Gender responsive research

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Structure

- Section 1:
  - Qualitative assessment of agriculture evaluations

- Section 2:
  - 7 promising methodologies

- Section 3:
  - Learning around capturing gender responsive data in surveys

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Section 1: How to improve your gender results

What can we learn about changing social norms in agriculture from evaluations and stakeholder interviews?

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Base Criteria Selection

Ethiopia

| 46 | 26 | 13 |

Pakistan

| 30 | 41 | 14 |

Evaluation	Document Type		Independence	
	Gender Assessment	Learnings	Internal	External

Qualitative assessment of agriculture evaluations

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Second round inclusion criteria
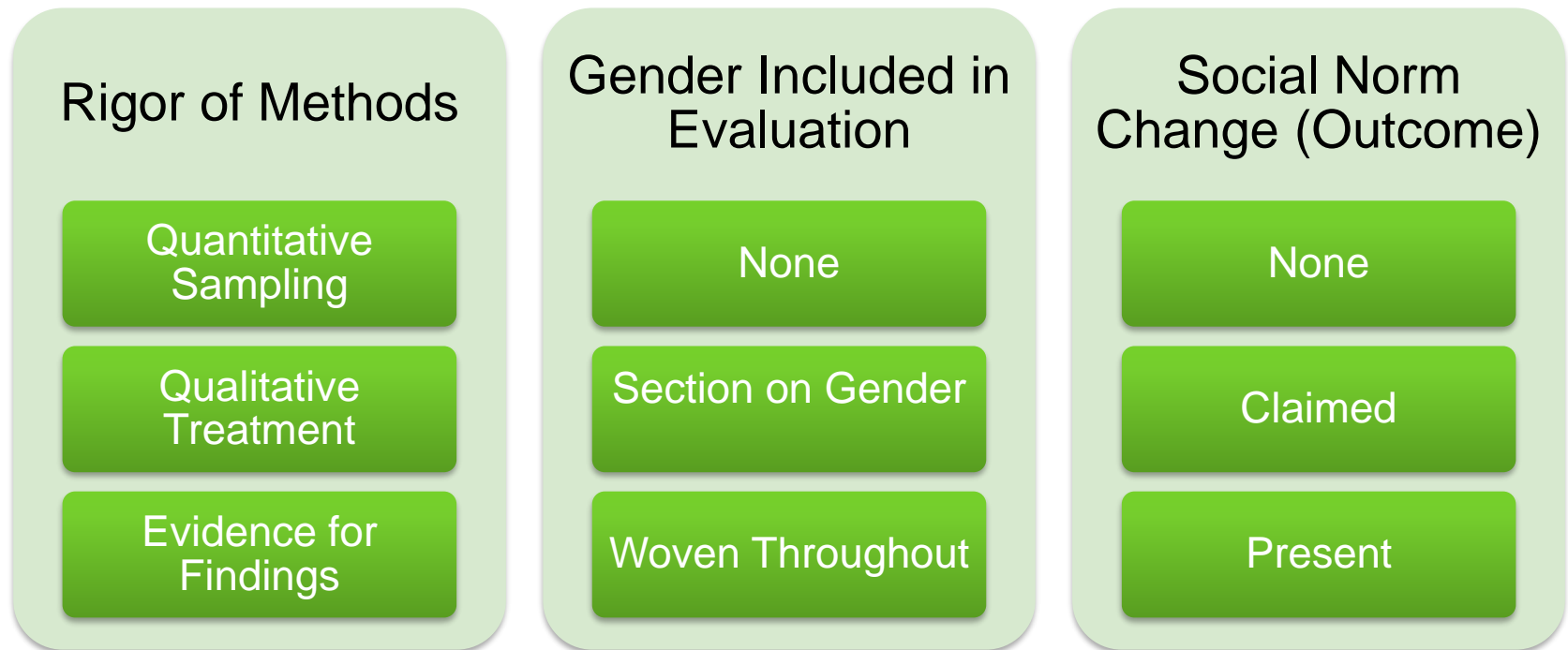
Rigor of Methods	Gender Included in Evaluation	Social Norm Change (Outcome)
Quantitative Sampling	None	None
Qualitative Treatment	Section on Gender	Claimed
Evidence for Findings	Woven Throughout	Present

