



GENNOVATE: Enabling gender equality in agricultural and environmental innovation – *Study concepts and methodology*

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Outline

- Study background
- Study questions and core concepts
- Methodology
 - Tools
- Resources

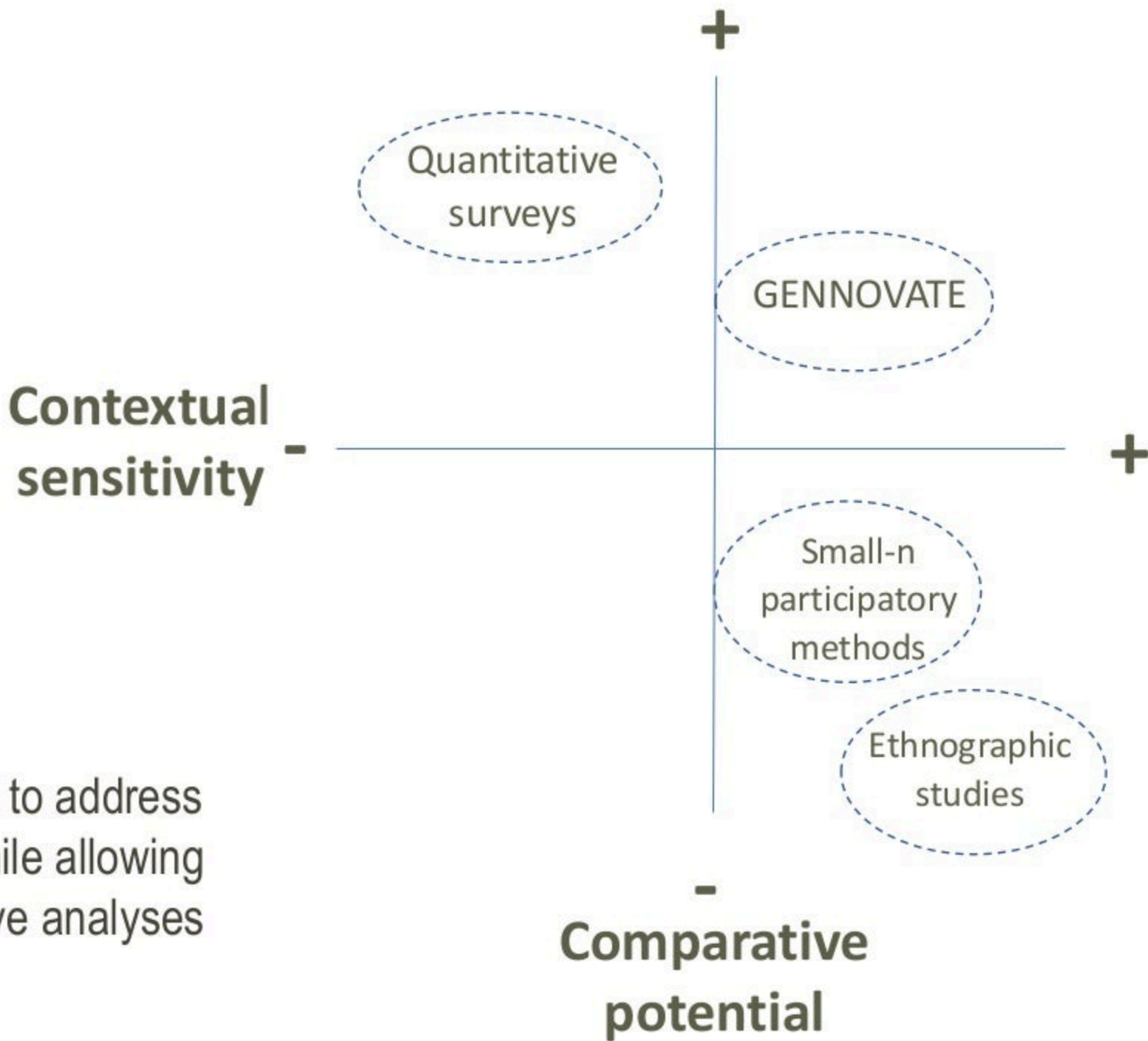


About GENNOVATE...

