



Sex- and Age-Disaggregated Data (35 min)

Materials:

Flipchart, markers, notebooks and pens for participants to take notes.

LEARNING OUTCOME:

Participants be able to apply sex- and age-disaggregated data concepts to PMER activities.

Specific Learning Objectives

At the end of this training, participants will be able to:

1. Define SADD
2. Explain why SADD is important
3. Identify ways of applying SADD to PMER tools such as assessments and reports.

FACILITATOR

Introduction to Sex- and Age-Disaggregated Data (10 minutes)



Write 'Sex- and Age-Disaggregated Data (SADD)' on a piece of flipchart paper.

🗣️ Ask the participants what they understand by SADD; write their ideas on the flipchart.

Explain to participants that although natural disasters and conflicts can impact anyone, not everyone will be affected in the same way, nor will they have the same needs during and after the emergency. Even during peaceful times, not everyone experiences daily life in the same way.

🗣️ Ask the participants what kinds of factors could affect how someone is affected by – and is able to recover from – a disaster or other emergency? Write this down on the flipchart.

Explain that GENDER and AGE are key factors.

NB: Although 'sex' and 'gender' refer to different concepts (sex = biological differences between males/females, while gender = socially defined differences of women, men, girls and boys), for the purposes of this session we will use mostly 'sex'.

Ask participants to name some reasons why someone's gender and age could influence a person's experience before, during and after an emergency. (*Examples: an explosion during the day in a residential neighbourhood may kill more women and young children as they could be in the house; during an evacuation elderly people may not be able to escape quickly; if more men die during a disaster, there will be an increase in widows and perhaps a loss of household income; if more women die, men will be left to take primary responsibility to care for surviving children, etc.*)

Make sure to highlight that the first step of understanding how people are affected is to collect information that breaks down differences between men, women, girls, boys, youth and elderly people. This is what we mean by sex- and disaggregated data.



On a new piece of flipchart paper, write ‘Why SADD?’ as a heading.

🗣️ Ask participants why it is important to get information that is sex- and age-disaggregated. Write answers on the flipchart paper.

Explain that when we have a clearer picture of who is affected by the problem/emergency, who is benefitting from our interventions, and who is being left out, we can do our work better. Gender and age matter when it comes to who is injured and how, who dies, who lives, who is affected, and in what ways.

If we know these things, we can adjust our planning and programmes to target: the **RIGHT PEOPLE** (women, men, girls, boys, youth, elderly) with the **RIGHT INTERVENTION** at the **RIGHT TIME** and with the **RIGHT RESOURCES**.

Remind participants that as the RCRC Movement, our mandate is to prevent and alleviate suffering *without discrimination*. We must respect the principle of IMPARTIALITY!

Explain that SADD can be both qualitative and quantitative. Some examples of **quantitative** data are surveys, distribution lists, clinic records and census samples. All of these can be broken down by sex and age. Some examples of **qualitative** are key informant interviews, focus group discussions and household interviews.

In the next section we will discover how to ensure that our data – whether quantitative or qualitative – is sex- and age-disaggregated.

ACTIVITY (20 min)



In small groups (3-5), write down on a piece of flipchart paper 3-4 of the most common sources of data on which we base our reports. *Examples:* key informants or beneficiaries as in focus groups or interviews, participant lists for trainings, daily oral reports from volunteers, etc. Instruct participants to leave space in between each data source as they will be writing underneath these next. Give participants 5 minutes.

Next, ask each group to brainstorm how we can get sex- and age-disaggregated data from each data source. *Examples:* inserting ‘male’ and ‘female’ columns in participant lists, ensuring age and sex fields are included on any questionnaires and focus group notes, separating men and women (and older women/men from younger women/men) during focus groups, etc. Give participants 10 minutes to brainstorm.

Debrief in a large group with each group presenting their suggestions.

CONCLUSION (5 min):

Different groups of people experience crises in different ways. GENDER and AGE are major factors to how a person is affected during or after a disaster, and to what extent they are able to access resources that could help them prepare and cope.



We can improve our programmes and interventions by having a better understanding of the relationship between men and women, girls and boys. Sex- and age-disaggregated data can help us to understand these relationships and therefore help us to best respond before, during and after emergencies.

Further Reading:

IASC. 2006. *Women, Girls, Boys and Men: Different Needs, Equal Opportunities*.

IFRC. 2010. *Project/Programme Planning Guidance Manual*.

Mazurana, D. et al. 2011. *Sex and Age Matter*. Feinstein International Center, Tufts University. Boston, USA.