

C.6 Gender and development

This section builds on what has been learned in the sections on gender roles and needs, and introduces other concepts which make up a framework for understanding gender and development.

There are not many activities, but this is a fundamentally important section, as it tackles concepts such as participation and empowerment, which are frequently misunderstood, wrong assumptions, and ineffective policies related to women in development and relief work.

By the time workshop participants have completed the activities in this section, they should have a sound foundation for developing a gender perspective in development and relief work. This foundation is needed before moving on to the next section in this manual, section **C.7 Gender-Sensitive Appraisal and Planning**, which introduces a number of analytical frameworks for appraisal, planning, and evaluation of programmes and projects.

Please read all the handouts in this section carefully and **Section A.1 A guide to this manual**, before starting to use the activities.

Policy approaches

The first three activities look at common assumptions about development and relief work, and introduce a framework of policy approaches to women and development. The Policy Approaches outlined in **Activity 42 Statements and policy approaches** are a framework for identifying and understanding the different ways in which official agencies and NGOs attempt to address the issue of women's participation in development. Although the framework is presented as a historical account, many of the approaches are recognisable in development policy today. These policy approaches are not comprehensive, and participants in the workshop may feel they are over-simplified: however, they provide an introduction to the analysis and planning which will be examined in more detail in section **C.7 Gender-Sensitive Appraisal and Planning**.

Empowerment and participation

The activities which look at empowerment and participation are crucial to an understanding of gender and development, and indeed to the understanding of development as committed to the equality of all people. These terms — 'empowerment' and 'participation' — have become part of the required discourse

of development and relief agencies, and are frequently misunderstood and misused.

Participation in development is usually said to mean the full involvement of people in the development or relief programmes which affect their lives, regardless of gender, race, age, class, sexual orientation or disability. However, the concept is often taken for granted, leading to the dangerous assumption that people are participating, while in fact their experience is being marginalised, undervalued, or ignored. It is common for women to feel this, because it is often assumed that they will be compliant, and their views are not valued. Yet they may be defined as participating simply because they are present in a group, in a village community, in an organisation.

Genuine participation of women in development means women being able to make their views known, and to take decisions which affect their lives. It means that women's concerns influence development policy and project aims, and that women play a part in evaluating project impact.

'Empowerment' is also a very loosely-employed term. The most important thing to understand about empowerment is that, in a sense, no-one can empower anyone else. In the way it is used in relation to development, true empowerment is achieved by people themselves, through their own efforts (see **Handout 33**). When development and relief agencies use the term, they rarely mean this: they often claim to empower the poor, or women, through their interventions. In fact, agencies can only support people's own efforts to become empowered, and intervene in favour of the conditions people require to achieve dignity and control in their lives.

Participation and empowerment: two sides of the same coin

The 'Women-in-development' (WID) approach of the 1970s (still widely in use) illustrates the effects of participation without empowerment. After the beginning of the UN Decade for Women (1975-1985) women were said to have been left out of the development process. For development to work better (the 'efficiency' approach referred to in **Activity 42**) women's participation in development had to be assured by targeting projects at them. A gender analysis of *why* women had been ignored by development planners, and of what women's and men's roles were, was not part of this approach.

Women were not effectively consulted, and the result was a plethora of women's projects which gave women a great deal more work but less control than ever over their lives and basic resources.

The problem was not that women did not participate: of course they always participated in development, performing in some parts of the world, for example, 80

per cent of the work of food production. The problem was that they were not consulted directly about their needs, the aims and directions of new development initiatives, and were cut out of the decision-making processes.

In the WID approach, women's participation applied to development *work*, but not development *decisions*, led to women's disempowerment.

Development and emergency relief

This section also begins to look at gender issues in emergency relief work, for the insights of GAD analysis are central to the success of relief interventions. The incorporation of GAD analysis in the planning and implementation of relief work lags considerably behind its incorporation in development work. This is due to a number of factors:

- There is a false dichotomy between relief work and development work, due mainly to different operational styles, to the scale of work sometimes required and to the rapidity with which decisions have to be taken and interventions planned. This often means that relief programmes are planned and implemented from the top down.
- Relief work is commonly dominated by logistic considerations — how many tons of grain are needed, how many aeroplanes/trucks/barges will be needed, how many people have to be provided with shelter, water, food, health care and sanitation systems. This has meant that men tend to dominate the field, and that engineers and technical personnel (often short-term) with little or no training in social analysis are brought in to manage highly complex social and cultural responses to disasters.
- The prioritisation of speed of delivery has often precluded proper discussion with the affected people, overlooked gender considerations, and resulted in inappropriate and therefore ineffective responses. Women especially face many barriers to participating in discussion and assessment of needs, and are rarely involved in planning or policy making in emergency situations.

