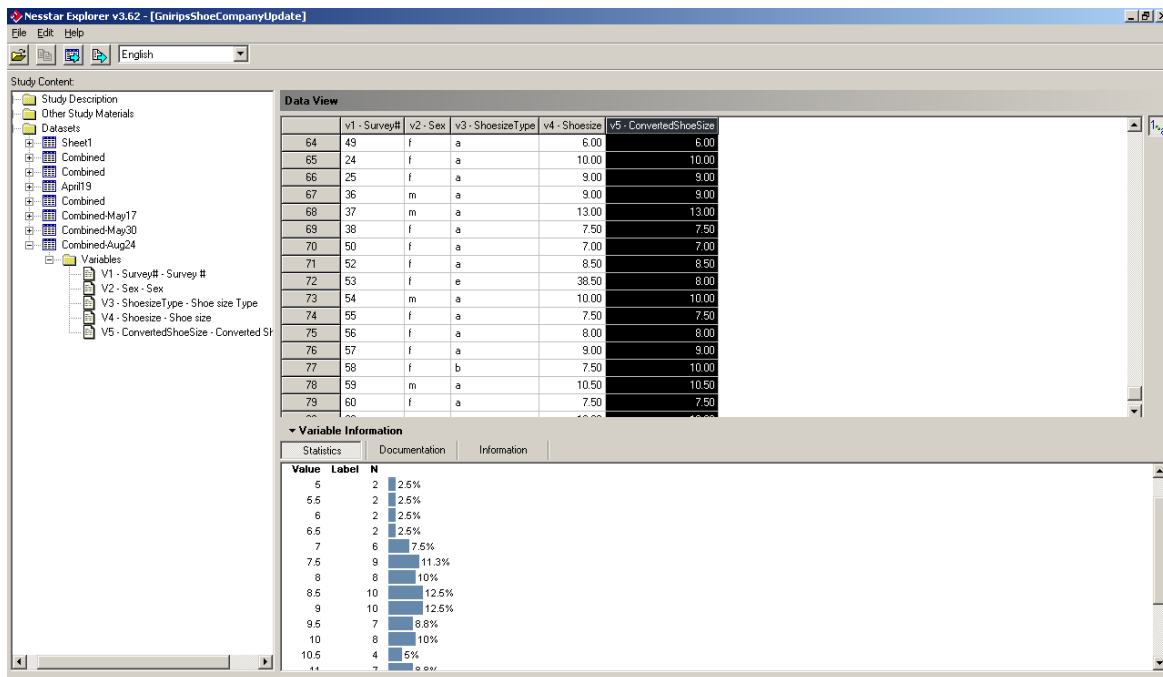


Figure 18. Nesstar Explorer’s Data View for Gnirips Shoe Company

**DART Module 4**

## Bureau of Women’s Affairs

### DART: Module 4

- HOW MANY AND OFTEN WILL DEPEND ON:
- RESOURCES AVAILABLE, BOTH TO COLLECT THE DATA & TO ANALYZE IT
- LEVEL OF DISAGGREGATION
- VARIABILITY OF THE DATA
- WILLINGNESS TO UNBALANCE GROUPS
- ANTICIPATED LEVEL OF NON-RESPONSE
- ACCURACY OF THE MEASURING DEVICE

Module 4 continues the data acquisition theme common to Modules 1, 2 and 3. In this Module the concept of how many and/or how often is investigated. Issues surrounding the determination of how many samples does one need are raised and set out as points that need to be addressed prior to initiating a data acquisition scheme. Similar to Module 2 the focus is on insuring the goals of the study are clearly delineated and are part of the acquisition discussion. An exercise developed to make one think about the actual measuring device(s) is incorporated into the Module. Issues including non-response and measurement error are raised for awareness and discussion. A gauge qualifying exercise is illustrated. The module

concludes with a brainstorming session addressing an indicator from the Millennium Development Goals (MDG).

### DART Module 5

**Bureau of Women's Affairs**  
**DART: Module 5**

PERFORMANCE INDICATOR

A PERFORMANCE INDICATOR (PI) IS A TYPE OF PERFORMANCE MEASURE USUALLY TIED TO SOME GOAL OR DESIRED OUTCOME.

PIS ARE COMMONLY USED BY ORGANIZATIONS TO EVALUATE THEIR "SUCCESS" OR THE "SUCCESS OF A PARTICULAR ACTIVITY" IN WHICH THEY ARE ENGAGED.

