

What works for gender-norm change? Enhancing gender inclusive agricultural development programming

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

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Methodology

- 46 agriculture stakeholders selected using:
 - Purposive sampling from members of the Ethiopia Network for Gender Equality in the Agriculture Sector
 - Snowball sampling (recommendations from stakeholders)
- Stakeholders asked:
 - if they had any evaluations to share, and
 - provide organizational documentation around what works for gender-norm change
- 26 documents collected



Base Criteria Selection

Only 13
qualified



1. Original data collected on gender;
2. A project evaluation;
3. An external evaluator/consultant.

Second round inclusion criteria

Rigor of Methods

Quantitative
Sampling

Qualitative
Treatment

Evidence for
Findings

Gender Included in Evaluation

None

Section on Gender

Woven Throughout

Social Norm Change (Outcome)

None

Claimed

Present



Results - N=2 all CARE.

Women's Empowerment: Improving Resilience, Income and Food Security **WE-RISE**

WE-RISE is designed **to improve the quality of life for chronically food insecure rural women** (CFIRW).

- Increase agricultural productivity through income generating activities,
- support environments promoting women's rights and gender-sensitive agricultural programming, and
- increase institutional capacity for improved gender-equitable programming at the global level.

Graduation with Resilience to Achieve Sustainable Development **GRAD**

Graduate 50,000 chronically food insecure households from PSNP and increase household's income by \$365 per year, by:

- (1) increasing economic options for targeted households through value chain development and access to capital from MFIs, SACGroups,
- (2) **strengthen household and community resilience through interventions targeting women's empowerment, nutritional status, climate change adaptation and household aspirations,** and
- (3) strengthen the enabling environment to facilitate sustaining and replicating the impact of the project.