Gender norms x agency x agricultural/NRM Innovation

- Largest collaborative study on gender undertaken across CGIAR Research Programs (CRPs) – over 20 Principal Investigators from the CGIAR and beyond
- Covers many geographies, cultures and agro-ecologies
- Explores various types of ag./NRM innovations
- Qualitative case-study approach x scale (medium-n): offers comparative potential without losing contextual richness





Positioned to address context while allowing comparative analyses

137 case-studies - 26 countries





Questions & Core Concepts

Overarching Research Questions

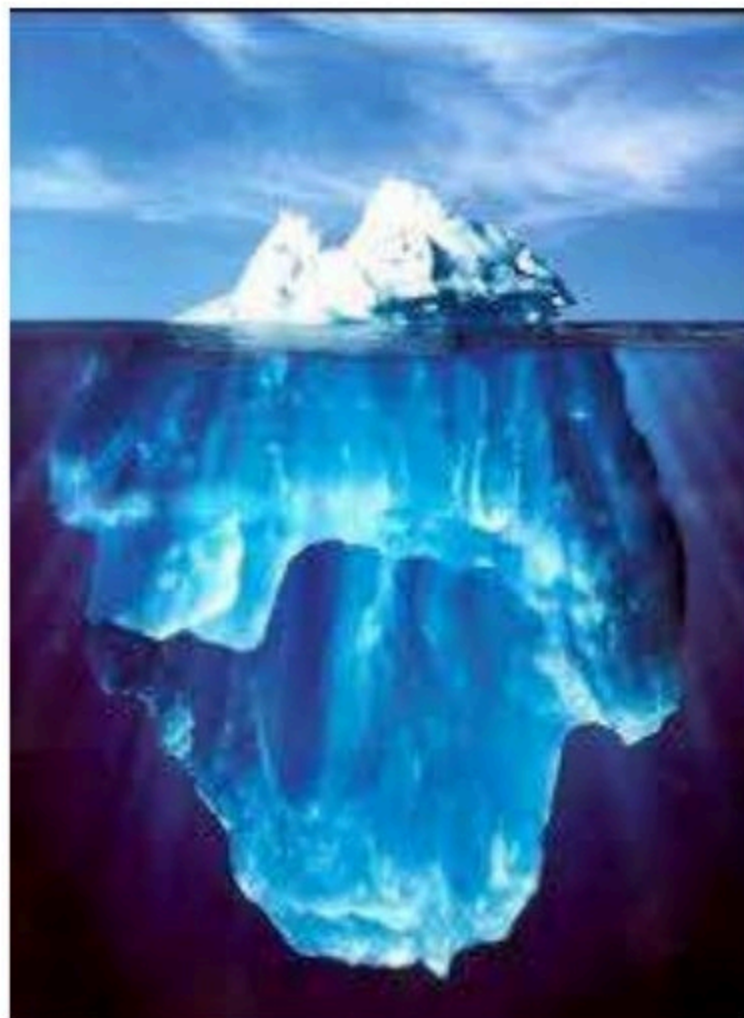
1. How do gender norms and agency advance or impede ag./NRM innovation?
2. How do ag./NRM innovations affect gender norms and agency?
3. How are gender norms and men's and women's agency changing?
 - Under what conditions do these changes catalyze innovation and lead to desired development outcomes?

Core Concepts

1) Gender norms

Socially constituted rules that prescribe men's and women's everyday behavior (Knight & Ensminger 1998)

