

Presentation overview

- I. Ways of asking questions using gender/feminist lens
- II. Ideas for practical application

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I. Asking research questions using feminist lens

All in the name of “fighting for a society in which no single position can legitimate the silencing of others, who are supposed not to count” (Stengers, 2018)

Asking questions with a feminist lens

- What does it mean to use a gender-sensitive lens? To use a feminist lens?
- Feminist inquiry encompasses a wide range of questions that seek to reexamine
 - How relations of gender are embedded in social, political, cultural formations
 - Relationships of power
 - Social constructions that shape the way we interact
 - (Thus, you don't need female interlocutors to use a gender lens)

Asking questions with a feminist lens

- How could you re-examine the following for your own RIFA project research questions?
 - Subject-object relationship
 - Ethics and empathy/relationality

Construction of subject-object relations

Subject (observer) / object (thing being observed)

- Evaluate power relations between subject and object
- Consider positionality - recognition of how personal values, views, location in time and space can influence view of world
- Beware essentialism - assumptions made about the heterogeneity of your object
- Consider the politics of your choice of object
 - “Studying up”- study not only disempowered groups, but groups who wield power in society (Laura Nader, 1972)
 - Studying the colonizer vs. the colonized (TallBear, 2013)

Construction of subject-object relations

Questions:

- What is my object of study?
- What diversities exist within the category of my subject?
- What power dynamic exists between subject and object?
 - Is the subject passive, or engaged?
- Am I studying up or down? What would it look like to do the opposite?

Ethics and empathy / relationality

- Decision making in the presence of those affected by the decision (Stengers 2018)
- Standing with as compared to speaking for (TallBear 2013)
 - Idiom – who are you equipped to speak for? (language, age, gender, shared history, contextual understanding)
 - Giving voice
 - Global dialogue that situates your area of research (North-South, South-South...)

Ethics and relationality

Questions:

- Would my questions change if I crafted them in the presence of those who are most affected by the outcome of my research?
- Do my questions make any presuppositions about my ability to speak for others? On what grounds may I find a shared idiom?
- How does my question reinforce or challenge a global dialogue?
- Who does my research give voice to?

Ideas for Practical Application

Community-level and group-level facilitation

- Employ strategies for equitable participation (but not only 50% women)
 - Which women? Which men? what are the power dynamics that mediate gendered expectations of participants?
 - *Even in a group of all men, there are power dynamics related to gender*
 - Consider who is responsible for mobilizing participants (farmers, project team members, government stakeholders, etc.); who is leading the activity?
 - In group meetings: pull out specific input from a diversity of people; raise hands/fingers; anonymous writing (if group is literate)
 - In trainings: encourage diversity of trainees to practice

Community-level and group-level facilitation



- Community gender dialogues with existing farmer groups or stakeholders
 - Facilitated discussions that address power dynamics in the community directly
 - [Participatory gender training for community groups](#) (2:37-3:38)
- Capacity-building in understanding gender issues for technical experts
 - I.e. interactive workshops

Striking a balance: avoiding “Western savior” while pushing for gender equity in a transnational context - that’s why local partnerships and relationship-building is important

Mapping Resource Equity





Village Resource and Inclusion Toolbo

Some suggested questions are in Checklist 2:

	Is there enough for everyone? How is its quality?	How is changing driving
Forest y 		
River x 		
Add your own		

Step 8- The village map is also an opportunity labor roles associated with them. You can refer are often gender specific along with probing c

Step 2 - Ask the participants to introduce themselves, and note the name and any special

Checklist 3		Who does the labor? Who helps them?	How long does it take them?	How often is it collected or made?
Water 	Irrigation			
	Potable			
	Livestock			
Fuel 	Firewood			
	Charcoal			
	Farm Residue			
Land Mgmt. 	Fertilizers			
	Compost			
	Manure			
Livestock 	Grazing			

the cipants ojects

marking,

, ask to your

Maps should be drawn using symbols, pictures and diagrams so that non-literate people can participate.

Special Use Places e.g:	Agro-ecological Zones e.g:
Bus stops, cemeteries, shrines, waste sites	Soils, slopes, elevations, degraded lands, forests, wetlands

scribe the map and discuss the stions about anything that is unclear. s further discussion and changes to

been produced, ask a participant e to write each resource's name,

the map. You may choose to prompt your group on this,

Step 7 - When the group has finished the map, start a discussion to deepen your understanding about the resources depicted.

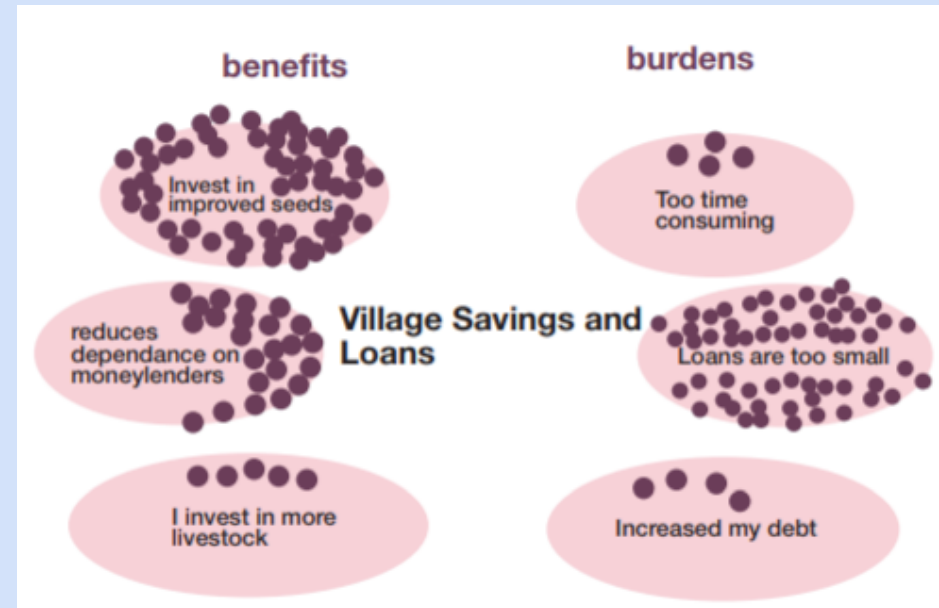
Example Research: Soil testing in the Philippines