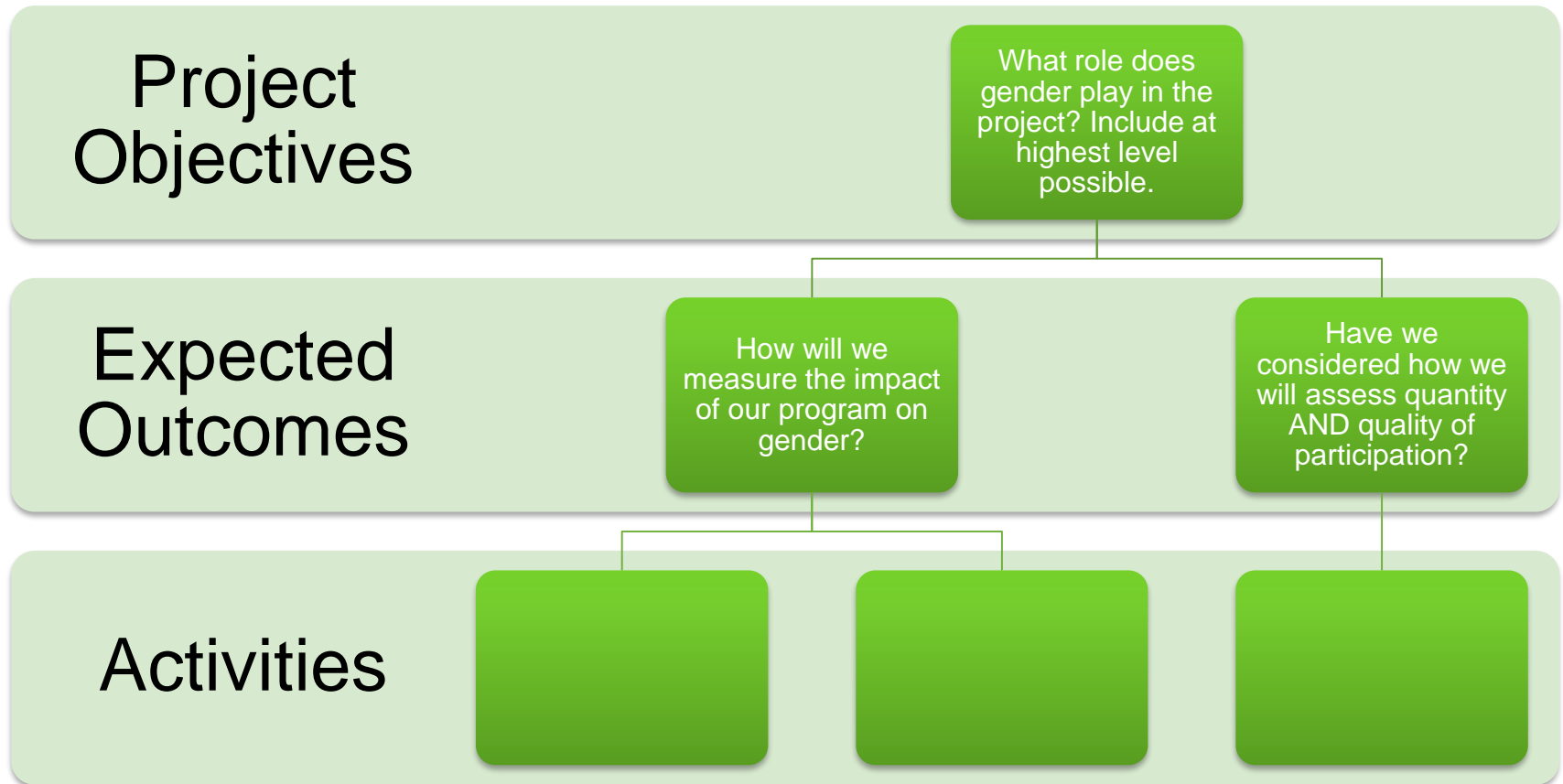Qualitative assessment of agriculture evaluations

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Deep dive final sample

- Ethiopia n = 3
- Pakistan n = 4

- (Agriculture Sector Linkages Project - Phase II – ACIAR – no methodology)

Qualitative assessment of agriculture evaluations

Many evaluations had the same gender failures!

- Gender/context analysis missing in designs.
- Inadequate funding.
- Baseline without gender indicators.
- Gender programming choices/outcomes not explained.
  - Hypothesis: gender interventions are not evidence based nor discussed with wider project staff (sidelined).
- Gender not seen to go 'beyond the project.'
- Even when program evaluations collect sex disaggregated data, they do not always, nor consistently report the results by sex.

Qualitative assessment of agriculture evaluations

Where is Gender?

| Project Objectives | What role does gender play in the project? Include at highest level possible. |

| Expected Outcomes | How will we measure the impact of our program on gender? | Have we considered how we will assess quantity AND quality of participation? |

| Activities | | | |

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Failing to learn

- Evaluations are not (currently) a strong mechanism for learning about gender - more of an audit/accountability to donors document
- Unless the evaluation SOW/TOR explicitly asks to understand gender and social norm changes, evaluations will only discuss gender in basic terms to determine accountability.
- Mixed methods evaluations generate the best learning around gender.

Qualitative assessment of agriculture evaluations

What is more important than what we learn is how we learn it!

01

Plan for social/ gender norm changes

02

Internal reflection

03

Evaluation validation workshops

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Recap

- Include gender at a high level in the program (outcome/impact)
- Mixed methods evaluations
  - Sex disaggregated throughout
- ToR/SOW includes gender changes/learning
- Gender analysis at design phase
- Gender transformative indicators in baseline
- Budgets
- Gender goals go beyond the project
- Explain gender choices
- Internal learning sessions/discussions on gender

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2 questions

Section 2: Gender transformative methodologies.

7 methodologies

- Identified during interviews,
- Qualitatively compared and evaluations assessed
- Global methodologies, adapted to local context
- Used within projects
- Don't only tackle gender

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By studying these methodologies we know what works

