

C.4 Gender roles and needs

With the activities in this section the training programme moves into the phase of gender analysis. The first few activities explore gender roles and stereotypes about women and men; these are followed by activities introducing some of the tools of gender analysis first developed by Caroline Moser and now often used as an analytical framework in gender-sensitive appraisal and planning. Some of the key concepts briefly introduced in **Section A.2.** are expanded here, such as the gender division of labour, women's 'triple role', strategic and practical gender needs.

In this Manual we use the terms 'strategic' and 'practical' gender needs, thus following the Moser method of gender planning. Moser based the notion of strategic and practical gender needs on the distinction made by Maxine Molyneux in a paper published in 1985 between women's interests, strategic gender interests, and practical gender interests. Moser describes the translating of interests, or 'prioritised concerns', into needs or the 'means by which concerns are satisfied', as necessary for gender planning. For example, if a strategic gender interest, or prioritised concern, is for a more equal society, then a strategic gender need, or the means by which the concern may be satisfied, could be the abolition of the gender division of labour.

Whether the notion of needs or interests is preferred by users of this Manual, it is important to explain very clearly the difference between practical and strategic, and also to point out that these are not always easily distinguishable in practice. It is helpful to make the distinction in our attempt to understand more fully the range of women's needs and interests, which have been invisible in development and relief planning until very recently. (See **Handout 24** for more detail).

Some thought needs to be given to men's gender needs and interests. While it is not too difficult to identify men's practical gender needs, when we begin to talk about men's strategic needs, or interests, the question becomes more complex. Is it in the strategic interests of men to retain the *status quo*, whereby they hold the more powerful positions in all sectors of social life, and dominate women? Or is it in their strategic interests to work for a more egalitarian society, where women are not subordinate to men? And what can we say about men's strategic needs? Do men need the empowerment of women? Do men need to share in childcare so that they are closer to their children and build up more balanced relationships in their lives? Do men need to overcome the social expectation of them to be strong, aggressive, competitive and so on? Or is it really a gender need or interest of women that they do so?

Men, like women, are not a homogeneous category. Men oppress other men, and there are some men who feel it is not in their strategic interest to subordinate women.

There may, then, be areas where women can make alliances with men to achieve strategic goals. The point is that it is not only women who have to change: men have to change too, and for this to be addressed in development and relief planning, men's gender interests must be identified and analysed. Otherwise, men can present major, untackled obstacles to change.

C.4 Activities

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The story of Joan and John

Objectives

- 1 To examine the lives of women and men in a comparative way.

Method

- 1 Ask the group to form a circle and explain that they are going to construct biographies of two imaginary people, first Joan, then John.
- 2 Give a ball to someone in the group and ask that person to throw it, quickly, to anyone else in the group. As someone catches the ball, they say something about the life of Joan, beginning with her birth, the conditions of her life, her activities and aspirations, her achievements and finally, how she dies. Ask the group to repeat the game, constructing the life of John.
- 3 As this is going on, write the important elements of the stories on flipchart for discussion afterwards.
(20 mins)
- 4 In the whole group, go through the lives of Joan and John, and discuss the roles and achievements assigned to them.
(20 mins)

Materials

A ball, flipchart, pens

Facilitator's Notes

1 The ball should be kept moving rapidly for this exercise, so that participants respond spontaneously and say whatever comes into their minds at the time. This is also an energising activity to be used to vary the pace in the workshop and get people moving around.

2 The aim is to bring out, in discussion, the way that female and male roles are constructed from birth onwards.

(Source: CIDHAL, Mexico)

Quiz on roles and activities of men and women

Objectives

- 1 To enable participants to be aware of their own (often hidden) impressions of men and women.
- 2 To start to look at roles and stereotypes in a non-confrontational way.

Method

- 1 **Preparation:** prepare flipchart reproducing the quiz sheet, and copies of **Handout 19** for group.
- 2 Explain that the group is going to do a quiz. It is important to stress that:
 - a. It is not a test of gender awareness.
 - b. There are no right and wrong answers.
 - c. Answers will be confidential.
 - d. First impressions are required, not thought-out answers.