Module 5 signals a change in direction, moving from data acquisition issues and concepts to using data to address the goals of the study or project. Various gender related performance indicators are examined. The development of the Gender Equality Observatory of Jamaica (GEO) provides several opportunities to introduce Performance Indicators and to illustrate the need to have a baseline set of measures in order to monitor over time, while developing long term tracking tools to signal change. A portion of the Module is dedicated to illustrating Excel plotting techniques. Some basic statistics including trend lines are introduced (see Figure 19).

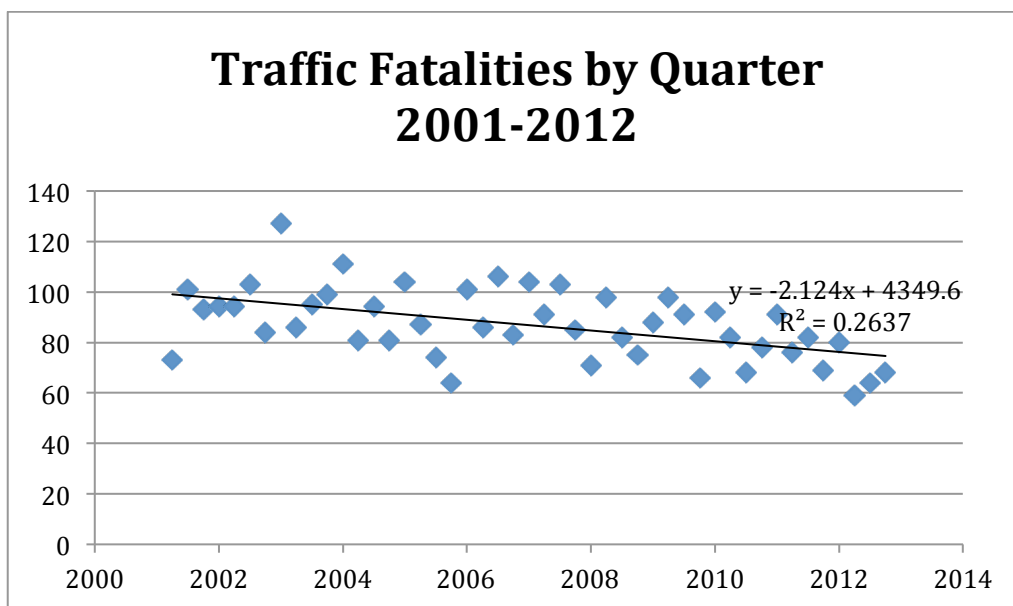
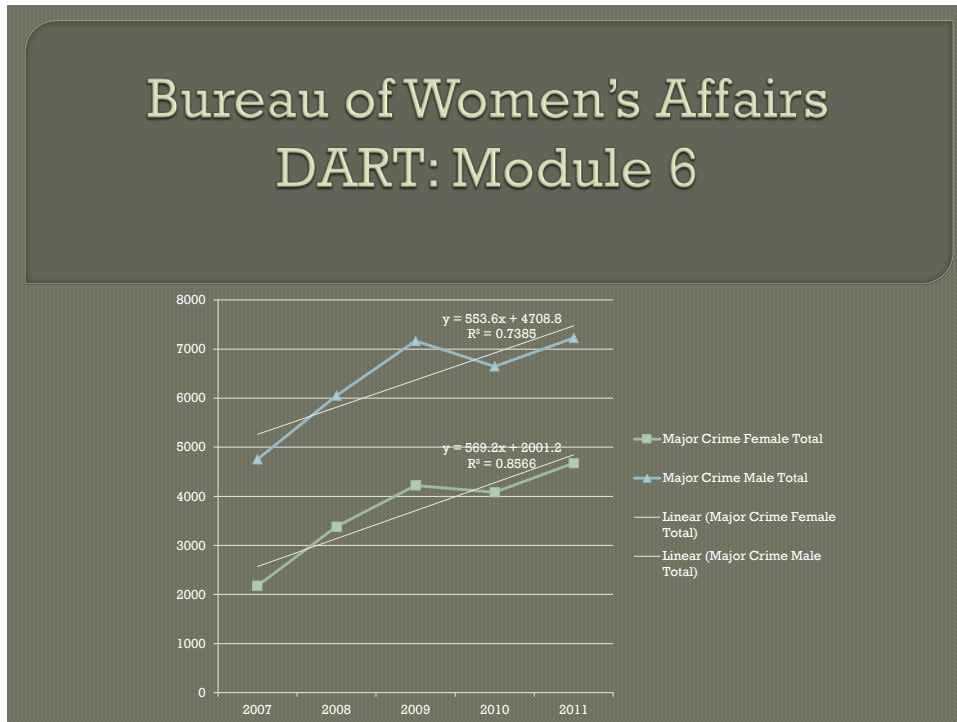
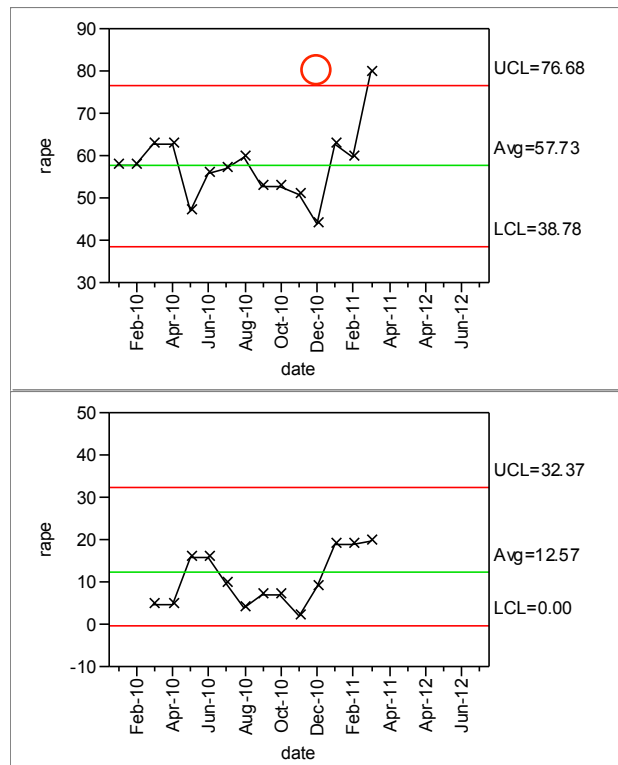