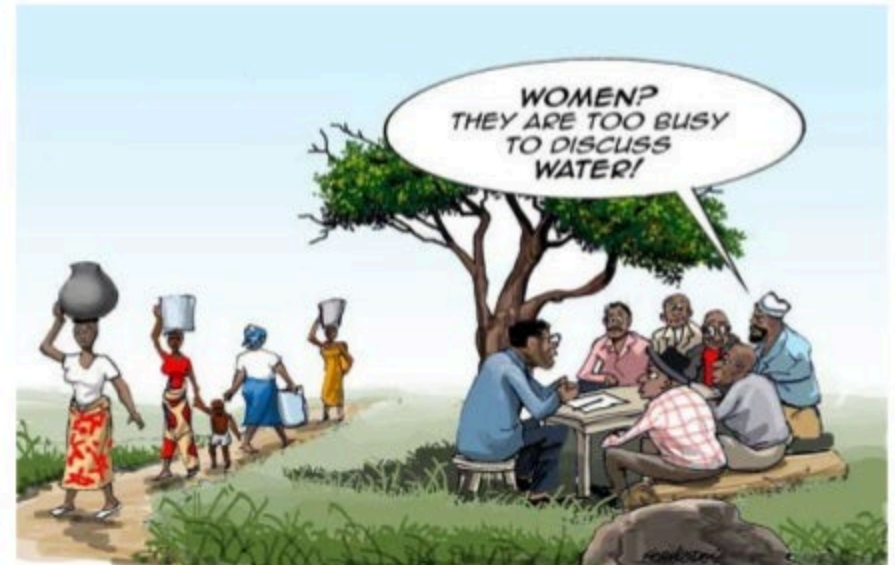
“The do's and don't's of individual everyday conduct” (Portes 2006)



