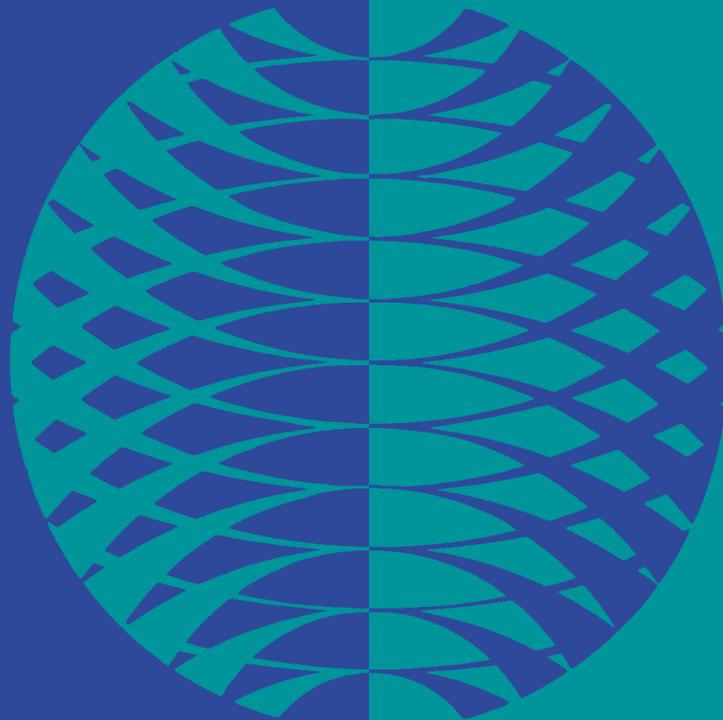


# GENDER AND DEVELOPMENT



cedpa

The Centre for Development and Population Activities

# **G E N D E R A N D D E V E L O P M E N T**

**The CEDPA Training Manual Series  
Volume III**



**The Centre for Development and Population Activities  
1400 16th Street NW, Suite 100  
Washington, D.C. 20036, U.S.A.  
Tel: (202) 667-1142 Fax: (202) 332-4496  
E-mail: [email@cedpa.org](mailto:email@cedpa.org)  
<http://www.cedpa.org>**

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## INTRODUCTION

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**Gender and Development** represents CEDPA's experience in gender-focused training programs. It has been fieldtested with partner organizations in the Caribbean, Egypt, India, Japan, Mexico, Nepal, Niger, Peru, Romania, South Africa, Vietnam, and elsewhere. It is for use by trainers of program managers and development workers in the private and public sectors. Its purpose is to improve knowledge, attitudes, and skills in order to create gender-responsive institutions, policies, and programs.

This manual was developed in response to requests from participants in CEDPA's Women in Management (WIM) and Institution Building (IB) programs for a curriculum to help them address gender issues. It offers a comprehensive, in-depth program designed to contribute to the achievement of gender equity in development projects and organizations and in societies as a whole.

This manual is the third volume in The CEDPA Training Manual Series, which compiles CEDPA's training materials and also draws on other materials referenced in Appendix B. Feedback from participants, trainers, consultants, and gender specialists was invaluable in ensuring the manual meets the needs of development practitioners.

### **CEDPA Training**

Since its founding in 1975, CEDPA has dedicated its programs and training activities to increasing gender equity and empowering women at all levels of society to be full partners in development. CEDPA's training in program management and institution building is designed to develop leadership and managerial skills, particularly among women, and strengthen capacities to provide efficient programs and services. Training is conducted at CEDPA's main office in Washington, D.C., and at the regional and country levels. The Washington-based workshops are conducted annually in English and French or Spanish.

Through these programs, more than 3,700 women and men from 118 countries in Africa, Asia, Eastern Europe and the New Independent States, Latin America, and the Middle East have honed critical management skills. Many have returned to their organizations to lead women-focused and women-inclusive development programs which strengthen all development efforts.

CEDPA training employs a participatory, experiential methodology based on the principles of adult learning. Individual participants are encouraged to manage their own learning and share responsibility with trainers. This methodology draws on the participants' experiences and encourages active problem-solving and critical and analytical thinking.

Each session follows a pattern of evolving understanding. First, participants engage in a specific learning experience related to gender. Then, they reflect on this experience and on personal and socio-cultural values, expectations, perceptions, and attitudes related to gender. Next, they draw out key concepts and lessons and develop generalizations about the lessons learned. Finally, they learn how to apply the new material in practical ways.

As participants work through the exercises, they gain an appreciation of the wide range of gender issues that may arise in personal, interpersonal, institutional, and community contexts. They also learn to develop practical and concrete plans of action for dealing with these issues in ways that preserve integrity and realize the potential contributions of all members of society.

## **OVERVIEW OF THE CONCEPTS OF GENDER**

The main concepts of gender and models of gender analysis are covered in **Gender and Development**. The following section, excerpted from the CEDPA handbook **Gender Equity: Concepts and Tools for Development**, provides background information as a resource for trainers. Related sessions are noted in parentheses.

### **The Evolution of Gender in Development**

In the past decade, there has been growing acceptance of the gender-focused approach to development. Gender training and gender analysis are now considered essential tools in the development process. Gender equity was a foundation for the Programme of Action of the International Conference on Population and Development in 1994 and the Fourth World Conference on Women in 1995.

Although increasingly incorporated into development programs, the concept of gender is not well understood. Because the focus of gender-oriented development has been women, gender has often been misused as a synonym for “women” or “female.” Projects directed toward women’s needs may mistakenly refer to gender needs. The term has also been confused with sex, although sex refers to biological characteristics that make an individual female or male (*Session 2*).

### **Gender Roles**

While one’s sex does not change, gender roles are learned and change over time. They vary from culture to culture, and often from one social group to another within the same culture according to class, ethnicity, and race. Factors such as education, technology, economics, and sudden crises like war and famine cause gender roles to change. Gender is considered a social construct because it is socially determined and supported by societal structures.

Gender is a basic organizing principle of societies, particularly in the division of labor in families, communities, and the marketplace. Although gender roles limit both women and men, they generally have had a more repressive impact on women (*Sessions 3 and 4*).

Women frequently have responsibilities related to their reproductive role, including childrearing and the associated tasks such as maintaining the family and household. Both women and men are involved in productive labor, which includes wage employment and production of goods. However, their functions and responsibilities differ. Women's productive work is typically less visible and lower paid than men's. In some cases, work done primarily by men becomes lower paid and less prestigious when women begin to do it, and "women's work" earns higher pay when done by men. Similarly, women frequently earn less than men in the same job. At the community level, men may tend to have formal leadership roles and perform high-status tasks while women often do the organizing and support work.

Because women are active in all three types of labor (reproductive, productive, and community), they are said to have a "triple role." Most women's development projects have not recognized this triple role, focusing only on women's reproductive work as caregivers to children and families.

### **Practical Needs and Strategic Interests**

Different roles generate both practical needs and strategic interests (*Session 8*). Practical needs are immediate and material and arise from current conditions. Women's practical needs tend to focus on the domestic arena, income-earning activities, and housing and basic services, all identified as women's responsibilities. Child care services, maternal and child health care, subsistence crops marketing, and traditional employment opportunities are means to address these needs. While practical interventions can increase women's participation in the development process, they are unlikely to change gender relations and, in fact, may preserve and reinforce inequitable divisions of labor.

Strategic interests are long-term, related to equalizing gender-based disparities in wages, education, employment, and participation in decision-making bodies. Addressing strategic interests may challenge the prevailing balance of power between men and women. Actions to address women's strategic interests might include abolition of the gender division of labor, shared domestic labor and child care, elimination of institutionalized forms of discrimination (for example, the right to own property and access to credit), promotion of political equality, freedom of choice over childbearing, and adequate measures against male violence.

Practical needs and strategic interests are linked. Responding to practical needs identified by women at the community level can provide an entry point to identifying and addressing

their long-term strategic interests. Starting a women's group to meet a practical need for child care or income-generation may improve women's economic position and political participation. A community-based reproductive health project, introduced to meet the practical need for family planning, may enable women to have greater control over their reproductive lives and have a larger role in decisionmaking in the family. A scholarship fund may enable poor girls to attend school, filling a practical need; while adopting and enforcing laws and policies for equal education addresses a strategic interest.

Projects have benefitted measurably when gender concepts have been actively incorporated into the development process. Development goals have been met more efficiently while the long-term interests of gender equity and women's empowerment have been advanced.

### **Gender Throughout Women's Lives**

Clear evidence of gender disparities can be seen in differences in mortality and morbidity, education, and employment indicators (*Session 4*). Data on gender is from *A New Agenda for Women's Health and Nutrition* (World Bank, 1994), *Toward Gender Equity: The Role of Public Policy: An Overview* (World Bank, 1995) and *The World's Women 1995—Trends and Statistics* (United Nations, 1995).

Despite women's biological advantage, their mortality and morbidity rates frequently exceed those of men, particularly during childhood and the reproductive years. Female children age 1-4 have higher mortality rates than boys in 17 of the world's poorest countries, due to the parents' bias toward boys, who receive the best food and medical care.

Early childbearing has life-long health, social, and economic consequences for girls, limiting their educational and employment opportunities and making it more likely that they and their children will be poor. Inadequate information and education about sexuality and family planning, a perception of limited life options, and lack of equality in sexual relationships contribute to early sexual activity and unplanned pregnancy. Young unwed mothers are often stigmatized and receive little support from their families. They may abandon their children or turn to prostitution to support themselves.

Unequal sexual relationships contribute to women's greater risk of contracting HIV/AIDS. On average, women become infected with HIV five to ten years earlier than men. Social norms that require female passivity and economic dependence on men make it difficult to women to insist on mutual fidelity or condom use. Similarly, social norms contribute to violence against women, including rape, domestic violence, murder, and sexual abuse. Women victims of violence rarely receive legal protection, rehabilitative care, or compensation.

Education at all levels for females lags behind that for males. Of the 129 million children of primary school age not in school, 77 million or 60 percent are girls. Despite progress

in raising educational enrollment rates in the past three decades, gender inequality persists due to cultural factors, household responsibilities, early marriage, and pregnancy. While boys are expected to remain in school to become primary wage-earners, girls are thought to need less education to be wives and mothers and are removed from school to perform domestic and wage labor. The lack of appropriate educational facilities such as separate classrooms, same-sex teachers, and neighborhood schools affects the likelihood that girls will remain in school.

Drop out rates for girls peak at about the fifth grade and remain high. Pregnant teens may be compelled to leave school or drop out to support themselves. When women are able to continue their education past secondary school, they encounter implicit “gender streaming,” which restricts their entrance into more technical sectors such as agriculture, forestry, fishing, the hard sciences, and engineering.

Of the 1.2 billion people living in poverty, 70 percent are women. Women’s poverty is directly related to the absence of economic opportunities and resources, including credit, land ownership, and inheritance, as well as minimal participation in the decision-making process. Although women do two-thirds of the world’s work, they own less than 1 percent of the world’s property.

Women and men have unequal access to jobs, advancement opportunities, and positions of authority (*Session 5*). Women work in different occupations than men, tend to have a narrow range of choices, and earn 60-70 percent of what men earn. Women spend more time on paid and unpaid work than men spend on paid labor, and their work is valued differently. In agriculture, women tend to work as unpaid laborers to raise food for household use, while men work as paid laborers, cultivating cash crops.

Only a few women are in positions with significant responsibility. In all countries, women rarely hold more than 1 or 2 percent of top executive positions. Women make up less than 5 percent of the world’s heads of state, heads of major corporations, and top positions in international organizations. Globally only 10 percent of the members of legislative bodies and a lower percentage of ministerial positions are held by women.

### **From Women’s Development to Gender and Development**

The major schools of thought in women’s development—Women in Development (WID) and Gender and Development (GAD)—represent a growing awareness that sustainable development must include the full and equal participation of women and men (*Session 7*).

WID grew out of the work of economist Ester Boserup, whose groundbreaking book, *Women’s Role in Economic Development* (1970), argued that women’s contributions were

being ignored and development suffered as a result. The goal was more efficient, effective development through the integration of women into existing development processes. The strategies that were developed included adding women's projects or project components, increasing women's income and productivity, and improving women's ability to look after the household. The WID approach did not address the root causes of discrimination that prevented women's full participation in their societies.

In the late 1970s, the WAD perspective was developed in reaction to omissions in WID. WAD proponents argued that women were already integrated into development processes but on unequal terms. They pointed out that development projects increase the demands on women without increasing access to resources or decision-making power and, in effect, work against women's interests. WAD argued that class structures were more oppressive than gender and that poor, marginalized women have more in common with men of their class than with women of another class.

The emergence of GAD in the 1980s marked a revolution in thinking about equitable, sustainable development. The rationale for conducting women's development programs began to shift from increased efficiency in meeting development goals to greater equity and empowerment for women. The new focus on gender was developed by women concerned that the problems of women were perceived in terms of sex—their biological differences with men—rather than in terms of gender—the social roles and relationships of men and women and the forces that both perpetuate and change these relations. They pointed out that women have been systematically subordinated and assigned secondary or inferior roles to men and their needs have been considered in isolation from the larger context. GAD reflects the recognition that women are an integral part of every development strategy.

GAD includes three main concepts:

- Both men and women create and maintain society and shape the division of labor. However, they benefit and suffer unequally. Therefore, greater focus must be placed on women because they have been more disadvantaged.
- Women and men are socialized differently and often function in different spheres of the community, although there is interdependence. As a result, they have different priorities and perspectives. Because of gender roles, men can constrain or expand women's options.
- Development affects men and women differently, and women and men will have a different impact on projects. Both must be involved in identifying problems and solutions if the interests of the community as a whole are to be furthered.

Both WID and GAD can contribute women's advancement and increase gender equity. WID projects enable women to address their practical needs and gain experience for projects in which they are mainstreamed. GAD enables women to address strategic interests, and

women and men to work together toward mutual goals and greater equality. As such, both deserve consideration by development planners.

## **Gender Analysis**

As GAD has become more influential, interest in gender training and gender analysis has grown. Both are important tools in gender-focused development. Gender training has a dual aim: to increase awareness of gender issues at personal, interpersonal, community, and organizational levels and to improve skills for incorporating gender considerations in projects and institutions. By addressing attitudes, perceptions, and beliefs, gender training enables women and men to plan and implement gender-equitable projects.

Gender analysis (*Session 7*) is an organized approach for examining factors related to gender in the entire process of program development from conceptualization, needs assessment, and design to implementation and evaluation. These factors may include the different activities of men and women, access to and control of resources and benefits, and decision-making power. The purpose of gender analysis is to ensure that development projects and programs fully incorporate the roles, needs, and participation of women and men. A project can have unintended effects if gender roles and responsibilities are not clearly and consciously understood. This manual introduces three tools for gender analysis: the Harvard Analytical Framework, the Gender Analysis Matrix, and the Women's Empowerment Framework.

