

# GENDER AND DEVELOPMENT MANUAL

MODULES AND TOOLS

SUBMITTED TO

Centre for Urban and Regional  
Excellence

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CENTRE FOR  
URBAN AND REGIONAL  
EXCELLENCE

UNTHINK RE-IMAGINE INNOVATE DE-ENGINEER

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## **Gender and development Manual (Modules, Tools and Guidelines)**

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### **A. Some Key Questions these modules and manual answer:**

- What is the aim of GAD Training?
- What is Gender and Why relevant?
- What is Development?
- What are Power relations? Nature and Space – Personal, Official and Community relations
- Why Gender and development /Gender Analytical tool critical?
- How to identify Issues? Explain Difference between Issue and Symptom?
- How Gender is connected to development or our work and how to analyse them in our projects and organisation set ups - whether to conceive or implement and monitor or analyse impact?
- Stages/Types of Training eg bottom up vs top down process - ensure participation
- Analysing levels Participation
- Gender implications in Goals /Objectives and strategisations in project cycles
- Use of Gender analytical tools in answering questions at each level of project and organisational cycle and policies

### **B.**

Training Goals –Improving information, knowledge, understanding, application (for Internalization and sensitization), practice (IKUAP) towards Change of behavior/Perspectives

(IKUAP)- Training and Learning needs conducive environment for right participation and internalization (sensitization) through time for experience sharing

TOT (Training for Trainers) To spread the understanding faster TOTs are conducted so that the trainees become vehicles of change working in diverse projects and communities as per levels of participants. Trainings should be done more in an equal environment, with one stake holders for a better bottom up learning with mixed group for effective Brain storming sessions for a varied point of views!

Crucial Elements of Gender Integration

✓ Commitment – Organizational Policy, Planning, Operation committees to over view to integrate women decision making at every level



- ✓ Gender analysis – Gender based Data Base, Application of gender tools,
- ✓ Gender indicators- Impact assessment from gender perspective
- ✓ Planning from a gender perspective and use of gender expertise (by carrying out an analysis or using resource persons)
- ✓ Gender-balanced teams and participation – Participatory tools
- ✓ Reinforced dialogue on gender at organization, field communities, Governance sectors
- ✓ Gender-inclusive evaluation

## Module 1 – Conceptual Clarity

### Difference between Sex and Gender!

**Gender:** This refers to the socially constructed roles and responsibilities assigned to men and women by society. These roles are learned; they vary between cultures and they change over time.

**Sex :** This refers to biological attributes of Men and Women; these attributes are universal and cannot be changed.

### Difference

SEX	GENDER
Biological	Cultural
Given by birth (Therefore)	Learned through socialization
EG. Men and Women	Stereotype attributes as perceived by particular societal context
Cannot be changed (e.g. man's ability to impregnate and woman's ability to give birth)	Can be changed (e.g. women and men can work as Engineers, pilots, teachers, etc)

Example of Birth of a child- first thing that strikes to mind to understand socialisation that ingrains gender bias from day one!

- **Equality versus Equity:** Equality refers to similarity of treatment as it is legally, constitutionally and divinely given. It is a fundamental right.

Equity refers to a fair sharing of resources, opportunities and benefits according to a given framework. It is one of the measures of equality, but not the only one. Equity is measurable and manifested in parity. Experience illustrates that equity is used instead of equality within institutions. This means that equity often undermines equality as women enter institutions on male terms without the equality process being fully

explored and utilized. Equity is often viewed as a favour, whereas equality is a fundamental right.

Explanations with example eg **FOX AND CRANE STORY** (refer page participatory tools 25-26)- Can a fox and crane (bird) can eat from same type of plate or utensils if served with food- as their built is different so also the needs are different like the way needs of men and women are different as their roles are different. So while working with community these sensitivities need to be adopted to know their needs and areas of change so that impact is equal which is called equity(same opportunity is not equal impact so equity is vital to have our intervention impactful according to differential needs of one poor to another even men and women.

**Power Relations : cuts across caste, race, class(Some Privileged some not)**

**Biggest barrier to development, empowerment is inequality that is ingrained in social structure reflected in various forms as per conflicting interests and the power relations that exist between men and women, state and citizen across race, caste etc also in particular societal context. There cannot be any distributive justice if these inequalities not addressed to absorb any development process.** Gender relations refer to how men and women relate to each other, resulting in manifestations of gender-based power. This arises from the roles men and women are expected to play and the impact of their interactions. The family is a good example, as men assume the earner and leader roles and women assume the domestic and childcare roles. These power relations are uneven because the male has more power in making legally influential decisions. Roles, assumed attributes and social systems lead to the creation of blueprints for behaviour. If we do not conform to these roles we are seen to be deviant by society. Power relations always result in one party being worse off than the other and create social imbalances. Likewise power relation exists based on caste, class, religion, age, education, race, space not just gender.