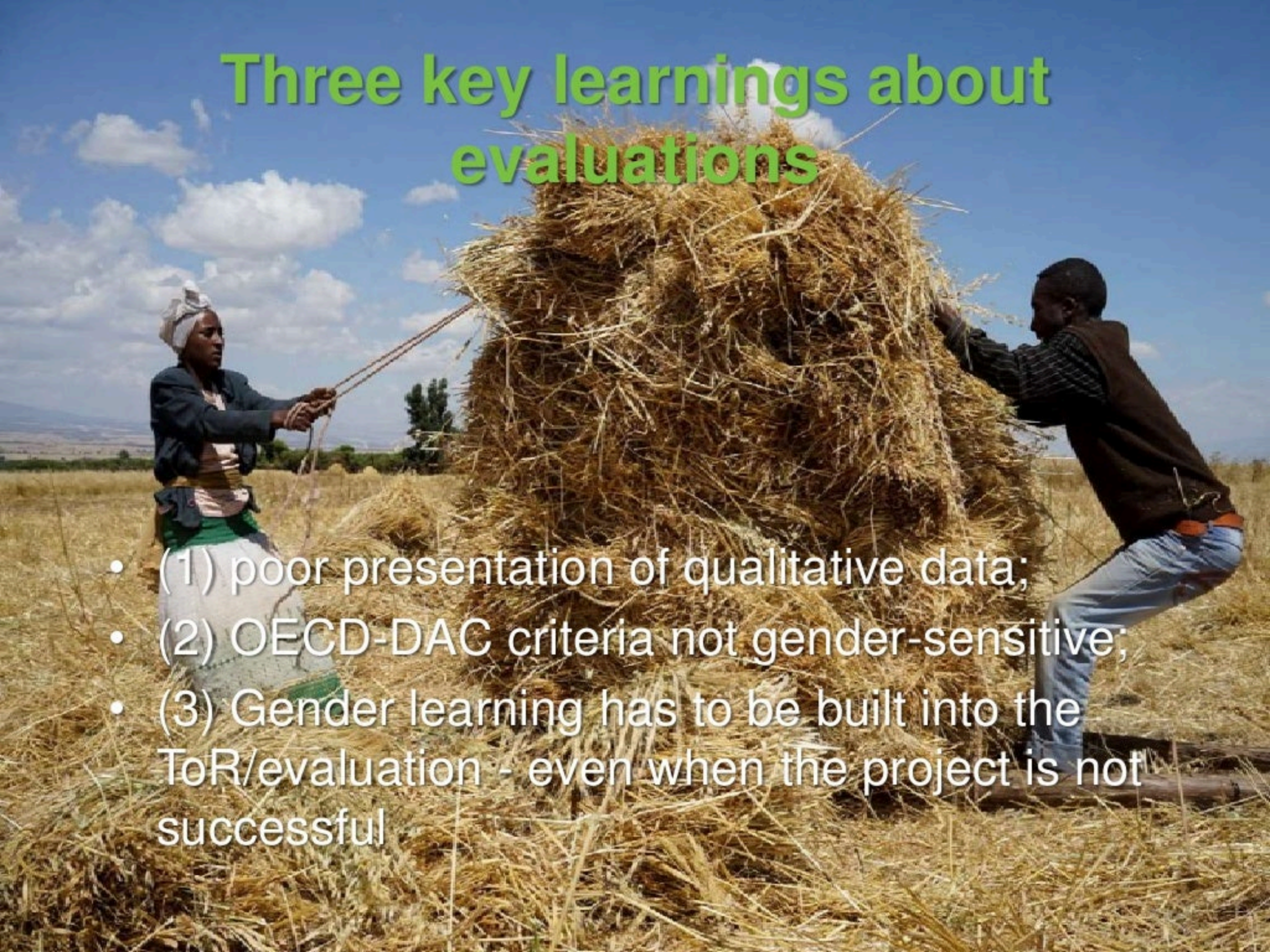
Commonalities

WE - RISE	GRAD
Women in TOC	Women in TOC
Women at outcome level	Women in outcome indicators
Indicators addressed women's needs & social relationships	Indicators addressed women's needs & social relationships
Mixed methods evaluation	Mixed methods evaluation
Detailed explanations of the sample and methods used + limitations	Detailed explanations of the sample and methods used + limitations
Baseline and endline data. Women visible & at least 40% of sample	Baseline and endline data. Women visible & at least 40% of sample
Tackled gender/social norms (in)directly	Tackled gender/social norms (in)directly
Staff capacity-building around gender	Staff capacity-building around gender
Used groups & transformative methods	Used groups with multi-channel approach
Heterogeneity of women - WE-RISE WinMHH empowerment increased by 25% (decreased for FHH)	Heterogeneity of women - (equality, graduation, income) by location and type of woman.

Directly tackled social norms

WE-RISE	GRAD
<p>Paralegal groups - 26 groups trained in facilitating discussions around harmful practices; & translate government policies down to the local level</p>	<p>Village Economic and Savings Association (VESA) – multi-channel interventions on: Fin lit; marketing; gender; nutrition; climate change; social/community issues.</p>
<p>Social Action and Analysis (SAA) - topics discussed are akin to a ‘revolution’ in Sidama culture</p>	<p>Households as a unit - not isolated individuals, but addressed beneficiaries <i>in relation to one another</i> & dialogued about deeply-held views.</p>
<p>Village Savings and Loans Associations (VSLAs) targeted women - trained women in business skills and leadership; <i>“most impactful activity of WE-RISE to their lives”</i></p>	<p>Made women’s contribution visible - Linked income-generating activities with HH gender trainings = significant change in women’s household decision making.</p>

Three key learnings about evaluations

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- A woman on the left, wearing a white headwrap and a dark jacket, is pulling a rope attached to a large, tall haystack. A man on the right, wearing a dark sweater and light blue jeans, is pushing against the haystack. The background shows a vast field of golden-brown crops under a blue sky with scattered white clouds.
- (1) poor presentation of qualitative data;
 - (2) OECD-DAC criteria not gender-sensitive;
 - (3) Gender learning has to be built into the ToR/evaluation - even when the project is not successful

Other evaluation recommendations

- Gender needs a stand-alone section, where the project's explicit contribution to women's empowerment is assessed – *plus* – mainstreamed throughout the evaluation report.
 - Make this clear in the ToR.
- ToR should emphasize **beyond project learning** e.g. “to what extent has the activity contributed to gender equity and women empowerment?” GRAD
- Disaggregate by location, headship, + type of woman.
 - Shows FHH miss out.

