

Module 2

Theoretical Concepts of Gender

5 Social and Gender Analysis

5.1 Development and Socialisation of Men and Women

Duration of the Session

30 Minutes

Objectives of the Session

- 1 To allow participants to express their views about development.
- 2 To build on this understanding of development and its various aspects.
- 3 To identify indicators of development in the situation of women and men as individuals, in the family, society, organisation/institution and state.
- 4 To identify the influential factors sustaining the discriminatory situation between women and men.

Methodology

- Participatory discussion
- Individual exercise
- Multimedia presentation

Media/Materials

- Whiteboard and markers
- PowerPoint/overhead projector and slides/transparencies
- Handout 5.1: *Insights into Development*

Preparation

- 1 Read the lesson plan and handouts carefully before the session so that you are thoroughly familiar with the subject matter and proposed methodology.
- 2 Prepare sufficient copies of the handout to distribute to participants.
- 3 Write the objectives of the session on a flipchart.
- 4 Download the PowerPoint presentation.

Procedures

- 1 Briefly share the objectives of the session on the flipchart with participants.
- 2 Start the PowerPoint presentation and use this as a guide throughout the session.
- 3 Ask the participants to form a circle and sit together with them.
- 4 Tell them that we are going to have a round table discussion for the next ten minutes on the question, "What is development?"
- 5 Give the instruction that one of them will start the discussion and they will then continue round the circle one by one. After eight minutes, participants will be given a signal to conclude the discussion.
- 6 During the discussion, the co-facilitator will write down on the board the main points raised, preferably behind the participants so that their discussion will not be interrupted.

- 7 At the completion of the specified time, congratulate everybody for the lively discussion and active participation and ask them to go back to their seats.
- 8 Explain clearly what development is in the light of the points that have been written on the board during the discussion. Emphasize that development is a positive change to better conditions in terms of income, food, clothing, housing, enhancement of knowledge and skills, decision-making power, ability to make judgments, dignity etc.
- 9 Show the participants the definition of development, the selected development indicators by sex for Rwanda and global development trends in the PowerPoint presentation.
- 10 Ask the participants “In which areas do we want to see development in Rwanda?” After listening to two or three participants, tell them that development might be considered in several areas, including: individual, family, society, organisation/institution and state. If there are positive changes in these areas, we may consider that there is development.
- 11 Ask participants to identify which aspects of development that they raised in their discussion relate to an individual, family, society, organization/institution or state.
- 12 Ask participants whether any of the aspects of development affect women and men differently, and if they can explain what influences this discriminatory situation.
- 13 Distribute the handout.
- 14 Show participants the objectives of the session again, check that these have been achieved and ask if anyone has further questions.

Review

- 1 Ask one male and one female participant to mention indicators of development in an organisation.
- 2 Ask one male and one female participant to mention one indicator of development that is different for men and for women.
- 3 Summarise the session by showing participants the learning outcomes and checking if participants consider that these have been achieved.

Learning Outcomes for Participants

- 1 Participants will be able to describe indicators of development in an individual, family, society, organization and state.
- 2 Participants will recognize some of the causes of differences between men and women in development.

Handout 5.1

Insights into Development

Development is a continuous process through which women and men, with varying degrees of external support, increase their options for improving their quality of life. It is based on women's and men's mobilisation, utilising local resources to the utmost in a process in which their needs are met, their organisations are strengthened and the environment is preserved. Funds deployed in the development process have to be used in an efficient and cost-effective manner.

In the past, the state and the government have often used the word 'development' to indicate economic development generally, neglecting some of the social aspects of development. This has resulted in the creation of many non-government organisations (NGOs) who work to improve the standard of living of people in poor, developing countries. These organisations identify themselves as development partners, and their employees as development workers.

To economists, social workers and politicians, development of the people is the improvement in living standards. Development therefore encompasses aspects such as whether an individual has a higher standard of living in their family, society and the state; whether favorable conditions exist for an improved lifestyle, and whether a person can meet their basic needs more easily and enjoy freedom, human rights, the right of decision making etc. In other words, development is a positive, qualitative change.

There was a time when economists measured development only in terms of statistical economic indicators, such as Gross Domestic Product (GDP) and growth in national or per capita income. Nowadays, however, development is considered as total human development.

The condition, status and dignity of a person in their family, institution, society and state are associated with the concept of development. Human development is not just about meeting basic physical needs. It includes aspects like education, inheritance, culture, freedom, human rights, health services poverty alleviation, income generation, employment opportunities, lack of discrimination, participation in decision making, acquisition and application of voting rights, opportunities for acquiring knowledge and skills, and removal of disparity between men and women. An unhindered process of human development releases the inherent potential of the individual who can then move forward. Development is a dynamic and continuous process. Measurement of development should take into account indicators of all of these aspects. Then the social standing of various sections of the population, including both women and men, can be determined.

Development should encompass positive changes at five different levels. These are individual, family, society, organisation/institution and state. If there is a coordinated and balanced positive change at these levels, true human development can be said to have taken place.

In many countries the development of men and women has been uneven in all of these levels, from individual to state. Often the cause of this has been the disparity of opportunities between men and women. While there are many contributing factors, cultural influences are evolving and are usually open to change.

Conclusion

Development refers to the overall progress of the individual, family, society, organisation/institution and state. In the development process, each is related to the others. To move the development process forward, there should be equal participation of all the members of the public, both women and men, and a friendly environment with opportunities for everyone's participation. Collective and positive participation of the individual, family, society, organisation/institution and state will lead to true development.

References

- Steps Towards Development 2003, *Gender and Development Training Module*, STD, Dhaka.
- World Food Program 2001, *Gender Glossary*, WFP.

5.2: Women and Men in the Socialization Process

Duration of the Session

One hour 30 minutes

Objectives of the Session

- 1 To role play the process of growing up as women and men from birth to marriage.
- 2 To identify the influential factors sustaining inequality between women and men.
- 3 To recognize the terms 'socialisation' and 'patriarchy'.

Methodology

- Role play
- Questions and answers
- Participatory discussion

Media/Materials

- Whiteboard, flipchart and markers
- Training Materials 5.2.1: *Subject Matter of Role Plays*
- Handout 5.2.2: *Insights into the Socialisation Process*
- Handout 5.2.3: *Insights into Patriarchy and Gender Stereotypes*
- PowerPoint presentation

Preparation

- 1 Read the lesson plan and handouts carefully before the session so that you are thoroughly familiar with the subject matter and proposed methodology.
- 2 Prepare the subject matter for the role plays so that each group will have one role play to present.
- 3 Prepare sufficient photocopies of the handouts to distribute to participants.
- 4 Write the objectives of the session on a flipchart.
- 5 Download the PowerPoint presentation.

Procedures

- 1 Briefly share the objectives of the session on the flipchart with participants.
- 2 Remind the participants of the learning outcomes of the previous session: we have discovered that women are disadvantaged compared with men in terms of indicators of development. Now we will try to identify the root causes of this situation.
- 3 Divide the participants into five groups, ensuring that both women and men are included in each group. Ask the participants to prepare their role plays in light of their experiences and the existing realities in Rwanda.

- 4 Distribute to each group the subject matter for the role plays described in Training Materials 5.1: *Subject Matter of Role Plays* and tell them that each group has ten minutes to prepare and five minutes to present their specific topic through group acting.
- 4 Provide any necessary assistance to the groups during their preparation and remind them that they are presenting through a role play what really happens in the society to a baby, a child, an adolescent or a youth. Tell them that women participants will play men's roles and men will play women's roles.
- 5 Bring all groups together again. Invite the groups one by one to present their role plays. Ask everybody to watch the performance closely.
- 6 Invite the first group to present their role play on '**Birth**'.
- 7 Ask the other groups what they observed from the performance of the first group. Summarise the participants' answers and write them on the board/chart paper in the following way:

| If the baby is a girl | If the baby is a boy |
|---|--|
| <ul style="list-style-type: none"> - There is sadness - Few gifts are distributed - No ritual ceremony is celebrated | <ul style="list-style-type: none"> - There is happiness - Many gifts are distributed - The ritual ceremony is celebrated joyfully |

- 8 Ask in the light of participants' responses: "Why are the members of the family very happy if a boy is born, and why they are they often sad if it is a girl?" Listen to the answers from the participants, and then summarise the discussion that when a baby boy is born, his treatment in the family is different than that given to a baby girl. Everything is done for the baby boy from the time of his birth because he seems to be an asset to the family as well as a future breadwinner. On the other hand, a baby girl is regarded as a liability as she will marry and leave the family to stay with her in-laws. Distinctions are made between boys and girls from their birth and this is done by parents and members of the family. Conclude the discussion of this presentation by saying that there is disparity between men and women, and this process has started from the time of birth. Our attitudes are responsible for this.
- 9 Now invite the second group to present their role play on '**Distribution of toys**'. Ask the other groups what they observed from the performance. Summarise the answers of the participants and write down the main points from their answers on the board/chart paper in the following way and discuss them.

| Toys for a girl | Toys for a boy |
|--|---|
| <ul style="list-style-type: none"> - Doll, dolls' clothes - Utensils | <ul style="list-style-type: none"> - Football, bat - Car, gun |

- 10 Tell participants that from early childhood, boys are given certain kinds of toys and girls are given different ones, as we have seen in the role play. This is the reality and custom of our society and, indeed, most societies around the world.
- 11 Pointing to the boys' toys and girls' toys written on the board, ask the participants: "Where do the boys play with these toys?" The answer will be outside the house. Then ask the participants: "Where do the girls play with these toys?" The answer will be inside the house. Tell them that as a result, the world of boys expands gradually outwards. On the other hand, the girl's world is gradually confined to the house. Due to their outward movement, boys acquire many new experiences. They acquire the strength and courage to face new challenges and adverse circumstances. This helps them to grow up with both physical and mental confidence. On the other hand, girls do not require physical strength to play with dolls and cooking sets and they have very little opportunity to gather experience of the outside world. As a result, their physical development is hindered and they cannot face new challenges as confidently as the boys.
- 12 Now invite the third group to present their role play on '**Grooming for work**'. Write down the findings as with the previous presentations and discuss them.

| Work for girls | Work for boys |
|--|--|
| - Sweeping the house - Cleaning utensils - Helping mother with cooking | - Going to the market - Tending cattle on grazing land - Assisting father in the field |

- 13 Ask the participants about the results of these practices. Tell them that we have accomplished an unnatural objective. That is, we have divided work by defining the roles of boys and girls. The members of the family teach children that boys work outside and girls work inside the house. Through this continuous practice, boys and girls are set in these defined roles and this becomes a matter of conviction for them. This has been the case for generations and continues today.
- 14 Invite the fourth group to present their role play on '**Family decisions regarding marriage**'. At the end of the role play, congratulate them for their performance and write down the participants' findings on the board/chart paper as previously and discuss them.

| At this age, the girl is | At this age, the boy is |
|---------------------------------|--|
| - Given in marriage | - Given opportunities for more studies |

- 15 Ask the participants why, at the same age, most boys are given opportunities for more studies and most girls are given in marriage? Listen to some answers and then discuss. In our social context, girls

are treated as a burden and boys are treated as an asset to the family. So, to provide relief from the burden, girls are given in marriage and deprived of other opportunities. From the time of her marriage, she has responsibilities in her husband's family. On the other hand, boys have a range of opportunities open to them. As a result, the girls lose all prospects and their world is confined to their husband, children and the family. On the contrary, boys utilise their opportunities and have more choices to find their own place in the world.