**TOOLS for understanding and internalisation to influence action/practice**-Differential Gender Role, Responsibilities and Response - Men and women are viewed differently, have different perceptions identity, image formation, experiences so also different roles at different spaces. The stereotype thinking can be explored through different exercises:

- **Identity/Self Image Formation**- how a newly born child is perceived on the basis of his or her sex group that strikes mind first or identified by their gender based dresses as they grow etc idea of **Self Image or Identity formation** through self conception is gradually learnt through reward and punishment mechanisms of society as strengthened by socialization process. There are biases in every human being, not necessarily development workers are free from this biases they all come from same learning process and life experiences unless conscious effort made by internalising those ideas and practicing to weed them out those biased perceptions.
- **Role and Activities (Traditional role)**-If girl behaves as per social system then appreciated but if acted unconventionally then criticised or made fun of – this is



called Socialisation process to strengthen conventional stereotype building through carrot and stick mechanisms. Chart prepared through brain storming different roles and perceived gender as per qualities attributed

- **Androgyny exercise-** Chart prepared by brainstorming on  
Why I like to be a man or woman & Why I don't like to be a man or woman for identifying and seeking change within
- **Role Reversal Exercise** and how is it reacted by participants - when child is fed by parent(which parent generally perceived-mother, cooking food- mother, getting vegetables or working in office generally perceived to be men)-Perception and in case of reversal by presenting list of Work (to explore stereotyping)
- **Attaching value in Power relationship of production and reproductions** as carried out as per change of space and accordingly value attached in form of paid or not paid- cooking is a skill when performed at home then not valued and unpaid but when cook in hotels are paid. So where cash is involved its valued with wage, salary even reflected in census (quite recently house hold work is considered as work). Work is valued as per space concerned eg Farmer image in books are men(but in reality women also do farming substantially)
- **Gender based local Proverbs exercise**(mostly strengthening anti women image)
- **Tree Exercise (Root and Symptom analysis)** to explain how crime against women so high and what is the root cause and how they are perpetuated by different institutions eg educational or marriage as institutions etc to lesser wage for women on the basis of their work not valued as cause of same tree. This is to identify power relations and their contribution in building in different forms issues we aspire to address through our projects – how socialisation occur, get strengthened for further stereo- typing
- **Triple Role Analysis through 24 hours Exercise** of men and women - routine of both men and women(to know that we can do 24 hours) in different situations-Rural Urban or different occupation to compare role of women in communities which is of three types –Productive, Reproductive and Community management(**TRIPLE ROLE BURDEN**)-the care giver, the food server, the crisis manager, the community trusted member for credit etc
- **Differentiating and Identifying Issue(root causes) and Symptoms** E.G. Somebody has Fever, if he is treated with crocin might not work if he has eg indigestion or loose motion or malarial infection is the issue so if we don't diagnose correctly our treatment would go wrong and will damage more. So our treatment or solution will not create any impact to issue rather can damage further if we don't go through diagnostic process or involve the stake holder in determining, identifying the issue (Refer page 27 for pictorial representation).



**Module 2: Concept of Development:** There are many definitions of development. However, it can be seen

- as a process and as an end
- Issue based, solution oriented
- as growth (physical increase), combined with qualitative change.
- In defining development, it is vital to include the human element because structures alone have no meaning unless they transform the lives of the people who use or depend on them.
- Which is empowering, participative, inclusive, sustainable, environment and gender sensitive
- Furthermore, when including the human element, gender must be analyzed in order to assess the particular needs of both men and women. In summary, development is the movement from a simple or worse situation to a sophisticated and better situation. It is both qualitative and quantitative and needs a gender perspective to be complete.

## **Addressing Issues for Development Projects : Approaches**

Development Approach is evolved from purely charity to welfare to efficiency, to technology transfer to poverty through integration to empowerment models (with top down and bottom up strategies) to bridge the gaps as per changing demands of situation from famine in 1940s to 2000s so also approach to women also evolved from seeing them as victim of disaster or as a mother to productive agent(WID) to society to equal partner (GAD-Gender and Development)to development process(in the context of India)

- **Empowerment:** This can be seen as the process and end result of improvement in autonomy through various means such as access to knowledge, skills and training. The acquired improvement is then applied. The process and result of empowerment is a critical issue in development.
- **Women in Development (WID)\* :** This is an approach to development that focuses on women. The approach aims at ensuring that women are included in development. The approach does not address itself to the benefits of women's participation.
- **Gender and Development Approach: (GAD) \* :** This is an approach to development that advocates for a shift from focusing on women as a group to socially determined relations between men and women. This approach focuses on the social, economic, political and cultural forces that determine how women and men can best participate and benefit from a development project.

## **Why Gender is a Development Issue**

- a. Fifty percent of population is women and can we ever overlook this section deprived





from development benefits? No country cannot register progress if status of women keep declining without due attention by their participation in development process.

The rationale for considering gender can be made using the following statistics:\*

- Women form 50% of the world's population.
- Women perform 2/3 of the world's work.
- Women make up 2/3 of the world's illiterate population.
- Women earn 1/10 of the world's income.
- Women earn less than 1/100 of the world's property.
- Women constitute 70% of the world's poor living on less than \$1/per day.

Such inequities are a result of numerous factors such as women's lack of access to economic opportunities and resources, access to agricultural land, technology and credit, as well as, employment opportunities. Thus, addressing gender inequalities is not only a development goal, but also a means to sustainable development.

\*The trainer should add statistics and examples to localize the perspective of gender issues in the area/region of the training.

## b. Historical Perspectives of Development Approaches and Evolution : From Women in Development to Gender and Development

These are various approaches that have been and continue to be used in women's development namely: welfare, efficiency, anti-poverty, equity, empowerment and mainstreaming. This is a tool used in Moser's framework. It can be used in discussions on the evolution of WID/GAD approaches. The details are captured below.