Yet the majority of those affected by emergencies, such as refugees and displaced people, are likely to be women and children (see also **Handout 36**).

In this section we introduce the topic of emergency relief, and encourage participants to think about the commonalities and differences between development and relief work. The following section, **C.7 Gender-Sensitive Appraisal and Planning**, presents several frameworks particularly adapted to emergency interventions. **Section C.8 Gender and Global Issues** looks at gender in relation to conflict and presents a number of activities which address ways of analysing the issues and planning appropriate interventions.

C.6 Activities

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Wrong assumptions

Objectives

- 1 To identify common myths or wrong assumptions about gender and development.
- 2 To look at the consequences of believing these wrong assumptions.
- 3 To contrast myths and assumptions with facts.

Method

- 1 Brainstorm on as many myths (wrong assumptions about gender and development) as possible. Write answers on flipchart.
(10 mins)
- 2 Pick out two key myths. Write each on a separate flipchart.
- 3 Group brainstorms effects of planning development on the basis of these wrong assumptions. Write answers on flipchart.
(20 mins)
- 4 Give facts (supported by hand-outs) on issues related to the two myths.
(5 mins)

Materials

Flipchart

Handouts: See **Section C.5 Women in the World**.

Facilitator's Notes

1 You may join in the brainstorm and add in any key myths or assumptions which the group has left out. You can choose to pick out the particular myths or wrong assumptions which you wish to emphasise, rather than allow the group to choose them.

*2 It is important to point out that development has its own myths, which have been harmful to development. There is always a great fear of imposing Western feminism, but this activity shows the dangers of imposing Western sexism. this activity ties up with **Activity 34 Quiz on Roles and Activities***

3 Some key myths to include are:

All farmers are men.

Heads of household are men.

People live in nuclear families.

When you work with the community, you automatically take care of women's interests.

*Refer back to **Activity 35 Myths about Men and Women, and their Effects:** in addition to traditional myths, development has its own myths.*

Statements and policy approaches

Objectives

- 1 To start discussion about different approaches to gender and development.
- 2 To introduce the topic of policies.

Method

Preparation: Make one set of cards for each participant, based on **Handout 30**.

Part 1: Statements

- 1 Introduce this activity and stress that it is not a test. Participants should not write their names on their sheets. Go through instructions on **Handout 32**. Make clear that top of the diamond is 'agree most strongly' and the bottom of the diamond is 'disagree most'. This does not represent total agreement or disagreement with the statements.
(5 mins)
- 2 Ask each person to sort 16 cards, with statements A to P (**Handout 30**) and put their answers on **Handout 32**. At the same time prepare the 'diamond' on flipchart.
(15 mins)
- 3 Ask participants to form small groups of three or four for discussion. Each group has to try to reach agreement, and write the group answer on a group 'diamond' (**Handout 32**). Also, give each person a copy of **Handout 30** to reflect on.
(20 mins)
- 4 Reconvene the whole group for discussion. Write up answers on flipchart for each group
.(30 mins)

Raise the following questions:

- a. How did you feel doing that exercise: was it easy?
- b. Were there wide variations?
- c. Look at similarities and differences in 'agree' and 'disagree' and discuss the reasons.

Points for discussion:

- a. The statements are examples of real statements.
- b. They have been chosen to reflect particular policy approaches.
- c. They are over-generalisations.

Part 2: Policy Approaches

- 1 Explain that this part of the activity will relate the statements from Part One to policies that exist about gender and development.
- 2 Show prepared flipchart (as **Handout 31**) with five major policy approaches and important points noted.
- 3 Ask participants to indicate which statements reflect each of the different policy approaches; and fill these in on the flipchart.
- 4 Ask about other statements with no policy approach.
- 5 Ask about statement M. What does it represent?
- 6 Distribute **Handout 31** on policy approaches. (20-25 mins)

Materials

1 set of 16 cards, for each participant, on each of which is written one statement. These can be produced by photocopying and cutting up copies of **Handout 30**. They can then be retained for future training workshops.