We aren't learning much from evaluations

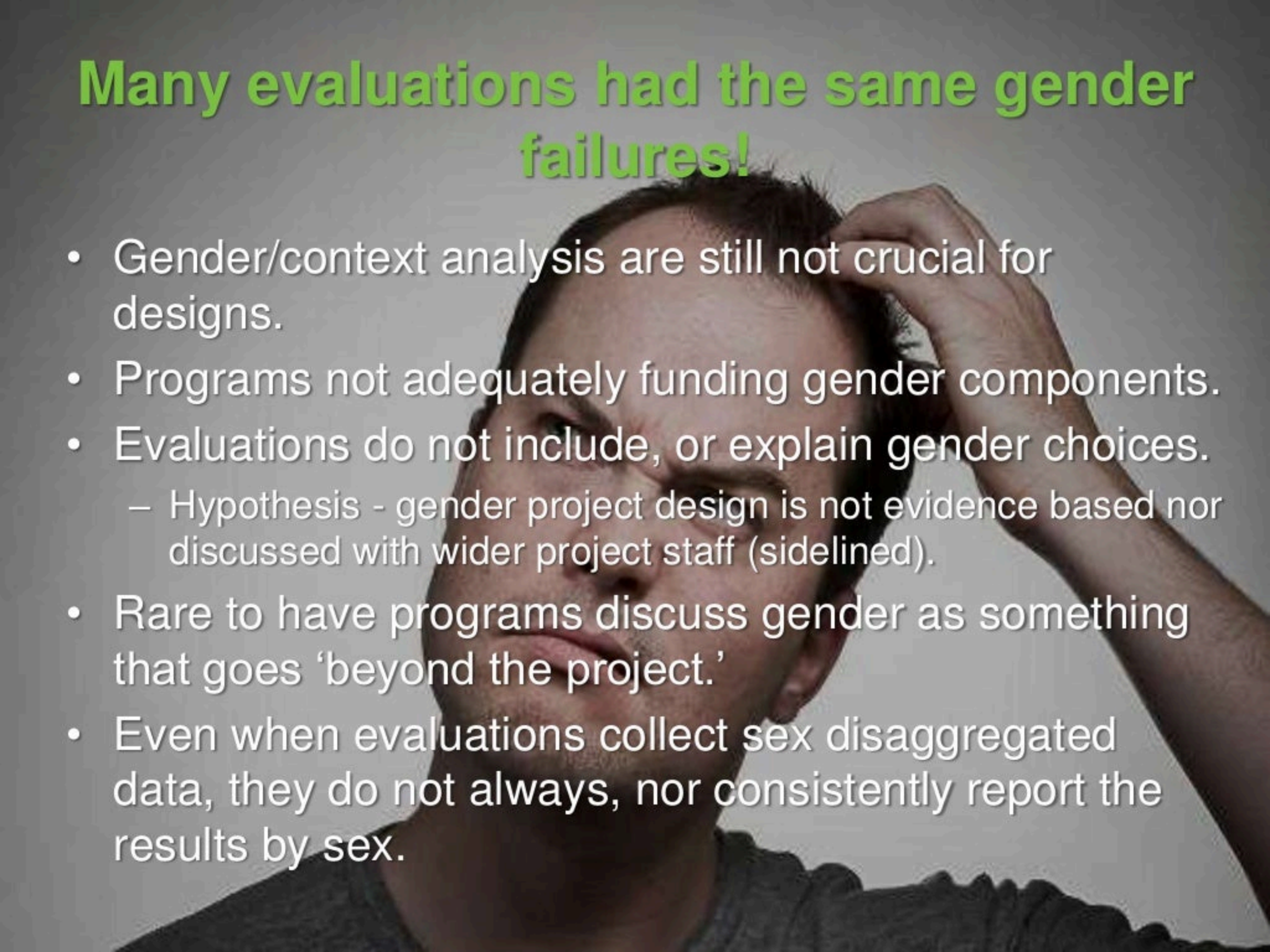
- Gender learning appears in internal documents.
 - Learning 'what works' is rendered interior to the donor and implementer relationship, rather than publicly/widely circulated.
- Evaluations serve an accountability function, rather than a learning function (especially with gender).



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

- Internal documents had stronger gender learning present.
 - There is value in getting people/staff to reflect on gender and, in fact, they need to do this to learn;
 - When we talk to ourselves we learn in a different (more meaningful?) way.

Many evaluations had the same gender failures!

- Gender/context analysis are still not crucial for designs.
 - Programs not adequately funding gender components.
 - Evaluations do not include, or explain gender choices.
 - Hypothesis - gender project design is not evidence based nor discussed with wider project staff (sidelined).
 - Rare to have programs discuss gender as something that goes 'beyond the project.'
 - Even when evaluations collect sex disaggregated data, they do not always, nor consistently report the results by sex.
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- A photograph of a man with dark hair and a beard, wearing a grey t-shirt. He is looking upwards and to the right with a frustrated or thoughtful expression, his right hand is raised to his forehead, scratching his hair. The background is a plain, light-colored wall.