1. Gender Action Learning System (GALS)

2. Transformative Household Methodology (THM)

3. Family Life Model (FLM)

4. Community Conversation (CC)

5. Rapid Care Analysis (RCS)

6. Asset Based Community Development (ABCD)
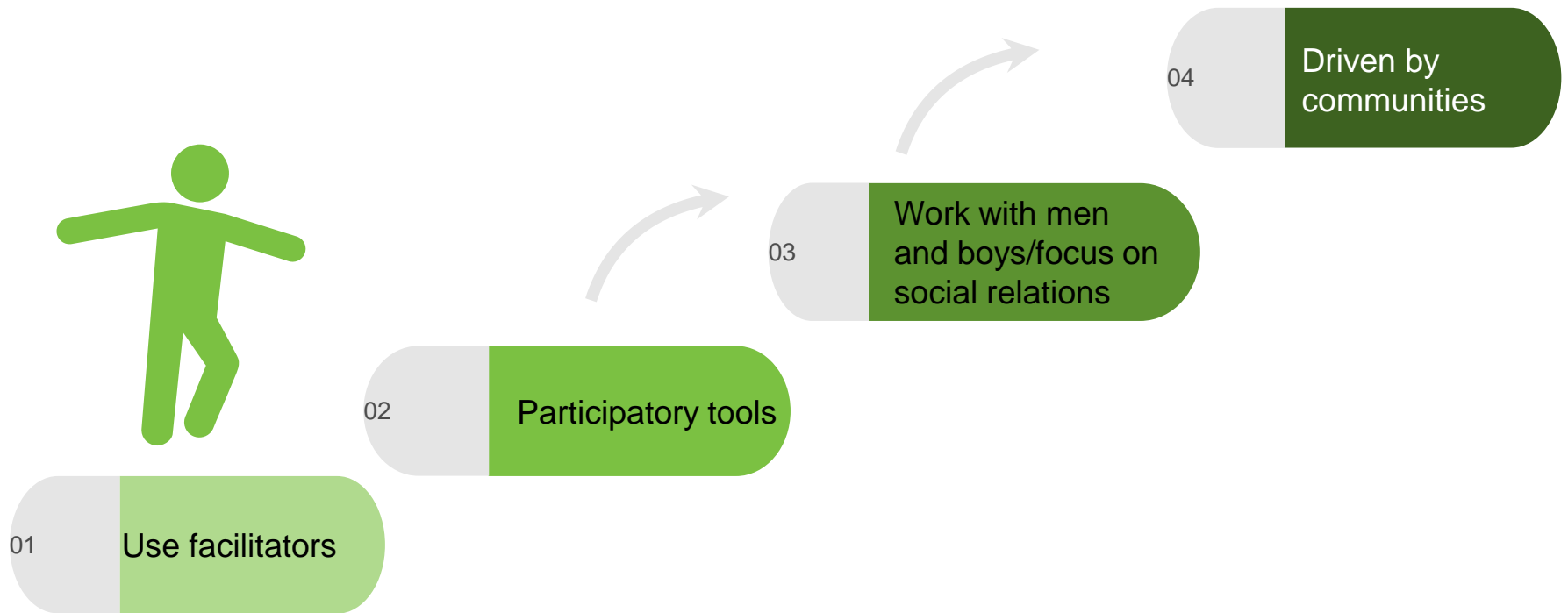
7. Social Analysis and Action (SAA)

7 methodologies

What do they have in common?

7 methodologies

A plan for changing unequal relations

01 Use facilitators

02 Participatory tools

03 Work with men and boys/focus on social relations

04 Driven by communities

7 methodologies

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- Often recruited locally - flattens power

- Facilitators enable participants to experience the problem (see) and develop empathy (feel) and then develop strategies for change

- This enables participants to identify their own need for change and to link development outcomes to inequitable relationships
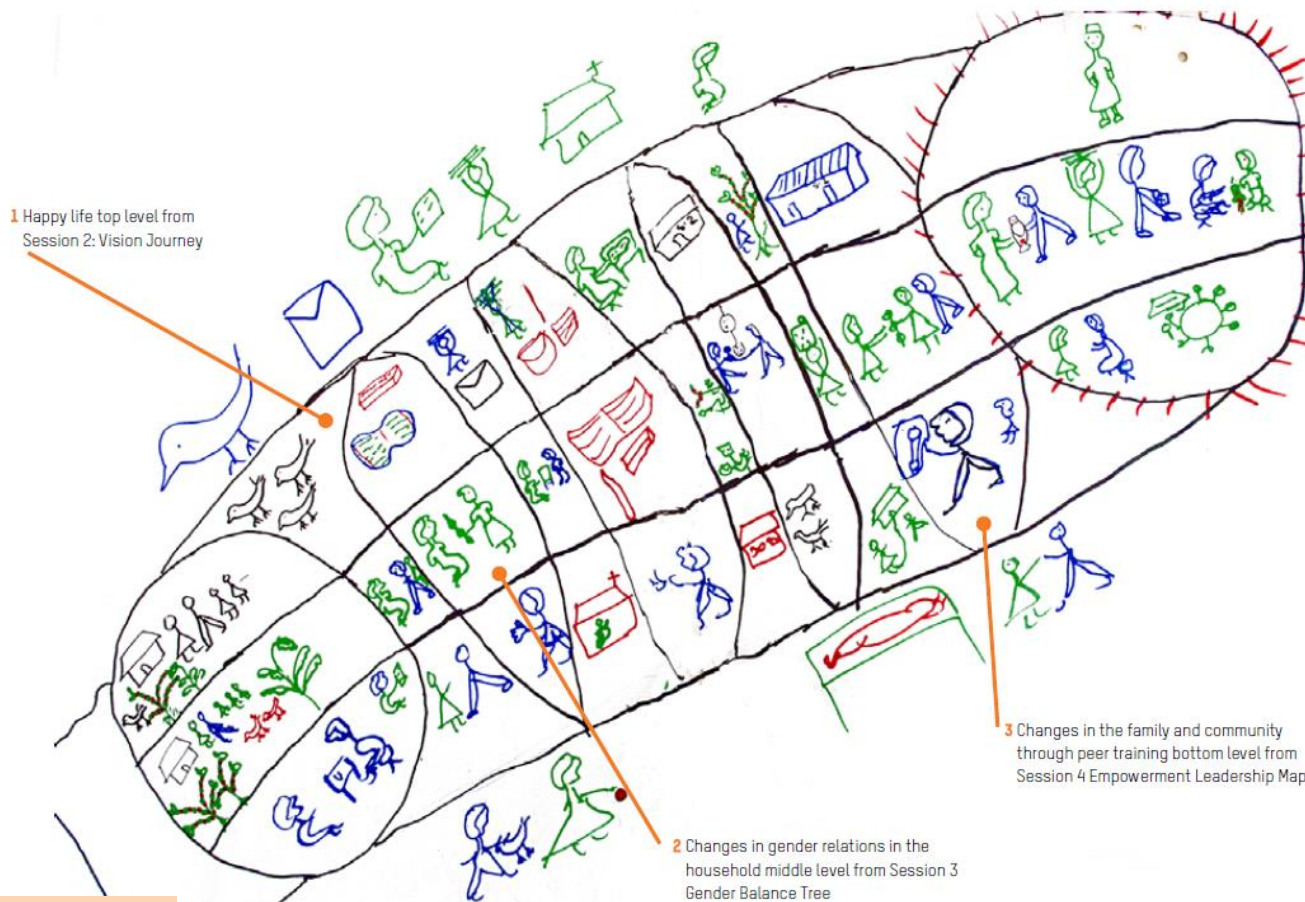
01   Facilitators

7 methodologies

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- Research methods combined in different ways and cover different topics.

