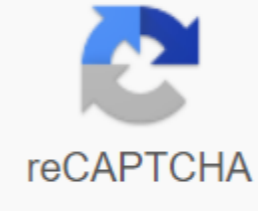




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## Situational analysis example in research

View page number Situationanalysis is a new approach to qualitative data analysis with deep roots in the grounded theory method, symbolic interactionism, feminism, the poststructural work of Michel Foucault, and Anselm ... All A B C D E F G H I J K L M N O P Q R S U V W X Y Z Entries Per Page: 20 40 60 Situational analysis is used in the marketing world to evaluate a company's needs, strengths and weaknesses. They can also be useful when writing research reports in any arena. They can be used to evaluate the validity of the project and the strength of the research or experiments, and they can help isolate areas that may cause problems later in the project. List between 10 to 20 questions that help identify the full nature and scope of your project. These questions may be what effect, either positive or negative, temperature conditions will have on the results of my experiment? Or is the researcher from the previous study someone who is completely impartial? What year was the previous study complete, and have the theories involved changed since then? What factors can be controlled, and what cannot be regulated? Answer each of your questions in detailed form. Be completely honest, and provide information as in depth as possible. These 10 to 20 responses will form the basis for your situation analysis. When you are satisfied that each answer is as complete and truthful as possible, rewrite each answer to a logical, cohesive point. Use your detailed paragraphs to isolate major problems or problems with your project. You may have problems that occur only when you dig into the heart of your research. Make a detailed plan on how to address the problems. Write a section for your situation analysis that describes how you will fix any issues and acknowledge any weaknesses in your project that cannot be addressed. A situationanalysis is an important basis for any sound intervention. It helps to ensure the relevance of a programme and to find out the best course of action (e.g. strategies, points of entry, partnership) by learning about Community attitudes and practices with regard to violence against women; to identify what has already been done to address violence against women and what results and lessons have been learned, as well as who the main actors have been and who may be the key to getting involved. In addition to ensuring that intervention is appropriate for the local context, a situation analysis will help to avoid duplication. What are the objectives of a situation analysis? Define the nature and extent of the problem in the local context; Identify the views and experiences of key stakeholders in relation to the problem; Identify existing strategies and activities that address the problem, identify the actors and already active in the area; Identify the actors and organisations that could be able to partners, and identify gaps in existing strategies and activities (Promundo and UNFPA 2007, p.94). Available in English, Spanish and Portuguese; 4 pages. What factors should be considered in order to determine the type of situational analysis to be carried out? The objectives of the initiative (e.g. Is it to influence changes in gender norms? Is it to raise awareness of violence as a public health problem and a violation of human rights? Is it to raise awareness of legislation?); Scope and scope of the initiative (e.g. is it aimed at reaching a certain group of men in society, a specific environment or institution, or a large and/or sectoral effort designed to reach many different groups of men? The time available for this step; The expertise of the group; and the amount of available resources, financial or other. What are some of the issues that a situation analysis for an initiative to engage men and boys to get on violence against women and girls might want to explore? The general context of the problem: What is common knowledge about the problem of violence against women in the coverage area of the programme? Have any studies on the prevalence, forms and/or patterns of violence against women have been conducted in the target region? Country? State/province? Community? Institution? Have any studies explored the knowledge, attitudes and practices of men in relation to violence against women in the target region? Country? State/province? Community? Have there been any studies or studies on perpetrators or on identifying high risk factors that can contribute to violence against women? Have there been any studies or studies on identifying protective factors that contribute to the reduction of violence against women? Does the government have a national plan to address the issue of violence against women? At national level, are there policies, plans or programmes (e.g. in the health, education or justice sectors) to address the problem of violence against women? What are these strategies and how are they applied in the Action Community? Is there a policy specifically relating to men and violence against women or to include men in the other existing frameworks? Boys and men's perceptions of violence against women and girls: What does society think about violence in general? Are men aware of the scale of the problem? Of its consequences? What are the main concerns of boys and men when it comes to violence in general? What are the main concerns of boys and men when it comes to violence against women? What are their concerns on related issues (e.g. education of girls, women in formal or informal employment, women's safety in public places, sex work, sexual relations, child marriage and parenthood, reproductive and sexual health, HIV and AIDS, among others)? What are the prevailing standards related to masculinities and in society? Are boys and men, for example, expected to be aggressive towards women? Are they expected to have multiple sexual partners? How do these norms affect relations between men and women? Are there opportunities for change through opposition voices? For example, there may be individuals, community leaders or groups that are different from the prevailing gender norms and that can be used to promote broader change. How do boys and men assess what types of interventions (if any) have been implemented to tackle violence against women in their communities or in their country? Are there specific forms of violence against women or girls that are of greater social concern or which are of greater concern to men and boys? Have they been involved in such an intervention? Would they like to be? What role do men and boys think they could play in preventing violence against women? How do they suggest that the program reaches additional men and boys? Society's perceptions and existing measures on the issue: What does society think about violence against women? What are society's perceptions of forms and the prevalence of violence against women, against girls? About men's involvement in this work? Is there community support for an initiative to tackle violence against prevention against women? If not, why? In the surrounding society, what types of organizations are active in the field of violence against women? What are their core areas at work? What are their strategies? What types of violence do they raise? Who do they work with? Are any of these organizations working with men? If so, what groups of men do they work with (e.g. young men, rural men, fathers, boys at school or outside school, traditional leaders, religious leaders, trade unions, others)? Are there in the surrounding community organizations that are active in areas related to violence against women? In the surrounding community, are there places that boys and men gather, such as sports clubs? Do schools do any work in the area of violence prevention? If so, what kind of work? Is the private sector involved anyway? Do companies address the problem of employees? Nature of the existing legal/administrative framework: Are there laws in the country that criminalise violence against women? What types of violence does the law deal with and what specific measures do it punish? Are men, including young men, (as well as women and society at large) aware of the legislation and its content? How effective is this legislation? Is there data on the number of offences reported compared to the number of prosecutions and convictions handed down? Are there institutions or programmes that follow up on the effectiveness and consequences of anti-violence laws? Does the law address perpetrators? Are the Health, Police and Legal Services prepared to deal with Need? Are there services for perpetrators? What experience and expertise do the implementation and partner organisations have in the work of men and boys? Is there experience of working with men and/or boys in the field of violence against women? What were the lessons? Has there been training for staff in the field of gender or masculinity, human rights, and/or violence against women? If so, when and what types of training, and how do they relate to the objectives of the planned intervention? Is there written information or audiovisual material related to violence against women? Has this information been made available to staff in the organization? Has there been cooperation between organisations to tackle violence against women? What lessons have been learned from these partnerships? Is there information on staff attitudes, beliefs and knowledge about violence against women, about the roles of men? What are the potential obstacles to establishing and implementing a plan to tackle violence against women with men and boys in the organisation? What human and financial resources are available to tackle violence against women by working with men and boys? (Adapted from Bott et al. 2004; Promundo and UNFPA 2007). See these short case studies on the use of qualitative assessment techniques: Design of a Public Education Campaign (Puntos de Encuentro, Nicaragua)Engaging Young Boys in the Balkans (International Center for Research on Women and CARE) Tools that can help programs conduct situational analyses: International Men and Gender Equality Survey (IMAGES) - IMAGES is one of the most comprehensive survey instruments covering gender, quality of life, violence, sexual and reproductive health, childhood and family issues. It is a complex, large-scale population-based survey instrument with up to 300 questions that can be asked, with requirements for technical and trained staff and a considerable amount of resources for implementation. It is also used on a smaller scale to collect baseline data before policy and programme actions, so that it can be used again at the end of an intervention period to measure changes. The survey tool is a valuable reference for smaller scope and lower-budget applications (i.e. when it comes to selecting a shorter list of issues most relevant to the intervention). There are separate questionnaires for men and women, each taking about 45 minutes to complete. The survey is piloted in seven countries. The men's survey is available in English and Portuguese. The women's survey is available in English and Portuguese. Gender-Equitable Men (GEM) Scale – This scale aims to assess how much a particular group of adults or young men stick to or believe in a rigid non-just and violent version of masculinity. How men react to the scale is strongly associated with their