## **Improving Gender Equity**

Most development specialists agree that sustainable development is not possible without the full participation of both halves, female and male, of the world's population. Development policies that incorporate gender as a factor reflect a growing understanding of the necessity for women's and men's full and equal participation in civil, cultural, economic, political, and social life.

Gender-focused development means that female and male infants are given equal opportunities to survive, boys and girls are equally nourished and educated, and women and men have equal opportunities to contribute to and benefit from social, economic, and political processes. With equity, women and men will enjoy full and equal legal rights and access to and control over resources. Together, women and men can participate in building more equitable, secure, and sustainable societies.

The international conferences on population and development in Cairo and on women in Beijing laid the foundation for incorporating gender in development:

*Advancing gender equality and equity and the empowerment of women...are cornerstones of population and development-related programmes...The full and equal participation of women in civil, cultural, economic, political and social life, at the national regional and international levels, and the eradication of all forms of discrimination on grounds of sex, are priority objectives of the international community.*

International Conference on Population and Development, 1994

*Equality between women and men is a matter of human rights and a condition for social justice and is also a necessary and fundamental prerequisite for equality, development and peace. A transformed partnership based on equality between women and men is a condition for people-centred sustainable development.*

The Fourth World Conference on Women, 1995

## ACKNOWLEDGMENTS

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Many members of the CEDPA staff contributed to this curriculum. Seema Chauhan, Stacey Lissit, Phyllis Craun-Selka, and Andrea Okwesa designed the sessions and carried out field tests. Marjorie Signer edited the final version with the assistance of Maureen Adebajo, Mary Perriello, and Kirsten Sherk. Peggy Curlin, Adrienne Allison, and Ralph Stone encouraged the development of CEDPA's gender training program.

Elayne Clift, consultant, contributed to the introduction and the CEDPA handbook, *Gender Equity: Concepts and Tools for Development*. Hilary Sims Feldstein of the Consultative Group for International Agricultural Research (CGIAR) Gender Program reviewed the handbook. The work of several important gender theorists is incorporated in this manual. Any errors of fact or interpretation are CEDPA's.

CEDPA especially appreciates the contributions of alumni and participants in the CEDPA Women in Management (WIM) and Institution Building (IB) workshops. This manual and the handbook on gender were developed at their request, to help them address gender issues commonly encountered in their work as leaders and managers of development programs. Their experience and knowledge have been invaluable in creating a curriculum to increase gender equity in development projects and institutions.

The Centre for Development and Population Activities (CEDPA)  
Washington, D.C.  
May, 1996

## HOW TO USE THE MANUAL

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Each session has the following components:

***Title*** - identifies the main topic of the session.

***Learner Objectives*** - describe what participants will be able to do by the end of the session in order to demonstrate increased knowledge, changed attitudes, or improved skills. Objectives should be written on a flipchart before the session. The trainer should start each session by presenting the objectives.

***Time*** - indicates the approximate duration of the session.

***Session Overview*** - provides a breakdown of the session into sub-topics, including times.

***Materials*** - lists all the materials that will be required for the session.

***Handouts*** - indicates handout(s) for the session. Numbered handouts follow each session.

***Steps*** - are the instructions for conducting the session. Each session contains the four components of the experiential learning model: ***experience***, ***reflection***, ***generalization***, and ***application***. The ***experience*** is an exercise or participatory presentation in which information is presented for discussion and learning. ***Reflection*** helps participants think about and analyze new information and develop their own ideas about a topic. ***Generalization*** allows participants to draw broad conclusions and lessons about the new information. ***Application*** enables them to visualize how they might apply their new skills, or use their new knowledge in the future. These components are repeated in sub-topics in a session.

***Tasks*** - appear in boxes and are instructions for carrying out small group activities. The trainer may copy the tasks onto a flipchart before the session.

***Trainer's Notes*** - are written in italics. They may include expected or possible responses to a question, definitions, or other key points that the trainer should try to elicit during the session.

***Special Preparation*** - indicates any arrangements that the trainer needs to make prior to the session.

## WORKSHOP OVERVIEW

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The gender training workshop examines gender influences in the participants' own lives, cultural and societal expectations of men and women, how systems and institutions create and maintain gender roles and relationships, and how these factors affect the development process. Its purpose is to improve the knowledge, attitudes, and skills of development workers so as to create gender-responsive institutions, policies, programs, and projects.

The objectives of the workshop are as follows:

- to increase sensitivity to a broad range of gender issues at personal, interpersonal, community, and organizational levels;
- to develop an understanding of basic concepts and approaches for analyzing roles, relationships, and situations from a gender perspective;
- to improve skills in analyzing and managing gender-related roles, relationships, and situations; and
- to formulate strategies for incorporating gender considerations into the design, planning, implementation, monitoring, and evaluation of community-based projects, and into the structure, policies, and operations of institutions.

## OVERVIEW OF THE GENDER TRAINING WORKSHOP

Day	Sessions	Purpose	Time
<b>GENDER AT THE PERSONAL LEVEL</b>			
1	1. Introduction and Overview	<ul style="list-style-type: none"> <li>Provides an overview of the workshop’s goals, objectives, and timetable. Enables participants to share their expectations of the workshop and get acquainted.</li> </ul>	2 hours
	2. Understanding Gender	<ul style="list-style-type: none"> <li>Introduces the concept of gender by exploring gender participants’ own lives, cultural and societal expectations of men and women, and how systems and institutions create and maintain gender roles and responsibilities.</li> </ul>	4 hours
2	3. Gender Perceptions and Expectations	<ul style="list-style-type: none"> <li>Explores the basis of individual perceptions of gender roles and stereotypes. Enables participants to recognize their own perceptions of women and men.</li> </ul>	2 hours, 15 minutes
	4. Gender Roles, Relations, and Life Choices	<p style="text-align: center;"><b>GENDER AT THE INTERPERSONAL LEVEL</b></p> <ul style="list-style-type: none"> <li>Examines gender roles and responsibilities—the activities assigned to women and men on the basis of perceived gender differences. The gender division of labor is explored in the context of power and life choices. Participants develop strategies for achieving equitable gender relationships. Introduces women’s triple roles.</li> </ul>	3 hours
3	5. Gender and Leadership	<ul style="list-style-type: none"> <li>Examines leadership, leadership styles, and power from a gender perspective. Participants identify their dominant leadership styles and bases of power, and reflect on the role gender plays in restricting their leadership options.</li> </ul>	3 hours, 15 minutes
	6. Gender in the Workplace	<p style="text-align: center;"><b>GENDER AT ORGANIZATIONAL AND COMMUNITY LEVELS</b></p> <ul style="list-style-type: none"> <li>Explores personal and organizational issues related to gender in the workplace. Participants reflect on the effect of “labelling” on self-esteem and effectiveness; discuss organizational culture and use a force-field analysis to develop plans for creating gender-sensitive and gender-equitable behaviors, practices, and policies in organizations.</li> </ul>	3 hours, 30 minutes
4	7. Gender and Development	<ul style="list-style-type: none"> <li>Provides a comprehensive overview of Gender and Development (GAD). Participants develop a checklist for ensuring that gender equity and gender sensitivity are built into project design and implementation. Introduces three models for gender analysis.</li> </ul>	4 hours, 30 minutes
5	8. Gender and Reproductive Health	<ul style="list-style-type: none"> <li>Examines the effects of cultural, social, economic, and political factors on women’s reproductive health. In a case study, participants reflect on how these factors influence a woman throughout her life cycle. The gender concepts of practical needs and strategic interests are linked to women’s reproductive health and empowerment.</li> </ul>	3 hours
	9. Envisioning a Gender-Equitable Society	<ul style="list-style-type: none"> <li>Synthesizes the workshop. Participants envision a gender-equitable society, and analyze gender-equitable institutions or systems. Participants develop a personal action plan for a gender-related change they want to make at a personal, interpersonal, family, community, or organizational level.</li> </ul>	3 hours, 30 minutes

## SESSION ONE

### INTRODUCTION AND OVERVIEW

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<b>Learner Objectives</b>	By the end of this session participants will be able to <ol style="list-style-type: none"><li>1. Explain the objectives of the workshop</li><li>2. Share their expectations for the workshop</li></ol>												
<b>Time</b>	2 hours												
<b>Session Overview</b>	<table><tr><td>A.</td><td>Opening . . . . .</td><td>15 minutes</td></tr><tr><td>B.</td><td>Introductions . . . . .</td><td>45 minutes</td></tr><tr><td>C.</td><td>Participant Expectations and Workshop Objectives . . . . .</td><td>45 minutes</td></tr><tr><td>D.</td><td>Overview of Workshop Timetable . . . . .</td><td>15 minutes</td></tr></table>	A.	Opening . . . . .	15 minutes	B.	Introductions . . . . .	45 minutes	C.	Participant Expectations and Workshop Objectives . . . . .	45 minutes	D.	Overview of Workshop Timetable . . . . .	15 minutes
A.	Opening . . . . .	15 minutes											
B.	Introductions . . . . .	45 minutes											
C.	Participant Expectations and Workshop Objectives . . . . .	45 minutes											
D.	Overview of Workshop Timetable . . . . .	15 minutes											
<b>Materials</b>	Flipchart and paper Markers Notecards												
<b>Handouts</b>	1A Workshop Objectives												
<b>Special Preparation</b>	Invite a guest speaker, the project director, or another appropriate person to deliver the opening speech.												

**A. Opening (15 minutes)**

**Step 1** Welcome participants to the workshop and introduce the trainers. Allow participants to introduce themselves. Tell the participants that this will be a participatory workshop and that their participation will contribute to its success.

**Step 2** The workshop opens with an opening speech by a guest, the project director, or another appropriate person.

**B. Introductions (45 minutes)**

**Step 1** Explain to participants that because this is a participatory workshop and they will be learning from and sharing with each other, they should get to know each other. Provide each participant with a sheet of flipchart paper and ask them to write down the following headings and fill in the information:

Name:

Organization:

Job Title:

Interests/Hobbies:

Favorite aspect of your job:

Least favorite aspect of your job:

Most important gender issue facing your organization/project/community:

**Step 2** Allow each participant to share his or her flipchart with the group.

**C. Participant Expectations and Workshop Objectives (45 minutes)**

**Step 1** Ask participants to share their expectations of the workshop. Give each participant two cards and a felt pen. Ask them to write one expectation per card and to hang the cards on the wall for everyone to see. Invite one participant to read several cards and, if possible, to group similar expectations together under one main heading. Repeat this until all the cards have been read and grouped together.

**Step 2** Distribute Handout 1A, Workshop Objectives. Compare their expectations with the objectives. If the expectations do not seem to be addressed in the workshop agenda, explore how they can be incorporated. It may be necessary to add to, delete, or slightly alter the objectives.

**Step 3** If a participant has an expectation that cannot feasibly be met during the workshop, discuss how it might be fulfilled, perhaps during future training. If the expectation is not within the scope of programmatic activities, discuss this openly.

**D. Overview of Workshop Timetable (15 minutes)**

**Step 1** Distribute the workshop timetable that you developed. Read through the timetable with participants, allowing for questions and clarifications. Ask the participants to elect a “class representative” who will serve as a liaison between participants and trainers and help ensure that participants’ needs are met.

## **WORKSHOP OBJECTIVES**

The objectives of the workshop are as follows:

1. to increase sensitivity to a broad range of gender issues at personal, interpersonal, institutional, and community levels;
2. to develop an understanding of basic concepts and approaches for analyzing roles, relationships, and situations from a gender perspective;
3. to improve skills in analyzing and managing gender-related roles, relationships, and situations; and
4. to formulate strategies for incorporating gender considerations into the design, planning, implementation, monitoring, and evaluation of community-based projects, and into the structure, policies, and operations of institutions.

## SESSION TWO

### U N D E R S T A N D I N G   G E N D E R

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<b>Learner Objectives</b>	By the end of this session participants will be able to  1. Identify early memories of when and how they learned about being male or female 2. Identify gender role expectations and gender stereotypes 3. Define gender 4. Describe how institutions and systems in their culture create and maintain gender stereotypes
<b>Time</b>	4 hours
<b>Session Overview</b>	A. Early Memories of Being Male or Female . . . . . 1 hour, 45 minutes B. Gender Role Expectations and Stereotypes . . . . . 45 minutes C. Defining Gender . . . . . 30 minutes D. Institutional/System Influences on Gender Stereotypes . . . . . 1 hour
<b>Materials</b>	Flipchart and paper Markers
<b>Handouts</b>	2A Sex and Gender
<b>Special Preparation</b>	Draw chart on “Sex and Gender” on newsprint.

## PURPOSE OF THE SESSION

This session provides a broad introduction to the basic concepts of gender and gender-role stereotyping. The exercises are intended to stimulate thinking on critical incidents which have shaped participants' behavior. Participants begin to personalize the experience of gender role expectations and consider the major influences on gender in their society. The concept of gender is defined and distinguished from the concept of sex.

### A. Early Memories of Being Male or Female (1 hour, 45 minutes)

**Step 1** As a warm-up and introduction to the session, ask participants to demonstrate a stance or a posture which depicts how men and women are perceived in their society.

*For a mixed group, ask men to adopt postures depicting men, and women to adopt postures depicting women; in a single sex group, ask all participants to depict male postures, then ask all participants to depict female postures.*

**Step 2** Ask each participant to describe what his or her stance or posture shows. Ask them to consider what the stance or posture reflects about society's perceptions of men and women.

**Step 3** Introduce the main part of the session by explaining that throughout the gender workshop, but particularly in this session, participants will be asked to share personal memories and experiences related to gender, and that these memories and experiences may at times be painful or difficult to discuss.

Emphasize that the success of the session and the workshop depends on the willingness of participants to share, but that nobody will be required to share if they do not feel comfortable doing so.

**Step 4** Ask participants to divide themselves into approximately four small, single-sex groups. Explain that they should form groups of their own choosing to ensure that they are with participants with whom they feel comfortable sharing personal experiences.

**Step 5** Introduce Task #1:

### TASK #1

1. Individually, recall your earliest, most significant and meaningful memory of an experience related to discovering you were male or female and therefore different from the other sex.
2. After a few minutes of individual reflection, share this experience with other members of your group.
3. As a group, develop a drama, picture, collage, poem, song, story, or dance that reflects the memories shared within the group.

Time: 35 minutes

**Step 6** Ask each group to present its drama, picture, collage, poem, song, or dance. Ask questions about the individual memories shared within the group that will encourage discussion:

- How did you feel during the experience?
- What did the experience tell you about being female? about being male? about life?
- What were your family's expectations of you? society's expectations?
- What were your expectations and aspirations for yourself?
- What conclusions and lessons did you draw from the experience?

## **B. Gender Role Expectations and Stereotypes (45 minutes)**

**Step 1** Divide participants into small, single-sex groups. Give each group two sheets of newsprint with headings as follows:

For the women: 1. "(In my culture) because I am a woman, I must..."  
2. "If I were a man, I could..."

For the men: 1. "(In my culture) because I am a man, I must..."  
2. "If I were a woman, I could..."