1 grid for statements for each participant (**Handout 32**) plus one for each small group.

1 page of 16 statements for each participant (**Handout30**).

1 handout of policies for each participant (**Handout 31**).

Prepared flipchart of **Handout 32** and **Handout 31**.

Flipchart, pens etc.

Facilitator's Notes

1 The statements reflect five policy approaches to WID:

- a. Welfare (K, B)*
- b. Equity (H, N)*
- c. Anti-poverty (F, O)*
- d. Efficiency (E, L)*
- e. Empowerment (G, D)*

2 Gender analysis (represented by statement M) is a necessary starting point for putting any of these strategies into practice. It does not indicate which approach to adopt.

3 The statements have been taken from published documents or overheard remarks. This activity can be adapted for different cultural contexts, by substituting some commonly heard views; but statements B, D, E, F, G, H, K, L, M, N, and O must always be included.

*4 People may find it difficult to reach agreement: but that is part of the learning experience. Try to move people from disagreements about the words to discussing the ideas. This activity shows that having a gender perspective can mean many different things. Often statement G, representing empowerment, is a favoured statement; it is important to remember this when analysing projects, using the Moser method. While people theoretically want to support an empowerment approach, in practice this is less likely (see **Activity 43 Empowerment and Participation**).*

4 This activity can be used to teach the policy approaches for the Moser method of gender planning. However, if you are conducting a more basic training and do not need to teach specific methods of project analysis, this activity works well using Part 1 only.

(Source: Janet Seed.)

Handout 30

Activity 42

Statements about gender and development: statement sheet

(See over)

<p>A A good development project will benefit the whole community which will automatically include women.</p>	<p>B We aim to help the poorest of the poor. Poor women are particularly disadvantaged, so they should be specially helped.</p>	<p>C I agree that Southern women have a hard time, but it's not up to us to change their culture.</p>	<p>D Women (in any society) often find it difficult to speak in the company of men. Therefore it is important to devise ways of enabling their voices to be heard.</p>
<p>E Women do the main farming work. Therefore women must be involved in any agricultural project if it is to succeed.</p>	<p>F There should be some aspect of income-generation in all schemes for women. The aim should be that such schemes should be self-financing.</p>	<p>G True development for women would enable them to have the power to make meaningful choices and changes in their lives.</p>	<p>H Equal Opportunities policy and practice in Northern NGOs should be directly relevant to, and can provide guidelines for, the projects we support in Southern countries.</p>
<p>I When the situation is serious you can't afford the time to stop and think about gender issues.</p>	<p>J If a community is involved in a national liberation or class struggle, then this has to be the priority for both men and women. To focus on women's specific needs is divisive and disruptive.</p>	<p>K Women as wives and mothers are responsible for the health and well-being of the whole family. Therefore we should help them to help the whole family.</p>	<p>M All aspects of development will affect women and men differently. Therefore we need to look at everything for its different impact on men and women.</p>
<p>N Within each culture, women are subordinate to men. The aim should be to eliminate this inequality and subordination.</p>	<p>O If women had more education they could catch up with men to become more economically self-sufficient.</p>	<p>P The important thing is to help the people most in need, not just the women.</p>	

Policy approaches to women's involvement in development

(see over)