- 16 Invite the last group to present their role play on '**Expression of opinion and decision making in the family**'. At the end of the role play, congratulate them for their performance and write down the participants' findings on the board/chart paper as previously and discuss them.

| Men in the decision-making process | Women in the decision-making process |
|---|---|
| - Decision maker of the family | - Follower of the decision |

- 17 Discuss how we have seen adult men and women in the family behaving and reflect on the process of raising boys and girls. This is the ultimate result of our whole process of growing up.
- 18 Tell participants that this process is known as the process of socialisation. In this process there are certain unwritten rules and regulations, customs and conducts, values and ideas, which are different for men and for women. Socialisation into the rules and norms of society is achieved not only within the family but also through the involvement of various social organisations, such as educational and religious institutions and portrayal of boys and girls, men and women in the media. In this process, the society comes to see women as weak and subordinate, and men as strong and dominant.
- 19 Tell participants that the only differences between a boy and a girl when they are born are physical ones. But, during their socialisation, discriminatory differences are made between boys and girls, which we have seen clearly from the role plays. Through this discussion, try to reflect the existing situation of women in the community and the workplace.
- 20 Ask participants: "Who is responsible for the way that a boy and a girl grow up differently?" and listen to the answers from two or three of them.
- 21 Write down the word 'patriarchy' on the board and tell them that historically, one of the main reasons for women's subordination to men in nearly every society is the system of patriarchy.
- 22 Ask participants: "What do we mean by patriarchy?" and listen to the answers from two or three of them.
- 23 Show the PowerPoint presentation with examples of socialization and patriarchy.

- 24 Explain the word 'patriarchy' in the light of the points made by the participants and the PowerPoint presentation. The word 'patriarchy' literally means the rule of the father or the 'patriarch'. Originally it was used to describe a specific type of 'male-dominated family' – a large household which included women, junior men, children, slaves and domestic servants all under the rule of one dominant man. Now it is used more generally to refer to male domination and the power relationships by which men dominate women. Patriarchy is a social system in which men and boys are considered superior, are valued more highly, and have more rights and more control over resources and decision making than girls and women. In a patriarchal society, women are kept subordinate in a number of ways.
- 25 Tell the participants that there are many families/households in our country which are headed by women. Shall we call them matriarchal families? Listen to the answers from two or three of them and then tell them that even though a woman heads a family, it is often run by following the same patriarchal rules and regulations, customs, values and ideas. It is also situated within a wider patriarchal social context, and a female headed household is usually less valued than a male-headed home. Discuss how society further marginalizes this type of woman and why people perceive a woman who is heading a household still as a burden?
- 26 Arrive at a common understanding of the meaning of patriarchy. Clarify the concepts of patriarchy and gender stereotyping described in Handout 5.3 with participants if there is any further query.
- 27 Distribute Handout 5.2: *Insights into the Socialisation Process*, Handout 5.3 *Insights into Patriarchy and Gender Stereotypes*.

Review

- 1 Ask one male and one female participant to identify factors contributing to inequality between men and women and conclude the session with thanks to all.
- 2 Summarise the session by showing participants the learning outcomes and checking if participants consider that these have been achieved.

Learning Outcomes for Participants

- 1 Participants will be able to identify the influential factors from birth through growing up that contribute to and sustain inequality between girls and boys, women and men.
- 2 Participants will recognize the terms 'socialisation' and 'patriarchy'.
- 3 Participants will be committed to helping to change the position and condition of men and women, boys and girls in their families, societies and workplaces.

Training Materials 5.2.1

Subject Matter of Role Plays

1 New-Born Baby: 'Birth'

Every newly-married couple dreams of a sweet, bright baby! This is also the cherished dream of all the other members of the family. One day, the waiting is over and the baby is born.

- If the newborn baby is a girl, what is the reaction of the members of the family?
- If the baby is a boy, how do the members of the family react?

2 Childhood (1-5 years): 'Distribution of toys'

At this stage the baby learns how to walk and talk. The baby starts to recognise gradually the people and the things around him/her. The process of the child's personality development begins. Every day, he/she is exposed to new experiences. Raising a child is an intensive job and in the process he/she is presented with attractive toys.

- What types of toys are usually given to the child if he is a boy?
- What types of toys are usually given to the child if she is a girl?

3 Childhood (6-11 Years): 'Grooming for work'

At this age the child is engaged in education and games, along with limited household task and responsibilities. These are mostly done with the cooperation of the parents.

- What are the duties and responsibilities of girls in the household?
- What are the duties and responsibilities of boys in the household?

4 Adolescence (12-21 Years): 'Family decisions regarding marriage'

The parents are worried about the lives and careers of young boys and girls. Many decisions are made which influence the future of the adolescent. One of the considerations is marriage.

- What are the thoughts and decisions of the family in the case of boys? Is the marriage of boys considered at this age?
- What are the thoughts and decisions of the family in the case of girls? What do the family and the society expect of girls when they reach 16-18 years?

5 Adulthood (22 years and above): 'Expression of opinion and decision making in the family'

This is the time for family/conjugal life. Both women and men contribute to family life.

- What is the role of women and men in family matters in terms of freedom of expression, opinions, likes, dislikes and decision making?
- Discuss any problems encountered in the family and demonstrate through role play who matters in the decision-making process.

Handout 5.2.2

Insights into the Socialisation Process

Human infants are born without any culture. They must be transformed by their parents, teachers, and others into social and cultural beings. The general process of acquiring culture is referred to as socialisation. During socialisation, we learn the language of the culture we are born into as well as the roles we are to play in life. For instance, girls learn how to be daughters, sisters, friends, wives and mothers. In addition, they learn about the occupational roles that their society allows them to take. It is the same with boys. We also learn and usually adopt our culture's norms through the socialisation process. Norms are the ideas of what is appropriate and expected behaviour, which are held by most members of a society. While socialisation refers to the general process of acquiring culture, anthropologists use the term enculturation for the process of being socialised to a particular culture.

Socialisation is important in the process of personality formation. While much of human personality is the result of our genes, the socialisation process can mould it in particular directions by encouraging specific beliefs and attitudes as well as selectively providing experiences.

Reference

Mead, Margaret 2002, *Cross-cultural study of socialisation practices*, Corel Corporation, Ottawa, Canada.

Handout 5.2.3

Insights into Patriarchy and Gender Stereotypes

Definition of Patriarchy

The word 'patriarchy' literally means the rule of the father or the 'patriarch'. Originally, it was used to describe a specific type of 'male-dominated family' – a large household that included women, junior men, children, slaves and domestic servants all under the rule of one dominant man. Now it is used more generally to refer to male domination and the power relationships by which men dominate women. Patriarchy is a social system in which men and boys are considered superior, are valued more highly and have more rights and more control over resources and decision making than girls and women. In a patriarchal society, women are kept subordinate in a number of ways.

Patriarchal structures have existed across time and in many different cultures. In Rwanda, words that describe this kind of social arrangement in Kinyarwanda are *igisekuru* and *umutware wurugo*.

Gender Stereotypes

Gender stereotypes are a set of characteristics that a particular group assigns to women or men (e.g. 'domestic work is not a male responsibility' or 'women are passive'). Gender stereotypes are not always correct. They often do not reflect an individual's actual capacity or desires and usually limit what a person is permitted and expected to do by others in a society.

Effects of Patriarchy and Stereotyping

Patriarchy and gender stereotyping have had similar effects all over the world.

Relational Inequality

The subordination that is experienced by many women at a daily level, regardless of the class they might belong to, takes various forms, including discrimination, disregard, insult, control, exploitation and oppression. There is violence against women within the family, at the workplace and in society. Men with 'feminine' qualities are also discriminated against. Women and men, boys and girls who attempt to challenge stereotypes are often subject to forceful pressure to conform.

Property and other Economic Resources

Traditionally, there are two inheritance systems: patriarchal and matriarchal. In patriarchal systems, which are far more prevalent, men control most property and other productive resources which pass from one man to another, usually from father to son. Even where women have the legal rights to inherit assets, a whole array of customary practices, emotional pressures, social sanctions and sometimes violence prevent them from acquiring any actual control over these resources. In other cases, personal laws curtail their rights, rather than enhancing them. In most cases of inheritance of property and economic resources, women are disadvantaged.

This is amply illustrated by UN statistics that indicate that women do more than 60 percent of the hours of work done in the world, but earn only 10 percent of the world's income and own only one percent of the world's property.

Patriarchy in Institutions in Society

An analysis of the main institutions in society shows that most are patriarchal in nature. Family, religion, media and law are the pillars of the patriarchal system and structure. This well-knit and deep-rooted system makes patriarchy seem invincible and natural. Let us deal with each patriarchal institution separately.

Family

The institution of the family, the basic unit of society, can be one of the most patriarchal. A man is generally considered the head of the household. Within the family he controls women's sexuality, labour or production, reproduction and mobility. In many families, there is a hierarchy in which men and boys are both superior and dominant while women and girls are inferior and subordinate.

Religion

All major religions have been created, interpreted and controlled by religious leaders who have mostly been men. These men have defined morality, ethics, behavior and even law and have laid down the duties and rights of women and men and the relationships between them. Religions have influenced state policy and continue to be a major force in most societies.

Legal System

The legal system in most countries is patriarchal. In Rwanda, although equal rights are enshrined in the Constitution for all men and women, the law generally favours men and economically powerful classes. For example, women are often unable to obtain legal support because of the high cost of lawyers and travel to the courts, and because they are not permitted to travel there alone. Laws pertaining to family, marriage and inheritance are very closely linked to patriarchal control over property. The Rwanda Women Parliamentarians Forum has been responsible for amendments to the inheritance laws to eliminate discrimination between men and women and has plans to review all discriminatory laws.

Economic Systems and Institutions

Within a patriarchal economic system, men control the economic institutions, own most property, direct economic activity, and determine the value of different productive activities.

Media

The electronic and print media are very important tools in propagating class and gender ideologies and are generally in the hands of upper-class men. From films and television magazines to newspapers and radio, the portrayal of both men and women is frequently stereotyped and distorted. The constant presentation of men as superior, powerful and intelligent has consequences for them and for society. Messages about male superiority and female

inferiority are constantly repeated. Violence against women is rampant, especially in films and modern songs, and few educational messages on gender equality are released. This is changing, particularly in the print media, which is now reporting violence against women.