**Step 2** Assign the following task:

<p style="text-align: center;"><b>TASK #2</b></p> <ol style="list-style-type: none"><li>1. Brainstorm responses to the statements.</li><li>2. Write them under the headings.</li><li>3. Prepare to report out to the large group.</li></ol> <p style="text-align: right;">Time: 15 minutes</p>
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**Step 3** Ask each group to share its list. Lead a discussion about the implications for individuals of the roles and responsibilities assigned to men and to women. Following are some questions to stimulate discussion:

- Do women and men have to be, or do, the things that you wrote down?
- Can women and men do things expected of the opposite sex?
- How do these roles and responsibilities affect life choices?

Be sure to point out that both men and women are limited in their behaviors, responsibilities, and life choices because of culturally assigned roles and responsibilities.

**Step 4** Write the phrase, “The human in me wants to...” on a flipchart, and ask participants to brainstorm responses to complete the phrase.

**Step 5** Ask participants to summarize what they learned from the activity.

### **C. Defining Gender (30 minutes)**

**Step 1** Ask participants, “Based on all that you have learned so far, how would you define *gender*?”

**Step 2** Write the definitions on a flipchart. Combine and refine the definitions to create one operational definition.

**Step 3** Post the “Sex and Gender” chart you have drawn.

Sex	Gender
Biological Born with Cannot be changed	Socially-constructed Not born with Can be changed

**Step 4** Ask participants to give examples that would fall under each of these two headings.

**Step 5** Distribute Handout 2A, Sex and Gender. Ask participants to read the handout aloud. Make sure that everybody understands the definition of gender.

**D. Institutional/System Influences on Gender Stereotypes (1 hour)**

**Step 1** Ask participants to brainstorm a list of the institutions and systems that create and maintain gender stereotypes.

*Possible responses: family, universities, media, religion, government, law, educational system.*

**Step 2** Divide participants into four small groups. Assign each group one of the institutions listed in Step 1. Ask each group to discuss:

- How does the institution and/or system create and maintain gender stereotypes? Give examples of stereotypical behaviors, practices, and policies in the institution.
- Have you observed any changes in the institution or system that reflect progress towards a gender-equitable society?

**Step 3** Allow each group to present its findings.

**Step 4** Ask participants to summarize what they learned in the session.

## SEX AND GENDER

The concepts “sex” and “gender” may be defined as follows:

“*Sex*” refers to the biological differences between women and men. They are generally permanent and universal.

“*Gender*” refers to the socially constructed roles and responsibilities of women and men, in a given culture or location. These roles are influenced by perceptions and expectations arising from cultural, political, environmental, economic, social, and religious factors, as well as custom, law, class, ethnicity, and individual or institutional bias. Gender attitudes and behaviors are learned and can be changed.

What are some of the situations in which we see gender differences?

- **Social** Different perceptions of women’s and men’s social roles: the man seen as head of the household and chief bread-winner; the woman seen as nurturer and care-giver.
- **Political** Differences in the ways in which women and men assume and share power and authority: men more involved in national- and higher-level politics; women more involved at the local level in activities linked to their domestic roles.
- **Educational** Differences in educational opportunities and expectations of girls and boys: family resources directed to boy’s rather than girl’s education; girls steered into less-challenging academic tracks.
- **Economic** Differences in women’s and men’s access to lucrative careers and control of financial and other productive resources: credit and loans; land ownership.

## SESSION THREE

# GENDER PERCEPTIONS AND EXPECTATIONS

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<b>Learner Objectives</b>	By the end of the session, participants will be able to <ol style="list-style-type: none"><li>1. Identify their beliefs and perceptions about men and women</li><li>2. Examine how myths, stories, proverbs, sayings, and other social institutions create, maintain, and reinforce gender stereotypes</li><li>3. Identify ways in which perceptions and assumptions of masculine and feminine attributes can restrict the experiences and options of both men and women</li><li>4. Identify strategies for challenging and changing gender role stereotypes</li></ol>
<b>Time</b>	2 hours, 15 minutes
<b>Session Overview</b>	<ol style="list-style-type: none"><li>A. Perceptions of Women and Men . . . . .30 minutes</li><li>B. Cultural Basis of Gender Stereotyping . . . . .1 hour</li><li>C. Strategies for Challenging and Eliminating Gender Stereotypes and Barriers . . . . .45 minutes</li></ol>
<b>Materials</b>	Large ball
<b>Handouts</b>	3A Common Gender Stereotypes

## PURPOSE OF THE SESSION

This session explores the basis of individual perceptions of gender roles and stereotypes. The activities are designed to allow participants to become aware of their own perceptions about women and men. It shows how these perceptions shape our definitions of appropriate male and female behavior.

This session allows for an in-depth examination of the concepts and ideas brought out in Session Two. If trainers feel that these concepts were explored sufficiently, they may omit this session or omit sections of this session.

### A. Perceptions of Women and Men (45 minutes)

**Step 1** Ask participants to stand in a circle with one person in the center, holding a ball. The player in the center begins the game by calling out “Women are...,” and at the same time throwing the ball to someone in the ring.

**Step 2** The person who catches the ball immediately calls out a word which defines women. She/he should answer spontaneously, without stopping to think, throw the ball back to the center, then step out of the ring.

**Step 3** The caller in the center then calls out “Men are...” and the player who catches the ball answers spontaneously. The leader continues to call out “Women are...,” “Men are...” at random, as the ball is thrown.

**Step 4** As the responses are called out, a volunteer writes them on a flipchart in two columns with the headings “Women are...” and “Men are...”

**Step 5** Post the completed flipchart page. Distribute Handout 2A, Common Gender Stereotypes. Have participants spend a few minutes comparing this list with the responses they gave during the game.

*Point out that the words in the handout and on the flipchart are so much a part of the way we perceive ourselves that we tend not to think about them, or about their power to mold and shape our attitudes and opinions about what is female and what is male.*

**Step 6** Ask participants questions such as:

- Do these words and expressions describe roles and characteristics that everyone considers “normal” or “natural”?
- Do they describe what society has decided female and male persons should or should not be?
- Do women and men behave as if these stereotypes were true?
- What are some of the consequences of these stereotypes for women and men?

*Possible answers: They diminish women as a group. They create unrealistic and artificial expectations of both sexes. They limit options and life choices.*

## **B. Cultural Basis of Gender Stereotyping (45 minutes)**

**Step 1** Divide participants into four groups and assign the following task:

<p><b>TASK #1</b></p> <ol style="list-style-type: none"> <li>1. Identify myths, proverbs, stories, sayings, songs, etc. which attribute certain behaviors, characteristics, and roles to women or to men.</li> <li>2. Discuss the stereotypes that are perpetuated by these cultural expressions.</li> <li>3. Discuss how these stereotypes act as barriers to both men and women in limiting life choices and options.</li> </ol> <p style="text-align: right;">Time: 20 minutes</p>
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**Step 2** Allow each group to report on its discussion. Facilitate a large group discussion using the following questions:

- Besides myths, stories, proverbs, cultural and religious beliefs, and popular sayings, what other forces or agents in society create ideas and affect attitudes about women and men?

*Possible answers: the media, advertising, films, television, newspapers and magazines, jokes, cartoons, popular songs, books.*

- What are some of the messages these myths, stories, etc., send about women and men?
- How do they influence your feelings about yourself?
- How do they influence your feelings toward women and men?
- What are some results of the social and cultural barriers caused by stereotypes?
- Do women and men experience these barriers equally or differently? How do these barriers affect their relationships?

**C. Strategies for Challenging and Eliminating Gender Stereotypes and Barriers (45 minutes)**

**Step 1** Divide participants into groups of three to discuss the following questions:

- What assumptions and values related to being female or male in your society are you most proud of, and make you feel valued? Why?
- What assumptions and values related to being female or male in your society do you most dislike, and make you feel undervalued? Why?
- Which of these would you most like to change? Why?
- Discuss one way in which you have already challenged or changed one assumption or value related to being male or female.

**Step 2** Ask participants to brainstorm other stereotypes they might want to challenge and change. List them on the flipchart.

**Step 3** Ask participants to identify strategies to break away from cultural norms and values related to masculinity and femininity, and how this might affect their personal, home, and work lives.

**Step 4** Have participants discuss what they have learned and summarize.

*Point out that challenging stereotypes which are consistently reinforced will take extra effort. It will be even more difficult to change personal beliefs which have been internalized throughout one's life.*

## COMMON GENDER STEREOTYPES

Below are lists of common female and male stereotypes.

### Women are:

Dependent  
Weak  
Incompetent  
Less important  
Emotional  
Implementors  
Housekeepers  
Supporters  
Fragile  
Fickle  
Fearful  
Peace-makers  
Cautious  
Flexible  
Warm  
Passive  
Followers  
Spectators  
Modest  
Subjective  
Soft-spoken  
Secretaries  
Nurturing  
Gentle  
Excitable  
Patient  
Cheerful  
Caretakers  
Cooperative

### Men are:

Independent  
Powerful  
Competent  
More important  
Logical  
Decision-makers  
Breadwinners  
Leaders  
Protectors  
Consistent  
Brave  
Aggressive  
Adventurous  
Focused  
Self-reliant  
Active  
Leaders  
Doers  
Ambitious  
Objective  
Out-spoken  
Bosses  
Assertive  
Strong  
Stoic  
Impetuous  
Forceful  
Achievers  
Competitive

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Source: *Men and Women: Partners at Work*. (1990). Crisp Publications, Inc.

## SESSION FOUR

### GENDER ROLES, RELATIONS, AND LIFE CHOICES

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<b>Learner Objectives</b>	By the end of the session, participants will be able to <ol style="list-style-type: none"><li>1. Identify the roles, activities, and tasks of men and women in their communities</li><li>2. Discuss the effect of these different roles, activities, and tasks on relationships between men and women and the life choices of men and women</li></ol>
<b>Time</b>	3 hours
<b>Session Overview</b>	A. The 24-Hour Day . . . . . 1 hour B. Gender Roles and Power Relationships . . . . . 2 hours
<b>Materials</b>	Newsprint Flipchart Sheets of paper Markers, pens, and pencils
<b>Handouts</b>	4A Gender Roles 4B Gender Roles and Relationships Matrix
<b>Special Preparation</b>	Write the matrix in Handout 4B on a flipchart.

## PURPOSE OF THE SESSION

In this session participants examine gender roles and responsibilities—the activities assigned to women and men on the basis of perceived gender differences. The gender division of labor and the implications of this division for both men and women are explored in the context of power and life choices. Participants develop strategies for achieving equitable gender relationships. Women’s triple roles—reproductive, productive, and community—are explored.

### A. The 24-Hour Day (1 hour)

**Step 1** Divide participants into four groups. Assign each group one of the following categories of worker:

- a. male farm worker
- b. female farm worker
- c. male top executive
- d. female top executive

Introduce Task #1:

#### TASK #1

1. Draw a large circle and divide it into sections, as though you were slicing a cake or pie. In each section show the amount of time spent doing a particular activity in a typical 24-hour period by the assigned category of person. The size of each section will depend on the amount of time spent on that activity. Show everything that the person does in a day.
2. Prepare to share this information.

Time: 15 minutes

**Step 2** Reconvene the large group. Post the diagrams and lead a discussion based on the following questions:

- What was your first feeling when you saw your completed chart?
- Which of the activities are considered work?
- How do you define work?
- What differences do you notice in the way in which men and women spend their day? Their spare time?
- What are some of the consequences of these differences for women? What are the health implications? Implications regarding income?
- What are some of the consequences of these differences for men?
- What are some of the consequences of these differences for society?

**Step 3** Distribute Handout 4A, Gender Roles, and ask for a volunteer to read it aloud. Summarize the key lessons learned from the activity.

*A key lesson is that many of the activities that consume women's time—cooking, childcare, cleaning—are not considered “work” because they do not involve earning an income. Women's time is therefore considered less valuable than men's because they may not earn cash. When women are involved in earning income for the family, they generally continue to have all the additional responsibilities within the home. The perception of women's activities as not being valuable and women's limited ability to earn an income result in women having less power in the family and the community. Refer to women's triple roles: reproductive, productive, and community.*

## **B. Gender Roles and Power Relationships (2 hours)**

**Step 1** Divide participants into single-sex groups. Distribute Handout 4B, Gender Roles and Relationships Matrix. Give the women's matrix to the women's group(s), and the men's matrix to the men's group(s). Allow the groups about 30 minutes to complete the matrix.

**Step 2** Allow each group to present its findings. After the presentations, lead a discussion using the following questions:

- What differences in men's and women's roles did you observe?
- What did you notice about relationships of men and women in terms of power?

- What is the impact of these roles and relationships on life choices?

**Step 3** Ask participants to return to their groups to complete the following task:

**TASK #2**

1. Identify specific items you have listed on your matrix under the headings “Roles” and “Relationships” which you believe need to be changed in order to achieve equity in gender relationships.
2. Identify strategies for implementing these changes.

Time: 20 minutes

**Step 4** Allow each group to present its findings. Ask each person to identify one change they would like to make in their own life, and make note of it. Explain that this is a topic they will return to later in the workshop.

## **GENDER ROLES**

The biological differences between men and women do not normally change; people are either male or female. However, the characteristics they are perceived to have, and the roles and responsibilities assigned to them, differ among societies, cultures, and historical periods.

Gender roles are the activities ascribed to men and women on the basis of perceived differences. “Division of labor” is a term used in gender literature to mean the roles and tasks assigned to women and men on the basis of perceived gender characteristics and attributes, instead of ability and skills.

### **Men’s Roles**

Today, in the world’s more industrialized countries there are few lines of demarcation between men’s and women’s occupations. However, in many less industrialized societies men have more visible and recognized roles than women, largely because men are paid for their productive work and women are not. In these societies, men’s roles usually involve jobs which are assessed and counted in national censuses and accounting systems. Men do not usually perform domestic or household tasks. If they have community management roles, these tend to involve political organization and leadership. Women handle community organization and hands-on activities.

### **Women’s Triple Roles**

Women’s roles in most societies fall into three categories: productive (relating to production of goods for consumption or income through work in or outside the home), reproductive (relating to domestic or household tasks associated with creating and sustaining children and family), and community management (relating to tasks and responsibilities carried out for the benefit of the community). Women must balance the demands of these three different roles and should be recognized for their contributions.

The tasks women usually perform in carrying out their different roles do not generally earn them an income. Women are often defined exclusively in terms of their reproductive roles, which largely concern activities associated with their reproductive functions. These reproductive roles, together with their community management roles, are perceived as natural. But because these roles do not earn income, they are not recognized and valued as economically productive. Women’s contributions to national economic development are, therefore, often not quantified and invisible.

In many societies, women also carry out productive activities such as maintaining small-holder agricultural plots in farming systems. These tasks are often not considered work and are often unpaid. Women may also perform many roles which attract wages in both the formal and informal economic sectors. But women's economically productive roles, in contrast to men's, are often undervalued or given relatively little recognition.