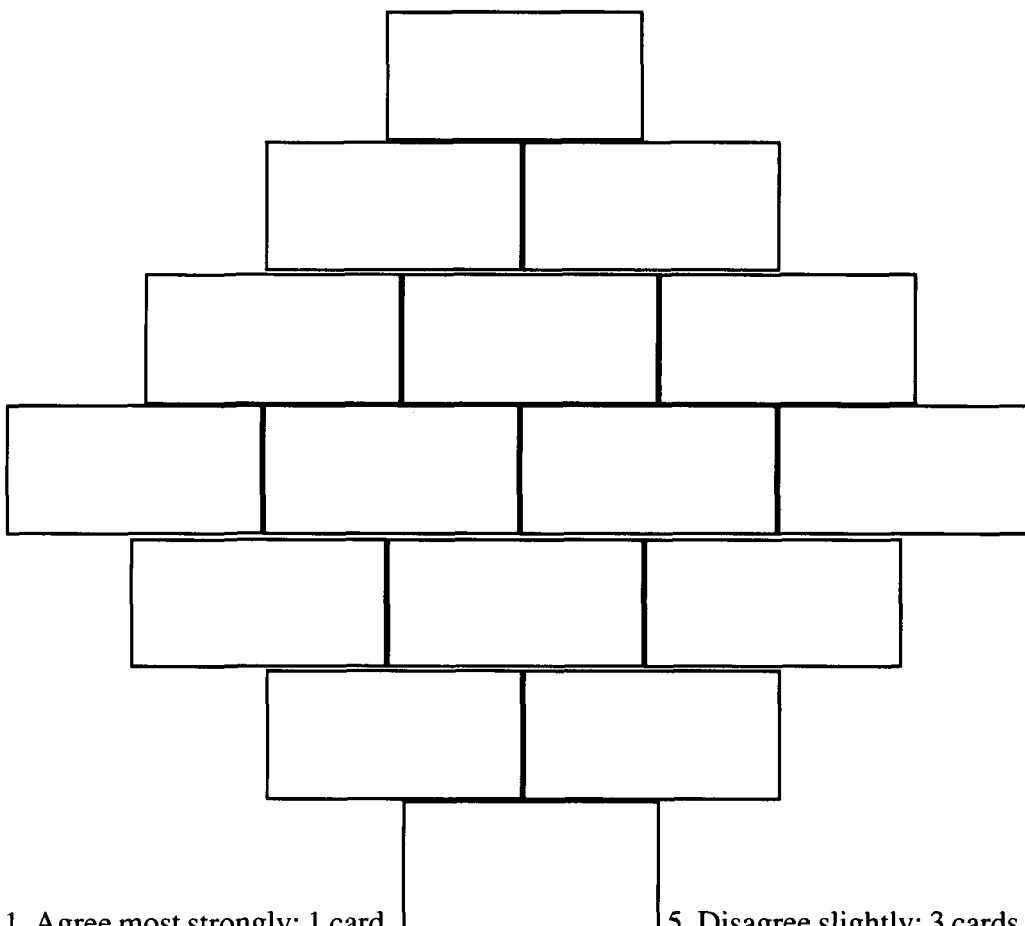
	Welfare	Anti-poverty	Efficiency	Equity	Empowerment
Cause of the problems.	Circumstances that are beyond control.	Lack of resources, causing low standard of living	Failure by development planners to recognise women's key role in production, and necessity to involve women	Patriarchy, exploitation, subordination, and oppression of women by men.	Women's subordination not only by men but as aspect of colonial and neo-colonial oppression
Goals or purpose.	To support motherhood as the most important role for women in society. To relieve suffering.	To raise production to ensure poor women increase their productivity. To integrate women into development	To ensure that development is more efficient and more effective. 'Feed the nation.'	To gain equity for women in development by grafting gender into the development process	To empower women through greater self reliance. Building new political, economic and social structures. To challenge/overcome exploitative structures
Service programmes.	Famine relief programmes. Family planning. Nutrition (improving family health, especially of children through maternal care). Activities to meet Practical Gender Needs	Training women in technical skills. Small-scale income-generating activities to meet basic needs (practical gender needs)	Programmes that meet PGN in the context of declining social services. Rely on all 3 roles of women and elasticity of time	Organise to reform structures. To meet SGN in terms of Triple Role.	Programmes that address themselves to SGN in terms of Triple Role — through bottom-up mobilisation around PGNs to confront oppression.
Type of change	FUNCTIONAL CHANGE (Non-challenging)	FUNCTIONAL CHANGE (Non-challenging)	FUNCTIONAL CHANGE	STRUCTURAL CHANGE (Challenging) Equal Rights/Opportunities	STRUCTURAL CHANGE (Challenging)
Type of leadership	Strong reliance on authority (patriarchal in nature) — residual model of social welfare with the modernisation ideology with roots in colonialism.	Consultative — ideological reproduction of values that reinforce patriarchy and women's subordination.	Authoritarian/consultative. Women seen as resource	Participatory to reform structures. Top-down state intervention to reduce inequality	Enabling, participatory, build solidarity, overcome fear (alternative m/f balanced structures). 'Bottom-up'
Type of service	WELFARE — Assuming women are passive beneficiaries of development	ANTI-POVERTY — Development (integrating women into development). Poor women isolated as a category. Recognition of the productive role of women	EFFICIENCY — Policies of economic stabilisation and adjustment rely on women's involvement.	EQUITY — Reforming, liberating. Women seen as active participants in development.	EMPOWERMENT Transformation, liberation Largely unsupported by Government or agencies. Slow steady growth of under-financed voluntary organisations.
Period most popular	1950-70, but still widely used.	1970s onwards. Still limited popularity.	Post 1980s — Now most popular approach (ODA, USAID).	1975-85 — Attempts to adopt during Women's Decade	1975 onwards, accelerated 1980s. Still limited popularity