(10 mins)
- 3 Hand out the quiz. Each person completes it individually as quickly as possible.

(20-25 mins)
- 4 Shuffle quiz sheets and then hand out again so each person gets a different sheet.

(2-3 mins)
- 5 Ask group to raise hands for answers to quiz. They indicate the answer on the paper in front of them, not their own answer. Write up on the flipchart the total number of answers 'men' or 'women' for each role and activity.
- 6 Discuss agreements (ask why all or most saw men and women in particular role or activity).

7 Discuss disagreements (ask why some thought an activity to be male others female).

8 Briefly discuss roles and stereotypes. Point out the contradictions and ask participants to discuss, bringing in the points in the Facilitator's Notes if they do not arise in the discussion.

(20-25 mins)

Materials

Handout 19, flipchart, pens

Facilitator's Notes

1 The reason for stressing that this is not a test of gender awareness, and for making the answers confidential, is to avoid participants becoming defensive, or trying to prove that they are gender-aware. The aim is to get at first impressions and stereotypes, not well-thought-out answers. You should encourage the idea that everyone (including yourself) will retain a stereotype, even when they have information to the contrary.

2 The roles and activities listed have been chosen for general relevance, but can be adapted to suit the particular context. With a very large group, it may be better to use a shorter list.

3 Use this exercise to reinforce the understanding of gender.

4 Bring out the contradictions between roles and activities e.g. the activity is often done by women, while the role is seen as men's

Men

Tailor

Farmer

Chef

Women

Do the sewing

Plant the vegetables

Do the cooking

An exception to this is the women's role of housewife, which includes budgeting and planning, yet these activities are generally seen as mainly men's activities. Similarly, men are generally seen to be the head of the household, yet in many societies up to 50 per cent of households have no man around on a regular basis, and even where a man is present, women often have the day-to-day responsibility for running the family.

5 *Question why farmers are thought of as men when in fact women do most of the agricultural work (eg men own the land, men own the cash crop, farmer refers to trained men).*

6 *It seems that where there is money, power, or status attached to a role, and where it is performed outside the home, then men are more likely to be seen in that role.*

7 *Why are men assumed to be the ones to carry heavy loads, when in most countries a common sight is women carrying huge burdens? (One answer given at an East Africa workshop was that women carry food, while men carry important things — like beer!)*

8 *Note that the same activity may have different value when done by a woman and a man eg men talk, give speeches; women gossip. There may be cultural differences eg basket-making is done by women in some societies and by men in others.*

9 *End the session by pointing out that all the roles and activities could be performed by both men and women, and it is cultural and social norms which determine who does what. These norms lead to habits of thinking in fixed ways about men and women — stereotypes — even when in fact, roles can change.*

10 *A South African gender trainer (Michelle Friedman) added the dimension of race to this activity, by asking participants after they had answered the questions whether they had a particular racial group in mind. And then, asking them to think of a different race group and answer the questions again, to see whether the answers changed.*

(Source: Janet Seed)

Quiz on roles and activities for men and women

This is not a test of gender awareness. It is not a test at all. It is just a way of looking at our first thoughts about people's roles and activities. Your answers will be confidential — we will be looking at group rather than individual answers. Please tick whether you think each role or activity is done mostly by men or mostly by women. Do not ponder your answer for a long time — your first thoughts are what we want. If you don't know or can't decide, leave that one and go on to the next one, in order to finish. You have 2 minutes. There will be a chance to discuss this fully after you have completed the exercise.

Roles.		Men	Women
	1. Chef		
	2. Housewife		
	3. Farmer		
	4. Nurse		
	5. Tailor		
	6. Community leader		
	7. Accountant		
	8. Mother		
	9. Union organiser		
	10. Refugee		
	11. Politician		
	12. Head of the Family		
	13. Breadwinner		
 Activities			
	1. Sewing		
	2. Carrying heavy things		
	3. Operating machinery		
	4. Cooking		
	5. Selling		
	6. Basket weaving		
	7. Talking		
	8. Planting vegetables		
	9. Lighting a fire		
	10. Budgeting		
	11. Planning		
	12. Making decisions		
	13. Fetching water		

Myths about women and men, and their effects

Part 1: Traditional Myths

(30 mins)

Objectives

- 1 To look at the ways in which our own tradition and culture express beliefs about women and men.
- 2 To move about and have fun!