### Development approaches

#### WID/IGAD Policy Matrix

ISSUES	WELFARE	EQUITY	ANTI-POVERTY	EFFICIENCY	EMPOWERMENT
Origins	<p>Earliest approach:</p> <ul style="list-style-type: none"> <li>• residual model of social welfare under colonial administration modern-sation/ accelerated growth economic development model</li> </ul>	<p>Original WID approach:</p> <ul style="list-style-type: none"> <li>• failure of modernisation development</li> <li>• policy-influence of Boserup and First World feminists on Percy Amendment.</li> <li>• declaration of UN Decade for Women</li> </ul>	<p>2nd WID approach:</p> <ul style="list-style-type: none"> <li>• toned down equity because of criticism</li> <li>• linked to Economic Redistribution with Growth and Basic Needs</li> </ul>	<p>3rd and now predominant WID approach:</p> <ul style="list-style-type: none"> <li>• deterioration in world economy</li> <li>• policies of economic stabilisation and adjustment rely on women's economic contribution to development</li> </ul>	<p>4th arose out of failure of equity approach</p> <ul style="list-style-type: none"> <li>• Women's feminist writing and grass-roots organizations</li> </ul>

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Period most Popular	1950-70: but still widely used	1975-86: attempts to adopt it during and since Women's Decade	1970s onwards: still limited popularity	Post 1980s: now most popular approach	1975 onwards: accelerated during 1980s, still limited popularity
Purpose	To bring women into development as better mothers: this is seen as their most important role in development	To gain equity for women in the development process: women seen as active participants in development	To ensure poor women increase their productivity: women's poverty seen as problem of under-development not of subordination	To measure development is more efficient and more effective: women's economic participation seen as associated with equity	To empower women through greater self-reliance: women's subordination not only seen as problem of men but also of colonial and neo-colonial oppression
Needs of women met and roles reorganized	To meet PGN in reproductive role, relating particularly to food aid, malnutrition and family planning	To meet SGN in terms of triple roles directly through state top-down intervention, giving political and economic autonomy by reducing inequality with men	To meet PGN in productive role, to earn an income, particularly in small-scale income generating projects	To meet PGN in context of declining social services by relying on triple roles of women and elasticity of women's time	To reach SGN in terms of triple role-indirectly through bottom-up mobilisation around PGN as means to confront oppression
Comments	Women seen as passive beneficiaries of development, with focus on reproductive role; non-challenging, therefore still widely popular, especially with governments and traditional NGOs.	Identifying subordinate position of women in terms of relationship to men, challenging status quo; criticized as Western feminism, considered threatening and not popular with governments.	Poor women isolated as separate category with tendency only to recognise productive role; reluctance of government to give limited aid to women means popularity still at small-scale NGO level.	Women seen entirely in terms of delivery capacity and ability to extend working day; most popular approach both with governments and multilateral agencies.	Potentially challenging with emphasis on Third World and women's self-reliance; largely unsupported by governments and agencies; avoidance of Western feminism criticism, means slow significant growth of under-financed voluntary organizations.

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	1940-1960s	1970s	1990s
Policy Approach To Development	State socialist development	Economic self-reliance and political non-alignment	Social sustainability with economic and political reforms (economic liberalization and institutional restructuring)
Policy Approach To Women/Gender	Emancipation In 50s and 70s State socialism	Empowerment	GAD mainstreaming
Period Most Popular	In 50s and 70s	1975 until 80s, still quite popular	80s till present
Origins	State socialism	<ul style="list-style-type: none"> <li>• Arose out of failure of equity approach</li> <li>• Third World feminist and grassroots organizations</li> </ul>	Most recent approach, shift from WID to GAD, reaction to marginalization of institutionalized WID activities
Purpose	To increase women's political participation and harness their labour capacities to meet national development goals	Development should empower women and men to greater self-reliance and assertion of own capabilities	Integrate gender awareness & competence into mainstream development
Gender Needs Met	<ul style="list-style-type: none"> <li>• Productive, reproductive &amp; community politics roles of women met</li> <li>• Access to employment and income, but not to factors of production</li> <li>• Access to social goods and services, but not policy</li> <li>• Access to legal system</li> <li>• Practical gender needs: employment/income</li> <li>• Strategic gender needs: political participation</li> </ul>	<ul style="list-style-type: none"> <li>• Productive, reproductive, community management &amp; community politics roles of women met</li> <li>• Access to factors of production/goods/services</li> <li>• Access to and control over information</li> <li>• Enhancement of confidence-building, participation skills and decision-making</li> <li>• Practical gender needs: bottom up mobilization</li> <li>• Strategic gender needs: organization</li> </ul>	<ul style="list-style-type: none"> <li>• Productive, reproductive, community management and community politics roles of women and men met</li> <li>• Access to and control over resources in mainstream development (with specific components)</li> <li>• Practical gender needs of women and men addressed</li> <li>• Strategic gender needs of women and men pursued</li> </ul>

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Gender Critique	<ul style="list-style-type: none"> <li>• Women's issues are important but subordinated to national development goals</li> <li>• No challenge of gender relations</li> <li>• Hostility towards autonomous women's organizations</li> </ul>	<ul style="list-style-type: none"> <li>• Recognizes gender relations with women organized autonomously in separate or mixed organizations</li> <li>• Focus on solidarity between "Third World" women and men, challenging western development models</li> </ul>
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### From Welfare to Women In Development (WID)- 1<sup>st</sup> Phase evolution