Adapted by Adelina Ndeto Mwau from C.O.N. Moser 1989

Statements about gender and development: diamond ranking

Please read the statements carefully and judge them on how much you agree or disagree with them.

Then please sort them into order, in seven levels from level 1 (Agree most strongly) through to level 7 (Disagree most strongly). Please sort them so that they form a 'diamond' shape as indicated below.



- | | |
|--|-----------------------------------|
| 1. Agree most strongly: 1 card | 5. Disagree slightly: 3 cards |
| 2. Agree moderately: 2 cards | 6. Disagree moderately: 2 cards |
| 3. Agree slightly: 3 cards | 7. Disagree most strongly: 1 card |
| 4. Neither agree nor disagree: 4 cards | |

The cards are labelled **A** through to **P**. Please write the appropriate letters in the spaces provided on the diamond below. Please write only one letter in each box.

Agree

A diamond-shaped grid consisting of 16 empty rectangular boxes. The boxes are arranged in 8 rows, with the number of boxes per row decreasing from 4 in the top row to 1 in the bottom row. The top row has 1 box, the second row has 2 boxes, the third row has 3 boxes, the fourth row has 4 boxes, the fifth row has 3 boxes, the sixth row has 2 boxes, the seventh row has 1 box, and the eighth row has 1 box.

Disagree

Empowerment and participation

Objectives

- 1 To highlight the importance of women's empowerment and participation.
- 2 To analyse what is meant by these concepts
- 3 To provide a space for participants to share their experiences of empowerment and disempowerment, and to link their personal experience with their development role.

Method

- 1 Read out the excerpt from the EC-NGDO General Assembly 'Gender and Development' (see *Facilitator's Notes*). Point out that the linked issues of women's participation and empowerment are crucial for development. Make reference to **Activity 42**. This activity looks at what we mean by the concepts of empowerment and participation and how they can be put into practice. Look at the Introduction to this section and draw out relevant points.

(5 mins)

- 2 Ask individuals to reflect on two incidents in their lives: one where they themselves felt disempowered or were prevented from participating; and another where they felt empowered and able to participate.

(5-10 mins)

- 3 Divide people into small groups by asking who likes talking/writing/singing/creating (one group for each, but the groups should be of roughly equal size). In the small groups, participants share their two experiences, note common elements, and work out a way of presenting these to the large group, in different ways. Talking group — role play; writing group — written definition of concepts; singing group — song or rap; creating group — group sculpture. (See **Activity 92** for details of method of group sculpture.)

(30-35 mins)

- 4 Ask each group to present their representation of disempowerment/lack of participation and empowerment/participation to the whole group. (The timing of this will depend upon how many groups you have.)

(10-20 mins)

- 5 Facilitate full group discussion on the following points:
- What are the common aspects of empowerment and participation brought out by the different presentations? List these on a flipchart.
 - What are the differences and why?
 - Is it easier to be clearer about disempowerment and lack of participation, than empowerment and participation?
 - What do we mean by power? Is it oppressive to be powerful? Look at the different types of power, using **Handout 33**.
 - Do participants feel that there is a real clarity and understanding about participation and empowerment in their organisation, or are they just sometimes used as 'fashionable buzz words'?
 - Can external agents empower and disempower people?
 - Bring out other points from the Introduction to this Section.

- 6 Give out **Handout 33** at the end.