Method

- 1 Ask each person to list traditional and modern stories, songs, games, sayings, proverbs or rhymes from their own childhood which concern men and women's roles. Ask them to list as many as possible.
(5 mins)
- 2 Divide participants into 'country or region of origin' groups of three to six people, and share the most important songs, games, proverbs and the effect of these on them as girls/women, and boys/men.
(15 mins)
- 3 Ask each group to choose the most striking account, and to prepare a presentation to the whole group in a quick and dramatic way.
(5 mins)
- 4 Each group makes their presentation in turn. Explain that there is no comment or discussion at this stage. As this is going on, write brief descriptions of the stories or songs on one side flipchart.
(3 mins per group)

Part 2: Effects of myths

(30—60 mins)

Objectives

- 1 To look at the messages behind certain traditional myths and see how these may influence our behaviour.

Method

- 1 In the large group, brainstorm the meanings of the presentations and record the ideas on the flipchart opposite the description of each song, story etc. (10 mins)
- 2 Discuss the implications of the ideas that come up. (20 mins)
- 3 Summarise the discussion with input on the meaning and use of myths. (See *Facilitator's Notes*) (20 mins)

Part 3: Learning gender roles

(30 mins)

Objectives

- 1 To look at the ways in which our own tradition and culture determine beliefs about women and men.
- 2 To identify the origin of the messages.
- 3 To find out the effects of these today.

Method

- 1 Ask participants to break up into small groups again, and discuss the following questions:
 - a. What did you learn about being a girl/boy? This should be written on separate lists for girls and boys.
 - b Where did you learn it?
 - c What are the effects on you today?

Materials

Flipchart, paper, pens

Facilitator's Notes

1 This activity, when used with both men and women, sets a good climate for discussing how gender roles are constructed, maintained and reinforced. Participants enjoy the songs, stories and proverbs told during the session. It helps participants to see the role of the socialisation process in constructing gender roles, and how deep-rooted these roles are. It has been one of the sessions best-received by both men and women.

2 Note that modern culture has its own myths. It is important to include these in order to avoid fostering racism or prejudice against traditional societies.

3 Myths address key issues relevant to the particular society, they provide norms of behaviour and reasons for these. They are told as entertainment at an early age, and thus have a great subconscious impact. We don't usually analyse myths for their meaning, and people may be surprised to discover the full implications behind myths.

4 You may find that participants are able to share more deeply if they are in single-sex groups, especially for Part 3. However, mixed-sex groups may be indicated where there is tension, hostility or misunderstanding between the men and women in the group.

5 It is important to point out that boys may have as much pressure to conform to their gender role as girls. Note that what is held to be 'proper' behaviour for men and women varies from culture to culture, and over time. The pressure comes from many places eg family, friends, school, religion, tradition, the media.

6 There are many effects on us as adults today from the messages we learnt as children. The messages are often internalised and thought of as natural, rather than learned eg it is seen as natural for women to be submissive, and men to be powerful and oppressive. People who do not act according to the stereotype may be criticised or ridiculed.

5 This activity is presented in three parts, but Part 1 could be followed by Parts 2 or 3 on their own. Part 3 could be used on its own, but Part 2 depends on Part 1.

The 24-hour day

Objectives

- 1 To identify the daily tasks of men and women in low-income households in different regions of the world.
- 2 To raise awareness of men and women's workloads.