Figure 19. Excel Scatter plot with Trend line for Traffic Fatalities

**DART Module 6**

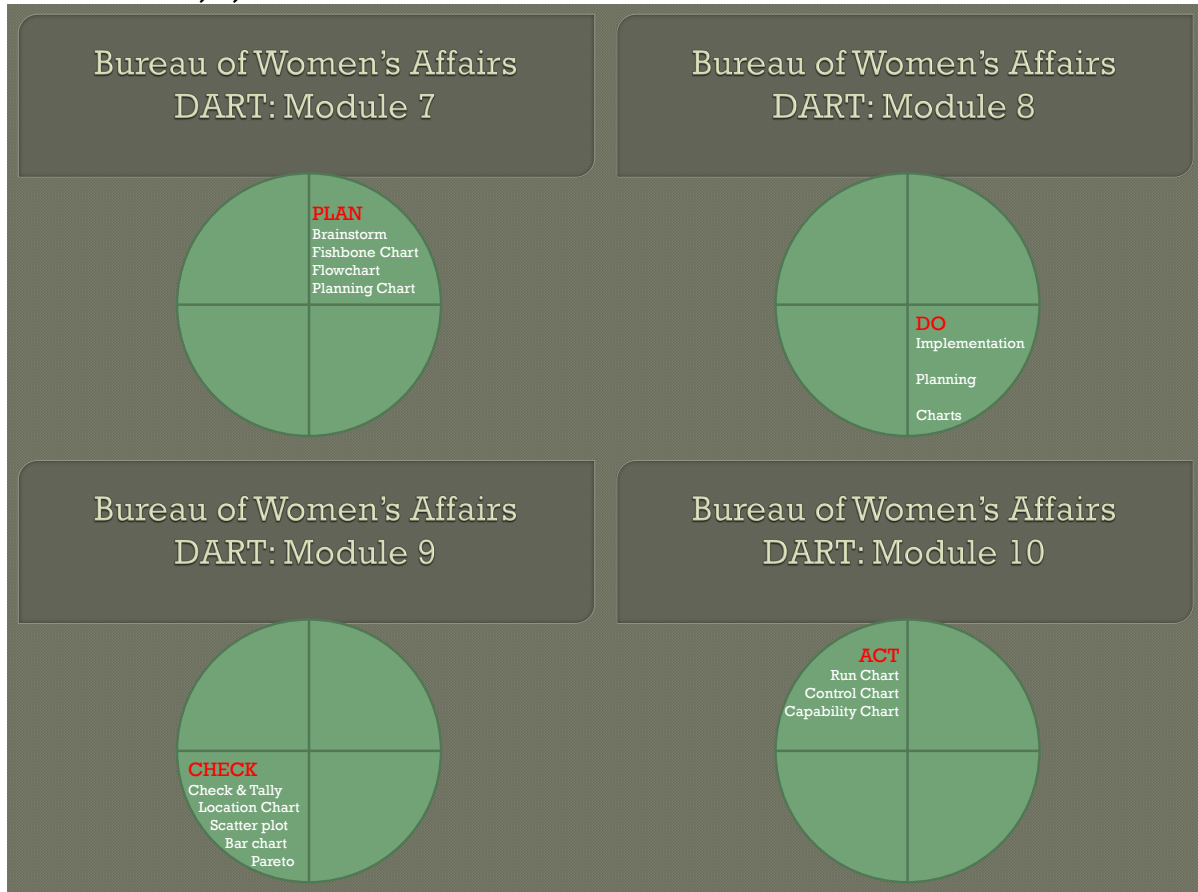


Module 6 continues along with the introduction of statistical techniques initiated in Module 5. The software package JMP IN is introduced in order to provide analytical statistical tools. The Gender Equality Observatory of Jamaica (GEOJ) again provides several Performance Indicators that are used to illustrate the need to have a baseline set of measures and how to monitor them over time. A portion of the Module is again dedicated to illustrating Excel [1] plotting techniques as well as JMP IN [4] plotting and analytical features. Some basic statistics are introduced. Examples include using JMP IN to analyze and create charts similar to those illustrated Figure 20.



**Figure 20. Individual & Moving Range Chart of Monthly Rapes**

## DART Modules 7, 8, 9 & 10



The United Nations Development Strategy for Gender in Development Programme refers to it as the PLANNING AND REVIEW CYCLES IMPLEMENTATION while the Quality Management/Process Improvement groups who use this problem solving technique refer to it as the Plan-Do-Check-Act (PDCA) cycle. The PDCA cycle (see Figure 21) is a mechanism for planning, documenting, analyzing, implementing and verifying the impact of a plan or strategy. Modules 7-10 address the four components of the PDCA cycle and tie in tools that are used in each of the stages. Each Module outlines the key components of its associated portion of the PDCA cycle, introduces the associated tools and provides examples of its use, all with the goal of integrating the concepts of PDCA and statistics into a Gender Focal Point training regimen.

More specifically, Module 7 introduces the concept of a process, outlines the customer/supplier role in a process, and introduces Flow charts (see Figure 22), Brainstorming, C&E charts (see Figure 23) and Planning charts (see Figure 24) as tools of the Plan stage while providing links to the DO stage. The training session includes a brainstorming session relevant to the group. Module 8 reinforces the PDCA concept and the customer/supplier role in a process, while illustrating the implementation of results from the Brainstorming, C&E, Flow and Planning charts associated with the Plan session and discusses the Do stage as the implementation stage. Module 9 sees the introduction/review of the Check & Tally sheets, bar/column charts, Pareto charts while discussing various scatter plots and location charts as tools of the Check stage in PDCA cycle. Module 10 introduces and reviews runs charts, control charts and capability charts by adding action limits to existing scatter and line plots. Module 10 also discusses the need to establish baseline measures in order to monitor indicators and develop long term tracking tools to signal change. Finally, as in a continuous improvement environment, Module 10 restarts the PDCA cycle.