- Looks at local soil knowledge (Researcher knowledge vs. farmer knowledge)
- Examined men and women farmers' perceptions of soil fertility via mapping
- Collected spatial and soil data
- Comparison of qualitative knowledge of soils and quantitative data determined that farmers knowledge was usually in line with the soil tests
- Women and men agreed on best soils, but differed on worst --- perception based on labor differences

“This case study is an example of how researchers can take multiple forms of knowledge using mixed methods, analyse it based on a social identity variable and overcome the tension from overlaps and differences in the results.”

Introducing new practices/technologies

- Soliciting on-farm, direct feedback from a diversity of farmers about the technology/practice
- Considering the social and technical qualities of the technology/practice that will be differently acceptable to different groups
 - I.e. labor required, availability of materials, necessary maintenance, land availability, effect on surrounding communities, nutritional implications....

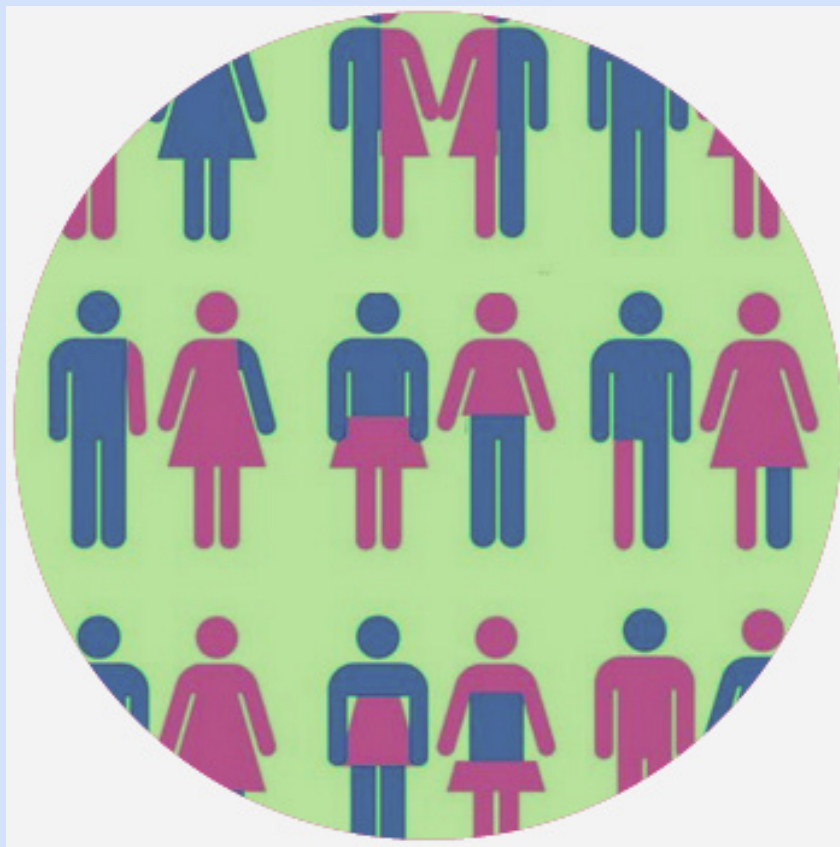


Evaluating Programs and Policies

- A gender analysis can identify areas of policy and operations in formal projects that have been successful or need adjustment to promote gender equity and/or “empowerment”
 - Women’s Empowerment in Agriculture Index
 - Gender in Irrigation Learning and Improvement Tool
 - INGENAES technology assessment
 - What others?

A Missing Conversation

- In many cultural contexts, gender will appear mostly binary, but consider thinking more broadly about gender identity in the cultural context where you will be
 - I.e. *hijra, kathoeyes, balka, LGBTQI communities globally*
- Many people who identify with less represented categories of gender identity are also still farmers, scientists, NGO workers, development practitioners, etc...



Sources

Rocheleau, D., Thomas-Slayter, B., & Wangari, E., eds. (1996). *Feminist Political Ecology: Global Issues and Local Experience*. London: Routledge.

Stengers, Isabelle. 2018. *Another Science is Possible: A Manifesto for Slow Science*. Cambridge: Polity Press.

Tallbear, Kim. 2013. "Standing With and Speaking as Faith: A Feminist-Indigenous Approach to Inquiry," *Journal of Research Practice* 10(2), ArticleN17.

Mali, C. (2016) Gender and local soil knowledge: Linking farmers' perceptions with soil fertility in two villages in the Philippines (<https://doi.org/10.1111/sjtg.12134>)

Tools & Guides:

- [Gender and Inclusion Toolbox \(CGIAR, Care Int'l\)](#)
- [Women's Empowerment in Agriculture Index \(Int'l Food Policy Research Institute\)](#)
- [Participatory gender training manual for community groups \(CGIAR\)](#)
- [Guidelines on how to collect sex-disaggregated data \(UN World Water Assessment Program\)](#)
- [Gender in Irrigation Learning and Improvement Tool \(Int'l Water Mgmt Institute\)](#)
- [INGENAES Technology Assessment](#)