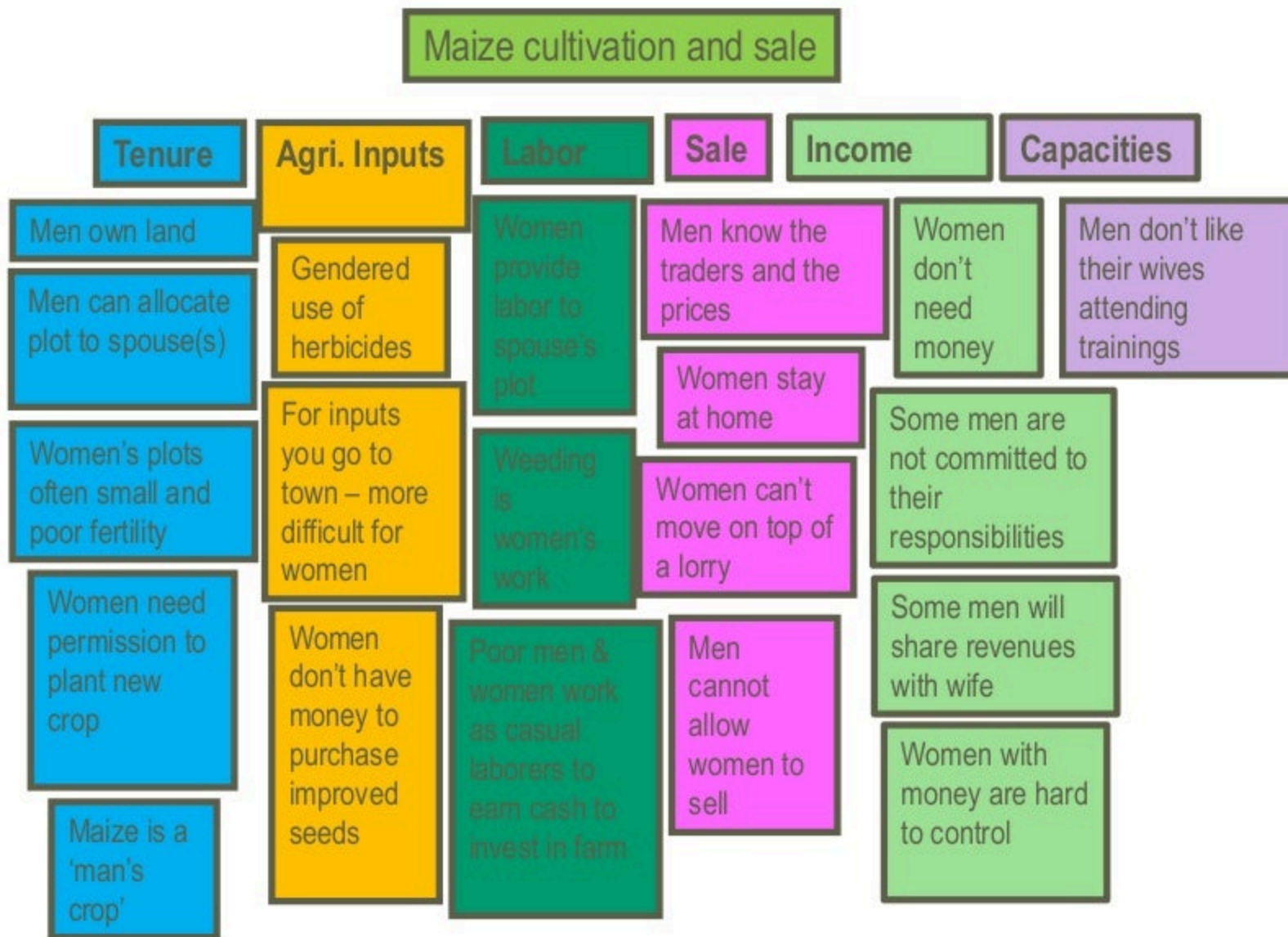
Core Concepts

Gender norms

- Powerful and mostly hidden
- Power-laden
- Multiple gender norms
- Time and place specific
- Specific to certain groups of women and men
- More rigid in some contexts, more flexible in others
- Men and women uphold, contest, and flout norms
- Social sanctions against breaking norms
- Dynamic: different norms change at different paces to create social change



Perceptions of gender norms and institutions affecting women's participation in maize production and trade, Uganda



Core Concepts

2) Agency

- The ability to make strategic life decisions and to act upon them (Kabeer 1999)

Empowerment as:

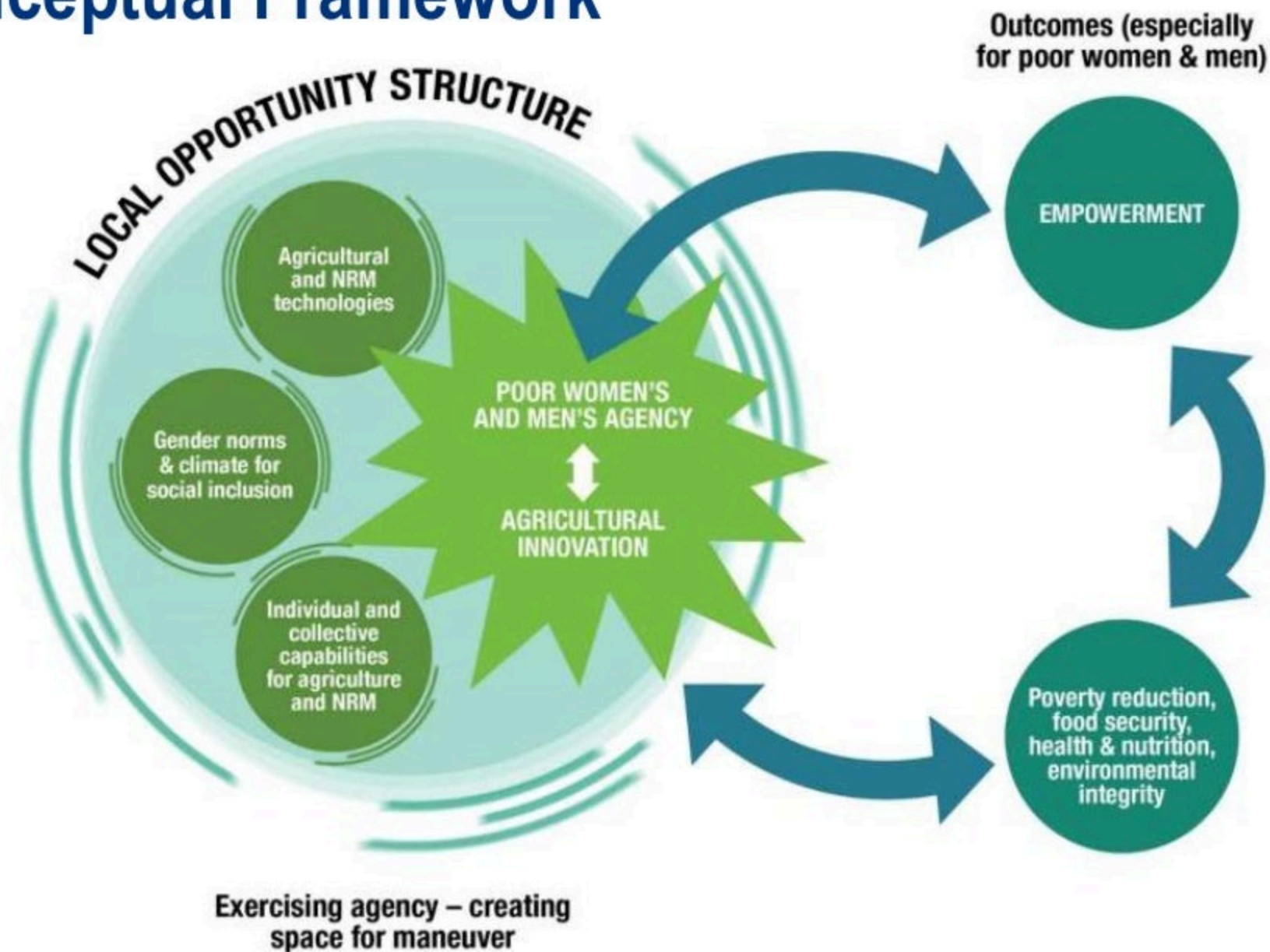
- an increase in agency / process by which those who have been denied the ability to make strategic life decisions acquire that ability (Kabeer 1999)