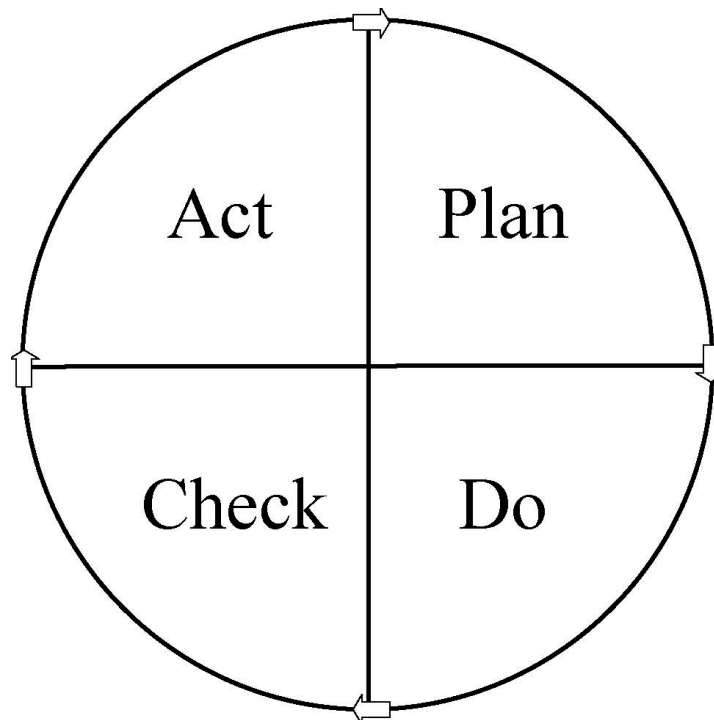


Figure 21. The Plan-Do-Check-Act cycle

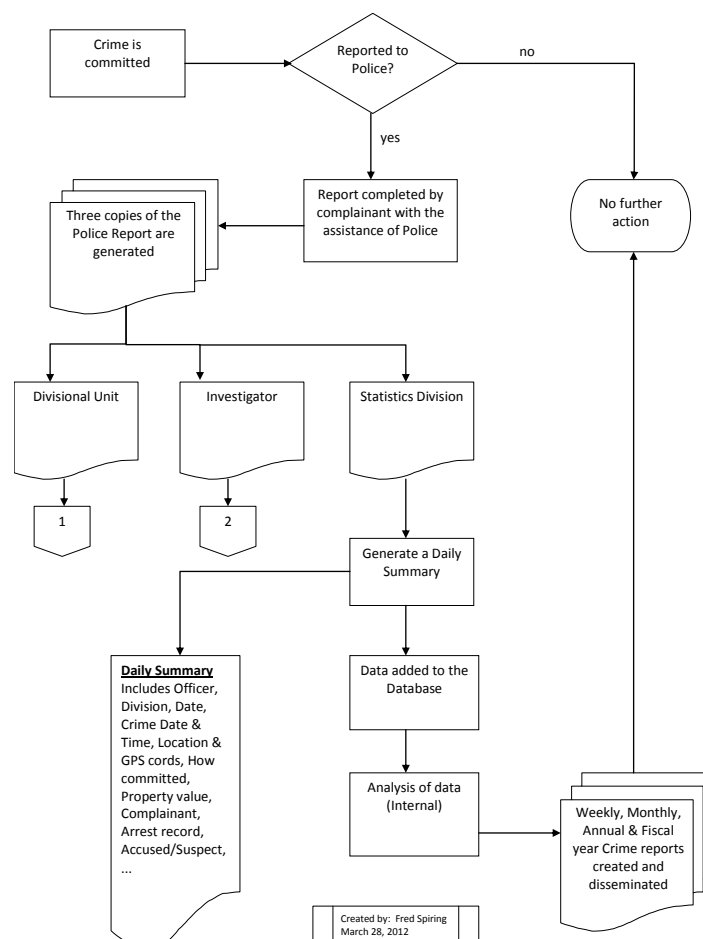


Figure 22. An Example of a Flowchart

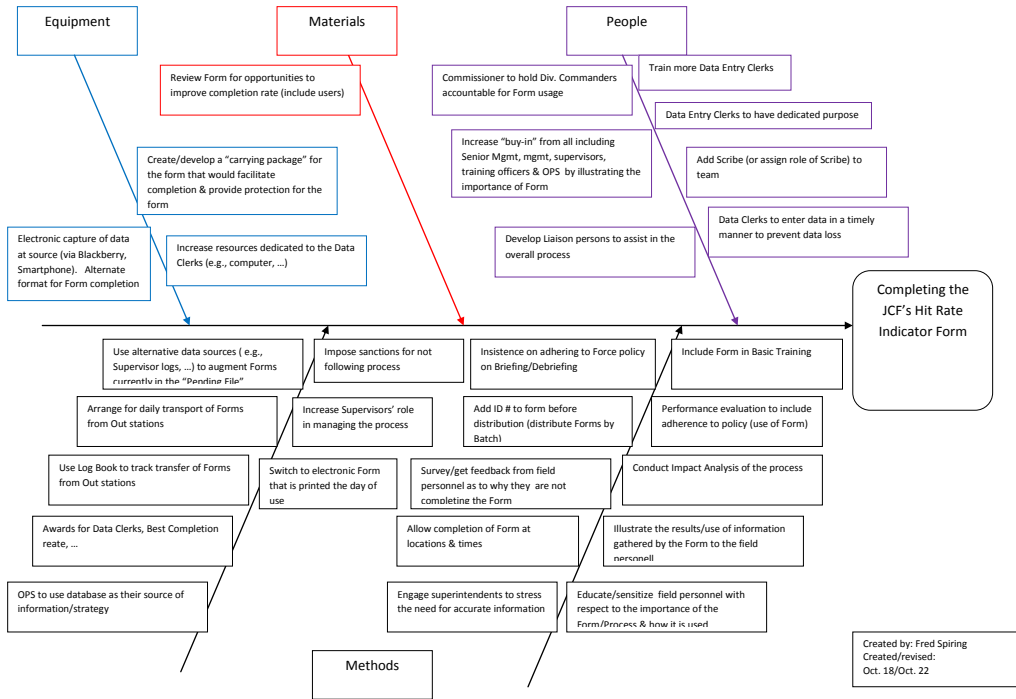


Figure 23. An Example of a Cause & Effect chart

Planning Document



ACTION ITEM	ACTIVITIES/RESOURCES	WHO	WHEN	EXPECTED OUTCOMES
<b>Attendees</b> JCF DART Training session October 18, 2012	Sgt Bascoe, W/Sgt Brown, Cpl Wray, W/Cons Campbell, W/Cons Williams, Insp Wint, D/Insp Allen, Cons Melhoda, Cpl Dawkins, Sgt Richards-Nicholson, Cpl Lee, Insp O'Connor, Asst Supt Creary, Cons Tomlinson, Supt Lawrence, Sgt McKenzie	Supt Lawrence, Cpl Lee to review Attendee list for completeness & spelling	By October 24	
<b>Minutes</b>	1. Review the following documents: <ul style="list-style-type: none"> <li>Flowchart of Hit Rate Indicator</li> <li>Cause &amp; Effect Chart</li> <li>Planning Document-October 18, 2012.</li> </ul>	1. All attendees  (Sgt Bascoe, Spiring) (Spiring) (Spiring)	By October 31  October 24 October 24 October 24	
<b>Task 1</b>	1. Determine OPS timeline for completing transition to New Form with identified deadlines	1. Supt Lawrence, Cpl Lee	1. October 31	1. Update progress to the group
<b>Task 2</b>	2. Determine OPS strategy & timeline for using database to drive strategy	2. Supt Lawrence, Cpl Lee	2. October 31	2. Update progress to the group
<b>Task 3</b>	3. Arrange to have Hit Rate Indicator included in Basic Training	3. Supt Lawrence, Cpl Lee	3. October 31	3. Update progress to the group
<b>Task 4</b>	4. Develop a Buy-In strategy that includes the Commissioner and using Kingston Central as an example	4. Supt Lawrence, Cpl Lee	4. October 31	4. Update progress to the group
<b>Task 5</b>	5. Survey/Interview previous Trainers for reasons why the Hit rate Indicator form is not being used	5. Supt Lawrence, Cpl Lee	5. October 31	5. Update progress to the group