	1940s-1960s	1970s	1970-80s	1980-90s
Policy Approach to Development	Economic growth	Distribution with growth (employment and basic needs)		Economic efficiency and debt repayment (structural adjustment)
Policy Approach to Women/Gender	Pre-WID Welfare	WID Equity	WID Anti-Poverty	WID Efficiency
Period Most Popular	Still widely used	During and after women's decade	1970s onwards, still popular	Post 1980s, most popular approach
Origins	<ul style="list-style-type: none"> <li>• Residual model of social welfare under colonial administration</li> <li>• Modernization/accelerated growth model</li> </ul>	<ul style="list-style-type: none"> <li>• Failure of modernization development policy</li> <li>• Decade of women</li> </ul>	<ul style="list-style-type: none"> <li>• Top-down equity approach</li> <li>• Growth and basic needs</li> </ul>	<ul style="list-style-type: none"> <li>• Deterioration of world economy</li> <li>• Politics of structural adjustment rely on women's economic contribution</li> </ul>

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Purpose	Women should become better mothers and family caretakers	<ul style="list-style-type: none"> <li>• Development should lead to equity for women</li> </ul>	<ul style="list-style-type: none"> <li>• Increased productive role of the poor</li> <li>• Income generation for women</li> </ul>	<ul style="list-style-type: none"> <li>• Development should ensure efficiency and effectiveness</li> <li>• Women's economic participation leads to equity</li> </ul>
Gender Needs Met	<ul style="list-style-type: none"> <li>• Focus on women's reproductive role</li> <li>• Access to food aid, contraceptives, nutrition, health care</li> </ul> <p>Practical gender needs of women as wives and mothers</p>	<ul style="list-style-type: none"> <li>• Addresses reproductive, productive and community politics roles of women</li> </ul> <p>Access to and control over factors of production and decision making</p>	<ul style="list-style-type: none"> <li>• Addresses practical and strategic roles of women</li> <li>• Access to land, credit, skills and contraceptives</li> <li>• Practical gender needs: increased income</li> </ul>	<ul style="list-style-type: none"> <li>• Addresses : <b>practical gender needs</b> of women, promotes access to employment and income and basic services in exchange for participation</li> <li>• Demands "safety nets" for poor women</li> </ul> <p>Practical gender needs: social services declining</p>
Gender Critique	<ul style="list-style-type: none"> <li>• Focus on growth of industry/ mechanized employment, male jobs</li> <li>• Women are seen as wives and mothers</li> </ul>	Focus on inequality between all women and men	<ul style="list-style-type: none"> <li>• Focus on the poor</li> <li>• Men seen as main bread-winners, women as contributors</li> </ul>	<ul style="list-style-type: none"> <li>• No recognition of multiple roles of women and</li> <li>• No recognition of household structures</li> </ul>

### From "Women in Development" (WID) to "Gender and Development" (GAD)

<b>The Approach:</b> An approach which views women as the centre of a problem	<b>The Approach:</b> An approach views unequal relationship of women and men as per contexts is the problem
<b>The Focus:</b> Women	<b>The Focus:</b> Relations between women and men
<b>The Problem:</b> The exclusion of women (half of the productive resources) from the development process	<b>The Problem:</b> Unequal relations of power (rich/poor, women/ men) that prevent equitable development and women's full participation.

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<b>The Goal:</b> More efficient, effective and just development	<b>The Goal:</b> Equitable, sustainable development with women and men as decision-makers
<b>The Solution:</b> Integrate women into the existing development process	<b>The Solution:</b> Empower the disadvantaged and women and transform unequal relations
<b>The Strategies:</b> <ul style="list-style-type: none"> <li>• Women's projects</li> <li>• Women's components</li> <li>• Integrated projects</li> <li>• Increase women's productivity</li> </ul> Increase women's ability to look after the household	<b>The Strategies:</b> <ul style="list-style-type: none"> <li>• Identify and address practical gender needs determined by men and women to improve their lives</li> <li>• Address women's and men's strategic gender needs</li> <li>• Address strategic interests of the poor through people-centred development</li> </ul>

### Addressing Inequities by Gender Analytical Frameworks and Tools

- 1. Understanding Gender Division of Labour through Disaggregation of data collection**  
from gender lenses (men-women relationship of power or equality- identity, role, condition, status, participation, needs access and control of resources in home, work, organisation society at large)

#### Disaggregated Data -Activity Profile Chart

Type of Activity	Who (Gender/Age)	When	How Often	Where	How	Why
Productive						
1.						
2.						
3.						
Reproductive						
1.						
2.						
3.						
Community						
1.						
2.						
3.						

KEY:

Who - Male Adult, Female Adult, Male Child, Female Child What- Activities carried out

When- Time of the year/day

Where- Location of the activity, i.e. at home or away

How- Means of doing the activity, i.e. is it manual or technological How often- Number of times it is done over a space of time

Why- What reason justifies the gender that does it

## 2. GENDER ANALYSIS MATRIX (GAM) Worksheet

	Labour	Time	Resources(Access, Control, Benefits)	Culture-Constraint and Strength
Women				
Men				
Household				
Community				

**Condition and Position Analysis-Practical Needs and Strategic Needs to address** (Short term and Long term Issues/ practical to structural issues)-in annexure-1

As men and women have different experiences, roles so their needs also are different so women needs need to be identified carefully with disaggregated data as impact of intervention also can have different! Condition is improvement of day today life and Position is long term structural changes required for equality.

### Practical versus Strategic Gender Needs(PGN/SGN)

Although these concepts belong to the Caroline Moser framework, they can be clarified under the first session as they relate to the Gender and Development approach.