- Often start with creative and open-ended tools that help communities visualize the future and analyze their current situation.

- Then move into more specific planning activities that require commitment to change.

02 Participatory Tools

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Family Action Plan_GALS

1 Happy life top level from Session 2: Vision Journey

2 Changes in gender relations in the household middle level from Session 3 Gender Balance Tree

3 Changes in the family and community through peer training bottom level from Session 4 Empowerment Leadership Map

7 methodologies

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- Focus on social relations – not just on women as isolated individuals

- Involve men and boys and analyze relationships

- (re)value the skills and strengths of those who have been excluded (such as women)

03 Work with men and boys/focus on social relations

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- Co-creation

- Allows communities to buy into the change process and to define its pace and parameters

- Mobilize people to solve their own development problems

04 Driven by communities

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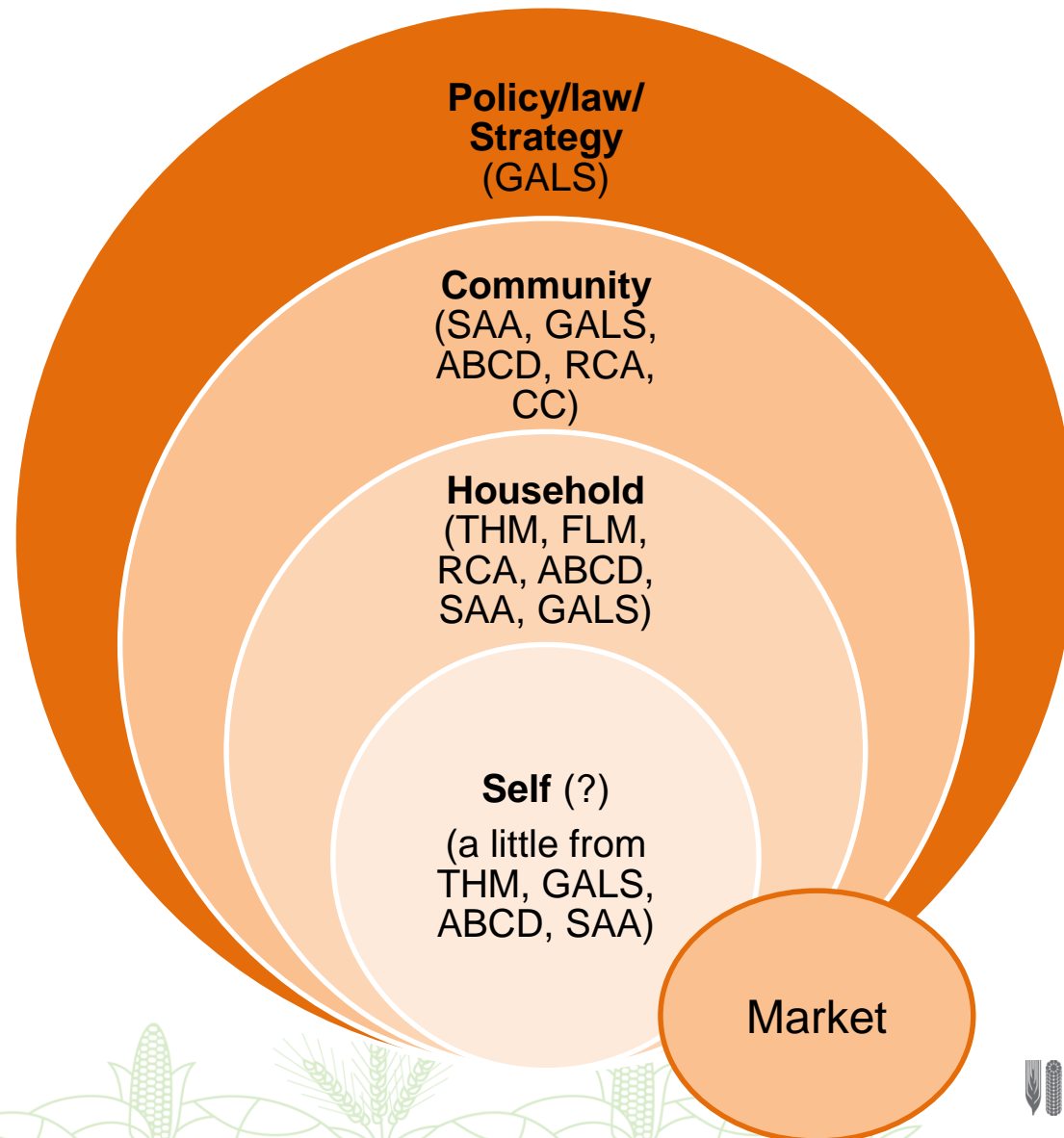
Why do they work?

Power

- In various ways
- Sometimes covertly
- Non-confrontational

Go beyond normative expectations

Types of social norms data:

- Personal normative beliefs – what do you think?
- Behaviors – what do you do?
- Empirical expectations – what do others do?
- Normative expectations – what do you think others think you should do?
- Policing – how are norms enforced?

7 methodologies

Tackle social norms at multi levels

Policy/law/ Strategy (GALS)

Community (SAA, GALS, ABCD, RCA, CC)

Household (THM, FLM, RCA, ABCD, SAA, GALS)

Self (?)

(a little from THM, GALS, ABCD, SAA)

Market

7 methodologies

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Put people at the center

7 methodologies

However,

- NGOs use these methodologies as practitioners
- If the data was captured and analyzed it would
  - Reveal the pace of change
  - What norms are easy to change (and generate certain results)
  - What methodology for what context
- Need an action research project so we can analyze the data and map change pathways

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Concluding remarks

- Yes gender relations can change!
- Counting numbers of women participants is not enough
- But…these methodologies are not the end point
- Gender is an experiment
- Capture the data generated, learn and share
- Improve

7 methodologies

2 questions

Section 3: Data mining

Focus is on <u>sampling strategies</u> and <u>division of labor</u>

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Gender responsive research

How to make women's roles and needs visible in agriculture.