3) Innovation

- New ways of doing things
 - 'hardware' and 'software'
- Endogenous or exogenous



Conceptual Framework





Methodology

Methodology

Standardized qualitative case-study based methodology

➤ 1 case study = 1 community

One case: 7 data collection instruments

- Literature review (A)
- Semi-structured key informant interview (B)
- Structured single-sex FGDs (C,D,E)
 - Separated by age and socio-economic status
 - Different thematic foci:
 - Economic and social mobility, capacities for innovation, aspirations of the youth
- Semi-structured individual interviews:
 - Innovation pathways (F)
 - Life histories (G)



Photo credit: Bioversity / A. Rietveld

Tool	Purpose	Respondents
Activity A. Literature review	– To situate the case in a wider context by providing general background information about the case study area and relevant findings from recent studies, particularly about the innovations of interest and their gender dimensions.	Principal investigator
Activity B. Community profile	– To provide social, economic, agricultural, and political background information about the community	– 1 or 2 male key informants – 1 or 2 female key informants
Activity C. Focus group: Ladder of Life (with poor adults)	– Gender norms and household and agricultural roles – Labor market trends and gender dimensions – Enabling and constraining factors for innovation, and their gender dimensions – The culture of inequality in the village, factors shaping socio-economic mobility, poverty trends—and their gender dimensions – Intimate partner violence	– 1 FGD of 8 to 10 adult females, ages 30 to 55 – 1 FGD of 8 to 10 adult males, ages 30 to 55
Activity D. Focus group: Capacities for innovation (with middle class adults)	– Agency – Community trends – Enabling and constraining factors for innovation, and their gender dimensions – Gender norms surrounding household bargaining over livelihoods and assets – The local climate for agriculture and entrepreneurship, and their gender dimensions – Social cohesion and social capital	– 1 FGD of 8 to 10 adult females, ages 25 to 55 – 1 FGD of 8 to 10 adult males, ages 25 to 55
Activity E. Focus group: Aspirations of youth (with older adolescents and young adults)	– Gender norms, practices, and aspirations surrounding education – enabling and constraining factors for innovation, and their gender dimensions – Women's physical mobility and gender norms shaping access to economic opportunities and household bargaining – Family formation norms and practices	– 1 FGD of 8 to 12 female youth, ages 16 to 24 – 1 FGD of 8 to 12 male youth, ages 16 to 24
Activity F. Semi-structured interview: Innovation pathways	– To explore in-depth the trajectory of individual experiences with new agricultural and NRM practices, and the role of gender norms and capacities for innovation in these processes.	– 2 male innovators – 2 female innovators
Activity G. Semi-structured interview: Individual Life Stories	– To understand the life stories of different men and women in the community who have moved out of poverty, fallen into deeper poverty, or remained trapped in poverty, and how gender norms, assets and capacities for innovation in agriculture/NRM, and other assets and capacities shaped these different poverty dynamics.	– 2 males – 2 females

GENNOVATE Methodology - Uses and adaptations

Individual or sets of GENNOVATE tools can be used or adapted as standalone tools or in a mixed methods study design:

- For diagnostic studies (e.g. community profile)
- For monitoring, learning & evaluation
 - Case-studies open the door to study a community over time -> longitudinal studies
- For comparative analyses
- For critical reflection on gender norms and innovation processes within communities



Methodology guide

Rich resource to learn about:

- Rigorous, standardized qualitative research
- Collecting quality qualitative data
 - What constitutes a good field team
 - How to organize the fieldwork
 - Preparing field teams
 - Good facilitation and note-taking
- Tools and exercises to foster dynamic interactions with participants
 - Vignettes, Ladder of Power and Freedom, Ladder of Life, private voting, prioritization exercises





Tools

Selected tools: Vignettes

- Fictional scenarios that offer a less personal, and thus less threatening, way to elicit perceptions on sensitive topics (Finch 1987; Hill 1997).
 - Scenario 1: restrictive gender norms;
 - Scenario 2 progressive gender norms;
 - Scenario 3: 'typical' gender norms in the community



Vignette Example

Setting the scene

Now I'm going to talk about different young couples who live in this village. Let's call the first couple Ana and Adam. Ana helps her husband with his crops, and she also has her own home garden. Adam, however, sells her produce from the garden to a neighbor who works in the market. Even though Ana could earn more money if she sold her produce herself, Adam feels strongly that Ana belongs at home, and he considers the household and children to be Ana's job, and earning money to be his job.

- How do you think Adam would respond if Ana asks if she can join a local group of women who grow vegetables like she does?
- How do you think Adam would respond if Ana asks to sell her vegetables herself?

Example (cont'd)

Exercise

Let's move next to our second couple, Mary and Mark. Mary helps on her husband's farm, and has her own home garden. Mary has been working for a long time in the market, selling the produce herself from her garden. And Mark helps out around the house and with caring for their children.

- What kind of reputation do you think that Mary has in the village because she is a seller in the market?
- And Mark, what kind of reputation does he have in the village and among his friends?
- If Mary is very successful with her small enterprise, how do you imagine that Mark will react?

Example (cont'd)

Now let's talk about the third and last couple. We will call them David and Diana. They are a very typical couple that is busy with agricultural activities in this village.

- How would David and Diana make decisions about how much of Diana's home garden to sell and how much to keep to feed the family? Would Diana decide how much to sell and how much to keep? Would David decide? Or would they decide together? How would their discussion about this go?
- Who would be more likely to sell the vegetables? David? Diana? Why?

Selected tools: Ladder of Power and Freedom

Exploring local perceptions of agency

Please imagine a 5-step ladder (*show figure of ladder*), where at the bottom, on the first step, stand the individual [sex of FGD] of this community with little capacity to make their own decisions about important affairs in their lives.

These [sex of FGD] have little say about if or where they will work, or about starting or ending a relationship with a [opposite sex].

On the highest step, the fifth, stand those who have great capacity to make important decisions for themselves, including about their working life and whether to start or end a relationship in their personal life.

Step 5: Power & freedom to make most all major life decisions

Step 4: Power & freedom to make many major life decisions

Step 3: Power & freedom to make some major life decisions

Step 2: Small amount of power & freedom

Step 1: Almost no power or freedom to make decisions

Ladder of Power and Freedom Example

Guiding questions:

- On which step of this ladder would you position the majority of the [sex of FGD] in the village today?
- Why? Would any of you like to volunteer the reasons for your rating?
- Now please imagine the community ten years ago and answer the same questions

Resource: Ladder of Power and Freedom (GENNOVATE website)

Step 5: Power & freedom to make most all major life decisions

Step 4: Power & freedom to make many major life decisions

Step 3: Power & freedom to make some major life decisions

Step 2: Small amount of power & freedom

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Selected Tools: Prioritizing Innovations



New agricultural or NRM practices over past 10 years as listed by Men	Most important for the [sex of FGD; Men] of the community (top 2)	Most important for the [opposite sex: Women] of the community (top 2)
Sowing maize in line	Zero-grazing cattle	Sowing maize in-line
Zero-grazing cattle	Erosion control; trees	Water points in the village
Collective marketing of coffee		
New Mozaic virus resistant cassava		
Water points in the village		
Erosion control by planting trees on slopes		
Vegetable production in home-garden		

Example: Discussing innovations

Probing into new practices / innovations

- Which of these new agricultural practices have been the most important for the [sex of FGD] in the community? Why?
- And which have been most important for the [opposite sex of FGD]? Why?
- Now we're going to explore in greater detail [THE NEW PRACTICE]. Tell me about who were the first people to learn about and try out this new practice in the village. [Probe also for the sex of the early adopters.]
- ...