Method

- 1 Ask the participants to form small groups according to their country of origin, or areas/countries in which they have lived or worked. Ask each group to choose one low-income social group of which they have personal knowledge — such as fisherpeople, landless labourers, or an urban 'shanty-town' community. (5 mins)
- 2 Ask the groups to imagine a day in the lives of a wife and husband from each social group in a particular season, to be decided by the group.
- 3 Using the 24-hour day chart as a model, as on Handout 20, ask the groups to list the tasks performed by women and men in a household over 24 hours on flipchart paper. (30 mins)
- 4 Put the flipcharts up on the wall, and ask participants to walk around and look at each of them. (10 mins)
- 5 Help participants to draw out common points from the charts on the wall in a plenary discussion. (25 mins)
- 6 Give out **Handouts 21** Mr Moyo and **22** The Lie of the Land, and ask for comments. (10 mins)

Materials

Flipchart, pens, 24 hour chart, **Handouts 20, 21, and 22.**

Facilitator's Notes

1 *The low-income groups chosen for this activity should be distinct from each other and provide contrasts. They should include both urban and rural examples. If there are participants from industrialised countries, ensure that one group selects one of these countries, to examine the common assumption that in the developed world, women's and men's workloads are equal.*

2 *Encourage the groups to include all activities, even those which might not be thought of as work eg breast-feeding, knitting, community meetings.*

3 *Some men, for whom gender is a new idea, may be shocked or surprised to discover the amount of work that women do, especially when the women are said 'not to work'. Some may feel threatened or unwilling to believe it, and thus may distort their information workload between the sexes. For example, in one training, one group chose nomadic people who keep slaves, and thus the women were said not to have much work, although the slaves were also women! In another training one group described the husband's role as being much fuller than had been experienced by one of the facilitators who came from that area. Following this activity with an activity from **Section C.6 Women in the world** can be helpful.*

4 *Despite the very considerable differences in the daily lives of the different groups, common points usually emerge:*

Women and men do very different things during the day.

Women usually work longer hours.

Women have more varied tasks, sometimes doing more than one thing at once.

Work for the family is done by women.

Men's work is usually outside the home.

Men have more leisure time.

Women have less sleep.

Men are more involved in decision-making.

In some societies, traditional roles of men and women were more balanced in terms of workload, but changes have decreased men's traditional activities and increased women's.

5 *This activity can start discussion on how to reduce women's workload and increase men's participation, or how to address any other imbalances.*

6 *This activity begins the analysis of gender roles, but deliberately ignores differences due to age, class, season, historical period, the effects of war etc. It can, be done to show up these differences, (eg comparing the work that boys and girls do, or older men and women) but be careful that you do not make it too complicated.*

(Source: 24-hour Day exercise designed by C O N Moser (1993).)

Handout 20

Activity 36

Women

Men

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01 a.m.

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Country:

Social Group:

A story: Mr Moyo goes to the doctor

‘What is your job?’ asked the doctor.

‘I am a farmer’ replied Mr Moyo.

‘Have you any children?’ the doctor asked.

‘God has not been good to me. Of 15 born, only 9 alive,’ Mr Moyo answered.

‘Does your wife work?’

‘No she stays at home’.

‘I see. How does she spend her day?’

‘Well, she gets up at four in the morning, fetches water and wood, makes the fire, cooks breakfast and cleans the homestead. Then she goes to the river and washes clothes. Once a week she walks to the grinding mill. After that she goes to the township with the two smallest children where she sells tomatoes by the road side while she knits. She buys what she wants from the shops. Then she cooks the midday meal.’

‘You come home at midday?’

‘No, no she brings the meal to me about three kilometres away.’

‘And after that?’

‘She stays in the field to do the weeding, and then goes to the vegetable garden to water.’

‘What do you do?’

‘I must go and discuss business and drink with the men in the village.’

‘And after that?’

‘I go home for supper which my wife has prepared.’

‘Does she go to bed after supper?’

‘No, I do. She has things to do around the house until 9 or 10.’

‘But I thought you said your wife doesn’t work.’

‘Of course she doesn’t work. I told you she stays at home.’

(Source: Presented by the Women and Development Sub-committee Ministry of Community Development and Community Affairs, Zimbabwe to Women’s Regional Ecumenical Workshop, 26 June — 6 July 1989, Harare, Zimbabwe).