The way we ask questions in surveys

The response range offered

How we sample

Who we ask

Who is involved in developing the surveys

Learning around capturing gender responsive data in surveys
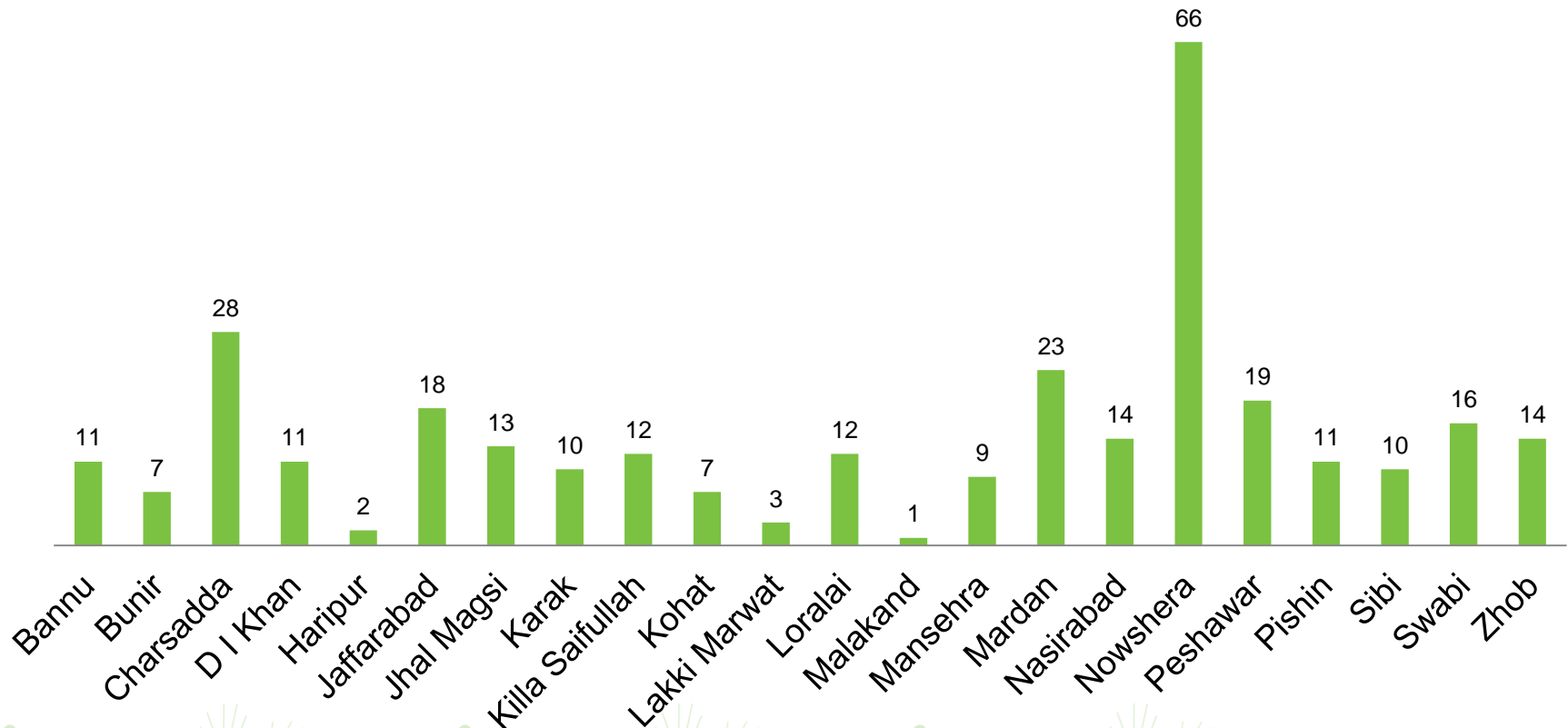
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Intersectionality theory

- Looks at how different forms of inequality compound to create deeper forms of exclusion and marginalization
  - - e.g. racism, sexism, classism, ageism…
- How inequality and poverty is reproduced
- Relationship between knowledge and power

Learning around capturing gender responsive data in surveys

CIMMYT - Pakistan dataset
Division of labor

Activity	Carried out by whom			Activity	Carried out by whom		
	Male	Female	Both		Male	Female	Both
Sowing	x			Fertilization			
Grading			x	Weeding	x		
Transplanting				Irrigation			
Ploughing				Pesticide			
Hoeing				Harvesting			
Marketing				Drying			
Livestock Management				Others			