In undertaking gender analysis it is important to keep in mind that women and men have different gender roles and positions in society, resulting in different gender needs and interests.

Practical Gender Needs are defined as basic needs of survival not unique to women. They include food, shelter, clothing and water. They relate to material conditions of life, are short-term, can be met through direct material inputs and operate at welfare (availability) and access (means) levels.

Strategic Gender Needs/Interests on the other hand, refer to socio-economic and political positions of women compared to men. They relate to structures and systems, which are

embedded and therefore more difficult to deal with. In looking at strategic needs, focus is placed on factors such as:

- Marginalisation - exclusion in processes such as decision-making. This results in women's inability to articulate their needs and interests.
- Discrimination - differential treatment based on factors over which an individual has no control, e.g. sex, tribe, nationality, race, etc.
- Objectification - assignment of less than human status and treatment to women.
- Infantilisation - categorizing women with children, i.e. having no legal decision making powers, voting rights or capacity to enter into contracts.
- Dispossession - through patriarchal systems of property inheritance.
- Value assignment - determining a woman's value by the sex and number of children she bears.
- Violence - physical, mental and emotional abuse, which is culturally accepted as 'correcting' a wife or harmful practices such as female genital mutilation to subdue female sexual urge.
- Sub-ordination - assignment of an inferior position e.g. treatment as second-class citizens.

### Matrix - Practical Gender Needs and Strategic Gender Interests

A. Practical Needs	B. Strategic Needs
☐ Tend to be immediate and short-term	☐ Tend to be long-term.
☐ Unique to particular women	☐ Common to almost all women.
☐ Relate to daily needs, food, housing, income, health, children, etc.	☐ Relate to disadvantaged position, subordination, lack of resources and education, vulnerability to poverty and violence, etc.
☐ Easily identifiable by women	☐ Basis of disadvantage and potential for change not always identifiable by women.
☐ Can be addressed by provision of specific inputs such as food, hand pumps, clinics, etc.	☐ Can be addressed by consciousness-raising, increasing self-confidence, education, strengthening women's organisations, political mobilisation, etc.
Addressing Practical Needs	Addressing Strategic Interests
☐ Tends to involve women as beneficiaries and perhaps as participants.	☐ Involves women as agents or enables women to become agents
☐ Can improve the condition of women's lives.	☐ Can improve the position of women in society.
☐ Generally does not alter traditional roles and relationships	☐ Can empower women and transform relationships



	Assessing community or women Ownership process -Levels of Participation and equality is not absolute but proportionately impacted
	❑ Recipients(no voice, no control)
	❑ Beneficiary(target group)
	❑ Participant(consulted)
	❑ Partner(stakeholder status)
	❑ Change Agent/People led/Women managed(Total voice and ownership)

### 3. Access and Control Analysis:

This component analyses what resources are available in the project and what benefit accrues from them being used. Furthermore, it also analyses which sex has (access) these resources and benefits from them as well as who has final decision making powers (control) over them, based on their gender roles. In gender analysis, it is often found that whereas women have wide access to resources and benefits the control of those resources largely rests with the men, thus shifting gender power relations in their favour.

#### Access and Control Profile Chart

Resources-physical and social (Land, Housing, Water, Toilet, Money, skill, education, Forest, River, Well,)	Who have the access-men/women	Who have the Control-men /women
Benefits(skills, money, ownership, Labour, Use, decision)		

#### Sector Specific Data Collection

Access to Water sanitation is basic survival needs so improvement of that is improvement of condition. But ownership or decision-making of land tenure, house or control of sanitation units are long term structural needs which improves their position. So practical gender needs improves condition and strategic gender needs improves position of women as explained better.

### 4. Level of Participation- (State led to People/women led processes)- Assessing community or women Ownership process - Levels of Participation and equality is not absolute but proportionately impacted. *(Refer page diagram in participatory tools- page no 28)*

- Recipients(at mercy-no voice, no control) –Welfare approach(Recipient as Target group)

- Beneficiary(target group)-Reproductive role only acknowledged
- Participant(consulted)-Integration to development process acknowledged
- Partner(stakeholder status)- Empowerment model, contribution and role acknowledged -
- Change Agent/People led, Women managed (Total voice and ownership of process)

## 5. Influencing Factors

These are the factors that influence the pattern in the two profiles below(Tools). They include factors that shape social relations. Analyzing these factors can give an insight in the past and current influences and can guide in the planning and programming of development projects. It is important to identify influencing factors since they present opportunities and constraints in project and programme development. Understanding influencing factors helps to identify entry points for appropriate interventions and options for change. In programme terms, this can help in identifying appropriate inputs for different projects. Influencing factors can be many and broad. They include but are not limited to culture/tradition, education religion, politics, economics, environment, wars, legal, demographic trends, exposure, etc.

For proper targeting and strategizing, planners need to understand these factors and to what extent they are amenable.