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Analysing roles and needs

Objectives

- 1 To identify the three different roles of women.
- 2 To identify the two types of gender needs of women.
- 3 To illustrate which needs and roles different projects address.
- 4 To clarify and to practise identifying the roles and needs in different interventions.

Method

- 1 Continuing from the previous session (**Activity 36: 24-hour day**), draw out the different gender roles that the many different women's tasks represent. Give out **Handout 23** (10-15 mins)
- 2 Explain gender needs. (10-15 mins)
- 3 Give out **Handout 24** and go through with group. (15-30 mins)
- 4 Give out **Handout 25**. Go through it in whole group, asking them to identify roles and needs. Debate the answers until there is agreement about the identification of roles and needs. (30 mins)

Materials

Flipchart

Handouts: 23, 24, and, 25.

Facilitator's Notes

1 This activity should be done after Activity 36. It should be made clear that this is the first step in learning the Moser method of gender planning.

2 All facilitators should have read, discussed and understood the handouts in order to be able to explain the roles and needs. In some cases, facilitators have found the terms 'family' and 'community' more acceptable to some groups than 'reproductive' and 'community managing', because of other connotations of these words. However it is important to keep the same concepts. Moser has now subdivided the community role into two categories — community managing, and community politics. Community managing is the extension of women's reproductive role, and comprises activities such as organising collective provisioning of food, or education or health care. Their work is voluntary. Community politics is the public role of organising at community level for relations with other groups and organisations, including aid agencies, and with official representatives of the State. While women may participate in this, and be rank and file membership, men usually take the lead roles in community politics, often paid for their work.

3 Participants may ask why men's gender needs are not considered. One possibility is to explain that men's needs are usually seen as human needs or community needs and are thus taken into account. Women's needs are often not sought or acknowledged. The gender training is to redress the balance. Another possibility is to let the group work out men's gender roles and needs, making clear the previous point. Also point out that if women are ignored people may not notice, but leaving men out is always noticed. The analysis of men's gender needs is not part of the original Moser method. (C O N Moser, (1989) 'Gender planning in the Third World: meeting practical and strategic gender needs', World Development, 17, 11.)

4 If the issue of men's practical and strategic needs arises, refer to the introduction to this section for discussion on women's and men's needs and interests, and ask the group to reflect on whether it is possible for women and men to share strategic interests and needs.

Types of work/triple role

Work can be divided into three main categories. Women's roles encompass work in all these categories, and this is referred to as women's 'Triple Role'.

Productive work involves the production of goods and services for consumption and trade (farming, fishing, employment and self-employment). When people are asked what they do, the response is most often related to productive work, especially work which is paid or generates income. Both women and men can be involved in productive activities, but for the most part, their functions and responsibilities will differ according to the gender division of labour. Women's productive work is often less visible and less valued than men's.

Reproductive work involves the care and maintenance of the household and its members including bearing and caring for children, food preparation, water and fuel collection, shopping, housekeeping and family health care. Reproductive work is crucial to human survival, yet it is seldom considered 'real work'. In poor communities, reproductive work is, for the most part manual-labour-intensive, and time-consuming. It is almost always the responsibility of women and girls.

Community work involves the collective organisation of social events and services: ceremonies and celebrations, community improvement activities, participation in groups and organisations, local political activities, and so on. This type of work is seldom considered in economic analyses of communities. However, it involves considerable volunteer time and is important for the spiritual and cultural development of communities and as a vehicle for community organisation and self-determination. Both women and men engage in community activities, although a gender division of labour also prevails here.

Women, men, boys and girls are likely to be involved in all three areas of work. In many societies, however, women do almost all of the reproductive and much of the productive work. Any intervention in one area will affect the other areas. Women's workload can prevent them from participating in development projects. When they do participate, extra time spent farming, producing, training or meeting, means less time for other tasks, such as childcare or food preparation.

(Source: *Two Halves Make a Whole: Balancing Gender Relations in Development* CCIC/MATCH/AQOCI)

Practical and strategic gender needs

Practical gender needs

- They are a response to an immediate perceived necessity.
- They are formulated from concrete conditions.
- They are derived from women's position within the gender division of labour (i.e. the women's role).
- They do not challenge the subordinate position of women although they arise out of it.
- They are needs mainly arising from and reinforcing women's reproductive and productive role.

