

Module 2: Baseline Assessment
SESSION 20: INCORPORATING SECONDARY INFORMATION

FACILITATOR NOTES

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|---------------------------------------|--|
| Presentation | None |
| Handouts | <ul style="list-style-type: none"> • <i>H2.20 Handout 1 - Secondary Information Exercise</i> • <i>H2.20 Handout 2 - Answers for Secondary Information Exercise</i> • <i>H2.20 Handout 3 - Useful Types and Sources of Secondary Information</i> |
| Practitioners' Guide Reference | Chapter 3 HOW TO GATHER BASELINE INFORMATION: <u>Activity 1. Compile and Analyse Secondary Data</u> |
| Session time | 1 hour and 10 minutes |

Purpose and content

- To discuss the kinds of secondary information that are useful for an HEA baseline assessment and where this information can be found.
- If possible, to enable participants to practise looking through and extracting key information from secondary information.

Objectives

By the end of this session, participants should be able to:

- Describe the types of secondary information that are useful for an HEA baseline assessment
- List the kinds of institutions and places where these different types of secondary information can be found
- Give examples of how exactly secondary information can contribute to a HEA baseline study.

What are the key learning points?

- We have to make sure we find, and make the best use of, information already available; but this never tells us exactly what we need to know.
- In looking at secondary information, it is important to continually keep in mind what you are looking for so as not to get side-tracked by the 'interesting but irrelevant'.

When to run this session

This is Session 20 in the Baseline Assessment Training Module.

Handouts

- *H2.20 Handout 1 - Secondary Information Exercise*
This handout consists of a table, in which participants are asked to record which types of secondary information can contribute to the different elements of an HEA baseline study.

- *H2.20 Handout 2 - Answers to Secondary Information Exercise*
This provides one set of possible answers to the secondary information exercise. Feel free to add and/or revise according to your and your participants' own ideas and experiences.
- *H2.20 Handout 3 - Useful Types and Sources of Secondary Information*
This provides a summary of the types of secondary information that can be useful for an HEA study and their sources. It should be handed out during the wrap-up.

Session plan

| Session plan summary | | |
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| Activity | Methodology | Timing |
| 1. Different types of secondary information and its limitations | Brainstorming | 15 minutes |
| 2. How secondary information can feed into an HEA baseline (two options) | Group exercise | 20 minutes |
| | Plenary discussion | 30 minutes |
| 3. Wrap-up | Facilitator wrap up (lead through handout) | 5 minutes |
| Total | | 1 hour 10 minutes |

ACTIVITY 1: DIFFERENT TYPES OF SECONDARY INFORMATION (10 MINUTES)

Ask participants to brainstorm the different kinds of secondary information that they think may be useful for a baseline HEA assessment. Record and show their responses either on screen or on a flip chart.

Then ask participants why all this secondary information cannot tell us what we need to know. They may come up with a wide range of legitimate reasons, but make sure they appreciate the following three key reasons:

- Information is almost never presented in a way that gives a **holistic** picture of people's livelihoods, i.e. from which you can 'tell the story' of how a household gets by.
- Information is rarely **disaggregated according to wealth**.
- Information, such as agricultural statistics, is almost always presented by **administrative zone**, and often at a **high level of aggregation**, rather than by livelihood (or even agro-ecological) zones.

What you do next depends on whether you are able, before the session, to gather together some secondary information relating to the area to be studied for participants to look at. Studying some of the secondary information available for the area to be studied enables participants to:

- Build up their knowledge about the area in question;
- Begin to think about the kinds of issues that will be important in understanding the local economy; and

(iii) Have a go at critically examining secondary information to see for themselves what can be gained from it.

However, gathering secondary information prior to the training is not always going to be possible and so we also suggest an alternative activity.

ACTIVITY 2.1: HOW SECONDARY INFORMATION CAN FEED INTO A HEA BASELINE (1ST OPTION)
(50 MINUTES)

Preparation

Before the session, try and get hold of reports, surveys or maps which participants can look at in small groups. The material you choose should contain at least something of relevance to a baseline HEA study, even if it is just general background information on the geography and environment. Reports should be not too long and if possible should be photocopied. Maps or an atlas of maps should be of a size that a small group will be able to look at them.

Running the activity

Ask participants to divide into groups according to the number of secondary resources you have. Ask them to look through their secondary resource and to record how the information within it can feed into an HEA baseline assessment. Ask them also to consider whether any of the information could be useful for cross-checking.

In plenary, ask each group to present what they think they could pull out of their secondary information that would be useful in an HEA baseline study.

ACTIVITY 2.2: HOW SECONDARY INFORMATION CAN FEED INTO A HEA BASELINE (2ND OPTION)
(50 MINUTES)

Ask participants to break into small groups. Distribute *H2.20 Handout 2 - Secondary Information Exercise* to each participant. Ask them to discuss and record which of the different types of secondary information (identified in the initial brainstorming) may be useful for different parts of the HEA baseline.

Go through the table in plenary. Ask one group at a time to give their answers for a topic in the table, with other groups filling in gaps.

ACTIVITY 3: WRAP UP

Wrap-up the session by distributing and briefly going through *Handout H2.20 Handout 3 - Useful Types and Sources of Secondary Information*. Try to include the key learning points.