Results - CIMMYT Pakistan

Labor division

■ Both ■ Female ■ Male

	Sowing activity	Grading activity	Plough activity	Hoeing activity	Fertilization activity
Both	5	21	0	4	3
Female	1	14	0	0	0
Male	311	282	317	313	314
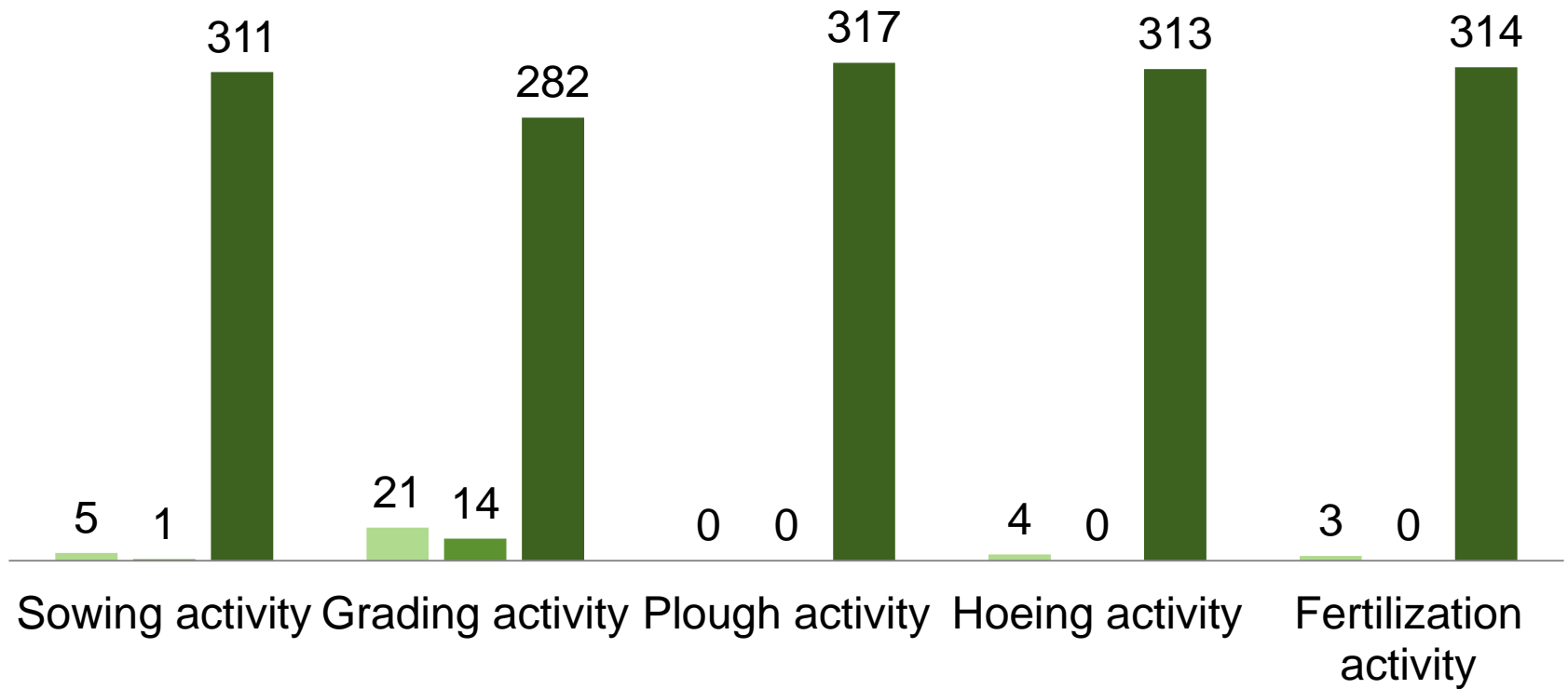
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CIMMYT - Ethiopia panel dataset
Sample size by sex & region

Eth Female HH head	
Year 2011	26.1%

■ Female ■ Male

Female	Male
154(7.8%)	1824(92.2%)
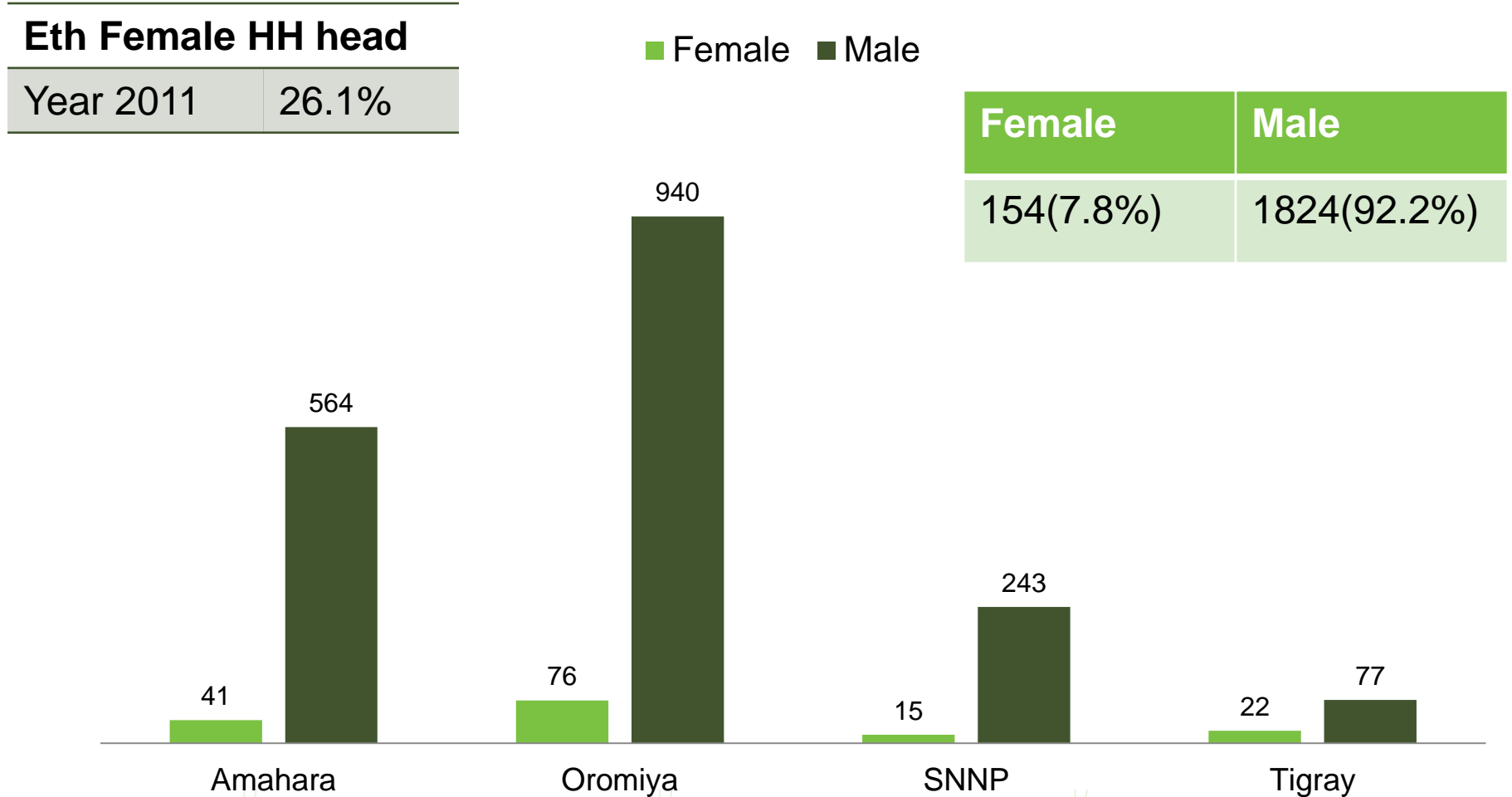
CIMMYT – Ethiopia panel dataset
Division of labor