Educational Institutions and Knowledge Systems

Ever since learning and education became formal and institutionalised, men have assumed control over whole areas of knowledge: philosophy, theology, law, literature, the arts and science. This male hegemony over the creation of knowledge has marginalised women's knowledge, expertise, experiences and aspirations. Gradually, this situation is changing as women are gaining educational qualifications.

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6: Gender Concepts (1)

6.1: Sex and Gender

Duration of the Session

One hour 15 minutes

Objectives of the Session

- 1 To allow participants to express their views and arrive at a common understanding of the terms 'sex' and 'gender'
- 2 To clarify gender as not only a women's issue but an issue for both men and women, and explain why men's involvement is needed.
- 3 To discuss how gender issues are related to development.

Methodology

- Brainstorming
- Visualisation in Participatory Programs (VIPP)
- PowerPoint presentation
- Participatory discussion

Media/Materials

- VIPP board, cards, and pins
- PowerPoint/overhead projector and slides/transparencies
- Flipchart, board and markers
- Handout 6.1.1: *Definitions of Sex and Gender*
Handout 6.1.2: *Insights into Sex and Gender*
Handout 6.1.3: *Insights into Gender and Development*

Preparation

- 1 Read the handouts and procedures carefully before the session so that you are thoroughly familiar with the subject matter and proposed methodology.
- 2 Replicate the table on *Differences between Sex and Gender* from Handout 6.2 on a VIPP board using different VIPP cards for each heading and characteristic.
- 3 Prepare sufficient photocopies of the handouts for each participant.
- 4 Download the PowerPoint presentation.
- 5 Write the objectives of the session on a flipchart/slide.

Procedures

- 1 Briefly share the objectives of the session on the flipchart/PowerPoint presentation with participants.
- 2 Ask the participants what they understand by the terms 'sex' and 'gender'.
- 3 Write down all their comments on sex and gender on a flipchart.

- 4 Initiate a discussion about 'sex' referring to the biologically-determined differences between men and women which cannot be changed and 'gender' referring to the social relations between women and men, which vary in different contexts.
- 5 Arrive at a common understanding of the meaning of the concepts of sex and gender by showing the presentation on the VIPP board on the clear differences between sex and gender.
- 6 Ask the participants to close their eyes and think of a day they might spend without women (for male participants) and without men (for female participants).
- 7 Ask some opinions from two male and two female participants about the day they visualised.
- 8 Come to the conclusion that both men and women cannot imagine even one day without any sort of assistance and interaction from the other, because both women and men make up the society. We need to interact with various kinds of women and men who play different roles in our lives.
- 9 Tell the participants that we have a misconception that gender is only to do with women. This is not true. Gender is a human issue, relevant to both women and men. Refer to the previous sessions on socialisation where we found that women are disadvantaged in comparison with men throughout the world. Tell participants that that is why when we talk about gender we need to talk more about women to ensure the positive changes needed in our society.
- 10 Show the PowerPoint presentation which clarifies why gender is a development issue, why we should not consider gender as only a women's issue and explains how gender includes men.
- 11 Lead a discussion which focuses on the importance of gender in development, the relevance of men's involvement in development and the reason for gender equality strategies in the family, community, workplace and society.
- 12 Distribute the handouts either during or at the end of the session depending on time constraints.
- 13 Show participants the session objectives again, check that these have been achieved and ask if participants have any questions.

Review

- 1 Ask one female participant to say why men's involvement is needed in development and one male participant to say how gender issues relate to development.
- 2 Summarise the session by showing participants the learning outcomes and checking if participants consider that these have been achieved.

Learning Outcomes for Participants

- 1 Participants will be able to describe the difference between 'sex' and 'gender'
- 2 Participants will recognise that gender includes both men and women and be able to explain why men's involvement in development is important.
- 3 Participants will be able to explain why gender is a development issue.
- 4 Participants will be committed to undertaking gender equality strategies in their personal and professional lives.

Handout 6.1.1

Definitions of Sex and Gender

Sex

Sex indicates the biological/physical differences between men and women, based on our sexual and reproductive functions, which we are born with; for instance women can give birth and breastfeed and men produce sperm. Sex is universal and is generally unchangeable. The terms 'male' and 'female' are used to describe the sex of an individual.

Gender

Gender indicates the socially-created differences between men and women and changes in societies, cultures and even families over time. It refers to the economic, social and cultural attributes and opportunities associated with being male or female. Societies create and assign gender attributes, roles and relationships to girls and boys, women and men, and there is often considerable social pressure to conform to these behavioral norms and expectations. For example, in many societies women are expected to be subordinate to men. In some societies, however, women are dominant in decision making. In other societies it is expected that women and men will participate equally in decision-making.

Handout 6.1.2

Insights into Sex and Gender

Statements about Men and Women, Boys and Girls

Sex

- Women menstruate and give birth to babies / men do not
- Women can breast feed babies / men can bottle feed babies
- Boys' voices break at puberty / girls' do not

Gender stereotypes

- Girls are gentle / boys are tough
- Most drivers of cars and trucks are men
- Men are leaders / women are not
- Men are the breadwinners of the family / women are not
- Women have long hair / men have short hair
- Men do not need to be tender and are less sensitive than women
- Men have the power / women do not
- Men are logical / women are emotional
- Women are shy / men are not
- Women use ornaments / men do not
- Men should work outside the family / women should work within the family

Differences between Sex and Gender

| Sex | Gender |
|---|--|
| Physical, biologically defined | Socially constructed roles and responsibilities (e.g. division of labour) |
| Determined by birth – we are born with it | Gender rules/regulations are learned/imposed – we build them in our own minds |
| Determines our bodily functions | Difference in dress and behaviour |
| Same throughout the world – universal | Differs between and within cultures – includes variables identifying differences in roles, responsibilities, attitudes, opportunities, expectations, needs and constraints |
| Generally unchangeable | Changeable over time |
| No difference observed in place – time – person | Difference observed in place – time – person |

Handout 6.1.3

Insights into Gender and Development

Women and Men in Development

There has been a tendency to regard issues of gender and equality in development as being a 'women's concern' in which initiatives are largely pursued by and for women. With experience and the more widespread adoption of the concept of 'gender', there has been greater recognition of the need to consider men and their gender identities, and to involve men in the pursuit of change. That is why the emphasis is now on *gender* and development and the importance of men in relation to strategies to reach gender equality, sometimes called a masculinity approach.

Some people have questioned the focus on women and development saying that if the concern is 'gender', should not equal attention be paid to women and men? This is the reason why gender has been identified as an issue for development cooperation – the *inequalities* between women and men that result in women having less access to development resources and decision-making power at all levels of society. There is a need also to consider the development needs of men as they take their part in facilitating development. Gender equality strategies exist to promote attention to the development needs of both women and men, especially those that have largely been invisible, and to address the processes that continue to structure an unequal distribution of resources and opportunities to the disadvantage of women.

A focus on women in isolation from their relationships with men can undermine strategies to achieve various development objectives, including the objective of reducing disparities between women and men. A gender analysis must consider not only differences between women and men, but inequalities in the relationship between them and what this means for the possibilities and actions of different groups of women and men. For example, inequalities between women and men, and unequal relations between them, influence decision-making about fertility and sexuality. Thus male gender identities and behaviour must be taken into account in order to develop effective strategies in population control.

The gender identities of women and men are closely interlinked. One way this is evident is in the division of labour by gender. Certain tasks and responsibilities are seen as appropriate for women and others for men – the division of labour itself creates interdependence. Changes for women thus also mean changes for men. More broadly, equality between women and men cannot be achieved only by changes in the roles and responsibilities carried by women. To date, men have not generally been involved in considering what a more equal society would look like and in working as partners with women to define and pursue strategies for equality. In part, this can reflect resistance to the implications of change. However, it can also be argued that

more efforts must be made by female equality advocates to develop alliances with those men who support efforts to construct a more equal society.

For some development workers, a measure of the success of gender equality strategies is that equal numbers of women and men participate in an initiative or program. Equal treatment and equal opportunities for women and men are important objectives. However, experience teaches us that equal participation at this level is not the only way to ensure equality between women and men. Equality strategies are incorporating this lesson in two related ways:

- *focusing on impact rather than activities/inputs* – looking at how the overall initiative will affect women and men and gender equality, either directly or indirectly;
- *focusing on equality as an objective rather than on women as a target group* – considering how to select and design initiatives that can support equality as an objective, which may include, for example, changes in institutional practices, legislation, and planning methodologies, and include both men and women.

Why Gender Equality Strategies often Focus on Women

Development co-operation organisations and many partner countries have formulated gender equality policies and strategies precisely because gender equality does not exist in those countries. Since it is *women* who are generally excluded or disadvantaged in relation to social and economic resources and decision-making, efforts to identify and redress imbalances have focused on women's situation and women's views. In addition, most of those working to change unequal gender relations are women. It is increasingly recognised that strategies must focus on men as well as on women. We must incorporate men's situations and men's views as well, and relations between men and women, in order to achieve gender equality.

Gender Includes Men

Gender is often overlooked as an aspect of men's social identity. This stems from a tendency to consider male characteristics and attributes as the norm, with those of women being a variation on the norm. But the lives and activities of men as well as women are strongly influenced by gender. In most societies, men tend to have broader options, more opportunities and greater access to society's resources than women. This is the result of legislation, policies and institutions that incorporate attitudes and practices about what is appropriate to being men and women in a given society. Cultural norms and practices about 'masculinity' and expectations of men as leaders, husbands, sons and lovers – in other words, gender – are important in shaping the demands on men and their behaviour. In many societies, they mean that men are required to fight in defence of the nation or community. They shape the expectation that men will concentrate on the material needs of their families, rather than the nurturing and caring relationships assigned to women. Thus gender stereotypes disadvantage and are costly to men as well as women.

What is the Role of Men in Achieving Gender Equality?

The achievement of gender equality implies changes for both men and women. Equal relationships are based on a redefinition of the rights and responsibilities of women and men in all social contacts, including in the family, the community, the workplace and society at large. One of the challenges in moving forward will be to motivate more men to participate as partners in the process of defining the visions and strategies for a more gender-equal society.

References

OECD, Development Assistance Committee 1998, *Source book on concepts and approaches linked to gender equality*, OECD, Paris.

6.2: Gender Mainstreaming

Duration of the Session

Thirty minutes

Objectives of the Session

- 1 To allow participants to express what they already know about key concepts related to gender mainstreaming.
- 2 To come to a clear understanding of the strategies of gender mainstreaming and gender equity in achieving gender equality.
- 3 To identify monitoring indicators that can track the progress of gender mainstreaming in organisations/institutions
- 4 To assist participants to understand the importance of involving both men and women in development.