Practical gender needs may include:

- Water provision.
- Health care.
- Income earning for household provisioning.
- Housing and basic services.
- Family food provision.

They are needs shared by all household members yet identified specifically as practical gender needs of women, as it is women who assume responsibility for meeting these needs.

Strategic gender needs:

These are formulated by an analysis of women's subordination in society.

- When addressed, they should lead to the transformation of the gender division of labour.
- They challenge the nature of the relationship between men and women;
- They aim to overcome women's subordination.

Strategic gender needs may include:

- Abolition of sexual division of labour.
- Alleviation of the burden of domestic labour and child care.
- The removal of institutionalised forms of discrimination such as rights to own land or property.
- Access to credit and other resources.
- Freedom of choice over child bearing.
- Measures against male violence and control over women.

Examples of roles and needs

Intervention R P CM PGN SGN

1 Training for employment

- a. Training for women
 - Cooking cakes for family
 - Tailoring — for sale
 - Masonry/carpentry

2 Basic services

- a. Introduction of creche
 - Located in community
 - In mother's workplace
 - In father's workplace
- b. Primary Health Centre in area where women work on cash crops in the morning
 - Open only in the morning
 - Open in the evening

3 Housing

- a. Tenure rights
 - In man's name
 - In women's name

4 Community participation

- a. Project with community participation
 - With unpaid women's time
 - With paid women's time

R = Reproductive; P = Productive; CM = Community Managing;
 PGN = Practical Gender Need; SGN = Strategic Gender Need
 (Source: Adapted from C O N Moser (1993) *Gender Planning and Development Theory Practice and Training.*)

Balloons: practical and strategic gender needs

Objectives

- 1 To find out the gender needs of women.
- 2 To identify how those gender needs are linked.
- 3 To find out what needs NGOs respond to and whether they are practical or strategic gender needs.

Method

- 1 Divide participants into small groups of six, if possible according to common experience, or work in the same or similar area.
- 2 Give each group a set of marker pens and flipchart.
- 3 Ask each group to begin by drawing a picture of a woman from their area of work, in the middle of the paper.
- 4 Close to this picture they should draw a balloon in which they should note down one major problem affecting women in their area.
- 5 Ask them to reflect on one or more problems resulting from the first problem.
- 6 For each linked problem they should draw a new balloon and link it to the first.
- 7 They should continue drawing and linking other balloons representing a chain of linked problems, as far as they can go *.(30 mins)*
- 8 When a whole chain of balloons has been created ask each group to identify with an arrow the point in the chain where their NGO's intervention begins and to

- highlight the consequences (how many other parts of the chain are impacted by this intervention).
- 9 Each group puts up their flipchart and has a 'gallery walk' looking at each other's balloon diagrams.
 - 10 Discuss with the group:
 - a. What have you learned from this exercise?
 - b. What problems are being addressed by the interventions— do these represent practical or strategic needs or both?
 - c. What needs are being left out — are these practical or strategic needs? (Summarise practical and strategic needs — refer to **Handout 16**.)
 - d. (**Optional**) What interventions could be made to address more of women's strategic gender needs? What difference does the way in which practical needs are met, make to meeting strategic gender needs?
- (30 mins)

Materials

Flipcharts
Felt pens

Facilitator's Notes

1 This is a good activity to help participants to conceptualise practical and strategic gender needs using their own experience. It gives a clear picture of NGOs' interventions and shows up whether they are addressing any strategic needs or only practical needs. This can lead to a discussion of the need for starting with practical needs of poor women and going on to address strategic needs; what these strategic needs are; and how they might be addressed.

2 If doing the activity with a group who do not have knowledge of the area, or if you want a particular problem to be included (eg. domestic violence or rape), you can work out the problems, draw them on 'balloons' and ask participants to stick them on the flipchart and draw the links.

(Source: This exercise was adapted from Lyra Srinivasan, by Colleen Crawford Cousins and Michelle Friedman NLC, South Africa.)