Gender roles and responsibilities vary among cultures and can change over time. For example, in India, unskilled labor is considered "women's work" while in Africa it is "men's work." In Europe and the United States, the contribution men make to domestic activities is becoming increasingly important and visible.

## GENDER ROLES AND RELATIONSHIPS MATRIX

WOMEN			
		RELATIONSHIP	
	ROLES	EQUAL	POWER OVER POWERLESS/AUTHORITY
HOME			
COMMUNITY			
ORGANIZATION			

**GENDER ROLES AND RELATIONSHIPS MATRIX**

MEN			
		RELATIONSHIP	
	ROLES	EQUAL	POWER OVER POWERLESS/AUTHORITY
HOME			
COMMUNITY			
ORGANIZATION			

## SESSION FIVE

### G E N D E R   A N D   L E A D E R S H I P

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<b>Learner Objectives</b>	By the end of the session, participants will be able to <ol style="list-style-type: none"><li>1. Describe the concept, nature, and purpose of leadership</li><li>2. Identify the bases of power and explore the relationship between leadership and power</li><li>3. Identify leadership styles and analyze these styles from a gender perspective</li><li>4. Identify strategies for strengthening leadership skills</li></ol>
<b>Time</b>	3 hours, 15 minutes
<b>Session Overview</b>	A. Characteristics of Leaders and Leadership . . . . . 45 minutes B. Bases of Power . . . . . 1 hour C. Leadership Styles . . . . . 1 hour, 30 minutes
<b>Materials</b>	Flipcharts Markers Masking tape
<b>Handouts</b>	5A Definitions of Leadership 5B Bases of Power Information Sheet 5C Bases of Power Worksheet 5D Three Basic Leadership Styles
<b>Special Preparation</b>	Post definitions of leadership from Handout 5A around the room.

## **PURPOSE OF THE SESSION**

This session examines leadership, leadership styles, and power from a gender perspective. Participants identify their dominant leadership styles and bases of power and reflect on the role gender plays in restricting their leadership options. Participants identify strategies for expanding their repertoire of leadership styles and expanding their power bases.

### **A. Characteristics of Leaders and Leadership (45 minutes)**

**Step 1** Ask participants to identify a leader who they admire. Lead a discussion around the role, qualities, and characteristics of leaders using the following questions:

- In what ways do people lead?
- What is the purpose of leadership?
- What are some of the characteristics of a good leader?
- Are there leadership characteristics which are seen as positive in men but negative in women, and vice versa? Why or why not?
- What is the difference between a leader and a manager?
- How can a person become a leader?
- Do all leaders lead in the same way?

**Step 2** Ask participants to walk around the room and read the definitions of leadership posted on the walls. Ask participants to identify which definitions they particularly like or do not like. Develop a group definition of leadership.

### **B. Bases of Power (1 hour)**

**Step 1** Ask participants to discuss the relationship between power and leadership. Ask the following questions to stimulate discussion:

- Is leadership possible without power?
- Does having power make you a leader?

**Step 2** Brainstorm some of the “bases” of power. Distribute Handout 5B, Bases of Power Information Sheet, and review the bases of power as

described. Discuss which bases of power are more traditionally used by men, and which are more traditionally used by women.

**Step 3** Distribute Handout 5C, Bases of Power Worksheet, and instruct participants to fill out the table on how to enhance the use of power bases. Allow about 20 minutes.

**Step 4** Ask for a few volunteers to share their strategies for enhancing or expanding their power bases.

### **C. Leadership Styles (1 hour, 30 minutes)**

**Step 1** Present Handout 5D, Three Basic Leadership Styles, and discuss each of the styles. Ask participants questions such as:

- Do women (or men) typically adopt one or another of these styles more often than men (or women)?
- Which styles do women tend to adopt?
- Which styles do men tend to adopt?
- Is it more acceptable for a woman to use (a) particular style(s)?
- What would be the consequences if women were to adopt styles which are not considered appropriate for women?

**Step 2** Ask participants to identify the style they use the least or the one they would like to develop. Divide into groups based on the style selected. (Make note of whether any styles are dominated by men or women.)

Group A: Directing/Telling  
Group B: Coaching/Participating  
Group C: Delegating/Supporting

**Step 3** Assign the groups the following task:

### **TASK #1**

1. Discuss the positive and negative aspects of the leadership style.
2. Share why you would like to develop this style.
3. Develop a short role play demonstrating a situation in which the style would be effective.

Time: 20 minutes

**Step 4** Conduct the role plays. Ask the role players the following questions:

- Did you feel comfortable using that style in that situation? Why or why not?
- Would you describe that style as your typical style?

**Step 5** Ask the rest of the participants:

- Were you satisfied with the way in which the style was used? Why or why not?
- Was it effective in that situation? Why or why not?
- Might other styles have changed the outcome? Why or why not?

**Step 6** Ask participants to discuss ways in which broadening their repertoire of leadership styles could strengthen their leadership roles in their work. How does the bases of power discussion relate to this?

## DEFINITIONS OF LEADERSHIP

A leader is the head of authority, the heart of perception, and the tongue of justice. *Egypt, 2300 B.C.*

Leadership is the introduction of a new order. *Machiavelli, 1513, Italy.*

Leadership is the ability to handle people so as to achieve the most with the least friction and the greatest cooperation. *Munson, 1921.*

Leadership implies influencing change in the conduct of people. *J.B. Nash, 1929.*

Leadership is directing and coordinating the work of one's group members. *Fiedler, 1967.*

Leadership is the ability to decide what is to be done, and then to get others to want to do it. *U.S. President Dwight D. Eisenhower.*

Leadership is a particular type of power relationship characterized by a group member's perception that another group member has the right to prescribe behavior patterns for the former regarding one's activity as a member of a group. *Janda, 1960.*

Leadership is the human factor which binds a group together and motivates it toward a goal. *K. Davis, 1962.*

Leadership transforms followers, creates visions of the goals that may be attained. *Devanna, 1986.*

Leadership is a process of mutual stimulation which, by the successful interplay of individual differences, controls human energy in the pursuit of a common cause. *Pigors, 1935.*

Insofar as any member's contributions are particularly indispensable, they may be regarded as leader-like; and insofar as any member is recognized by others as a dependable source of such contributions, he or she is leader-like. *Newcomb, Turner & Converse, 1965.*

The transformational leader is a skilled, knowledgeable change agent with power, legitimacy, and energy. Such a leader is courageous, considerate, value driven, and able to deal with ambiguity and complexity. *Tichy & Devanna, 1986.*

## BASES OF POWER INFORMATION SHEET

Without power, leadership is not possible. This statement, of course, does not imply that with power, leadership is guaranteed. It simply means that power is an essential ingredient of leadership. However, everyone has a degree of power. Even an infant possesses power. Who can resist a baby's smile? Or ignore the loud cries of a baby who is wet and hungry? In the first example, the baby has a *referent* power base; in the second, the infant has a *coercive* power base.

There are seven "bases of power":

1. *Legitimate power* - If your ability to influence the behavior of someone else is based on your position in an organization, you possess *legitimate* power. In other words, if losing your position or title would mean the loss of power, you have a *legitimate* power base. You can demand compliance of certain people because authority has been granted to you by the organization. The people over whom you exert *legitimate* power know that non-compliance would bring sanctions, for example, the loss of their jobs.
2. *Coercive power* - If your ability to influence the behavior of someone else is based on fear, you have *coercive* power. This fear can take many forms, for example, fear of retribution, fear of punishment, or fear of appearing inadequate.
3. *Reward power* - Closely related to coercive power is *reward* power. If your ability to grant rewards influences the behavior of another person, you have a *reward* power base. Rewards may be as simple as a smile or compliment or as significant as a promotion.
4. *Referent power* - If your ability to influence the behavior of another person is based on your personal traits, you possess *referent* power. You are so admired for your personal qualities—perhaps for your charisma—that others want to be identified with you. They are willing to pay for a close association with you, and you thus wield power over them.
5. *Expert power* - If your ability to influence the behavior of another person is based on your expertise in some area, you have an *expert* power base. Your expertise may be necessary for another person to do his or her job satisfactorily or superbly; therefore, the person complies with your desires in order to receive your expertise.

6. *Information power* - Closely related to expert power is *information* power. If your ability to influence the behavior of someone else is based on information you possess or have access to, you have an *information* power base. As with an expert power base, the information you have or can obtain may be so valuable to another person's job or prestige that he or she is willing to comply with your wishes in order to receive the information.

7. *Connection power* - If your ability to influence the behavior of another person is based on your "connections" with important people, you possess *connection* power. Although you may not be able to grant rewards, sanctions, information or expertise and although you may have no legitimate power in the organization, your contact with influential people gives you unmistakable power.

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Handouts 5B, 5C, and 5D are adapted from: "Situational Leadership, Perception, and the Impact of Power." *Group and Organization Studies*. 4(4). 418-428.

## **BASES OF POWER WORKSHEET**

*Instructions:* The following questions are intended to help identify and analyze your current and future power bases. Jot down your ideas and discuss with your group members. Consider the following:

How could you make greater use of the power bases you already have? How might your organization be affected if you made greater use of your present power bases?

What new power bases would you like to develop? How could those power bases affect the organization?

How could you go about developing those new power bases in a way that would benefit both you and the organization?

How could your fellow employees help you develop new power bases?

*(Continued on next page)*

Identify possible strategies for developing present and future power bases.

List your present power bases	List possible ways to strengthen power bases	Identify possible support from within the organization	List new power bases you want	List ways to develop new power bases	Estimate the support needed for new power bases

## **THREE BASIC LEADERSHIP STYLES**

### **Style 1: DIRECTING/TELLING**

The leader provides specific instructions and closely supervises task accomplishment.

### **Style 2: COACHING/PARTICIPATING**

The leader explains decisions, solicits suggestions, and supports progress. The leader facilitates and supports subordinates' efforts toward task accomplishment and shares responsibility for decision-making with them.

### **Style 3: DELEGATING/SUPPORTING**

The leader turns over responsibility for decision-making and problem-solving to subordinates. The leader has confidence that the subordinates will make the best decision and supports their efforts to make that decision.

## SESSION SIX

### GENDER IN THE WORKPLACE

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**Learner Objectives**

By the end of the session, participants will be able to

1. Understand the impact of being “labelled”
2. Describe their organization’s culture and gender attitudes
3. Develop strategies for building gender equity and sensitivity in their organization’s behaviors, practices, and policies

**Time**

3 hours, 30 minutes

**Session Overview**

- A. Labelling in the Workplace . . . . . 1 hour
- B. Organizational Culture . . . . . 1 hour
- C. Planning for Gender-Equitable Organizations . . . . . 1 hour, 30 minutes

**Materials**

Index cards (7"x12")  
Flipcharts  
Markers, pens, and pencils

**Handouts**

- 6A Organizational Culture
- 6B Force-Field Analysis Guidelines and Worksheet

**Special Preparation**

Prepare the following name tents. Write on one side of the tent only.

Male	Pretty face—patronize/humor me
Boss—obey me	Stupid female—put me in my place
Male expert—seek my advice	Insignificant male—ignore me
Comedian—laugh at me	Blank name tag
Incompetent female—don’t let me do anything	

## PURPOSE OF THE SESSION

This session explores both personal and organizational issues related to gender in the workplace. Participants reflect on “labelling” and the effect of labelling on an individual’s self-esteem and effectiveness. Gender-related labelling is highlighted in the discussion. Participants then discuss organizational culture, and how an organizational culture can or cannot be gender-sensitive. Working in groups, participants use force-field analysis to develop plans for creating gender-equitable organizations.

### A. Labelling in the Workplace (1 hour)

**Step 1** Ask for nine volunteers to participate in a workplace simulation. Have the volunteers sit around a small conference table, as if they were holding a meeting. Instruct them to shut their eyes while you place the name tents in front of them. The volunteers should not look at their own name tents, but should look at the name tents of all other volunteers.

**Step 2** Explain to the volunteers that they represent the chief officers and heads of departments of a medium-sized organization. They are having a meeting to discuss the following:

There is growing concern within your organization about the lack of promotion of women. Informal data collected by an employee committee has indicated that women feel shut out of the decision-making process in several departments. As a result, the board has asked you, the chief officers and heads of departments, to convene and determine if indeed there is a problem and develop a series of recommendations. You have 15 minutes to discuss this problem.

Explain to the volunteers that they should behave towards each other as directed by the name tents, but that they should not read aloud what is written on anybody’s name tent.

**Step 3** After the simulation, discuss what happened using the following questions:

- How did the meeting go?
- How did you feel about your role?
- How effective were you? What influenced your effectiveness?

- What would you like to change about your role?
- What did the observers notice?
- What happens when people label you? How does it affect your self-esteem?
- What happens to people when you label them?

**Step 4** Discuss how this simulation relates to gender in the workplace.

*We often label people based upon their gender. In the workplace, women may be labelled as emotional, less competent than men, not to be taken seriously, etc. We then behave towards people according to these labels. Labelling can affect an individual's ability to perform his or her work effectively.*

## **B. Organizational Culture (1 hour)**

**Step 1** Explain to participants that in the next part of the session they will try to assess the gender-sensitivity of different aspects of their organization's culture. Ask participants the following:

- How do you define culture?
- Do you think an organization has its own culture? In what way?
- How is an organization's culture similar to the culture of a society?
- What kind of culture does your organization have?

**Step 2** Distribute Handout 6A, Organizational Culture. Ask questions to ensure that everyone understands the concept and explain further if necessary.

**Step 3** Divide participants into small groups of four to six members. Assign the following task:

### **TASK #1**

1. Individually, reflect upon the gender sensitivity of your organizational culture and identify specific examples that reflect that culture. Consider the behaviors and policies of your organization, the things people say, the way people write notices, memos, reports, etc.
2. Share your assessment of the gender sensitivity of your organizational culture with other group members. Explain areas in which you think your organization demonstrates gender equity and sensitivity, and areas in which you think it lacks gender equity and sensitivity.

Time: 20 minutes

**Step 4** Ask each group to summarize its discussion.

### **C. Planning for Gender-Equitable Organizations (1 hour, 30 minutes)**

**Step 1** Explain to participants that in the next part of the session they will develop a plan for creating a gender-equitable organization. In order to do this, they will identify forces within their organizations which could help or hinder the gender equity and gender sensitivity of the organization's behaviors, practices, and policies.

**Step 2** Ask participants to return to the four groups they worked in earlier in the session. Distribute the Force-Field Analysis Guidelines and Worksheet (Handout 6B).

**Step 3** Describe force-field analysis and how to do the worksheet. Assign Task #2:

## **TASK #2**

1. Identify one common gender-related change in behavior, practice, or policy that members of your group want in their organization.
2. Complete the Force-Field Analysis Worksheet.

Time: 40 minutes

**Step 4** Reassemble the large group. Have the groups share their findings from the force-field analysis and their ideas for action. As each group presents, discuss how realistic, feasible, and practical the action strategies are. Ask participants how they could use these strategies once they return to work. Discuss issues such as:

- How successfully could some of these strategies be implemented?
- How could you get across some of these new messages and approaches about gender in your organization?
- With which persons would you discuss the ideas first?
- Whose support is most important to get first?