Methodology

- Brainstorming
- Participatory discussion
- PowerPoint/overhead presentation

Media/Materials

- Flipchart, whiteboard and markers
- PowerPoint/overhead projector and presentation/transparencies
- Handout 6.2.1: *Insights into Gender Mainstreaming*
Handout 6.2.2: *Gender Mainstreaming Progress Monitoring Indicators*

Preparation

- 1 Read the handouts and procedures carefully before the session so that you are thoroughly familiar with the subject matter and proposed methodology.
- 2 Prepare sufficient photocopies of the handouts for each participant.
- 3 Download the PowerPoint presentation.
- 4 Write the objectives of the session on a flipchart.

Procedures

- 1 Briefly share the objectives of the session on the flipchart/PowerPoint presentation with participants.
- 2 Ask participants to say what they know about the term 'gender mainstreaming' and its relationship to gender equality. Use the whiteboard or flipchart sheets to list their comments.
- 3 Ask participants to say how they would know that their organisation had integrated gender in its work.
- 4 Go through the PowerPoint presentation to explain that gender mainstreaming and gender equity are both strategies for achieving gender equality and to give some examples of gender mainstreaming indicators.

- 5 Explain to participants the importance of involving men in gender mainstreaming.
- 6 Tell participants that we will explore the relationships between the concepts and development in the following sessions.
- 7 Ask if participants have any questions and answer them.
- 8 Distribute the handouts either during or at the end of the session depending on time constraints.
- 9 Show participants the objectives of the session again, check that these have been achieved, and conclude with thanks to all.

Review

- 1 Ask two male and two female participants to suggest an indicator that would be useful to assess the progress of gender mainstreaming in their institution/organisation.
- 2 Summarise the session by showing participants the learning outcomes and checking if participants consider that these have been achieved.

Learning Outcomes for Participants

- 1 Participants will be able to describe the meaning of gender mainstreaming and gender equity and their relationship to achieving gender equality.
- 2 Participants will be able to identify monitoring indicators to measure the progress of gender mainstreaming in organisations
- 3 Participants will recognise the importance of involving both men and women in development.

Handout 6.2.1

Insights into Gender Mainstreaming

Gender mainstreaming is the process of assessing the implications for women and men of any planned action, ensuring that they have equal access to and control over resources, benefits and decision making at all stages of the development process. This includes legislation, policies, budgets, programmes and projects, in all areas and at all levels. It is a strategy for making women's as well as men's concerns and experiences an integral dimension of the design, implementation, monitoring and evaluation of policies and programs in all political, economic and societal spheres so that inequality is not perpetuated.

Gender mainstreaming can be viewed as a tool to achieve good governance because it seeks to ensure that the needs and priorities of all members of a society are considered and met. It ensures that all members of society participate in and contribute to the process of governance and that the benefits of development are distributed equitably amongst all members of society. It is not an end in itself – it is an ongoing approach to the way we think, relate to each other and do our work.

The Term 'Mainstream'

The mainstream is the dominant set of ideas, values, beliefs, attitudes, relationships and practices within society. It includes all of society's main institutions (families, schools, government, organisations) which determine who is valued, how resources are allocated and the opportunities available to men and women in society. Ultimately, the mainstream affects the quality of life outcomes for all of society. Transforming the mainstream is an integral element of attaining women's rights and gender equality.

Gender mainstreaming is an approach to or a strategy for achieving broad-based gender equality throughout society by getting gender issues into the mainstream and broadening responsibility for them. Essentially it involves mainstream recognition of gender equality as a worthy goal, and mainstream acceptance of responsibility for actively addressing the gender issues relevant to individuals, its relationships and work, with the aim of achieving gender equality throughout society.

Gender mainstreaming was endorsed as a major strategy for the promotion of gender equality by member states of the United Nations (UN) in the Beijing Platform for Action in 1995.

Men's Involvement in Gender Mainstreaming

The impetus for involving men in gender mainstreaming is based on the recognition that men are part of the problem and part of the solution. Men also pay significant costs for gender inequality, particularly to their emotional and physical health. Gender injustice will only stop when men join with women to

put an end to it. Many men's attitudes and behaviours will need to change in order for gender equality to be achieved. Women should work with men as decision makers and service providers, integrating men into development. by men and women when they have choices from options: an atmosphere where they are able to assess and change the direction of their lives.

References

Asia Partnership for Human Development 1985, *Awake Asian women and the struggle for justice*, APHD, Sydney.

Handout 6.2.2

Gender Mainstreaming Progress Monitoring Indicators

Indicators important in monitoring progress towards gender mainstreaming in an organisation are as follows

- 1 The organisation has a functional gender policy.
- 2 Members of existing organisational decision-making committees are equally women and men.
- 3 Staff include equal numbers of men and women
- 4 The organisation has gender-friendly physical infrastructure.
- 5 All aspects of the organisation's budget take account of gender requirements.
- 6 There is visible gender capacity development at all levels of the organisation.
- 7 The organisational monitoring and management information systems contain sex-disaggregated data that is regularly updated.
- 8 The organisational culture and practice adhere to equal respect for men and women.
- 9 The organisation has gender-specific research and publications.
- 10 The organisation has gender-sensitive training modules and curricula.
- 11 The organisation has a core group of competent and committed gender trainers (both men and women).
- 12 The organisation has a well-defined, functional policy against sexual harassment.
- 13 Organisational rules, regulations and procedures are gender sensitive.

7 Gender Concepts (2)

7.1 Gender Roles and Relationships

Duration

One hour 30 minutes

Objectives

- 1 To allow participants to express their views on roles and gender roles.
- 2 To consider the gendered division of labour.
- 3 To enable participants to reflect on their own personal values and beliefs
- 4 To recognise the multiple work and responsibilities of women.
- 5 To consider the relationships between men and women
- 6 To relate gender roles and relationships to the development process as a whole.

Methodology

- Brainstorming
- Questions and answers
- VIPP
- Visual presentation
- Participatory discussion

Media/Materials

- VIPP board, cards and pins
- Flipchart, whiteboard and markers
- PowerPoint projector and presentation
- *Gender Roles Photograph Set*
- Handout 7.1: *Definitions of Gender Relationships and Roles*
Handout 7.2: *Gender System and the Division of Labour*

Preparation

- 1 Read the handouts and procedures carefully before the session so that you are thoroughly familiar with the subject matter and proposed methodology.
- 2 Download the PowerPoint presentation.
- 3 Make sure that you have sufficient copies of handouts 7.1 and 7.2 to distribute to each participant.
- 4 Prepare the flipchart with headings in three columns: reproductive role, productive role and community role .
- 5 Write the objectives of the session on a flipchart/slide.

Procedures

- 1 Briefly share the objectives of the session on the flipchart/slide with participants.
- 2 Ask participants for their ideas and opinions on roles. Relate those ideas with the definition of 'role' provided in Handout 7.1. Tell the participants that a role is the pattern of behaviour of a person and embraces not only their position and rights in a community or society, but also their duties and obligations.
- 3 Give an example which is typical of the situation in Rwanda. In our society, most women's activities revolve around the home, where her main responsibility is the welfare and care of her family. She participates in social activities according to the prevailing customs and traditions but, in the past, seldom engaged in economic activities outside the home. Today, however, due to social and economic changes, many women are increasingly engaged in economic activities outside their homes. This scenario mostly exists in urban areas. These women's traditional roles have thus changed and this has resulted in a change in our perceptions of these roles.
- 4 Explain that *gender roles* are specific roles that are played by women and men. They are not determined by biological factors but by the socio-economic and cultural environment or situation.
- 5 Ask the participants about their understanding of different roles played by women and men.
- 6 Initiate a discussion and come to a common understanding of roles by asking questions like:
 - Who performs the most hours of work, the husband or the wife?
 - Who does the reproductive, productive and community service work?
 - Who gets up earliest and goes to bed latest?
 - What is the difference between the work and recreation of both husband and wife in the family?
 - Is there any difference between the situation of husband and wife?
- 7 Ask participants to form three groups; one of men, one of women and one mixed group of women and men. Ask each group to chart 24 hours in their lives, creating a time line by writing down the work/responsibility of men and that of women.
- 8 Pin these time lines on a flipchart sheet.
- 9 Explain the three types of gender roles (productive, reproductive and community) by writing all of the roles that women and men do on the prepared flipchart sheet under the appropriate column.
- 10 Show the PowerPoint presentation on gender roles.

- 11 Talk about the division of labour between women and men. Ask participants to reflect on their own personal value systems and perceptions of gender roles and the effect that discriminatory attitudes can have on women's position in society. Tell them that when we think that reproductive roles are always for women and productive roles are only for men, this is called *gender stereotyping*.
- 12 Tell the participants that from our experience and our exercise we learnt that women perform all types of gender roles but mainly perform reproductive work. Men also perform all types of gender roles but mainly perform productive work. Even when women engage in productive work they still have to perform reproductive work as well. As a result, women's productive work is hampered, they become overburdened, and both their productive and reproductive work suffers.
- 13 In Rwanda, it is becoming a reality that both husband and wife often need to work outside the home for the betterment of the family. But how can the problem of women's triple role in this situation be minimised?
- 14 Ask one or two participants to comment on this question (we can assume that the answer will lead us towards a consensus that both men and women should share responsibilities both inside and outside the home). Tell the participants that:
 - In the home, men and women can share responsibilities, e.g. housework, childcare, food preparations etc,
 - At the workplace, managers should be mindful of women's heavy workload and multiple roles when planning and organising activities, such as training programmes, meetings and projects.
- 18 End the session by commenting that if husband and wife both work outside the home for the betterment of the family, this creates a positive impact on our country's development as well. If we want to achieve proper development in our country, women as well as men have to take part in productive roles. To ensure that both women and men take part in productive and reproductive roles, both men and women must share their responsibilities with due respect for each other. Tell participants that we will discuss the issue further during the next session.
- 19 Show participants the objectives of the session again, check that these have been achieved and answer any further questions they may have.
- 20 Provide copies of Handouts 7.1 and 7.2 to participants.

Review

- 1 Review the session by asking one male and one female participant to say how gender roles are linked with the development process.
- 2 Summarise the session by showing participants the learning outcomes and checking if participants consider that these have been achieved.

Learning Outcomes for Participants

- 1 Participants will be able to describe gender roles and the gendered division of labour.
- 2 Participants will recognise the link between gender roles and the development process as a whole.
- 3 Participants will be committed to working at what they can do differently personally and professionally to distribute roles and responsibilities more fairly in their families and workplaces and will give concrete examples of what they will do.

Definitions of Gender Relationships and Roles

Gender Relations

Gender relations are the economic and social relationships between men and women – in particular how power is distributed between them. Such relationships are constructed and reinforced by social institutions. They impact on women's and men's position in society and tend to disadvantage women. Gender hierarchies are often accepted as 'natural' but they are socially-determined relations that are culturally constructed and subject to change over time. Gender relationships relate to a range of institutional and social issues rather than a specific relationship between certain male and female individuals. Women's human rights can only be realised through a transformation of gender power relations at all levels.