Total labour (family and hired) use in person-days Intercrops: record harvesting and threshing/shelling separately (by comma)									
Land preparation & planting		Weed control			Harvesting			Threshing or shelling	
Male	Female	Weeding freq	Male	Female	Male	Female	Male	Female

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IFPRI – Ethiopia Pilot Input Voucher sample size by sex & region

Learning around capturing gender responsive data in surveys
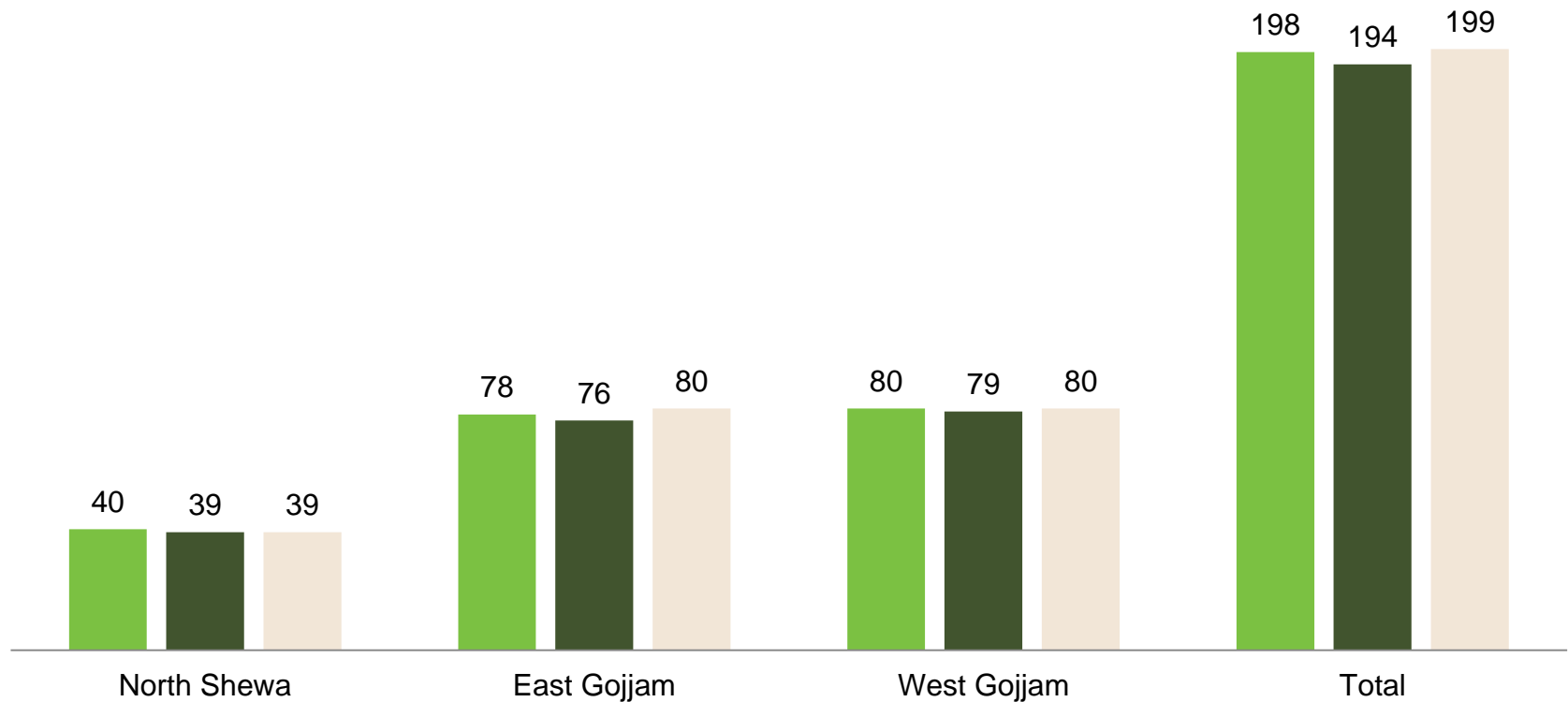
IFPRI – Ethiopia Pilot Input Voucher Division of labor