Influencing factors	Impact	Constraints	Opportunities
Political			
Demographic			
Economic			
Cultural			
Educational			
Environmental			

## GENDER AND DEVELOPMENT MANUAL

Legal			
International			
Policies			
Other			

### 6. Relationship of Power- Socio metric exercise

SOCIO METRIC Diagram/Table					Explanation if any why- age, gender, hierarchy position, personality,
	Your Relationship	Hierarchical- Dominant(more power ful)	Equal	Powerless	
Personal	Family -Father				
	Mother				
	Brother				
	Sister				
	Uncle				
	Aunty				
Organisation	Seniors				
	Colleagues				
	Subordinates				
Work(Community)	Community				
	Men				
	Women				
	Youth				
	committees				
State	ULB				
	Jal Board				

	Corporator				
	Commissioner				

## Module 4 : Gender Integration

**Organization Level:** Organizational Policy, Planning, Operation committees to over view to integrate women decision making at every level

Gender Policy, Gender balance in Staffing/Board, Gender based Committees, More Women and progressive non-hierarchical men in decision making position, Gender culture, Third party/consultants inputs time to time

### Projects/Planning

#### Project Identification and Preparation

Steps for ordinary action	Steps to incorporate gender
Conduct situation analysis <ul style="list-style-type: none"> <li>• identify actors, interests, problems, opportunities, obstacles, etc.</li> <li>• collect information on the geography, demography, labour characteristics, economic resources, collaborating agencies and policy frameworks</li> <li>• prioritise problems and select necessary interventions/projects</li> <li>• establish goals and objectives</li> </ul>	<ul style="list-style-type: none"> <li>• In conducting situation analysis:</li> <li>• include women, men, boys and girls as sources of information</li> <li>• articulate the priority problems of each gender category and classify as either practical or strategic disaggregate all information by gender, age and any other relevant factor</li> <li>• develop gender disaggregated activity and resource profiles</li> <li>• establish the existence and nature of gender policies among collaborating agencies and the government ensure that interventions selected will address the interests of all stakeholders by gender, age, etc.</li> <li>• ensure that the objectives are specific on how the project intends to improve the lot of boys compared to girls and women compared to men.</li> </ul>

#### **Project Design**

Steps for ordinary action	Steps for incorporating gender
<ul style="list-style-type: none"> <li>• Select and formulate project strategy, e.g. community-based, participatory, labour intensive or capital intensive, top-down or bottom up, centralised or decentralised etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure strategy has no potential to exclude stakeholders on the basis of gender or age</li> </ul>

## GENDER AND DEVELOPMENT MANUAL

<p>Structural set-up</p> <ul style="list-style-type: none"> <li>financial: budgets</li> <li>organisational: departments</li> <li>human resources: staffing and salaries</li> <li>collaborative mechanisms: roles and responsibilities</li> </ul> <p>Elaborate project plan objectives</p> <ul style="list-style-type: none"> <li>Inputs</li> <li>expected outputs</li> <li>indicators and methods of measurement-activities</li> </ul>	<ul style="list-style-type: none"> <li>Consult different age and gender categories in choosing and designing project strategy</li> <li>Allocate budget lines and resources for gender and training on gender</li> <li>State gender equality as a staffing policy</li> <li>Include gender responsive programming in the terms of reference of all staff</li> <li>Confirm that all collaborative agencies have gender on their agenda</li> <li>Objectives and outputs should indicate anticipated improvements by age and gender</li> <li>Indicators should be gender-specific and be developed in a participatory manner to reflect age and gender perspectives.</li> <li>Activities should be planned bearing in mind the gender workload distribution and potential contributions of different gender and age categories.</li> </ul>
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### Project Implementation, Monitoring and Reporting

Steps for ordinary action	Steps for incorporating gender
<p>Elaborate plans of operations</p> <ul style="list-style-type: none"> <li>annual targets, chronology, activities</li> <li>technical package and delivery systems</li> <li>allocate and time the activities</li> </ul> <p>Implement activities</p> <ul style="list-style-type: none"> <li>Staffing</li> <li>participation of stakeholders management</li> <li>Networking</li> </ul> <p>Monitoring and reporting</p>	<ul style="list-style-type: none"> <li>Targets should indicate intended improvements by gender and age</li> <li>Technical package and delivery systems should not marginalise on the basis of gender and age</li> <li>Ensure parity in numbers and positions of staff</li> <li>Conduct gender awareness training for staff and other stakeholders</li> <li>Use gender policy as reference for management decisions</li> <li>Choose data collection methods which have scope for gender dis-aggregation of information</li> <li>Disaggregate all data, quantitative and qualitative</li> <li>Target both genders and different age categories as sources of information</li> <li>Package the report in media that will reach all age and gender categories</li> </ul>

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>• plan methods and frequency of monitoring<br/>decide on data collection tools</li> <li>• develop monitoring indicators</li> <li>• monitor progress and bottlenecks</li> <li>• adjust accordingly and re-plan</li> <li>• compile and disseminate reports</li> </ul> |  |
|--|--|

## **Project Cycle Goal and Objectives**

### **INDICATORS OF TOT/Training Input by horizontally(NGO to NGO and Community leaders to Community)**

- Increased acceptance by women and men of women as community decision-makers
- Greater personal and economic independence and self-confidence for women
- Increased women's involvement in personal, family or community development
- New, more visible, and more effective women's organizations
- More women in education and training programmes
- Improved health of women and children
- Improvements in women's legal status
- A decline in violence against women
- Increased women's control over their fertility
- Reduced institutional discrimination and bias against women
- Increased public awareness of women's issues

In order to ensure that mainstreaming has taken place, and that there is no fading away of gender issues during the project implementation, it is important to formulate indicators for use in the monitoring and evaluation process. Indicators are defined as measures of progress and can be quantitative or qualitative, where the former are expressed numerically and the latter descriptively.