**Step 5** Ask a participant to summarize the key lessons covered in the session.

## ORGANIZATIONAL CULTURE

### DEFINITION

“Culture” is a set of socially-defined norms for behavior, art, beliefs, institutions and all other aspects of a given population that shapes its identity. “Organizational culture” is the environment of the organization—how it perceives, thinks, feels about, and responds to situations affecting its purpose, program, and the way it is run. Organizational culture is based on the history, important ideas, experiences, traditions, and language shared by members of the organization. When members feel and act in similar ways and hold common assumptions, their shared patterns of thoughts and behavior give meaning and stability to the organization.

An organization’s culture explains how it functions. All activities and procedures, such as recruitment, job selection, orientation, training, and the design of organizational strategies and systems, are strongly influenced by the organization’s culture.

Organizational culture has to be learned when new members enter the organization through recruitment and selection. The organization is likely to look for new members who already have similar assumptions, beliefs, and values. Still, these new members have to be “acculturated” (oriented and trained) to be able to function effectively in that culture.

An organization’s culture reflects the larger culture in which it exists (national versus multinational, high-tech versus research). The organization’s mission, goals and objectives, functions, and strategies are developed in relation to the broader external environment. Concepts, attitudes, values, and criteria which are integrated into the organization’s structure and operations also reflect the external culture.

### ASPECTS OF ORGANIZATIONAL CULTURE

<b>Physical</b> the office layout and furnishing company records annual reports dress code	<b>Interpersonal Relations</b> communication styles leadership styles modes of address	<b>Norms and Values</b> ideologies charters philosophies policies systems and procedures
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Adapted from: “Organizational culture.” *American Psychologist*. 45(2). 109–119.

## **FORCE-FIELD ANALYSIS GUIDELINES AND WORKSHEET**

Force-field analysis is a useful tool for analyzing a situation when we want to introduce change. A problem can be looked at and better understood if we identify the forces working for us and against us. Force-field analysis enables us to examine a situation in terms of those things that are favorable to the achievement of the desired change (the driving forces) and those that are unfavorable (the restraining forces).

### **Steps in Conducting a Force-Field Analysis**

1. Describe the present situation that you want to change.
2. Describe the desired situation: what should happen differently?
3. State clearly the change you wish to initiate in the form of a goal.
4. Identify some of the persons/conditions/things that can help you move towards the desired situation and reach your goal. Write these in the column "Driving Forces."
5. Identify some of the persons/conditions/things that will hinder or prevent you from moving towards the desired situation. Write these in the column "Restraining Forces." (For steps 4 and 5, consider individuals, groups, laws, organizational structure, rules, procedures, personal attitudes, income, etc.)
6. Head a sheet of newsprint "Actions." Looking at the forces you identified in steps 4 and 5, consider some possible actions that could be taken to: 1) add to or strengthen the driving forces, 2) remove or weaken the restraining forces, 3) change restraining forces to driving forces.
7. Plan your change strategy by identifying specific actions you will take, and those you will encourage others to take. The most effective change strategy will eliminate or weaken the restraining forces and strengthen the driving forces. Apply the formula:

**Intensify Driving Forces + Reduce Restraining Forces = CHANGE**

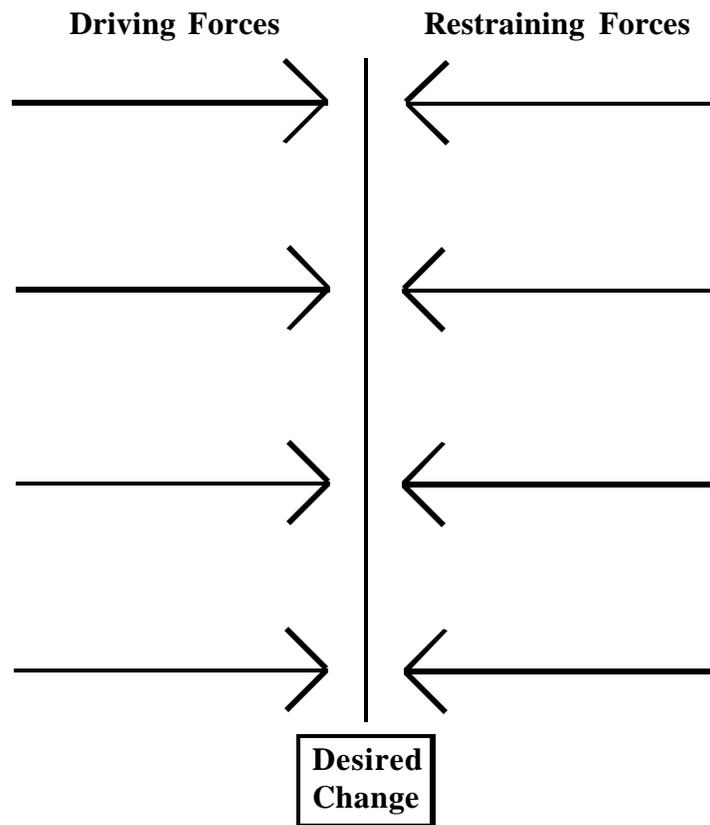
Although it will be easier to take actions that will build on the driving or positive forces, it may be more effective to work on weakening the restraining forces.

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Source: "Force-field analysis." *The 1973 Handbook for Group Facilitators*. 111–113.

## FORCE-FIELD ANALYSIS

**Goal (Desired Change):**



## SESSION SEVEN

### G E N D E R   A N D   D E V E L O P M E N T

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<b>Learner Objectives</b>	By the end of the session, participants will be able to  1. Explain and differentiate between the Women in Development (WID) and Gender and Development (GAD) theories 2. Analyze development projects 3. Develop a checklist for gender-sensitive projects
<b>Time</b>	4 hours, 30 minutes
<b>Session Overview</b>	A. WID and GAD . . . . . 1 hour, 30 minutes B. Analyzing Development Projects Using the GAD Approach and Gender Analysis Models . . . . . 1 hour, 30 minutes C. Creating Gender-Sensitive Development Projects . . . . . 1 hour, 30 minutes
<b>Materials</b>	Flipchart Markers
<b>Handouts</b>	7A The Water Buffaloes of Nepal 7B The Gender and Development Approach 7C Case Study Worksheets 7D Gender Analysis Models (Harvard Analytical Framework, Gender Analysis Matrix, Women’s Empowerment Framework) 7E Checklist for Building Gender Equity Into Project Design and Implementation 7F Gender and Development: A Summary
<b>Special Preparation</b>	Read Handout 7B, The Gender and Development Approach; the Introduction to this manual; and the Trainer’s Guides for the Case Studies (Handout 7C).

## **PURPOSE OF THE SESSION**

This session provides an introduction to the concept of Gender and Development and the design and implementation of gender-sensitive and gender-equitable projects. Participants learn about the theories of Women in Development (WID) and Gender and Development (GAD) and analyze case studies of development projects using the GAD approach and gender analysis models. Through these case studies, they learn that projects can have unintended outcomes if the different gender roles and relationships in a society are not carefully analyzed and well-understood in the planning and implementation process. Finally, participants develop a checklist for ensuring that gender equity and gender sensitivity are built into project design and implementation.

This session provides a comprehensive overview of key concepts related to gender and development. It is designed to be presented in half a day; with some groups, the session may take longer. Facilitators need to allow adequate time for discussion, as many of the concepts presented in this session are relatively new.

### **A. WID and GAD (1 hour, 30 minutes)**

**Step 1** Tell participants the following story:

This is a true story about a project that was implemented in Nepal to try to improve the health and economic condition of people in a rural community. A project to raise water buffaloes was introduced into this community. It was expected that the milk from the water buffaloes would help to improve the nutritional status of the children, that the additional income received from selling some of the milk would enable more children to go to school, and that the project would generally improve the standard of living of people in the community.

After the project had been in place for a year, an assessment revealed that the nutritional status of the children had declined and that fewer girls were attending school than before.

**Step 2** Ask participants the following questions:

- What do you think happened?
- Why do you think it happened?

**Step 3** Share with the group Handout 7A, The Water Buffaloes of Nepal, and explain what happened in this particular situation. Ask if they can relate this to their own experience.

**Step 4** Explain to the group that it is essential to understand the gender roles in a given setting when designing and implementing development projects. It is also essential to analyze and assess the impact of the project on both men and women during the design, implementation, and evaluation phases. This approach to development is called Gender and Development and is a relatively new theoretical approach.

Introduce the concept of Women in Development (WID) and contrast it to Gender and Development (GAD).

*Read Handout 7B, The Gender and Development Approach, and the Introduction to this manual before delivering this session, in order to have a firm understanding of the theoretical concepts.*

**Step 5** Distribute Handout 7B, The Gender and Development Approach, and allow participants to read it aloud. Lead a discussion around the three main elements of the approach: 1) Who does what with what resources? 2) Who has access to the resources, benefits, and opportunities? and 3) Who controls the resources, benefits, and opportunities?

Ask participants each of these questions in relation to the case study The Water Buffaloes of Nepal.

**Step 6** Broaden the discussion on GAD by asking the following questions:

- What kinds of work do women and men do in your community?
- What kinds of resources can women and men obtain (for example, land, money, property, credit)?
- What are some of the consequences of the ways in which resources are distributed, obtained, and used in the community?
- Give examples of the different priorities of men and women.
- Which persons in the community have the primary responsibility for making decisions about development projects? Do all community members participate in making decisions about these projects? Why or why not?
- Could having this kind of information about women's and men's roles help people to plan better development projects? Why or why not?

- When should you collect this information?
- What are some difficulties you might encounter if you decided to collect this information?

**B. Analyzing Development Projects Using the GAD Approach and Gender Analysis Models (1 hour, 30 minutes)**

**Step 1** Divide participants into three groups and distribute the Case Study Worksheets (Handout 7C) and the Gender Analysis Models (Handout 7D), assigning a different case study and model to each group. Briefly present summaries of the three gender analysis models and take questions from the group to ensure basic understanding. Present the following task:

<p style="text-align: center;"><b>TASK #1</b></p> <ol style="list-style-type: none"><li>1. Read the assigned case study and the accompanying gender analysis model.</li><li>2. Use the gender analysis model to do a gender analysis of the case study.</li></ol> <p style="text-align: right;">Time: 30 minutes</p>
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**Step 2** Reassemble the large group. Have each group report out on the findings of its analysis of its case study. Summarize the different gender analysis models and relate specific elements to the situations described in the case studies.

**Step 3** Ask participants to summarize what they have learned and how they can apply these gender analysis models to their work.

**C. Creating Gender-Sensitive Development Projects (1 hour, 30 minutes)**

**Step 1** Distribute Handout 7E, Checklist for Building Gender Equity Into Project Design and Implementation. Instruct participants to review the checklist and determine which questions are relevant for their own organization, add any questions they think are missing, and delete any they think are not relevant.

*Participants may work in organizational groups or randomly selected small groups to assist each other.*

**Step 2** Ask three or four volunteers to share their comments, additions, or deletions for each section of the checklist.

**Step 3** To summarize, remind participants of the three essential questions to keep in mind when designing, implementing, and evaluating development projects: 1) Who does what with what resources? 2) Who has access to the resources, benefits, and opportunities? and 3) Who controls the resources, benefits, and opportunities? Distribute Handout 7F, Gender and Development: A Summary.

## THE WATER BUFFALOES OF NEPAL

This is a true story about a project that was implemented in Nepal to try to improve the health and economic condition of people in a rural community. A project to raise water buffaloes was introduced into this community. It was expected that the milk from the water buffaloes would help improve the nutritional status of the children, and that the income from selling some of the milk would enable more children to go to school and generally improve the standard of living in the community.

After the project had been in place for a year, an assessment revealed that the nutritional status of the children had declined, and that fewer girls were attending school than before.

### Discussion Questions:

- What happened?

In this community, it was the role of the women to raise water buffaloes. The project increased the workload of the already overburdened women. Although women raise the buffaloes, the men sell the milk and get the extra money. When the men began to see the monetary value of the milk they took more and more of the milk to sell. The milk was no longer given to children, and the nutritional status of the children began to decline.

*The men used some of the new income to send their sons to better, more expensive schools. The girls stayed at home and helped their mothers with the increased workload caused by the water buffaloes.*

- Why did it happen?

*The project was designed without an understanding of the roles of men and women. Key questions—Who does what with what resources? Who has **access** to resources, benefits, and opportunities? Who **controls** the resources, benefits, and opportunities?—were not asked. The results were directly opposite from what had been expected.*

- Can you relate this to your own experience?

## THE GENDER AND DEVELOPMENT APPROACH

The Gender and Development (GAD) approach to development is aimed at ensuring an equal distribution of opportunities, resources, and benefits to different population groups served by a particular intervention. Applying this approach can help project planners to identify important differences in female and male roles and responsibilities and use this information to plan more effective policies, programs, and projects.

This approach is based on the Harvard Analytical Framework, one of the first gender analysis models. GAD uses this model to explore and analyze the differences between the kinds of work performed by women and men in particular social, cultural and economic circumstances. In order to identify differences between female and male roles, responsibilities, opportunities and rewards, the approach requires that three important questions are asked, explicitly or implicitly, at all stages of designing, planning, implementing, monitoring and evaluating an intervention:

- **Who does what with what resources?**
- **Who has access to the resources, benefits, and opportunities?**
- **Who controls the resources, benefits, and opportunities?**

**Who Does What:** This question identifies the different activities performed by the men and women in the target population. For example, a rural development project aimed at cash-cropping might result in the female population assuming the major burden of the agricultural work, because in that society women do most of the agricultural labor. Asking the question “Who does what?” can alert project designers to the possibility that such a project could increase the women’s work.

**Who Has Access (Ability to Use):** This question asks how much each population group can use existing resources, benefits, and opportunities or those which will be generated by the intervention. These include land, money, credit, and education.

**Who Controls (Determines the Outcome of the Resources):** This question asks to what extent different groups of women and men in the population can decide how to use the available resources. Some groups may have access to resources but may not be able to use them.

If these three questions are not asked, the kinds of interventions which are developed may be based on incomplete and incorrect assumptions and perceptions of the way things work

in a particular society. For example, planners may incorrectly assume that in a given setting the men are heads of households and chief decision-makers, even though women play this role. This assumption may lead them to design ineffective and inappropriate interventions.

Analysis of the information provided by these questions enables planners to find out how an intervention would impact different groups. If needed, corrective measures can then be put in place to ensure that the project will meet the needs of all identified groups equally.