TABLE 1.1: CHARACTERISTICS OF A GOOD WIFE AND GOOD HUSBAND DESCRIBED BY ADULT MEN AND WOMEN IN BA DINH DISTRICT, VIETNAM

A good wife			A good husband		
Women		Men	Women		Men
<p>Takes good care of her house Takes good care of her family and children</p> <p>Cares for kinship /relatives Contribute to the family income (not necessary)</p>		<p>Is faithful Educates children well Takes good care of the family Is a good cook Earns money Has social status</p>	<p>Is responsible for family, kinship and society. Contributes to family income. Should be a good breadwinner Takes care of his children</p>		<p>Is faithful Is a good earner Has sympathy and helps wife and children Has social status Is hard working Does not drink or gamble heavily Does not come home late Is not adulterous; does not associate with sex workers</p>



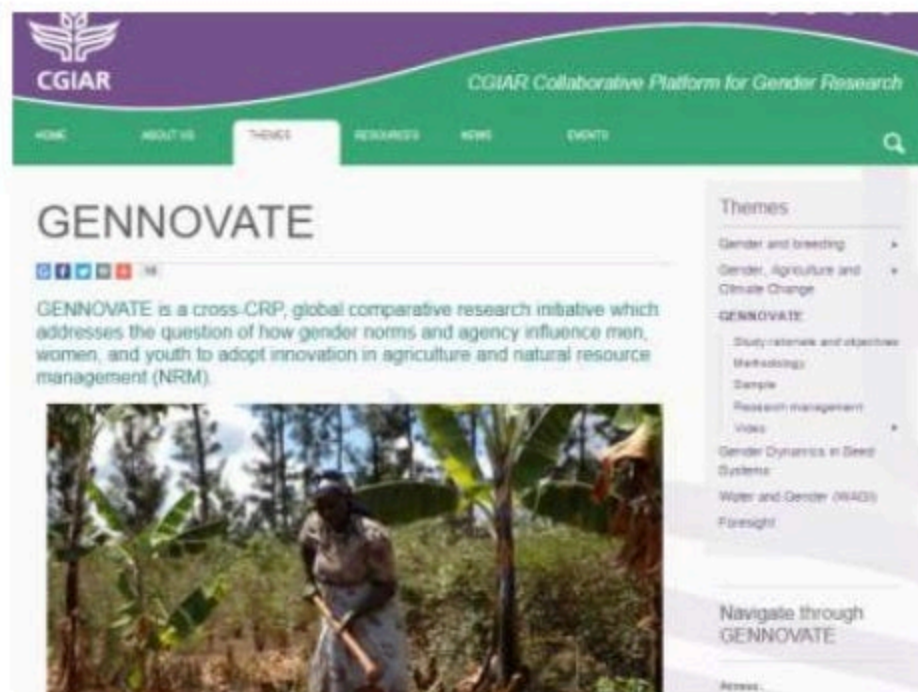
Resources

GENNOVATE Methodology: An open access resource

- The GENNOVATE methodology has benefited from input from over 20 gender researchers and has been tested extensively
 - <https://gender.cgiar.org/themes/gennovate/methodology/>
- Data collected as part of comparative study is restricted:
 - data is sensitive and confidential, but access may be granted upon request under certain conditions
 - PI needs to be consulted for use and interpretation of their data

GENNOVATE resources

- Methodology:
<https://gender.cgiar.org/themes/gennovate/methodology/>
- Forthcoming special issue in *Journal of Gender, Agriculture and Food Security* with 6 articles based on large-scale comparative analysis
- Articles based on fewer case studies
- GENNOVATE reports to 5 CGIAR Research Programs (CRPs)
- Resources for non-gender scientists
- Videos



<http://gender.cgiar.org/themes/gennovate/>



Thank you

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