Roles

A role is a pattern of personal behavior. It is shaped by the status and position of a person in a community, and is influenced by one's own opinion and other people's expectations of the role. It is therefore culturally, economically and socially determined. Gender roles for men and women fall under the general categories of 'masculinity' and 'femininity'.

Gender Roles

Gender roles are what men and women are expected to do and how they are expected to behave towards each other. Gender roles are not biologically determined. They are learned behaviours in a given society/community or other special group, that condition which activities, tasks and responsibilities are perceived as for women and for men. They are different across communities and across the world. They change over time in response to changing circumstances (e.g. during wars, when women take on more leadership roles) and changing ideas about what are acceptable or unacceptable roles and behaviours. They are affected by age, class, race, ethnicity, religion and by the geographical, economic and political environment and circumstances, including development efforts.

Both men and women play multiple roles in society. The gender roles of women in most societies can be identified as reproductive, productive and community management roles, while men's are often categorised as either productive or community political roles. Most men are able to focus on a particular productive role, and play their multiple roles sequentially. Most women, in contrast to most men, must play their roles simultaneously and balance competing claims on time from each of them.

Division of Labour

The division of labour relates to the different tasks and responsibilities undertaken by either women or men. The allocation of activities on the basis of sex is learned and clearly understood by all members of a given community/society. The analysis of the division of labour between men and women is crucial because it defines their economic opportunities, constraints and incentives. It determines how they allocate labour time for economically productive activities and their different capacity, flexibility and mobility to respond to economic incentives. There is division of labour in productive, reproductive and community roles.

Productive Roles

Productive activities are carried out by both women and men in order to produce goods and services, either for sale for income, for exchange, or to meet the subsistence needs of the family or household. For example in agriculture, productive activities include planting, animal husbandry and gardening. They refer to farmers themselves or to other people as employees. The income from productive work is usually counted in the national statistics and the roles are visible.

Reproductive Roles

Reproductive roles are the activities needed to ensure the reproduction and maintenance of society's labour force. They include child bearing, child rearing and care for family members such as children, older people, the sick and workers; e.g. food preparation, water and fuel collection, housekeeping and family health roles. These roles are usually unpaid and are very often excluded from national employment and income statistics because they are viewed as non-economic activities. They are usually carried out by women.

Community Roles

Community roles are activities undertaken at the community level as an extension of reproductive roles to ensure the provision and maintenance of scarce resources of collective consumption, such as water, health care and education. Both men and women engage in community activities.

Community Management Roles

Community management roles are the collective organisation of social events and services, e.g. ceremonies and celebrations, road and dam construction and maintenance. These roles are seldom considered in the economic analysis of communities. They involve considerable volunteer and unpaid work in 'free' time and are important for the cultural development of communities. Both men and women engage in community management roles.

Community Politics Roles

Community politics roles are activities undertaken at the community level and organised at the formal political level, often within the framework of national politics. These roles are usually undertaken by men and may be paid directly or result in increased power and status.

Women's Triple Role

A triple role refers to the multiple burdens that occur when women work longer and more fragmented days than men. Women are usually involved in three different gender roles: productive work (production of goods and services for consumption by the household or for income), reproductive work (bearing and rearing children, domestic work and maintenance of the household) and community work (provision and maintenance of resources and services used by everyone: water supply, health care, education, leadership). Men tend to be more involved in community and productive work.

Women's Double Day

Women in most societies are responsible for all domestic activities such as housework, food preparation and child rearing, in addition to their involvement in formal or informal economic activities. In general, this 'double day' results in a heavier workload on women than on men, although this also depends on education, social class, age or ethnic group.

Sources

International Labour Organisation 1999, *Manual for Asia and Pacific: promotion and equality of opportunity and treatment for women workers*, ILO, Geneva.

Oxfam 1994, *Oxfam Gender Training Manual*, Oxfam, London.

Handout 7.2

Gender System and the Division of Labour

Gender roles are essentially bound up with the division of labour in communities and societies. Such tasks can be divided into three areas of activity:

- Work connected with the family (*'reproductive work'*), for example household tasks, house keeping and child rearing, which is usually unpaid work.
- Work connected with production (*'productive work'*), for example the production of goods and services, which is usually paid or salaried work.
- *'Community-related work'*, for example taking care of community services, activities and needs, which is usually unpaid work.

Gender Roles for Women and Men

Most women perform all three types of roles:

- Reproductive role
- Productive role
- Community role

Most men perform two types of gender roles:

- Productive role
- Community role

Division of Labour

The inequality between men and women is often most clearly seen in the division of labour in different societies. In many communities, women and girls traditionally take care of the work connected with the family and community activities while men concentrate on work involving production. Nevertheless gender roles are changing and women in different parts of the world are moving over to paid work as well. Often, all the same, the women and girls engaged in *production* continue to look after *reproductive* and *community* work as well. They thus play a threefold role within their communities. In many countries, too, women who work for wages are employed in the informal sector of the economy where working hours, conditions and wages are very poor.

The relation between gender roles and the division of labour is closely tied to individual cultures. Gender relations form a power system of economic, social and political structures. The cultural identity of every society is shaped by everyday practice; for example, traditions, rules of behaviour, ways of talking and dressing, and so on.

These cultural practices express the values and attitudes of each community as to how people should live together, and what it means to be a woman or a man in that community. The values, respect accorded and ways of expressing gender that are connected with being a woman or a man form the gender system. In most societies around the world the ruling gender system is a patriarchy – men have a higher status than women.

7.2 Gender Needs

Duration of the Session

One hour 30 minutes

Objectives of the Session

- 1 To allow participants to express their views on gender needs.
- 2 To identify the two types of gender needs.
- 3 To relate these needs to women's and men's lives.
- 4 To allow participants to analyse and relate the issue to their own lives and work.

Methodology

- Visual presentation
- Group work
- Questions and answers
- Participatory discussion
- Video show

Media/Materials

- Flipchart, whiteboard and markers
- Photographs of men and women at work in both traditional and non-traditional roles
- Handout 7.3: *Definitions of Gender Needs*
- Handout 7.4: *Practical and Strategic Gender Needs*

Preparation

- 1 Read the handout and procedures carefully before the session so that you are thoroughly familiar with the subject matter and proposed methodology.
- 2 Prepare a set of photographs that show men and women in different roles – two traditional roles and two non-traditional roles for both men and women.
- 3 Prepare sufficient photocopies of the two handouts to distribute to each participant.
- 4 Write the objectives of the session on a flipchart.

Procedures

- 1 Briefly share the objectives of the session on the flipchart with participants.
- 2 Recap briefly the previous session on gender roles. Draw out the different gender roles that women and men have to perform. Discuss the overburdening of women and their triple roles.
- 3 Divide the participants into four groups.
- 4 Distribute a selection of photographs of four types of work performed by women and men to each of the four groups. In the photographs

- there should be two examples of non-traditional work for women and men and two examples of traditional work for women and men.
- 5 Ask each group to list down on a flipchart the things that are needed by women and men to perform the respective roles shown in the photographs.
 - 6 Ask one participant from each group to show their photograph to the whole group and then to present their group work.
 - 7 While the groups are presenting, note down on a flipchart with two different-coloured markers the two types of gender needs they mention – practical gender needs (PGNs) and strategic gender needs (SGNs) – out of participants' line of sight.
 - 8 Using the material in Handout 7.3: *Definitions of Gender Needs* explain the two kinds of gender needs in detail, giving examples of both. Help participants to understand that when any man wants to share the responsibilities of women, he may also face social constraints.
 - 9 Show the flipchart where you have summarised the two types of needs from their group work and thus relate participants' practical experience with the two types of needs.
 - 10 Tell the participants, by giving examples, that practical gender needs are related to the condition of men and women, and strategic gender needs are related to their position.
 - 11 Summarise the session, mentioning again the two types of gender needs, and distribute the Handouts.
 - 12 Show participants the objectives of the session again, check that these have been achieved and answer any further questions.

Review

- 1 Ask one male and one female participant to give one example of practical gender needs and one of strategic gender needs.
- 2 Summarise the session by showing participants the learning outcomes and checking if participants consider that these have been achieved.

Learning Outcomes for Participants

- 1 Participants will be able to identify the two types of gender needs.
- 2 Participants will be able to analyse and relate gender needs to their own life and work.

Definitions of Gender Needs

Gender-related Needs

As a result of the differing reproductive, productive and community roles and relationships of men and women based on their gender, they will also have differing gender needs. Development cooperation normally tries to have an impact on the actual conditions in which people live and thus to meet their real-life needs, many of which are gender bound. These gender-related needs can be classified as either practical gender needs or strategic gender needs.

Practical Gender Needs

Practical gender needs (PGNs) are the immediate needs of men and women in their socially-accepted roles within a specific context. These needs are gender-related when their satisfaction is mainly the task of one gender. They are the concrete, material needs that must be met in order to satisfy the basic needs of life, such as nourishment, shelter, water provision, health care and employment. PGNs are met by concrete actions, such as providing services, education or credit.

For example, in many communities it is the women's job to fetch water. This may be far away and women may spend a lot of time on the journey. A development co-operation project can respond to this PGN by, for example, building wells closer to the community so that women save time and energy. Building wells does not, however, in itself change the division of tasks between women and men in communities and families. Action to address PGNs can relieve immediate disadvantage but tends not to change underlying causes of gender inequality, nor to challenge gendered divisions of labour and position in society.

Strategic Gender Needs

Strategic gender needs (SGNs) are connected with the status of women and men and the power structures within the community. They are the needs women and men identify because of their positions in society. They vary according to particular contexts related to gendered divisions of labour, power and control. SGNs may include issues such as sharing of domestic work, equal decision-making in the household and community, freedom from domestic violence, control over fertility, equal wages for equal work and legal rights, such as inheritance of money and land.

For example, the participation of women in the community's political decision-making can be a strategic gender-related need. If women are able to take part in making decisions they can change their own status and have more control over their lives. Integrating can also bring added value by including the gender differences of men and women into a broader understanding of needs. A development co-operation project can support these needs in such ways as teaching women about their rights and the political process, and educating men in matters of gender equality.

SGNs are more long-term and less visible than PGNs and relate to the underlying causes of inequality. The satisfaction of SGNs requires changes in structures and attitudes in family and community, but subsequently assists men and women to change existing roles and power relations between them and to achieve greater equality in society.

It is important to deal with both practical and strategic gender needs. In many cases, a response to PGNs is the first essential step in the process of advancing to the goal of gender equality. However, enduring and sustainable results with gender equality are achieved by responding to SGNs. Activities aimed at satisfying strategic gender-related needs lead to the guided change of gender roles in the community and thereby to change in the whole gender-based system. In this way gender inequalities can also be reduced. Such changes require time to take effect but are usually long-lasting and sustainable.