### **Sample Gender Indicators** monitoring and evaluation process

- Participation of women and men in activities Access to and control over inputs by men/women
- Use of gender expertise
- Training or other activities for women
- GAD/WID expertise



- Gender specific research and data collection Quantity and quality of outputs by gender  
Appropriateness of outputs for women/men Access to and control over outputs
- Changes by gender in division of labour, workload
- Access to and control over resources and benefits Decision-making and organization
- Problems and needs met by gender
- Changes in empowerment and self-determination
- Per cent in representation
- Per cent in participation
- Per cent trained

### **Gender Indicators**(by which planners and policy makers measure gender inequality)

These are among the key means by which planners and policy makers measure gender inequality. Programme indicators show progress towards a gender equality target or policy priority. They also provide information on the basis of which gender specialists advocate for policies likely to lead to greater gender equality. Policy and programme Gender Indicators facilitate the tracking of project outcomes that advance gender equality.

The different types of gender indicators are:

- Sex-disaggregated statistics
- Gender statistics
- Gender-sensitive indicators (distinguishing sex-disaggregated statistics and gender statistics)

When conducting a gender analysis it is important to be able to distinguish between sex-disaggregated statistics, which gives the straightforward numbers of males and females in a given population, and gender statistics, which can reveal the relationships between women and men that underlie the numbers. Gender statistics can indicate the need for a policy intervention, but not what that intervention should be. On the other hand, gender statistics provide factual information about the status of women, for example a change in their status over time. They do not have to be disaggregated by sex. For example, '73% of married women report experiencing domestic violence at least once in their lives'.

### **Gender-sensitive indicators**(direct evidence of the status of women)

These provide direct evidence of the status of women, relative to some agreed normative standard or explicit reference group. For example, a gender statistic could be '60% of women in country X are literate, as opposed to 30% five years ago'. A gender-sensitive indicator could be '60% of women in country X are literate, as compared to 82% of men, and compared to 30% and 52% respectively five years ago'. The norm of



reference in this example is men in the same country, but in other cases might be other groups of women, such as women of another country, or in different age-groups.

Source - UNDP information Pack

### Questions and Checklist to assess gender sensitivity in organization and projects and community

#### Gender analysis:

- Have you investigated the gender issues related to sanitation provision and use in the project area?
- Are women's (and men's) needs, interests and priorities regarding sanitation clear?
- What are the gender-specific elements in the sanitation policies and strategies of the government, company or institution?
- Did you use a gender perspective to gather information? Are the gathered data sex-disaggregate?

#### Institutional aspects:

- Is expertise in social development, sanitation and hygiene education available in the organization, project or program team?
- Are women and men fully involved in the organization and have internal discriminatory factors been tackled successfully?
- Are there any constraints for women and/or men to access and control over resources?

#### Gender impact assessment:

- Will the program objectives and activities have an impact on existing inequalities between women and men, boys and girls?
- How will the program affect women and men? E.g. will their work burdens be in/decreased; their health be affected; economic benefits reached. Is there gender balance in the burdens and benefits?
- Is the budget gender sensitive?
- Gender Specific **Monitoring** and Evaluation: Do you measure and monitor for separate effects on women, men, girls and boys? How?



### Location and design:

- Does the design and location of sanitation facilities reflect the needs of women and men?
- Are toilets situated in such a way that physical security of women and girls is guaranteed?
- Is the location close to home and is the path well accessible and well lit?
- Are separate toilets for women and men, boys and girls constructed and maintained (e.g. in schools, factories, public places)?

### Technology and resources:

- Does the technology used reflect women's and men's priorities and needs?
- Is the technical and financial planning for ongoing operation and maintenance of facilities in place? And how are women involved?
- Have funds been earmarked for separate sanitation facilities for girls and boys, and for hygiene education in school curricula? (See also **school campaigns**)

### Empowerment and decision-making:

- Is women's capacity developed and their participation in training encouraged?
- Are women and girls enabled to acquire access to relevant information, training and resources?
- Is there gender balance in decision-making?

Are women involved in the planning (incl. location and quality) and management of sanitation services?

Have hygiene education messages been promoted through women's groups, **schools** and health clinics?

### Module 5 organisation and operation Planning and Strategy and Outcome

#### a.SWOT Analysis at both community and organisation level

<i>Space/Areas of Intervention</i>	<b>Strength</b>	<b>Weakness</b>	<b>Opportunity</b>	<b>Threat</b>
Organisation				
Project team				
Community(CBOs/Collectives)				
Federation Leaders				

## **b. Action Plan**

<i>Action plan of participants</i>	Personal level	Organization	Work-Community	State
Existing Power equation(Gender				
Goal/Objective				
Action				
Risks				
Strategies				
TimeFrame				
Challenges				
Outcome /Impact Assessment				

## **c. Assertive Training- Mediums (theatre and case study)**

Negotiation skills in conflicting power relations to demonstrate what is

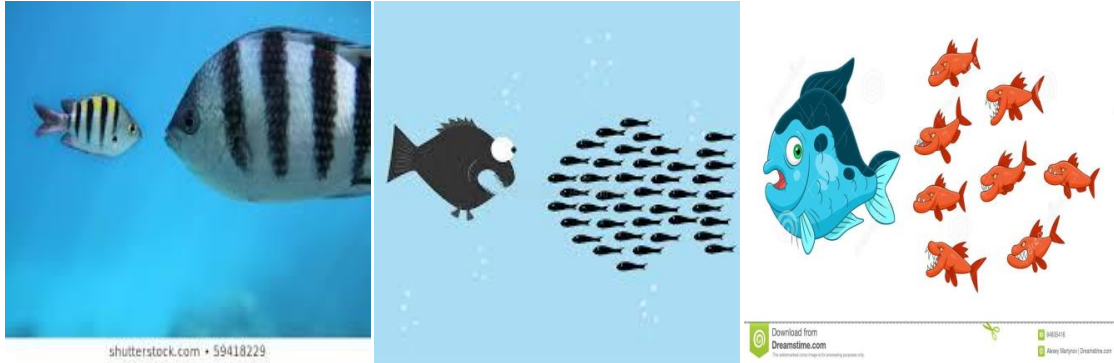
**Aggressive, Assertive, Submissive(subordinate)negotiations**