Materials

Flipchart, marker pens

Handout 33

Facilitator's Notes

1 Note to read out:

The EC-NDGO General Assembly in Brussels in 1989 made a number of recommendations under the headings of: Women and food matters, debt, emergency situations, population and images. The report of this Assembly (Gender and Development) states that:

'Despite the diversity of areas covered, it can be seen that two key words recurred throughout the General Assembly discussions: empowerment and participation. In all the policy recommendations, therefore, featured the common underlying message: the need to empower women and ensure their equal participation at both project and policy levels.'

2 When we did this activity, we asked for a group who liked 'talking' rather than 'role-play' in view of the notorious reluctance of this cultural group (mostly British-based NGO staff) to get involved in role-play.

3 It proved to be easier for people to come to agreement about what represented disempowerment and lack of participation, than empowerment and participation in the positive sense.

*4 There are different meanings of power and empowerment e.g. the difference between 'power over', 'power to do something', 'power within'. (See **Handout 33**)*

4 This can be a creative, enjoyable session. However, it can also be emotional and difficult depending to some extent on the pre-existing relationships (e.g. manager-staff) of participants. In such cases people in authority roles should not be in the same small groups as those they manage.

Power and empowerment

Behind most attempts to increase women's power has been the notion that power is a limited quantity: if you have more, I have less. If I have power over you, increasing your power comes at the expense of mine. This power is an either/or relationship of domination/subordination or **power-over**. It is ultimately based on socially sanctioned threats of violence and intimidation, invites active and passive resistance, and requires constant vigilance to maintain.

There are alternatives. We can conceive of power as **power-to**, power which is creative and enabling, the essence of the individual aspect of empowerment. Most people describe situations where they felt powerful as those in which they solved a problem, understood how something works or learned a skill.

Collectively, people feel empowered through being organised and united by a common purpose or common understanding. **Power-with** involves a sense of the whole being greater than the sum of the individuals, especially when a group tackles problems together.

Yet another kind of power is **power-within**, the spiritual strength and uniqueness that resides in each of us and makes us truly human. Its basis is self-acceptance and self-respect which extend, in turn, to respect for and acceptance of others as equals. In traditional cultures, shamans, healers and wise elders were felt to have this type of power, and were often called on for advice. Use of the talking stick in North American native councils reflects appreciation of the power-within every speaker.

Power-over requires the creation of simple dualities: good/evil, man/woman, rich/poor, black/white, us/them. There *are* differences and different groups do have very different interests. But power-within recognises the strengths and weaknesses that exist in all of us and does not automatically condemn difference, or categorise in either/or terms. Power-within stresses self-acceptance and self-respect, complementarity rather than duality, recognition of aspects of the other in ourselves.

In a gender context, women and men are socialised differently and often function in different spheres of the community, although there is overlap and interdependence. As a result, women and men have different life experience, knowledge, perspectives

and priorities. **One cannot necessarily represent the interests of the other, and neither alone can fully represent their community.** A healthy society will appreciate and value the positive aspects of these differences, and use them for its betterment.

Strategically, **we need to transform our understanding of power and resist power-over creatively.** Gandhi's non-violent resistance is an outstanding example. **We need to explore the concepts of power-to, power-with, and power-within** and their inter-relationship. In our development work, this means building problem-solving and conflict-resolution skills; strengthening organisations; and building individual and collective skills and solidarity. **We need to be aware when our actions may increase divisions and conflict and be sure that those who will bear the consequences understand and accept the risk.**

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

Visions of empowerment

Objectives

- 1 To locate the introduction of gender training in a specific organisational context.
- 2 To highlight the continuity between internal organisational processes and field practices regarding gender.

Method

- 1 Tell participants that they are going to draw a picture which shows what activities they would see and what people would be doing in the communities where they work, as a result of their work in ten years' time. Give them five minutes to think about this on their own. Let them refer to the organisational mission statement if there is one.
(5 mins)
- 2 Divide them into small groups of colleagues (as homogeneous as possible in terms of job, status, area, sex, race, etc.). Each group produces a group drawing.
(20 mins)
- 3 Check that each group is drawing indicators of empowerment. If not, ask them to include in that drawing, or a new one, indicators of what people would be doing if they were empowered.
(20 mins)
- 4 Put up all the drawings, and have a 'gallery walk' with each group explaining any part of the drawing that is not clear.
(10 mins)
- 5 Draw out what is common and what is different. One option is to ask the group to make one single collage representing the joint vision. List the relevant indicators of empowerment and refer to them during the rest of the workshop.
(30 mins)

Materials

Felt-tip pens, flipchart
Organisations's mission statement, if applicable.