Handout 7.4

Examples of Practical and Strategic Gender Needs

Practical Gender Needs (PGNs)

- **PGNs** are the concrete, material needs that must be met in order to satisfy the basic needs of life
 - nourishment
 - shelter
 - water provision
 - health care
 - employment
- PGNs are met by concrete actions, such as providing services, education or credit

Strategic Gender Needs (SGNs)

- **SGNs** are connected with the status of women and men and the power structures within the community.
- They are the needs women and men identify because of their positions in society.
- They vary according to particular contexts and are related to gendered divisions of labour, power and control.
 - sharing of domestic work
 - equal decision-making in the household and community
 - freedom from domestic violence
 - control over fertility
 - equal wages for equal work
 - equal rights, such as inheritance of money and land
- The satisfaction of SGNs requires changes in structures and attitudes in family and community, assists men and women to change existing roles and power relations between them and to achieve greater equality in society.
- Enduring and sustainable results with gender equality are achieved by responding to SGNs.

8 Social Vulnerability and WASH

Duration of the Session

Two hours

Objectives of the Session

- 1 To allow participants to express their views regarding the relationship between poverty and gender, and water, sanitation and hygiene (WASH).
- 2 To clarify that water is not simply a women's issue, but that a lack of water affects the whole community.
- 3 To help participants to understand the burden of transporting water long distances, mostly by women and girls.
- 4 To discuss the importance of integrating women's perspectives and gender relations into the management of WASH projects.

Methodology

- Brainstorming
- PowerPoint presentation
- Participatory Discussion
- VIPP.

Media/Materials

- PowerPoint presentation
- Flipchart and Markers
- Whiteboard and markers
- VIPP board, cards and markers
- Handout 8.1: *A Direct Link: Water Relations and Poverty.*
- Handout 8.2: *Water: A Woman's Problem.*

Preparation

- 1 Read through the handouts and procedures carefully before the session so that you are thoroughly familiar with the subject matter and proposed methodology.
- 2 Write the objectives of the session on a flipchart.
- 3 Draw the first two columns of Table 1 in Handout 8.1, leaving the third column blank.
- 4 Prepare VIPP cards which detail the points made in the third column.
- 5 Prepare a flipchart page with the two meetings in paragraph 3 of Handout 8.2, listing the numbers of participants but not the percentage of women.
- 6 Download the PowerPoint presentation.
- 7 Ensure that sufficient copies of the handouts are available for distribution to each participant.

Procedures

- 1 Briefly share the objectives of the session on the flipchart presentation with the participants.
- 2 Start the PowerPoint projector. As you go through this session, follow it with the PowerPoint presentation.
- 3 Ask the group to discuss the reasons why poverty and water are linked. Explore the relationships between poverty, water, ill health, education, and economic resources.
- 4 Write up the example of how a lack of resources dictates the place/quality of where a family defecates, which then has a large impact on health. Ask why? Explain that households with private toilets have measurably lower morbidity rates than households without them.
- 5 Tell the group that irrigation is the biggest user of the world's water, and is very important for food production. Poor people tend not to be able to afford irrigation. It is not resource neutral. For example, in South Africa only 5 percent of irrigated farms belong to black farmers. As a result, black farmers usually have to rely on rainwater, which makes them much more vulnerable.
- 6 Talk more broadly about the impacts of a lack of resources/access to water.
- 7 Put up Table 1 in Handout 8.1, but without the third column filled in. Ask the participants to fill in why they think that a lack of water, sanitation and hygiene affects the four categories of health, education, gender and social inclusion, and income/consumption.
- 8 When this is finished, pin up the VIPP cards with the full answers, as shown in the handout.
- 9 Discuss how lack of access to water increases poor people's costs of living. It also increases their risk of ill health and disease. Tell the group that a tap in a yard doubles the chance of a woman washing her hands after taking a child to the toilet or washing soiled clothes.
- 10 Tell the group that Water Aid in Ethiopia found that households recording a 10 percent increase in water supply for cleaning purposes enjoyed a 1.3 percent decrease in diarrhoea. As we saw yesterday, diarrhoea-related diseases can be a serious killer.
- 11 Ask the group if they have heard of any other studies with similar findings.
- 12 Write up on the board the direct link, described as the 'short cycle': excreta – hand – mouth).
- 13 Address the issue that not all marginalised groups have the same relationship to water. For example, historically the Batwa have been marginalised from both land and water, and systematically discriminated against. Discuss these relationships.
- 14 Distribute Handout 8.1: *A Direct Link: Water Relations and Poverty*, which explains the links between water and poverty.

Gender and Water Relations

- 15 Write the phrase, 'bargaining power theories' on the board. Ask people what they understand about the different theories of gender bargaining power. Explain that the household used to be understood as a unit of

people with the same interests, but that this has shifted. It is now understood that different people in the household, particularly men and women, have differing and competing needs.

- 16 Initiate a discussion about how water is a woman's responsibility. Ask the participants about their own upbringing and experience of who deals with the water needs of the household. Ask them about their current family situation and if the men take any responsibility for water, beyond payment for it.
- 17 Put up the chart detailing the high profile water meetings. Ask the group to estimate the number of women participants.
- 18 Discuss women's lack of participation in decision-making structures, in contrast with the number of roles they have in managing WASH (e.g. caring for and cleaning children, carrying water). Women do most of the work but they make none of the decisions about WASH structures.
- 19 Move on to a discussion about the way that having all the roles in water (e.g. transporting, cleaning, etc) affects women. Write the phrase 'women's responsibilities in water' in the centre of the VIPP board. Ask everyone to take a VIPP card and marker and write one way in which women and girls are affected by the burden of water and give them one example. The examples given by participants should include:
 - Girls miss school as a result of carrying water.
 - If a school does not have adequate sanitation facilities, young women often stay at home during menstruation.
 - Human portage is the most common means of transporting water. Methods of carrying water can result in injury and deformity: slipped discs, paralysis, broken backs, etc.
 - The places where women collect water can pose health risks.
 - Women miss out on participating in some income-generating activities if they have to spend too much time carrying water.
 - Where water is essential for some income-generating activities, women again miss out on participating if they cannot carry enough water.
- 20 Discuss the dangers associated in transporting water, including physical damage, exposure to disease and school attendance rates.

Demonstration

- 21 Take the group outside. Ask everyone in turn to try to lift a 20 litre jerry can on their head and carry it for approximately 100 metres. Ask the group to discuss how this feels. Tell them that the Rwandan Government is trying to give everyone a water point within 500 metres of their homes.
- 22 Ask the group to discuss different methods for water carrying which they either practiced in their families or have seen through their work.

Women in Decision-Making Processes

- 23 Return inside and introduce the importance of having women involved in decision-making processes. Ask the group to write an example of why women should be involved on a VIPP card and stick it on the board. The examples should include:

- When women are not given an input into appropriate positioning of sanitation facilities their interests are not considered. They may be forced to wait to defecate until nightfall, which can be dangerous to their health. Holding in urine can also lead to health complications.
 - Better health outcomes for the whole family.
 - Women and children enjoy more privacy and safety.
 - Girls' school attendance increases.
 - Important for food security for the whole family, as women are the primary cultivators for subsistence farming.
 - Integrating women presents them with greater opportunities for employment and participation in more public roles.
 - Without integrating women's issues they may lose the rights and privileges they had before the project or program began, and therefore might end up more dependent on men.
 - The 'economic' argument for involving women - projects tend to be more efficient.
- 24 Distribute Handout 8.2: *Water: A Woman's Problem*, which discusses the relationship between gender and water, and contains a list of the benefits of involving women in the management of WASH projects.
- 25 Go through instances where projects failed as a result of not integrating women. For example, research in Morocco showed that women performed some tasks at a more distant water source rather than at a nearby well because of the physical effort and strength involved in lifting the water from the well (UN, 2004).
- 26 Facilitate a discussion, including questions and answers, which may arise from the handout.
- 27 Show participants the objectives of the session again, check that these have been achieved and ask if anyone has further questions.

Review

- 1 Ask one male and one female participant to mention a direct link between water, gender and poverty.
- 2 Summarise the session by showing participants the learning outcomes and checking if participants consider that these have been achieved.

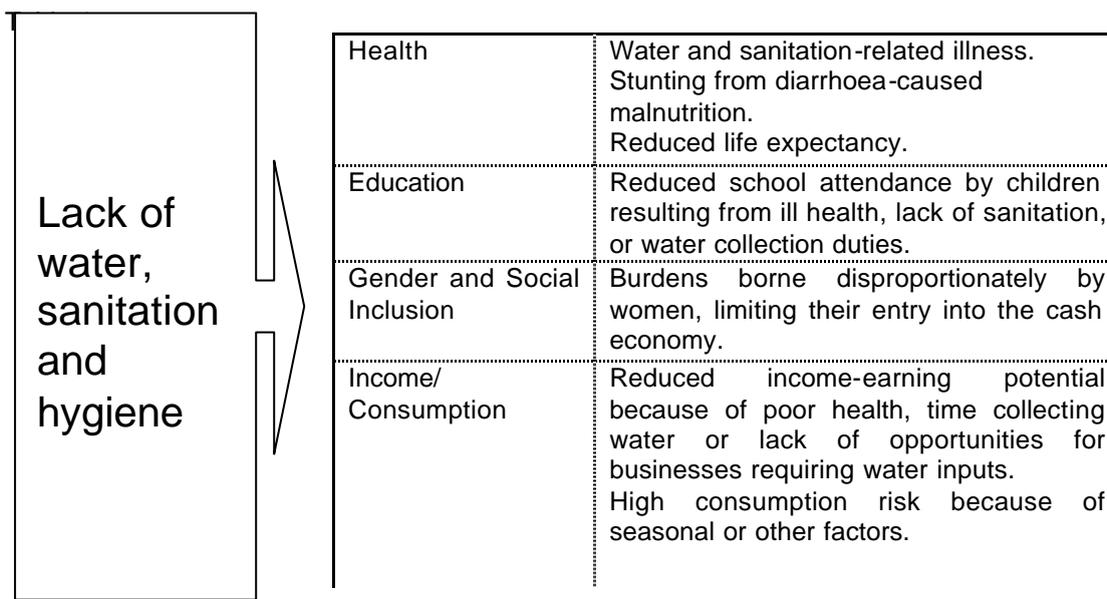
Learning Outcomes for Participants

- 1 Participants will be able to describe the links between poverty, gender and the management of WASH.
- 2 Participants will understand the importance of integrating gender relations, roles and interests into WASH management.

A Direct Link: Water Relations and Poverty

Summary

The negative correlation between poverty and water is a very tangible one, as illustrated by the diagram below:



The impact of being the domestic carriers of water on women is particularly high, threatening their economic well-being, physical safety (from violence, injury and disease) and future, through limiting education. In order to ease this burden, their needs and priorities must be listened to when initiating a WASH project. These must be combined with the voices of rural men who influence the cultural constraints that limit women's involvement in the paid economy and decision making structures.