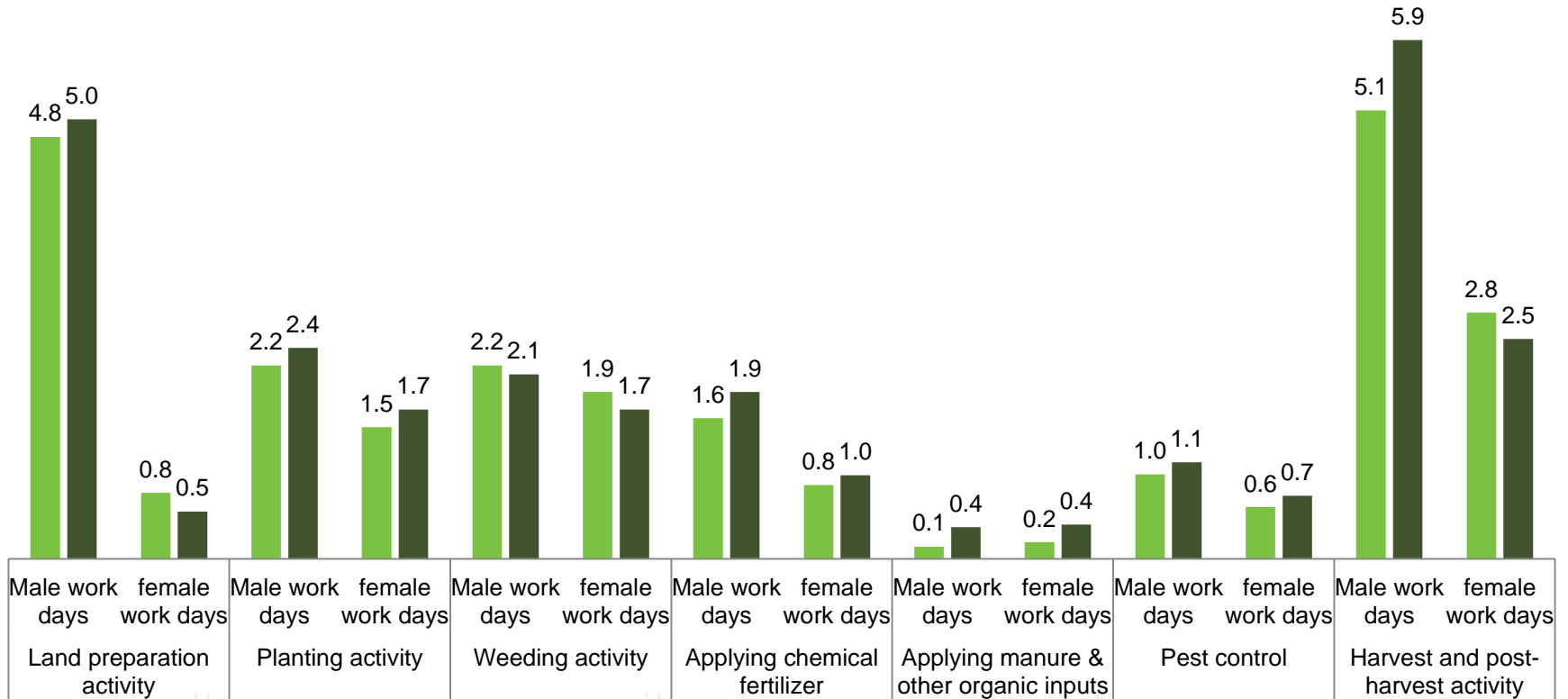| Parcel number | Plot Number | Crop Code | In growing the (crop) on this plot, please identify how many total male nad female work days where used for each identified activity | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Land preparation | | Planting | | Weeding | | Applying chemical fertilizer | | Applying manure & other organic inputs | | Pest control | | Harvest & post-harvest | | | |
| Copy parcel numbers from E1 | Copy plot numbers from E2 | Copy crop codes from E3 | male | Female | male | Female | male | Female | male | Female | male | Female | male | Female | male | Female |
| E10 | E11 | E12 | E13m | E13f | E14m | E14f | E15m | E15f | E16m | E16f | E17m | E17f | E18m | E18f | E19m | E19f |
| | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | |

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Results IFPRI - Ethiopia

labor division difference workdays

■ FHH reported ■ MHH reported

Learning around capturing gender responsive data in surveys

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Getting to gender responsive research

- IFPRI survey provided the most rigorous gender responsive data.
  - We need survey designs to involve women (ATA gender unit commissioned), female enumerators, multi-disciplined.
  - and to factor in how women understand and answer questions/gendered terminology (great research idea!);

- Using Likert scales or asking for the number of hours/days
  - Generates more accurate data & makes women visible.

- *Do we need to over sample women to make women visible?*

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CIMMYT-ETH – input prices, UREA

Table 2 Distribution of Average per kg cost of fertilizer-UREA- across regions

Region	Average per Kg cost	Standard Deviations	Observations
TIGRAY	12.09	1.48	67
SNNP	12.80	1.49	92
AMHARA	12.37	1.33	278
OROMIIA	12.72	2.05	186
Total	12.51	1.63	623

Table 8 Distribution of Average per Kg cost of fertilizer-UREA- by SEX

SEX	Average per Kg cost	Standard error	Observations	t-value
Female	12.76	0.20	49	1.1239
Male	12.48	0.07	574	
Total	12.50	0.07	623	

Data mining: Gender roles and wheat   **CIMMYT**

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CIMMYT-ETH – input prices, herbicide

Table 3 Distribution of Average per litre cost of herbicide across regions

Region	Average per litre cost	Standard Deviations	Observations
TIGRAY	84.89	42.11	6
SNNP	110.15	40.97	73
AMHARA	126.97	46.29	58
OROMIIA	184.71	512.35	353
Total	165.55	436.41	490

Table 5 Distribution of Average per litre cost of Herbicide by SEX

SEX	Average per litre cost	Standard error	Observations	t-value
Female	181.07	44.73	33	
Male	164.43	20.89	457	0.2113
Total	165.55	19.71	490	

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Intersectionality

- Need comparable samples by age, sex, spouse, marital status, region, religion, etc.,
  - Not just about weather, yields & farm size
- Intersectionality lens good at design & analysis phase – tells us who misses out, is exploited, helps understand poverty pathways.
- Women's work is not 'seen' by men = Women not visible if only interview HHH.

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What else have we learnt?

- Many units of analysis within a household.
  - We need to interview more wives, female heads, old/young;
  - Before women were FHH they were spouses; before men were MHH they were youth – poverty/capacity pathways;
- Government lists miss FHH = hard to find.
- Define what a FHH is for enumerators (absent spouse, divorced, widowed…).
  - Length of time single matters.

- *If we want more gender friendly policies we need more gender responsive surveys.*

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Gender responsive research

How to make women's roles and needs visible in agriculture.

The way we ask questions in surveys

The response range offered

How we sample

Who we ask

Who is involved in developing the surveys

Learning around capturing gender responsive data in surveys

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Recap

- Section 1:
  - Qualitative assessment of agriculture evaluations: internal learning events, specific gender indicators (baseline + evaluation ToR + objective level), budget, mixed methods, mainstream.

- Section 2:
  - 7 promising methodologies: gender relations can change in a cohesive manner. Need to capture change pathways.

- Section 3:
  - Learning around capturing gender responsive data in surveys: go beyond headship, ask gender-responsive questions

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Thank you for your interest!