against women. The tool is useful for assessing men's knowledge, attitudes and practices in determining the baseline and for evaluating post-intervention changes. For a detailed description of how the GEM scale developed, please look for Measuring Attitudes Towards Attitudes Towards Of Young Mens in Brazil by Julie Pulerwitz and Gary Barker in Men and Masculinities, Volume 10, Number 3, April 2008. Review a brief summary of the GEM scale in English. See the gem scale in English, Spanish and Portuguese. The scale used in Ethiopia is also available in English. measures to assess the dimensions of violence against women; A compendium. Flood, M. 2008. Unpublished. Melbourne: Australian Research Centre in Sex, Health & Society, La Trobe University. This is a compendium of measures for the assessment of knowledge, attitudes and behaviours related to violence against women. It includes gender and sexual norms measures, but does not cover actions related to child abuse, child sexual abuse or sexual harassment. Available in English. Measure Violence-related attitudes, behaviors, and influences among youth: A compendium of judgement processes (2nd edition, 2005). Linda L. Dahlberg, Susan B. Toal, Monica H. Swahn, and Christopher B. Behrens. Atlanta, GA: Centers for Disease Control and Prevention, National Center for Injury Prevention and Control. This compendium provides researchers and prevention specialists with a set of tools to assess violence-related beliefs, behaviors and influences and to evaluate programs to prevent youth violence. This can be particularly useful for those who are new in the field of prevention of youth violence. For more experienced researchers, it can serve as a resource to identify additional measures to assess the factors associated with violence among young people. Available in English. Mobilising communities to prevent domestic violence: A resource guide for organisations in Eastern and Southern Africa (2003). Michau and Naker. Developed by Raising Voices in Uganda in collaboration with UNIFEM and Action Aid, this Resource Guide is a tool for community-based organizations working to prevent domestic violence. The first chapter on community assessment contains a series of activities to help assess common beliefs and attitudes about domestic violence held by different groups and to start building relationships with community members and leaders. Available in English. Violence against women: A practical guide for researchers and activists (2005). World Health Organisation and programmes for appropriate technologies in health. This handbook is aimed at researchers and activists interested in the intersection of violence and health in developing countries. Chapter 5, which focuses on qualitative approaches to research and offers on quick assessments that may be useful. Available in English (PATH) and and (Alianza Intercambios). Feel! Think! Act! Guide to interactive drama for sexual and reproductive health with adolescents (2008). Secretariat of the International HIV and AIDS Alliance. This toolkit provides guidance on how to use participatory learning measures to encourage young people to think about and take measures to improve their sexual and reproductive health, including the prevention of violence. Available in English. Inner spaces, Outer Faces developed by ICRW and CARE is a toolkit for learning and action on gender and sexuality. The toolkit offers guidance on a wide range of needs assessments and participatory learning methods, such as stakeholder analysis, force field analysis, seasonal charts and social mapping, among others. The toolbox is available in English. English.

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