### WID AND GAD

	WOMEN IN DEVELOPMENT	GENDER AND DEVELOPMENT
The Approach	An approach which seeks to integrate women into the development process	An approach which seeks to empower women and transform unequal relations between women and men
The Focus	Women	Relations between men and women
The Problem	The exclusion of women from the development process	Unequal relations of power (rich and poor/women and men) that prevent equitable development and women's full participation
The Goal	More efficient, effective development	Equitable, sustainable development Women and men sharing decision-making and power
The Strategies	<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 and income</li> <li>• Increase women's ability to manage their households</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and address short-term needs determined by women and men to improve their condition</li> <li>• At the same time, address women's and men's longer term interests</li> </ul>

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Source: *Two Halves Make a Whole: Balancing Gender Relations in Development*.

## **CASE STUDY WORKSHEET NO. 1**

The government of a rich coffee-growing country wanted to boost its coffee exports to enhance the national economy. With the help of a major international donor, access roads were built through 80 percent of the rural areas so that the coffee farmers could easily transport their crops to the marketing centers. This stimulated coffee production, and the incomes of the farmers increased measurably.

In that region women do most of the agricultural work, both on cash crops and on family foodstuffs. They use hand tools and work many hours a day. The men are responsible for marketing the cash crops.

Four years after the roads were built, there was extensive malnutrition in these coffee-growing communities. Women and children were noticeably poorer. Yet greater cash incomes were coming into the community.

Based on the gender analysis you have conducted, make recommendations on how to revise the project for a more positive outcome.

## **CASE STUDY WORKSHEET NO. 2**

A nongovernmental organization (NGO) wants to develop appropriate technology to help cut down the hours women in a small community spend grinding grain. After consulting with the women, they determine the needs and develop a simple grinding device that women can easily use. They also show the women how to repair the device and provide spare parts for repairs. The NGO representatives expect that the women will have more time to get involved in community development activities, in particular the creation of a cash crop industry, which the men have initiated and managed.

The project succeeds in reducing women's time grinding corn but the cash crop project planning is not going well. The women and men cannot seem to agree on anything.

Based on the gender analysis you have conducted, make recommendations on how to revise the project for a more positive outcome.

### **CASE STUDY WORKSHEET NO. 3**

An engineering company is given a contract to build a bridge in a small community. The engineers are told that they must discuss the project with the community to make sure that it fills their needs. They also are encouraged to employ local people and train them in various skills. The company meets with local officials and, after much negotiation, they agree on the placement of the bridge and the numbers of people who will be trained in construction and bridge-maintenance skills. The engineers and local government officials are especially proud that they have managed to include two or three young women in the training. The bridge is finally built. It now connects the village to a road that connects to a larger town miles away.

However, it is noticed after several weeks that most women are not using the road. They are still taking a dangerous footpath to cross the ravine. Also, the women trained in bridge maintenance seem, after some months, to lose interest in working on the project.

Based on the gender analysis you have conducted, make recommendations on how to revise the project for a more positive outcome.

## CASE STUDY WORKSHEET NO. 1

The government of a rich coffee-growing country wanted to boost its coffee exports to enhance the national economy. With the help of a major international donor, access roads were built through 80 percent of the rural areas so that the coffee farmers could easily transport their crops to the marketing centers. This stimulated coffee production, and the incomes of the farmers increased measurably.

In that region women do most of the agricultural work, both on cash crops and on family foodstuffs. They use hand tools. They work many hours a day.

Four years after the roads were built, there was extensive malnutrition in these coffee-growing communities. Women and children were noticeably poorer. Yet greater cash incomes were coming into the community.

What were the factors that might have contributed to this situation? List below.

1. *Women were spending more time on the cash crop (coffee) and less time on the food crops, resulting in inadequate food supplies in the community.*
2. *Men controlled the extra income that came into the household. This extra income was not going towards buying food.*
3. *Land intended for subsistence farming by the women was taken over for cash-cropping. With less income available to the women for household maintenance, the income level of the family fell.*
4. *Women usually had control over the income they themselves generated, and had no access to men's income from coffee production.*

## CASE STUDY WORKSHEET NO. 2

A nongovernmental organization (NGO) wants to develop appropriate technology to help cut down the hours women in a small community spend grinding grain. After consulting with the women, they determine needs and develop a simple grinding device that women can easily use. They also show the women how to repair the device and provide spare parts for repairs. The NGO representatives expect that the women will have more time to get involved in community development activities such as the creation of a cash crop industry, which the men have traditionally managed.

The project succeeds in reducing women's time grinding corn but the cash crop project planning is not going well. The women and men cannot seem to agree on anything.

What could have happened? List possible reasons below.

1. *Women in the community were not normally involved in cash-cropping so the men resented their participation. Men did not want to share their control of the cash-cropping.*
2. *Men resent the women being able to do their own repairs.*
3. *Men were not involved in planning for the grinding device and are therefore resistant to everything the women try to do.*
4. *Women now are participating in cash-cropping, as well as their own activities. They may be too busy to take care of household/domestic duties, causing friction in the household.*

### CASE STUDY WORKSHEET NO. 3

An engineering company is given a contract to build a bridge in a small community. The engineers are told that they must discuss the project with the community to make sure that it meets their needs. They also are encouraged to employ local people and train them in various skills. The company meets with local officials and, after much negotiation, they agree on the placement of the bridge and the numbers of people who will be trained in construction and bridge-maintenance skills. The engineers and local government officials are especially proud that they have managed to include two or three young women in the training. The bridge is finally built. It now connects the village to a road that connects to a larger town miles away.

However, it is noticed after several weeks that most women are not using the road. They are still taking a dangerous footpath to cross the ravine. Also, the women trained in bridge maintenance seem, after some months, to lose interest in working on the project.

What went wrong? List suggestions in the space below.

1. *The company met only with the local officials and not with community members. Planning was top-down instead of bottom-up.*
2. *The women selected for the training were not consulted to determine if they were interested in the project. They felt that construction and bridge-maintenance skills are men's roles.*
3. *The women working on the project lost interest because they were involved only in training and not in decision-making.*
4. *The route taken by the new road prevents the women from carrying out traditional social/economic activities, for example, meeting friends, selling produce to people living along the footpath, etc.*

## **GENDER ANALYSIS MODELS: The Harvard Analytical Framework**

An in-depth presentation of The Harvard Analytical Framework, one of the first gender analysis models to be developed, can be found in *A Case Book: Gender Roles in Development Projects*, edited by Overholt, Anderson, Cloud, and Austin (1985, Kumarian Press, West Hartford, Connecticut).

The Harvard Framework consists of four major components:

**The Activity Profile** - which generally answers the question “Who does what?” but goes further to include when, how, where, how often, etc., and by as many specific roles as necessary, such as elderly women, single men, young boys/girls, etc. In other words, the activity profile provides a contextual data base or a picture of the community in question with a detailed analysis of relevant **productive and reproductive** roles. (Note: reproductive roles are more than those associated with procreating, but include household activities related to family sustenance.)

**The Access and Control Profile** - which identifies **resources and benefits** associated with the productive and reproductive roles in question and whether men or women control and benefit them. Resources and benefits should be as broadly interpreted as necessary to adequately describe the community being analyzed. Besides physical resources such as land, capital, inputs, these can include less tangible resources such as time, access to education, etc.

**The Influencing Factors** - which identify the surrounding dynamics that affect the gender disaggregation presented in the two preceding profiles. These factors can be past, present or future influences. They can be factors of change (political, economic, cultural, etc.) or constraints or opportunities that especially impact women’s equal participation and benefit.

**Project Cycle Analysis** - which applies the gender analysis to a project proposal or other vehicle of development work, such as an evaluation, needs assessment, etc.

**The Harvard Analytical Framework**

<b>1. ACTIVITY PROFILE</b>		
<u>Productive Activities</u>	<u>Women/girls</u>	<u>Men/boys</u>
Agriculture		
Income generating		
Employment		
Other		
<u>Reproductive Activities</u>		
Water-related		
Fuel-related		
Food preparation		
Child care		
Health-related		
Other		

*(continued on next page)*

## 2. ACCESS AND CONTROL PROFILE

<u>Resources</u>	<u>Access</u>		<u>Control</u>	
	<u>Women</u>	<u>Men</u>	<u>Women</u>	<u>Men</u>
Land				
Equipment				
Labor				
Cash				
Other				
<u>Benefits</u>				
Outside income				
Asset ownership				
Basic needs				
Education				
Political power				
Other				

*(continued on next page)*

**3. INFLUENCING  
FACTORS**

Impact

Opportunities

Constraints

Political

Economic

Cultural

Educational

Environmental

Legal

International

Other

## **GENDER ANALYSIS MODELS: The Gender Analysis Matrix (GAM)**

GAM was developed by Rani Parker, a U.S.-based gender and development specialist, in the early 1990s in response to requests by grassroots development practitioners for a gender analysis tool that is easily implemented without the need for extensive research, data collection and lengthy training to administer. The matrix includes four levels of analysis (women, men, household, and community) and four categories of analysis (potential changes in labor, time, resources, and socio-cultural factors). The matrix (see example on following page) should be filled out by women and men of the community, not once but regularly over the course of the development project. Once all gender factors have been identified and all the boxes of the matrix filled, the groups should review each factor and assign to it one of the following:

- + (if it is consistent with project objectives);
- (if contrary to project objectives); and
- ? (if it is uncertain).

The GAM can be used at the planning stage to determine whether potential gender effects are desirable and consistent with program goals, at the design stage, when gender considerations may change the design of the project, and during monitoring and evaluation stages, to address broader program impacts.

**SAMPLE GENDER ANALYSIS MATRIX**

This matrix was done for a project that trained women as community-based distributors (CBDs) of family planning. The purpose of the project was to increase women's access to contraception and to enhance their status and decision-making ability. Key: + means consistent with project objectives; - means contrary to project objectives; ? means uncertain about effect.

	Labor	Time	Resources	Culture
Women	? new employment responsibilities (CBDs)	CBD Workers: - time taken by training - time needed for new activity Clients: + time saved from waiting at FP clinic	+ new income from sale of commodities (CBDs) ? commodities from CBDs less expensive than from commercial locations, more expensive than from public clinics	+ empowerment because of ability to control fertility + increased status in community (CBDs)
Men	? increased work at home for husbands of CBDs?	? Spend more time on household tasks	? more financial resources	- uneasy about women having easy access to FP methods such as pills - opposition to women making decisions about FP
Household	? customary chores of CBDs may be neglected or shifted to other family members	- CBDs have less time for home-based work + other women in the community have more time for household, other activities because less time spent at FP clinic	+ better health because spacing between pregnancies + more resources available for education, clothing, food because of better spacing	+ CBDs empowered to take more control in decision-making and other areas + women have more opportunities to seek employment outside the home
Community	+ women have more time available to contribute to community projects	- CBDs have less time available for community projects	+ better access to family planning commodities	? traditional roles and responsibilities challenged

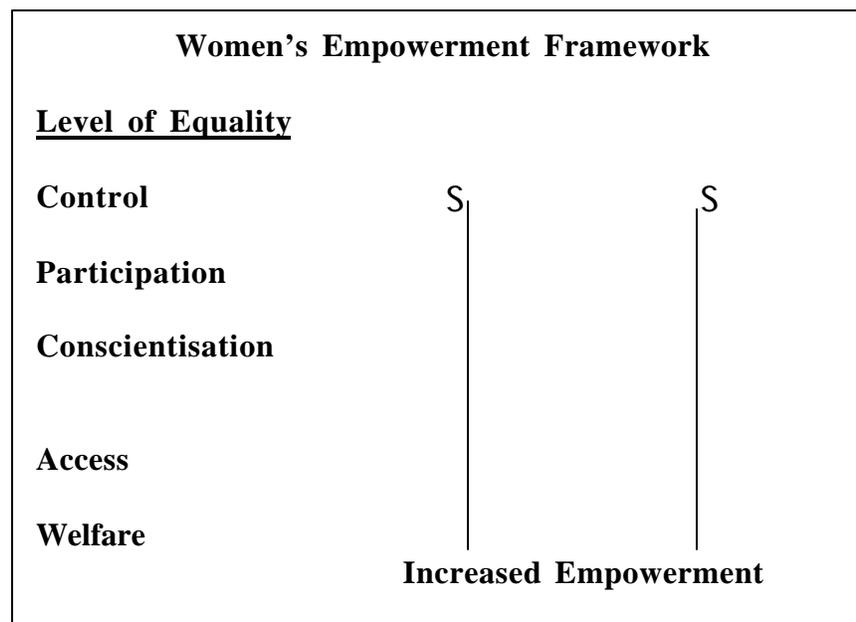
**GENDER ANALYSIS MATRIX**

	Labor	Time	Resources	Culture
Women				
Men				
Household				
Community				

## GENDER ANALYSIS MODELS: The Women's Empowerment Framework

Sara Longwe, a gender consultant based in Zambia, developed the Women's Empowerment Framework below to fully incorporate the idea that gender awareness is essential in the development of gender-sensitive programs. For Longwe, gender awareness means emphasis on women's participation and women's issues at every stage of the development cycle with the overall goal to overcome women's inequality.

The Women's Empowerment Framework consists of a five-level scale of increasing equality and empowerment.



*Welfare* refers to meeting women's material needs, such as food, income, and medical care. The term does not include the process of empowering women to meet these needs.

*Access* means women's access to factors of production such as land, labor, credit, training, marketing facilities, public services, and benefits on an equal basis with men. Reforms of law and practice may be prerequisites for such access.

*Conscientisation* refers to belief in sexual equality: that gender roles can be changed and that the division of labor should be equal, fair, and agreeable, without domination.

*Participation* means women's equal participation in decision- and policy-making at every stage of program development and at every locus of program—from the community to the highest policy level.

*Control* refers to equality of control over factors of production and distribution of benefits, without dominance or subordination.

By adhering to this framework, an intervention or project can make a meaningful contribution to women's development and empowerment at all levels. A well-executed needs assessment will also groups such as female heads of household or landless widows who are more at risk if the project intervention does not take into account their special needs and unique position.

Women's issues must be considered equally with those of men when identifying project objectives. There are three levels of recognition of women's issues in project objectives:

- the *negative* level, in which project objectives make no mention of women's issues at all;
- the *neutral* level, in which project objectives recognize women's issues but there is a neutral attitude regarding whether it leaves women worse off than before; and
- the *positive* level, in which the project objectives are positively concerned with women's issues and with improving the position of women relative to men.

## **CHECKLIST FOR BUILDING GENDER EQUITY INTO PROJECT DESIGN AND IMPLEMENTATION**

### **PROJECT DESIGN AND PREPARATION**

#### **Preparation**

1. Which population groups are served by the project (women only, men only, men and women, other groups)?
2. What information is already available about each population group and women in particular?
3. Has information on women's and men's work in the household and community been collected? Is it adequate for the purposes of the project?
4. Has there been consultation with people whose lives will be affected by the project, and what attention has been given to women in this process?
5. Are women involved at all levels in the planning and implementation of the project?

#### **Objectives and Activities**

1. What are the objectives of the project?
2. Have both men's and women's opinions been sought in the definition of objectives?
3. Are women's and men's roles reflected in the project's objectives?
4. How do the objectives address the needs and concerns of women and men?
5. What programs, activities, and services does the project have to ensure that gender needs and concerns will be addressed?
6. How will the inclusion of women help to achieve the objectives?
7. How will the activities and services include women's participation?
8. In what ways will the activities and services benefit women?