**d. Plan of Action Training- for Horizontal Exchanges/Brain storming and Training for Trainers (TOTs) to sensitise and build capacities at city, projects levels**

**e.Participatory Tools to explain concepts(pictorial/mapping/Charts for brainstorming)**

COLLECTIVE PROCESS for Negotiation –Annexure 3

## Shark vrs small fish – State vs Poor

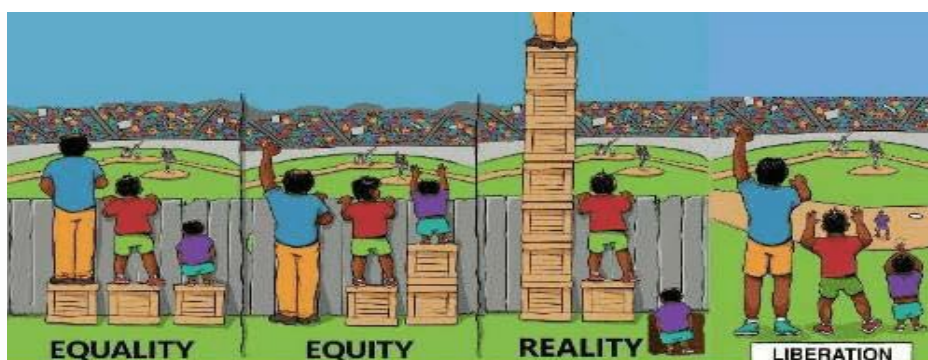


## EQUITY AND EQUALITY



<https://www.youtube.com/watch?v=Gx66S3eXLfw>

## Liberation



### Leaves-

Social evil practice- Atrocities, Mental Torture, Wife beating, Rape, Prostitution/ Women Trafficking, No equal wage, Unwed mother, Polygamy, Biased Properly Right, No sanitation right, Burkha System, Child Marriage, Mother's Dead, Female Infanticide, No representation in political scenario, No hereditary right,

### Trunk and Branches-

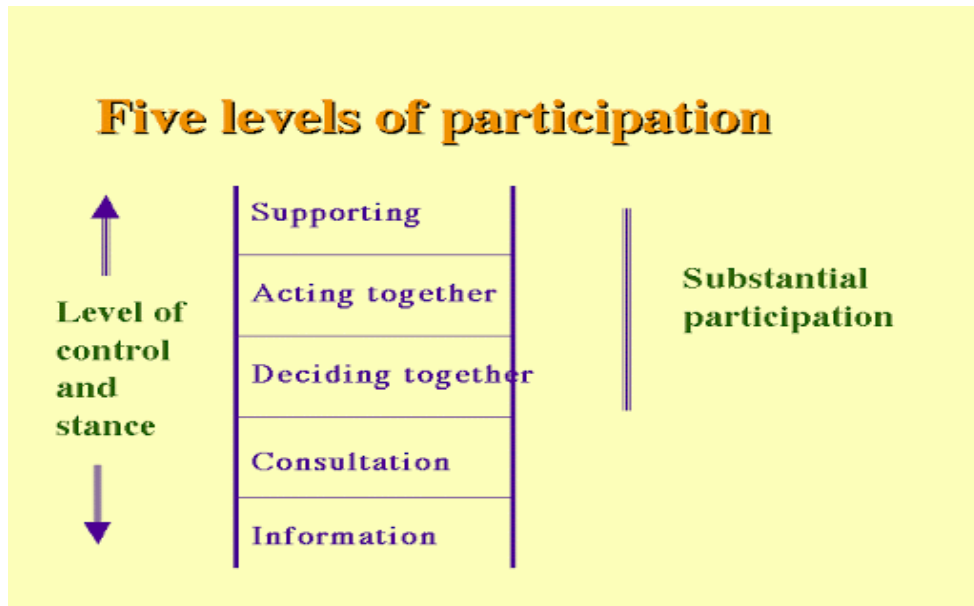
Formal Institutions –Perpetuating agencies , male dominated hospitals, Police booths, Banks, Schools, Courts, Marriage, Family, Bureaucracy, society, Law, Property right, Political party. Men Dominated

### Roots-

Patriarchy, Attributes as perceived as women, Bias against girl child, No value, dependent on husband or father or son, Partiality in food, Soft, silent, tolerant, sacrificing, Division of labour

ROOT Cause and Symptoms Analysis for Solution for Issue not symptoms

## Level Of Participation



## Levels of Participation

Level 9	Community-Owned Initiatives	Goes beyond participation
Level 8	Decision-making Authority	Participation
Level 7	Partial Delegation of Decision-making Authority	
Level 6	Shared Decision-Making	
Level 5	Inclusion	Preliminary Stages of Participation
Level 4	Consultation	
Level 3	Information	
Level 2	Instruction	Non-Participation
Level 1	Instrumentalization	

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