Introduction

Inadequate water and sanitation services increases both men and women's cost of living, damages their well-being, lowers income earning potential and makes life riskier. The poorest people in society, who cannot afford these negative repercussions, often live in areas that are not within close proximity to a water supply or source. Especially in urban areas, the economic cost associated with accessing water increases. People are left to purchase it from mobile water vendors and in smaller amounts, both of which are more costly than obtaining water straight from the source. In rural areas, people are left to use non-safe water.

A lack of adequate amounts of water results in a drop of hygiene standards. Evidence shows that having sufficient access to an adequate supply of water is more critical to improved health than the quality of water available (Curtis, 1994). A drop in sanitation and hygiene standards leads to many health risks.

Having convenient amenities and plenty of water on tap, enables women to maintain more hygienic standards. Access to a yard tap doubles the chance of a mother washing her hands after a child goes to the toilet, and washing soiled clothes immediately. Therefore, with insufficient water, children are not cleaned regularly, hands are not washed enough times throughout the day (especially after the toilet, before the preparation of food and before eating), and generally the standards of hygiene and sanitation are low.

A drop in sanitation standards greatly increases the risk of diarrhoea for the whole family. Diarrhoea is a major public health concern due to its cause of infant mortality and its association with child malnutrition. Diminishing personal hygiene also links directly to the increased transmission of waterborne diseases, in a process described as the 'short cycle' (excreta – hand – mouth). This risk of contracting waterborne diseases is increased for women and children who travel great distances for water, or access it from open natural sources, such as lakes and rivers.

Not surprisingly, Water Aid found that incidents of scabies, diarrhoea, bilharzias and yaws (infectious skin disease) decreased in Ethiopia, Ghana and Tanzania with greater access to water (UNDP, 2003). The households that recorded a 10 percent increase in water supply for cleaning purposes enjoyed a 1.3 percent decrease in diarrhoea.

In relation to sanitation, a family's resources will dictate where they defecate, and in turn, where people defecate has a significant impact on a family's health. Households with private toilets have measurably lower morbidity rates than households without them.

Another important influence on poor people is irrigation, by far the largest user of the world's water.

In most countries, access to irrigated water is affected by race, social status and gender. For example, in 2002 in South Africa, only 5 percent of the irrigated water went to black farmers (Rathgeber, 2003). The lack of access to irrigated water means that poor farmers are dependent upon rainwater for meeting their basic needs. In terms of food security, this is often risky, as they are then susceptible to environmental change, such as drought.

Previously, irrigation has not been a topic of major concern within water management in Rwanda. In 2004, the FAO found that none of the country's arable land was irrigated (FAO, 2004, Rwanda: Country Profile). As such, and in the wake of recent droughts, irrigation has become a high priority for the FAO.

Lastly, when considering the relationship between poverty and water, it is important to note that some groups are neglected. For example, the Batwa in Rwanda remain particularly vulnerable to water shortages. This group's water quality problems are a result of a history of dispossession and marginalization. Due to their lack of sovereignty over natural resources,

indigenous people are seriously affected by their uncompensated and unsustainable loss of water to farming and other industries.

What is clear is that the association between poverty and water is a negative one. Water is not a resource equally available to all, 'a gift from the gods', for all to share in. People's ability to harness economic resources is a critical factor in water access, and those segments of society which are marginalised from an adequate supply of water are much more at risk of illness and disease.

Handout 8.2

Water: A Woman's Opportunity

When Action Aid asked a group of women in Kibbwezi, Kenya what their greatest burden was, the response was unanimous: 'water' (Curtis, 1994). The burdens associated with water remain a woman's responsibility.

While water is a woman's problem, today the 'water world' is still largely a man's domain when it is managed through the paid public domain. This is because in this arena it is paid and productive. When water resources are not paid for, and are part of the informal economy, women are responsible. Once water enters the paid, public domain, this changes. Here it becomes subject to hierarchy and the forces of patriarchy. Within this domain, men control the management and distribution of water globally, while women are the primary carers of the management of WASH locally. Women take responsibility for the day-to-day collection of water, cleaning the water point, washing laundry, cleaning the home and latrines, cleaning children, watering fields, cooking, etc. Traditionally, men have been in charge of maintaining the water point, although this is not always the case.

The unequal gender distribution of participants at worldwide water symposiums is one example of the marked discrepancy between women and men at a decision-making level. In 1997 at the Marrakech Forum, of 503 participants only 20-30 were women. In the same year, at the Consultative Group meeting of the Global Water Partnership, 10 of 110 participants were women. With this lack of representation at the policy level, it is therefore no surprise that this feeds down to the local level (Rathgeber, 2003).

Although the demand for improved drinking water supply is often higher among women than men, women are frequently marginalised from the management structures of water systems and sanitation. It has traditionally been assumed that men and women have similar interests, and therefore men's interests are taken to represent those of the household.

However, studies of bargaining power and patriarchy indicate that, in reality, the community is not a collection of equal people living in a particular geographic region. A community is made up of individuals and groups who command different levels of power, wealth, influence and ability to express their needs, concerns and rights. Communities contain competing interest groups.

Gender roles shape the opportunities and constraints that women and men face in securing their livelihoods across all cultural, political, economic and environmental settings. Gender influences the roles and relationships of people throughout all of their activities. This includes the position of women and men in the institutions that determine access to land and other resources, and to the wider economy. As with any other resource, women often have limited access to water and the structures that govern it.

Despite women's central role as the primary carers of water, as a result of these constraints, women have a very limited voice in the kind of water and related services that they receive. The failure to recognise women's needs in WASH has a number of detrimental effects on the quality of life of women and girls, the family unit and the wider community.

There has been a great deal of documentation of the link between water management and girls' lower school enrolment and attendance rates. Young girls are often required to help their mothers carry water, and as a result have a poor record of attendance in formal schooling. In 1998 UNICEF reported that more than 50 million primary school age girls were not in school in developing countries because of fetching water and firewood.

This problem is compounded by the prevalence of schools without latrines and adequate sanitation facilities, which often forces older girls to stay at home during menstruation. Where water management systems do not take these factors into account, they can help to continue women's lack of education and social marginalisation.

When women are not given an input into appropriate positioning of sanitation facilities, they are often forced to wait to defecate until nightfall, as there is a lack of suitable facilities for them to use during the day. This has severe health impacts on the body and makes women vulnerable to violence and rape. Health complications can include urinary tract infections. In 2000 in Liberia, high incidents of rape occurring in refugee camps while women were collecting water or walking to the bathroom were recorded (Shanks, 2004).

The risk to health and safety is not only the result of perpetrated violence but also manifests itself through the water collection process. Human portage is the most common means of transporting water. Methods of carrying water can result in injury and deformity: slipped discs, paralysis, broken backs, etc. The most common way of transporting water in Rwanda is for women to carry 20 litre jerry cans on their heads. When water is transported in larger amounts, and for families with access to makeshift carts, young boys will often haul many 20-litre jerry cans at a time. Apart from using wheelbarrows or animals, the safest way of transporting water physically, is to carry it as centered and low on the body as possible.

Secondly, the places where women collect water or use water facilities can pose health risks. Often technicians are reluctant to place washing slabs close to water points. As a result, it is likely that women will wash laundry in lakes and rivers, rather than carrying the water back to their homes. As such, they are exposed to diseases when venturing into environments such as a swamp or stream where mosquitoes breed, exposing women and children to malaria, bilharzias or filariasis (a parasitic infection spread by mosquitoes).

Women who are vulnerable as a result of their age or a disease, in particular HIV/AIDS, are increasingly unable to meet their responsibility to collect water. This responsibility, combined with the gender-based division of other domestic

chores and environmental hazards, such as contact with polluted water, agricultural pesticide and indoor air pollution, all have a cumulative negative impact on the health of women in many developing countries. Where women are not able to walk long distances many times in one day, it is unlikely that they will be able to access as much water as is recommended for adequate hygiene and sanitation. As described in the section on poverty and water, reduced water use has serious consequences on the health of the entire family.

It has been argued that collecting water offers women a social activity, keeping them in touch with each other. However, if women did not have to spend time fetching water, the time that they saved could be spent more profitably, e.g. in organising self-help enterprises together and gaining from a political voice to press for improved services.

If women's needs in water collection are not recognised through water management systems, it is likely that women will be unable to access as much water as is recommended for effective hygiene and sanitation. Again, this reduced water use can have serious consequences on family health.

A failure to take gender concerns into account when designing water systems can be detrimental to women in terms of education, health and safety. Yet women are not the only victims of gender-blind water management systems. With the greater 'feminization of agriculture', women have become the tenderers of most rural families' agricultural plots. It is estimated that women are responsible for half of the world's food production (FAO, 2002).

Given the heavy reliance on women for food security, women's access to water and irrigation systems is critical in meeting basic family needs. However, women farmers often have very little or no access to water for agricultural purposes and are entirely dependent on rainfall. This problem is compounded by the fact that traditionally, women's access to land ownership, and thus access to water supply, has been limited by the discriminatory legal rights and customs of many countries.

Commonly, women's informal sector activities are extensions of their domestic roles, and they often operate directly from their homes, sometimes relying on assistance from their children. Most of these businesses require a low initial capital outlay, but access to water is often essential for production and sanitation. There has been little analysis of the importance of access to water in women's choice of particular informal-sector business activities, in the success and failure of their business, or in the capacity to expand their business activities.

Why Integrate Women in WASH Management?

These WASH management issues are interacting on three levels. When trying to understand WASH management, we should not consider there to be a simple good and bad divide between projects with gender needs integrated and those without. At the most basic, there are many areas with no WASH projects. In the step up from this, where there is a WASH project, but women are not included, the burden on the woman is often decreased. However, this can be decreased even further by offering women positive opportunities to contribute to decision making through their incorporation into project management.

Without specific attention to gender issues and initiatives, WASH projects can reinforce gender inequalities between women and men and even increase gender imbalances. If women do not participate in the management of WASH projects, they may lose the rights and privileges that they had before the project or program began, and therefore might end up even more dependent on men.

In summary, there are considerable benefits in making women central to improvements in water supply, sanitation and hygiene:

- 1 Active involvement of women in planning and management, administration of funds, operation and maintenance, and awareness raising about safe hygiene practices leads to improved levels of service and better health outcomes.
- 2 There is better health for all, due to women's knowledge of local practices and involvement in the community.
- 3 Women enjoy better health and well-being through safer childbirth, and less risk of injury from carrying heavy loads and attempting to reach dangerous water sources.
- 4 Women and children enjoy more privacy and safety.
- 5 Girls' school attendance increases and, as a consequence, female literacy levels improve.
- 6 The status of women is raised as they develop skills and knowledge that present opportunities for employment and participation in more public roles.
- 7 Greater possibilities for income generation mean that women can contribute more effectively to the household budget or can be financially independent.

Involving both women and men in WASH management greatly enhances project results and improves the likelihood of sustainability. In other words, a project is more likely to achieve what planners hope it will achieve if women and men (both rich and poor) are active participants.