9. How will women have access to the opportunities and services which the project provides (training, agricultural extension, new allocation of land rights, credit arrangements, membership in cooperatives, employment during construction and operation, etc.)?
10. Are project resources adequate to provide these services for women?
11. Is the project likely to have adverse effects for women?
12. What social, legal, and cultural obstacles could prevent women from participating in the project?
13. What plans have been developed to address these obstacles?

## **PROJECT IMPLEMENTATION**

### **Project Personnel**

1. Are project personnel familiar with gender issues?
2. Are project personnel willing to seek women's participation in implementing the project?
3. To what extent are the female personnel experienced in delivering services to men?
4. To what extent are the male personnel experienced in delivering services to women?
5. If approach by male staff is not culturally acceptable, will the project make provision for female staff intervention?
6. Are female personnel available for technical staff positions?

### **Operation and Maintenance**

1. How will the project ensure that women have equitable access to, and control of, material and technical resources and technologies?
2. How will women participate in, and contribute to, the maintenance of equipment? Will training be provided?
3. Through what organization(s) will the women be involved?

4. How will the project affect women's time?
  - (a) Will their workload increase/decrease as a result of innovation or changes, (mechanization, new agricultural inputs and cropping patterns, withdrawals of labor by other household members, changes in distance to farms, workplaces, water supply, firewood supply, etc.)?
  - (b) If their workload is decreased, does this involve loss of income for women?
5. Do the technologies introduced by the project require changes in women's work patterns?

### **Institutional Framework**

1. Does the executing agency demonstrate gender sensitivity?
2. Does the executing agency have adequate power to obtain resources from its own and other institutions to enhance women's participation in the project activities?
3. Can the executing agency support and protect women if the project has a harmful or negative impact?

### **Monitoring and Evaluation**

1. Are separate data collected on women and men?
2. Does the project have an information system to detect and evaluate the effects of the project on women and men separately?

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Source: S. Urdang. Course Material. *Gender and Development Training Workshop*. (1993). United Nations Development Programme.

## **GENDER AND DEVELOPMENT: A SUMMARY**

### **The Community Situation**

Women and men are major contributors to their communities, but their contributions are valued differently.

- There is a gender division of labor in productive, reproductive, and community work, with women's work in each category less valued than men's.
- Women and men have unequal access to, and control of, resources and benefits.
- Gender relations vary and change over time and place. Women are generally excluded from decision-making. Without care, awareness, and action, women may be excluded from participating in and benefitting from development activities.

### **Some Elements of Gender and Development Strategies**

The following elements can help to build effective strategies for gender equity and women's empowerment within project activities:

- Use an appropriate gender and development approach to understanding women and men's social and economic situation.
- Establish ongoing consultation with women and men; if necessary, have a separate consultation process with women.
- Identify and address the condition of both women and men, to meet their practical needs.
- Address women's long-term strategic interest to improve their role and position.

### **Reasons for Gender and Development Strategies**

- GAD strategies enable women and men to determine their own development, both individually and collectively.
- Both women and men should be equally involved for reasons of justice.
- Development projects are more effective when women and men are involved.
- Women's access to and control of resources and opportunities is increased.

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Source: *Two Halves Make a Whole: Balancing Gender Relations in Development*.

## SESSION EIGHT

### GENDER AND REPRODUCTIVE HEALTH

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<b>Learner Objectives</b>	By the end of the session, participants will be able to <ol style="list-style-type: none"><li>1. Describe the cultural, social, economic, and political factors that contribute to poor reproductive health</li><li>2. Explain how these factors act as barriers to reproductive health</li><li>3. Explain why reproductive health is a gender issue</li><li>4. Differentiate between practical needs and strategic interests in programs to improve women's reproductive health</li></ol>
<b>Time</b>	3 hours
<b>Session Overview</b>	A. Cultural, Social, Economic, and Political Factors Related to Reproductive Health . . . . . 1 hour B. Why Reproductive Health Is a Practical and Strategic Gender Issue . . . . . 2 hours
<b>Materials</b>	Flipchart Markers
<b>Handouts</b>	8A Case Study: A Girl's Life 8B Practical Needs and Strategic Interests

## PURPOSE OF THE SESSION

The reproductive health of women is compromised by women's lack of power and influence and unequal access to health care, nutrition, education, employment, and income. This session examines how cultural, social, economic, and political factors affect a woman's reproductive health. In a case study, participants reflect on how these factors influence a woman throughout her life cycle. The concept of practical needs and strategic interests and their relationship to women's reproductive health is introduced.

### A. Cultural, Social, Economic, and Political Factors Related to Reproductive Health (1 hour)

**Step 1** Divide participants into small groups. Distribute Handout 8A, Case Study: A Girl's Life, and ask for a volunteer to read it aloud.

**Step 2** Assign the following task:

#### TASK #1

1. Identify the factors that contributed to Geeta's poor state of physical and emotional health. Be sure to think about the cultural, social, economic, and political factors that affected Geeta throughout her life cycle.
2. Prepare a brief summary of the factors.

Time: 20 minutes

*Possible answers: poor nutrition in early years; lack of access to education because of gender discrimination; expected role of girls and women; cultural tradition of early marriage; illiteracy; role of husband as decision-maker; preference for sons; poor health education and support from the health center; lack of involvement and responsibility of husband for reproductive health of his wife, etc.*

**Step 3** Ask each group to present its results.

**B. Why Reproductive Health Is a Practical and Strategic Gender Issue (2 hours)**

**Step 1** In the same groups, ask participants to complete the second part of the task. Assign each group one or two of the factors identified above:

**TASK #2**

For each factor:

1. Discuss how the factor contributes to poor reproductive health. (The discussion does not need to be limited to the case study.)
2. Identify the gender issues related to the factor.

Time: 20 minutes

**Step 2** Ask each group to present its findings. Develop a list of gender issues related to reproductive health.

*Possible responses:*

- *reproductive health concerns both men and women*
- *males dominate decision-making on matters that affect reproductive health of women—when to have sex, whether or not to use family planning, whether or not to have multiple partners, etc.*
- *women are biologically more susceptible to STDs and HIV; only women can become pregnant*
- *where cases of infertility exist, women are held responsible*
- *methods of family planning tend to be gender-biased*
- *providers of reproductive health services are usually women*
- *socio-cultural pressures put women at a relative disadvantage to men in reproductive health matters*
- *unequal access to education, employment, and income make women dependent upon men for their economic survival; this reduces their power to make decisions that affect their reproductive health—decisions regarding family planning, use of condoms, right to refuse sex, etc.*

**Step 3** Write the two phrases “practical needs” and “strategic interests” on a flipchart. Ask participants to discuss what they think these phrases mean.

Explain that the GAD approach to development discussed in the previous session distinguishes between women’s practical needs and their strategic interests.

**Step 4** Distribute Handout 8B, Practical Needs and Strategic Interests. Read through the handout with participants. Identify examples of projects that address practical needs and projects that address strategic interests to ensure that participants understand the distinction.

*Practical Needs: projects that address such immediate needs as health, family planning, housing, water supply, sanitation.*

*Strategic Interests: projects such as legislation for equal rights and opportunities for women, eliminating harmful traditional practices and violence against women, increasing women’s participation in decision-making, literacy, education, etc.*

**Step 5** Divide participants into four groups. Ask two of the groups to identify the **practical needs** of Geeta and the types of projects that might address these practical needs. Ask the other two groups to identify Geeta’s **strategic interests** and the types of projects that might address Geeta’s strategic interests. Allow 20 minutes.

**Step 6** Allow each of the groups to present their findings. Point out that it is not necessarily “better” to address strategic interests rather than practical needs. Because the inequities between men and women can be so great, in some situations it is essential to address women’s practical needs before it is possible to address their longer-term strategic interests. For sustainable empowerment of women to occur, however, programs that meet women’s strategic interests must eventually be developed.

**Step 7** In the large group, refer to the list of Geeta’s practical needs and strategic interests. Discuss the relationship between them. Which needs are most immediate? Which strategic interests are most essential for women’s empowerment that results in real change in status and position?

## CASE STUDY: A GIRL'S LIFE

Geeta was born into a family of six children—four boys and two girls. She was the fourth child and the youngest girl. Her family survived by farming and selling a small amount of cash crops. Often there was not enough food to feed everybody in the family adequately. As in most families in her community, her father and brothers ate first, then she and her sister were fed, and her mother ate last. Geeta grew slowly, but this was considered normal.

When she was six, Geeta began school. But after two years, she had to stop because there wasn't enough money to send all the children to school. Her two older brothers continued, while Geeta and her older sister stayed home to help their mother with farming, caring for their young brothers, and other household tasks.

By the time Geeta was 12, the family was better off financially. They'd learned some new agricultural techniques and were selling more crops. Geeta wanted to return to school, but her father would not let her. The school was far away, and he was concerned about her traveling that distance. Also, there was only one female teacher at the school, and he did not find it appropriate that his daughter, who was nearing puberty, be taught by men. Besides, he explained to his wife, Geeta would be getting married soon—there was no need for her to go to school, and no need to risk her being spoiled before marriage. Her older sister, Sudha, who was 17, had already been married two years and had one child.

When Geeta was 15 she was married to Sanjoy and went to live with his family. Within four months she was pregnant. By the time she was 18, she had three daughters. She was always tired, her health was poor, and she often felt isolated and depressed. Though she couldn't read, she had heard about family planning and suggested to Sanjoy that they consider it so she could have a rest. Sanjoy became furious and beat her. He pointed out that she had not yet provided him with a son and that family planning was unnatural, anyway. Geeta, feeling that she had been appropriately reprimanded for her bold and presumptuous behavior, did not bring up the subject again.

Geeta's health continued to deteriorate. She was treated several times at the health clinic for itchiness and discharge in her genital area. Each time, the nurses at the clinic told her that she must use condoms to prevent this sickness. They would become quite annoyed that she had not used them. But Geeta knew that condoms were only used by prostitutes, and that Sanjoy would refuse them. Geeta's fourth child was a son, and Sanjoy was very pleased. He looked forward to his second and third son. Meanwhile, Geeta became more and more sad and tired.

## PRACTICAL NEEDS AND STRATEGIC INTERESTS

**Practical needs** are linked to women's condition. Women's **condition** refers to women's material state—their immediate sphere of experience. If you ask a woman to describe her life, most likely she will describe her condition: the kind of work she does, the needs she sees for herself and her children (clean water, food, education), where she lives, etc.

Practical needs refer to the requirements for daily living such as water, commodities, sanitation services, and housing. People do not have to be told of these needs—they usually identify them themselves because they are so urgent and critical. Women may identify practical needs related to food and water, the health and education of their children, and increased income. A community where women carry water long distances from a river has a practical need for a well. Meeting such needs through development activities can be a relatively short-term process involving inputs such as equipment, (handpumps, clinics, a credit scheme), technical expertise, and training.

Practical needs can usually be met without changing the social position (status) of the affected population. People's living conditions may improve, but little is done to improve their position and status in society. Projects that aim to meet practical needs and improve living conditions generally preserve and reinforce traditional relations between men and women.

**Strategic interests** for women arise from their subordinate (disadvantaged) **status** and **position** in society. Position refers to women's social and economic standing relative to men. It is measured, for example, by male/female disparities in wages and employment opportunities, participation in legislative bodies, vulnerability to poverty and violence, and so on.

Strategic interests are long-term and related to improving people's position. These include actions to increase people's knowledge and skills, give them legal protection, and bring about equal opportunities among different social groups. Access to participatory democratic processes is in the strategic interests of the poor in general. Gender equality is in the strategic interest of women in particular. Empowering women to have more opportunities, greater access to resources, and equal participation with men in decision-making is in the long-term strategic interest of the majority of the world's men and women.

Practical Needs	Strategic Interests
<ul style="list-style-type: none"> <li>• Tend to be immediate and short-term.</li> <li>• Are unique to particular women.</li> <li>• Involve women as beneficiaries rather than active participants.</li> <li>• Relate to the conditions of daily life—food, housing, income, health care, welfare benefits, etc.</li> <li>• Are easily identifiable by women.</li> <li>• Can be addressed by specific material inputs: food, health care services, training etc.</li> <li>• Can generally be addressed without changing traditional gender roles and relationships.</li> </ul>	<ul style="list-style-type: none"> <li>• Tend to be long-term.</li> <li>• Are common to almost all women.</li> <li>• Involve women as agents, or enable women to become agents.</li> <li>• Relate to women’s disadvantaged position in society, subordination, lack of resources and education, vulnerability to poverty and violence.</li> <li>• Are not easily identified by women.</li> <li>• Can be addressed by gender-sensitization and consciousness-raising, increasing women’s self-esteem and self-confidence, education and skill training, political mobilization, and empowerment.</li> <li>• Can empower women and transform gender relationships.</li> </ul>

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Source: “Gender Planning in the Third World: Meeting Practical and Strategic Gender Needs.” *World Development*. 17(11). 1799–1825.

## SESSION NINE

### ENVISIONING A GENDER-EQUITABLE SOCIETY

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**Learner Objectives** By the end of the session, participants will be able to

1. Envision a gender-equitable society
2. Describe strategies for increasing gender equity in institutions and systems
3. Develop a personal action plan for a gender-related change in their own life

**Time** 3 hours, 30 minutes

**Session Overview**

A.	Envisioning a Gender-Equitable Society . . . . .	.1 hour
B.	Strategies for Increasing Gender Equity . . . . .	.1 hour, 15 minutes
C.	Personal Action Plans . . . . .	.1 hour, 15 minutes

**Materials** Flipchart  
Markers  
“Tree diagrams”

**Handouts** 9A Definition of Roots, Trunk, and Leaves

**Special Preparation** Prepare three or four “tree diagrams.” They should clearly show the roots, trunks, and leaves of the tree and allow space for writing.

## PURPOSE OF THE SESSION

This session synthesizes the workshop. Participants envision a gender-equitable society and analyze gender-equitable institutions and systems. Personal action plans are developed for gender-related change at the personal, interpersonal, family, community, or organizational level.

### A. Envisioning a Gender-Equitable Society (1 hour)

**Step 1** Ask participants to close their eyes. Instruct them to envision what a fully gender-equitable society would be like. Ask them to think about all aspects of such a society—home, family, community, education, laws, policies, etc. How would a gender-equitable society look? Ask them to hold this image in their mind.

**Step 2** Divide participants into four groups, and assign the following task:

<p><b>TASK #1</b></p> <ol style="list-style-type: none"><li>1. List some of the aspects of a gender-equitable society.</li><li>2. Prepare to share your ideas with the large group.</li></ol> <p style="text-align: right;">Time: 20 minutes</p>
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**Step 3** Regroup participants and ask them to share their ideas. Lead a discussion using the following questions:

- How might a society demonstrate that it is aware of gender-equity issues?