Facilitator's Notes

1 This activity and notes are adapted from a paper by Michelle Friedman. She used the activities in South Africa with groups used to thinking about empowerment in terms of race but less so in terms of gender. It could also be useful with other groups for whom resistance, liberation, and empowerment on the basis of class is their starting point. In workshops where there was resistance from men and time constraints, it has been a useful way of showing links between gender issues and their ongoing work.

2 It has been used with participants from a single organisation, but with a mixture of races, sexes, job, and status. It has been the first exercise in a one-day workshop after introductions and objectives; but could equally be used later to explore empowerment further.

3 The activity gives the facilitator information about the group. It also highlights differences between the participants' views of empowerment, based on their own experiences and perspectives from within the organisation.

4 Once they have overcome their initial terror at the thought of drawing, this activity helps people relax into the workshop. Drawing usually acts as an equaliser and removes some power from the most literate and articulate.

5 This activity can be used to help people to identify their own indicators of empowerment. These can be referred back to in the course of the workshop. These indicators tend to fall into four categories:

- *general material improvements*
- *political changes*
- *changed relationships between women and men*
- *changes within participants; organisations.*

Finding the balance

Objectives

- 1 To share experience of women and men's roles in various kinds of work and decision-making.
- 2 To identify obstacles women face to full participation in decision-making, particularly in development programmes.
- 3 To think about strategies for creating an equal gender balance in decision-making and workloads.

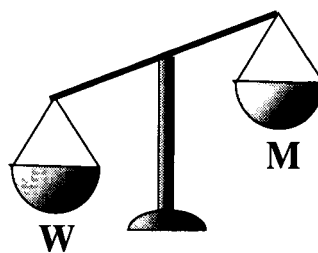
Method

Part 1

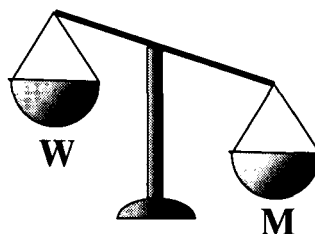
- 1 Distribute **Handout 34** to all participants. Those who work in the same area can work together in a group.
- 2 Explain that the participants should reflect on the roles women and men play in a developing country with which they are familiar, and consider particularly gender differences in workloads and participation in decision-making.
- 3 Ask participants to fill in the grid with reference to the country or area they know, using a diagram of a balance to indicate whether the degree of involvement is weighted in favour of women, or men, or equally balanced (see diagram over the page).

(15 mins)

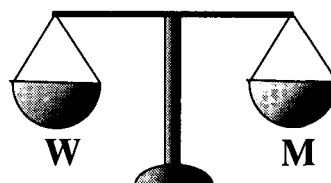
This indicates women are more heavily involved:



This indicates men are more heavily involved:



This indicates a balance in involvement:



Part 2

- 1 Ask the participants to consider the list of possible obstructions women may face to their full participation in community decisions and development programmes. (**Handout 35**).
- 2 Ask them to rank these factors in order of priority according to the situation and social group with which they work. *(15 mins)*
- 3 In the whole group, ask participants to reflect on the issues raised in the ranking activity. Make notes on the flipchart of common points which emerge.
- 4 Bearing in mind the obstructions identified, ask participants to refer back to the categories highlighted in the 'balance' grid. Ask the questions:
 - a. Are there any ways in which an equal balance can be created between workloads and participation in decision making, for women and men; what changes will have to take place?
 - b. Are these changes feasible in the social group you have been considering, and work with? *(30 mins)*

Materials

Handouts 34 and 35
Flipchart, paper and pens

Handout 34

Activity 45

Areas of involvement	Comment	Women and men balance
Decision making:		
a. finance in the home		
b. education of children		
c. family planning		
Contributions to:		
a. health of children		
b. feeding of family		
c. production of food for family consumption		
d. production of food for cash payment		
Community Discussions		
a. agriculture		
b. water/sanitation		
c. school/education		
d. neighbourhood construction		
Nationally		
a. political representation		
b. political involvement		
Employment outside the home :		
a. industry		
b. business		
c. medical/nursing		
d. law		
e. service industries		