<b>Next meeting</b>	<i>How will you know if there has been improvement in the Hit Rate Indicator Process?</i>	All attendees	October 31	

Planning Document, Version 1 Created By: Fred Spiring Created/Revised: April 3, 2012/April 5, 2012

Bureau of Women's Affairs

Figure 24. An Example of a Planning chart

IMPLEMENTATION

The 10 training Modules have been designed to be delivered either in a series of ten 2 hour (or shorter) sessions or a two day (e.g., 9am-12noon, 1pm-5pm) style format. In either case,

ample time for questions and discussion has been built into the timing. The Modules were developed to accompany a gender/gender mainstreaming training regimen, but can be delivered as stand alone. They can be easily used as an overview of statistics from a gender perspective. The 10 PowerPoint presentations, related datasets, questionnaires and supporting material are available electronically.

“Train the Trainer” sessions for Modules 1-6 take a slightly different approach, focusing on content, delivery and understanding with an initial one day session (8:30am – 12noon, 1:00pm to 5pm) being sufficient to prepare Trainers. The BWA offers the “Modules” and “Train the Trainer” training to all Gender Focal Points and their respective Ministries, Departments and Agencies of the Jamaican Government. The PowerPoint presentations, related datasets, questionnaires and supporting material are available from the author.

## References

The United Nations Development Strategy for Gender in Development Programme, “LEARNING & INFORMATION PACK”. September, 2000.

Microsoft Office 2007. Microsoft Corporation.

National Policy for Gender Equality, 2011. ISBN 978-976-610-931-8, The Bureau of Women’s Affairs, Kingston, Jamaica.

JMP IN, Statistical Discovery Software. ISBN: 0-534-35966-3, SAS Institute Inc.