*Possible answers: requiring public notices and job announcements to state that discrimination on the basis of gender is not practiced; removing gender stereotypes from the mass media; ensuring equal attendance of boys and girls at school.*

- What kinds of values, attitudes, behaviors, and relationships would be considered important and desirable in that society?

*Possible answers: women and men would be seen as equally capable of planning their own lives and making their own decisions; personal choice would be valued over socially determined behavior; people would be judged by their personal abilities without regard to their sex.*

- What are some ways to make people more aware of gender issues?
- After a society becomes aware of gender issues, what can it do next to foster gender equity?
- What are signs that a society is making positive changes in terms of gender?
- What are some practical approaches to foster gender equity?

## **B. Strategies for Increasing Gender Equity (1 hour, 15 minutes)**

- Step 1** Explain that in this activity participants will work together to “grow a tree” that will represent the group’s vision of a society that is gender-equitable.
- Step 2** Distribute Handout 9A, Definitions of Roots, Trunk, and Leaves. Ask someone to read the definitions aloud. Ask questions to ensure that everybody understands the definitions.
- Step 3** Ask participants to select one institution or system in their ideal society (religion, the law, government, education).
- Step 4** Instruct participants to form groups based on the institution or system they have selected. Distribute a prepared outline of a tree to each group. Assign the following task:

## TASK #2

For the institution or system selected, “grow a tree” with roots, trunk, and leaves as follows:

1. **Roots:** give examples of gender-sensitive values and attitudes that might be held in the institution or system.
2. **Trunk:** give examples of gender-sensitive and gender-equitable policies, systems, procedures, and programs that might be in place in the institution or system.
3. **Leaves:** give examples of gender-sensitive behaviors or practices that might be demonstrated.

Time: 30 minutes

**Step 4** Allow each group to present its tree.

### C. Personal Action Plans (1 hour, 15 minutes)

**Step 1** Explain that in the tree-growing activity, participants envisioned what institutions and systems in a gender-equitable society might look. In reality, achievement of such a vision will be a long, slow process. While systems and institutions may be difficult to change, every individual can begin to make changes in their own lives that can contribute towards achievement of a gender-equitable society.

**Step 2** Ask participants to think back over the topics addressed in the workshop. Instruct them to identify one area in their own lives in which they would like to make a change towards gender equity. The change might be on a personal, interpersonal, family, community, or organizational level.

**Step 3** After each participant has identified the area in which he or she would like to make a change, assign the following task:

### **TASK #3**

Develop a personal plan of action for achieving the change you want to make at the personal, interpersonal, family, community, or organizational level:

1. Clearly state your goal.
2. List at least three approaches to achieving that goal.
3. List three strategies for implementing each of the approaches.

Time: 30 minutes

**Step 4** Allow each participant to present his or her personal action plan.

## DEFINITIONS OF ROOTS, TRUNK, AND LEAVES

Use these definitions to “grow a tree” that will represent your group’s vision of an institution or system that is gender-equitable. Your tree should contain the following three components:

- **Roots**

Gender-sensitive values and attitudes that might be held in the institution or system

- **Trunk**

Gender-sensitive and gender-equitable policies, systems, procedures, and programs that might be in place in the institution or system

- **Leaves**

Gender-sensitive behaviors or practices that might be demonstrated

## **APPENDICES**

## APPENDIX A

### GLOSSARY OF GENDER AND DEVELOPMENT TERMS

*Terms are presented in three categories: Gender Concepts, Gender-Focused Approaches to Development, and Gender Analysis Models.*

#### GENDER CONCEPTS

GENDER	The socially constructed roles and responsibilities assigned to women and men in a given culture or location and the societal structures that support them. Gender is learned and changes over time.
GENDER BIAS	The tendency to make decisions or take actions based on gender.
GENDER DISCRIMINATION	Prejudicial treatment of an individual based on a gender stereotype (often referred to as sexism or sexual discrimination).
GENDER EQUITY	A condition in which women and men participate as equals, have equal access to resources, and equal opportunities to exercise control.
GENDER ISSUES	Specific consequences of the inequality of women and men.
GENDER RELATIONS	Ways in which a culture or society defines rights, responsibilities, and identities of men and women in relation to one another.
GENDER SENSITIVE	Being aware of the differences between women's and men's needs, roles, responsibilities, and constraints.
SEX	The biological differences between women and men, which are universal, obvious, and generally permanent.
CONDITION/POSITION	Terms describing circumstances. Condition is the immediate, material circumstances in which women and men live. Position is women's place in society in relation

to men's. Position involves power, status, and control over decisions and resources.

#### **EFFICIENCY/EQUITY RATIONALES**

Reasons for the inclusion of women in development. The efficiency rationale holds that development activities will be more effective with the full involvement of women and men in their full capacities. The equity rationale regards the equal representation of women's and men's interests in development as a matter of justice.

#### **EMPOWERMENT**

The process of generating and building capacities to exercise control over one's life.

#### **GENDER DIVISION OF LABOR**

The roles, responsibilities, and activities assigned to women and men based on gender.

#### **PRACTICAL NEEDS/ STRATEGIC INTERESTS**

Short-term and long-term concerns arising from gender roles. Practical needs are immediate and material and can be met in the short term through practical solutions. Strategic interests are long term and related to changing position in society. Regarding women's interests, they include legislation for equal rights and opportunities, reproductive choice, and increased participation in decision-making.

#### **TRIPLE ROLE OF WOMEN**

The three types of work done by women: productive (all tasks that contribute economically to the household and community, such as crop and livestock production, handicrafts production, marketing, and wage employment); reproductive (tasks carried out to reproduce and care for the household and community, such as fuel/water collection, food preparation, child care, education, health care, home maintenance); and community (tasks carried out to support social events and services at the community level, such as ceremonies, celebrations, community improvement, political activity).

### **GENDER-FOCUSED APPROACHES TO DEVELOPMENT**

#### **WOMEN IN DEVELOPMENT (WID)**

An approach to development that focuses on women and their specific situation as a separate group. WID projects

frequently involved only women as participants and beneficiaries and failed to have a policy impact.

**WOMEN AND DEVELOPMENT (WAD)**

A perspective on development that advocates changing class structure to achieve gender equity.

**GENDER AND DEVELOPMENT (GAD)**

An approach to development which shifts the focus from women as a group to the socially determined relations between women and men. GAD focuses on social, economic, political, and cultural forces that determine how men and women can participate in, benefit from, and control project resources and activities.

**GENDER ANALYSIS MODELS**

**GENDER ANALYSIS**

An organized approach for considering gender issues in the entire process of program development. The purpose of gender analysis is to ensure that development projects and programs fully incorporate the roles, needs, and participation of women and men. Gender analysis requires separating data and information by sex (known as disaggregated data) and understanding how labor is divided and valued according to sex. It is done at all stages of development processes.

**GENDER ANALYSIS MATRIX (GAM)**

A gender analysis model developed for grassroots use. It has four levels of analysis (women, men, household, and community) and four categories of analysis (potential changes in labor, time, resources, and socio-cultural factors).

**HARVARD ANALYTICAL FRAMEWORK**

A gender analysis model that identifies and organizes information about the gender division of labor in a given community according to three levels of analysis: the activity profile, the access and control profile, and the influencing factors. One of the first gender analysis models to be developed.

**WOMEN'S EMPOWERMENT FRAMEWORK**

A gender analysis model that traces women's increasing equality and empowerment through five phases: welfare, access, conscientisation, participation, and control.

## APPENDIX B

### GENDER TRAINING REFERENCES

Canadian Council for International Cooperation, MATCH International Centre, Association québécoise des organismes de coopération internationale. (1991). *Two Halves Make a Whole: Balancing Gender Relations in Development*. Ottawa, Canada. (French/English)

An indispensable guide to GAD theory and approaches, with suggestions for designing and implementing projects; sample training activities.

Moser, Caroline O.N. (1993). *Gender Planning and Development: Theory, Practice and Training*. New York: Routledge, Chapman, and Hall.

Analyzes policy approaches to women in development as well as recent feminist theories and debates on various issues (e.g., gender roles, control over resources and decision-making at the household level) to derive the conceptual rationale for key principles of gender planning; highlights entry points for women's organizations to negotiate women's needs, examines constraints on gender planning implementation, and analyzes institutional structures and procedures for integrating gender into project planning cycle.

Parker, Rani. (1993). *Another Point of View: A Manual on Gender Analysis Training for Grassroots Workers*. New York: UNIFEM.

A step-by-step guide for conducting a four-day workshop with community members, using the Gender Analysis Matrix (GAM). Includes questionnaires, case studies, handouts, and workshop evaluation.

Rao, Aruna, Mary B. Anderson, & Catherine A. Overholt. (Eds.). (1991). *Gender Analysis in Development Planning*. West Hartford, CT: Kumarian Press.

Presents a gender analysis framework and case studies illustrating alternative management strategies, evaluation techniques, and problem-solving to be used for gender training workshops. Accompanying teaching notes available.

*(Books and manuals cited above are available from WOMEN, INK., International Women's Tribune Center, 777 United Nations Plaza, New York, NY 10017, USA.)*

Coady International Institute. (1989). *A Handbook for Social/Gender Analysis*. Ottawa: Social and Human Resources Development Division, Canadian International Development Assistance (CIDA).

Reference Manual, Exercise Manual, and Trainer's Manual, developed to assist CIDA staff in applying social/gender analysis to address issues posed at various stages of project

cycle. Reference manual is keyed to the project cycle and uses analysis of the sexual division of labor, access and control of resources and benefits, practical needs and strategic interests; also includes a chapter on research methodology. Exercise manual includes two-day training course and five case studies. Trainer's manual includes teaching notes. (French/English) (*Contact Public Affairs, CIDA, 200 Promenade du Portage, Hull, Quebec, K1A 0G4, Canada.*)

Institute for Development Studies (IDS). (1992). *Gender and World Development*. Sussex, England: University of Sussex.

Seven-module package designed for development training courses. Aimed at raising awareness of the importance of incorporating gender concerns into planning and policy-making; includes employment, health, housing, urban transport, household resources management, and planning in agricultural production.

(Available from Publications Office, IDS, Sussex University, Brighton, East Sussex BN1 9RE, UK, fax 0273 691647.)

## TRAINING MANUAL USER FEEDBACK FORM

CEDPA would appreciate your cooperation in completing a questionnaire about your use of this manual. Your responses will help us to revise the manual to reflect the needs of the users and improve the quality of training activities in this area.

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Please rate your answers to the questions below on a scale of 1-5 as follows:

Strongly Agree	=	1
Agree	=	2
Disagree	=	3
Strongly Disagree	=	4
No Opinion	=	5

\_\_\_\_\_

Please circle the number that best reflects your opinion of the manual.

1. It is well-presented and organized.

1 2 3 4 5

2. The tasks were clearly presented and easy to follow.

1 2 3 4 5

3. The handouts were appropriate and clear.  
1 2 3 4 5
4. The content of the sessions corresponded to the learning objectives.  
1 2 3 4 5
5. The learning objectives were clearly stated.  
1 2 3 4 5
6. The activities and exercises enabled the participants to learn and understand new knowledge and skills effectively.  
1 2 3 4 5
7. I feel more confident in my ability to train in gender issues.  
1 2 3 4 5

Give reasons why or why not.

8. What sections did you find most/least useful?
9. Do you have any suggestions for revisions?
10. Overall comments on the manual:

Please return to:  
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Washington, D.C. 20036, U.S.A.

*Thank you for completing this questionnaire.*

## WORKSHOP EVALUATION QUESTIONNAIRE

You have participated in a CEDPA Gender Training Workshop. We would like you to evaluate the learning experience, in general, in order to help us measure your changes in knowledge, attitudes, and skills. We also hope to determine if any modifications are needed to the program and materials. Your responses will be important in helping us improve future programs for the benefit of other trainees.

Please spend the next hour completing this questionnaire. The questions relate to workshop objectives, usefulness of the workshop content to your future work, and your impressions of the content areas, training methodologies, and other workshop components.

Please respond to each question honestly and objectively.

Please rank the following questions on a scale of 1-5: 1 - excellent; 2 - very good; 3 - good; 4 - poor; 5 -very poor.

### I. Objectives

### Rating

- To increase sensitivity to a broad range of gender issues occurring at personal, interpersonal, institutional, and community levels \_\_\_\_\_
  - To develop understanding of the basic concepts and approaches for analyzing factors, issues, and situations from a gender perspective \_\_\_\_\_
  - To improve skills in analyzing and managing gender-related factors and situations \_\_\_\_\_
  - To formulate strategies for incorporating gender considerations into community-based projects, and into the structure, policies, and operations of institutions \_\_\_\_\_
- How well were the objectives of the workshop met? \_\_\_\_\_
- How relevant were the objectives to your professional activities? \_\_\_\_\_

**II. Support Services and Facilities**

**Rating**

- |    |                     |       |
|----|---------------------|-------|
| 1. | Support Staff       | _____ |
| 2. | Travel Arrangements | _____ |
| 3. | Accommodation       | _____ |
| 4. | Food                | _____ |
| 5. | Service             | _____ |
| 6. | Transportation      | _____ |
| 7. | Leisure Activities  | _____ |

**III. Session Evaluation**

1. Name the session or module you enjoyed the most. Why did you enjoy it?
2. Which module or session was most helpful?
3. Name the module or session that you found difficult to follow. What made it difficult?
4. Name the module or session in which you felt most frustrated. What caused or contributed to your frustration?
5. Name the module or session in which information was inadequate for productive learning. In what ways was it inadequate?

6. Please make comments or suggestions about how specific sessions could be improved.
7. Identify skills, areas of knowledge, or approaches addressed in the workshop that you would most like to implement on your return to work.
8. List subjects you think should be included in the workshop and give reasons.
9. Please list subjects you think should be deleted from the workshop and give reasons.
10. If we were to hold another workshop and you could give advice to prospective participants, what would you tell them?

Add here any further comments you wish to make on any other aspect of the workshop.

Please rate the following on a scale of 1-5 as follows: 1 - strongly agree; 2 - somewhat agree; 3 - agree; 4 - disagree; 5 - strongly disagree.

<b>IV. Overall Impressions</b>	<b>Rating</b>
1. The workshop afforded participants time and opportunity to interact with the resource specialists.	_____
2. The workshop afforded participants time and opportunity to interact with other participants.	_____
3. The handout materials were appropriate.	_____
4. The group exercises were effective.	_____
5. The program structure and format encouraged me to take an active part.	_____
6. The training methodologies used were effective and clearly demonstrated.	_____
7. The facilitators were skillful in getting ideas across.	_____
8. I shall be able to apply the knowledge and experience gained in the workshop in my work.	_____

Please return to:  
Training Division, CEDPA  
1400 16th Street NW, Suite 100  
Washington D.C., 20036, U.S.A.

*Thank you for completing this questionnaire.*



**The Centre for Development and Population Activities**  
1400 Sixteenth Street, N.W., Washington, D.C. 20036 U.S.A.