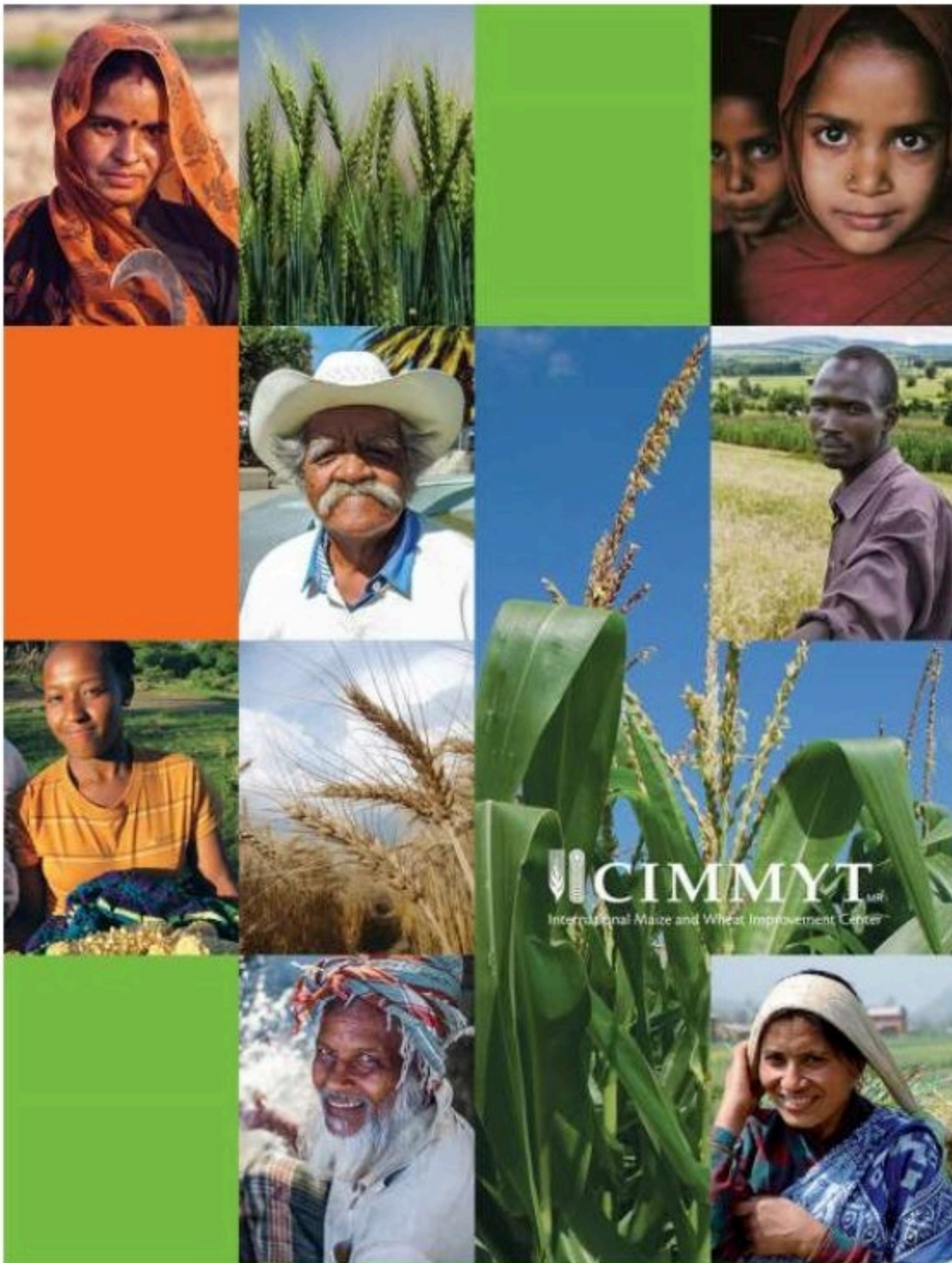
GRAD and WE-RISE are clear exceptions whereby social norms change was present and rigorously proven



In conclusion, Ethiopian R4D projects should:

- incorporate gender-norm change at the highest level of project design;
- pair income-generating activities or savings with community discussions and training around gender relations (multiple entry design);
- allot differential budget and resources to engage women as participants and decrease their opportunity costs; and
- ensure that male- and female-HH & WinMHH receive differential programming & consideration.





**Thank you
for your
interest!**

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