For example, research in Morocco showed that women performed some tasks (for example, laundry) at a more distant water source rather than at a nearby well because of the physical effort and strength involved in lifting the water from the well (Rathgeber, 2003).

A World Bank (1996) review of 121 rural water supply projects found that women's participation was among the variables most strongly associated with project effectiveness. Furthermore, it was found that the failure to take gender differences and inequalities into account can result in failed projects. The study found that the benefits of involving women are: reduced corruption, increased transparency, better financial management and empowering women by example.

In the peri-urban areas of Malawi, female participation in water management has been shown to be very constructive (Rathgeber, 2003). At first, male managers were put in charge of the communal water points. However, this was found to be ineffective, as the men were absent during the day and lacked service orientation and financial management skills. A new management group, consisting only of women, was set up and both water and sanitation management improved significantly. However, this was a heavy burden for the women, and the programme now follows an equitable strategy where the management group consists of men and women and where the burden of work and influence is shared equally.

A 'business case' can be made for the economic value of introducing gender mainstreaming, as when women are incorporated into management, work is more effective.

The World Bank (1996) has brought research and experience from its own extensive operations in water and sanitation together into a tool kit. The Bank summarizes the lessons of experience in this area as follows:

- Gender is a central concern in water and sanitation.
- Women's participation improves project performance.
- Specific, simple mechanisms must be created to ensure women's involvement.
- Attention to gender analysis must start as early as possible.
- Gender analysis is integral to project identification and data collection.
- A learning approach is integral to project identification and data collection.
- Projects are more efficient when both men's and women's preferences about hardware are addressed.
- Women and men promote project goals through their use of both traditional and non-traditional roles.
- Women's groups and NGOs can be effective in involving women.
- Gender-related indicators must be included when assessing project performance and impact.

9: Different Approaches to Gender and Development: a Historical Understanding

Duration of the Session

One hour

Objectives of the Session

- 1 To allow participants to express what they already know about WID and GAD.
- 2 To explain these two different development approaches for bringing women into the mainstream.
- 3 To assist participants to understand the reason for the transition from Women in Development (WID) to Gender and Development (GAD) and the importance of involving men in women's development.
- 4 To lead participants from thinking about gender theory to how to practically implement gender into their WASH projects.

Methodology

- Brainstorming
- Presentation
- Participatory discussion

Media/Materials

- PowerPoint or overhead projector and presentation
- Flipchart and markers
- VIPP board, cards and pins
- Handout 9.1: *Definitions of Terms Related to the Transition from WID to GAD*
- Handout 9.2: *Comparative Table on WID and GAD*

Preparation

- 1 Read the handouts and procedures carefully before the session so that you are thoroughly familiar with the subject matter and proposed methodology.
- 2 Prepare VIPP cards and two headings for the VIPP board marked 'WID' and 'GAD'.
- 3 Download the PowerPoint presentation.
- 4 Make sufficient photocopies of the handouts for all participants.
- 5 Write the objectives of the session on a flipchart.

Procedures

- 1 Briefly share the objectives of the session on the flipchart with participants.
- 2 Hand out two different-coloured VIPP cards to every participant and ask them to write a statement on the first coloured card on what they think about WID and, on the other card, a statement on what they think about GAD.
- 3 Collect all the cards and cluster them into groups under the two headings on the VIPP board.
- 4 Distribute Handout 9.2 which contains a summary of the differences between the two approaches and give participants time to read the table.
- 5 Ask participants in turn to come to the board, read one of the VIPP cards and say whether they consider it is in the right category. If it is applicable to the other category they should move the card to that cluster.
- 6 Allow discussion and arrive at a common understanding of the meaning of the two different approaches. Discussion should lead to an understanding of the reason for the transition from WID to GAD and the importance of involving men in women's development.
- 7 Distribute Handout 9.1.
- 8 Tell the participants that over the course of the previous two days we have learnt about gender theory and the importance of gender in WASH management. From here we have to go on to understand how to practically implement gender into our WASH projects. Tell them that this is what they will learn during the remainder of the training.
- 9 Show participants the objectives of the session again, check that these have been achieved and ask if participants have any questions.

Review

- 1 Ask one male participant to describe WID and one female participant to describe GAD.
- 2 Summarise the session by showing participants the learning outcomes and checking if participants consider that these have been achieved.

Learning Objectives

- 1 Participants will recognise the difference between WID and GAD as two different approaches to development.
- 2 Participants will be able to describe the reason for the transition from WID to GAD and the importance of involving both men and women in development.

Handout 9.1

Definitions of Terms relating to Transition from Women in Development to Gender and Development

Initially, international development operated within a patriarchal paradigm and was designed by men, predominantly for the benefit of men. In relation to how development affects women, there has been a transition from Women in Development (WID) to Gender and Development (GAD). The terms WID and GAD are sometimes used interchangeably, but there are some important differences. Both approaches are still in use and are applicable in different situations.

Women in Development (WID)

The WID approach emerged in the 1970s, with the objective of designing actions and policies to integrate women fully into development. It began with an uncritical acceptance of existing social structures and focused on how women could be better integrated into existing development initiatives. It included strategies such as women-only projects, focusing on training, and women's productive work – often credit and income-generation projects.

The early WID approach tended to support women-targeted activities that were token in scale and impact, and marginal to the development mainstream. WID treated women as passive recipients of development. Women's concerns were viewed in isolation as separate issues. WID failed to address the systematic causes of gender inequality. Critics of modernisation theories and the WID approach maintained that women have always been part of the development process, and that integrating women into development is therefore a myth.

Gender and Development (GAD)

The GAD approach was developed in the 1980s. Its objective was to remove disparities in social, economic and political equality between women and men as a pre-condition for achieving people-centred development. It was a response to the perceived failure of WID. Instead of focusing only on women, GAD is concerned with the relations between men and women and challenges unequal decision-making and power relations. GAD seeks to address the underlying causes of gender inequality. It does this by considering the different life experiences of women and men, redistributing power, mainstreaming gender into planning at all levels and in all sectors, and focusing on the steps necessary to ensure equal outcomes.

This gender mainstreaming approach brought three new dimensions to the debate on women and development:

- a strong comparative perspective that challenged the assumption of men and the male situation as the norm;
- an explicit objective of integrating women's concerns and priorities into mainstream decision making;

- the genesis of a stronger emphasis on removing discrimination and, by extension, improving women's human rights.

Men's Involvement in GAD

The impetus for involving men in GAD work is based on the recognition that men are part of the problem and also part of the solution. Men too pay significant costs for gender inequality, particularly to their emotional and physical health. Gender injustice will only stop when men join with women to put an end to it. Many men's attitudes and behaviours will need to change in order for gender equality to be achieved. Women should work with men as decision makers and service providers.

Even if the percentage of women's share in development resources in relation to men's share increases, there are further gains for both men and women. These gains will improve and enhance the lives of all members of the family and, in turn, all people in the society. More specifically for men, integrating women into development can offer a number of tangible benefits. For instance, there has been a recent acknowledgement of the burden on men as the sole breadwinner, which can lead to a crisis where men are not able to provide. By reassessing gender roles and redefining relationships, men can have a partner in providing economically for the family, diminishing societal pressure on them and potentially giving them more time for other social activities.

References

- Boserup, E 1970, *Woman's role in economic development*, Allen and Unwin, London.
- Canadian Council for International Cooperation 1991, *Two halves make a whole, balancing gender relations in development*, CCIC, Ottawa.
- Oxfam 1994, *Gender Training Manual*, Oxfam, London.

Comparative Table on WID and GAD

| Issues | Women In Development (WID) | Gender And Development (GAD) |
|-------------------------|---|---|
| Approach | WID is an approach that views women as a problem. | GAD is an approach to development. |
| Origins | WID emerged in the early 1970s encouraged, in part, by the publication of 'Women's Role in Economic Development' by Ester Boserup. | GAD emerged in the 1980s as a result of the failure of the WID approach to make significant changes for women. |
| Theoretical base | WID was linked with the modernisation theories of the 1950s to 1970s. By the mid 1970s, it was clear that the benefits of modernisation had not reached women and in some sectors had actually undermined their existing position. | Influenced by radical feminist thinking, GAD was introduced to ensure development projects would have an equal share of decision-making, participation and benefits for both women and men. |
| Focus | WID is focused on women. WID focuses on the need to integrate women into economic systems through necessary legal and administrative changes. Women's productive role is emphasised and strategies developed to minimise their disadvantage. | GAD focuses on relationships between men and women. GAD offers a holistic perspective, looking at all aspects of men's and women's lives and relationships between them. It questions the basis of assigning specific gender roles to different sexes. It focuses on involving men in the process of reducing gender inequality. |
| Problem | The exclusion of women (half of the productive resources) from the development process. | Unequal relations of power (rich and poor, women and men) that prevents equitable development and women's full participation. |
| Contribution | Women's questions have become visible in the arena of development theory and practice. | GAD does not exclusively emphasize women's issues, and requires participation from men to achieve gender equality goals. It recognizes women's and men's contributions inside and outside the household, including non-commodity production and reproductive roles. |
| Goal | More efficient, effective development. | Equitable, sustainable development with women and men as decision makers. |
| Solution | Integrate women into the existing development process. | Empower disadvantaged women and transform unequal relations. |

| Issues | Women In Development (WID) | Gender And Development (GAD) |
|-------------------|--|---|
| Strategies | As a strategy, emphasizes women's components and integrated projects in order to increase women's productivity and ability to look after the household. | As a strategy, establishes projects and programs to identify and address practical needs determined by women and men to improve their condition. At the same time, GAD addresses women's strategic interests and the strategic interests of the poor through people-centered development. |
| Features | <p>WID was solidly grounded in traditional modernisation theory that wrongly assumed that women were not integrated into the process of development.</p> <p>WID accepted existing social structures and did not question the sources of women's subordination and oppression.</p> <p>WID adopted a non-confrontational approach.</p> <p>It did not question why women had not benefited from earlier development strategies.</p> <p>It treated women as an undifferentiated category, overlooking the influences of class, race, culture and other factors.</p> <p>WID focused exclusively on productive aspects of women's work, ignoring or minimising the reproductive side of women's lives.</p> | <p>GAD rejects the public/private dichotomy.</p> <p>It gives special attention to the position of women in the family; the so-called 'private sphere'. It emphasizes the state's duty to provide social services for the advancement of both women and men.</p> <p>Women and men are both seen as agents of change rather than women as passive recipients of development assistance. On the one hand, men are seen as capable of supporting women's equality. On the other hand, GAD stresses the need for women to organise themselves for a more effective political voice.</p> <p>GAD strengthens legal rights, including the reform of inheritance and land laws.</p> <p>GAD is interested in changing the existing social power relations in society between men and women, aiming for a more equitable sharing in development.</p> |

Source: Adapted from Oxfam 1994