Ranking exercise: the factors obstructing women's involvement in community affairs and development work

Lack of formal education

Limited involvement in community action/discussions

Poverty

Malnourishment

Heavy domestic workload

Mobility requires permission from males in the household

Religious practice/beliefs

Inequality in national laws

Previous negative experience of development projects

Difficulty in recruiting female field workers

Child-rearing responsibilities

Government austerity programmes resulting in less time and finance

Development and relief: common elements

Objectives

- 1 To explore participants' perceptions of the differences and similarities in development and emergency relief interventions.
- 2 To start thinking about gender and emergencies and to enable people to see the relevance of gender issues to emergency work as well as to development work.

Method

- 1 Ask the group to brainstorm for five or ten minutes on the differences between development interventions and emergency relief interventions. Write key points to emerge on flipchart, in two columns *(5-10 mins)*
- 2 Divide the participants into groups of four or five people, and ask them to discuss the common elements in development and relief work and make a list of them. They should keep in mind the work already done in the workshop on roles, needs and policy approaches in Section C.5. *(15 mins)*
- 3 Bring the group together again and ask each sub-group to report back. Make a note of the main points on flipchart. *(20 mins)*
- 4 Lead a short discussion on the common elements in development and relief work and the integration of gender into both kinds of intervention. At the end of the session, distribute **Handout 36**. *(10 mins)*

Materials

Flipchart, paper, pens, **Handout 36**.

Facilitator's Notes

1 This is an introductory activity for development workers who may not be familiar with emergency relief work and for relief workers who have little understanding of gender issues. It is important to include this activity at this point in the training if you plan to include the activities in the manual which use examples and case studies referring to emergencies. It is also important to follow it up with one of the activities about emergency work.

2 Staff working in emergencies are predominantly male, with technical rather than social expertise in their work. If this is the case in your group, the discussion may be sidetracked along only technical/logistic aspects of relief work; you may need to make sure that the social aspects of the work are fully brought out and understood.

3 You may find that participants see development and relief at opposite poles: if so, this assumption needs to be explored. Participants may also hold a view that development is the 'real' work and disaster relief a kind of necessary evil. Point out that people experiencing the situation make no such distinction. For example, people in a disaster-prone area may be unwilling to take risks in a development programme, such as the introduction of new crops, because they take disasters into account; or during a disaster, people take a long-term view, wanting to get their children back into school as soon as possible, for example.

Gender and emergencies: some key issues

1 Women and children form up to 85 per cent of the people displaced by conflict and disasters. As men leave to fight or seek work in times of famine, the number of women solely responsible for the household increases dramatically. 80-90 per cent of households or family groupings in refugee settlements are headed by women. As heads of households, facing the breakdown of kin, village or community support networks, the destruction of crops and food supplies, women assume sole responsibility for the survival of children, the elderly, the sick and the disabled.

2 Women are generally excluded from most formal decision-making processes within their village or urban community. When women refugees arrive at a camp or settlement, little is likely to be known about them or their lives, and they will probably not be consulted about methods of delivering aid by the implementing agency. Thus it is crucial to:

- consult women directly, and involve them in planning;
- consider women's roles in the distribution of food, water and fuel and build on these;
- obtain information about the gender division of labour: has it changed in the emergency?
- learn about women's organisational and leadership roles and build on these;
- look at ways in which meeting women's practical needs will also contribute to meeting their strategic needs;
- find out how women's productive role may change in the emergency;
- look for ways in which the changing status and role of women in the emergency may become a force for improving women's position;
- consider how space is used; how women's lack of access to public space because of cultural factors affects the need for private space;
- identify women's particular needs — such as protection from violence, rape and sexual harassment; documentation in their own right; assistance with childcare; needs related to menstruation and pregnancy.

3 Women also play a pivotal role in holding a social group together and helping it to recover. It is important not to undermine them by casting them only as victims:

women's strengths and capabilities — as well as men's — should be supported and built upon.

4 A gender perspective is essential in any emergency response. To ensure this, all emergency personnel should be gender-aware and be given appropriate training; and women should be part of all assessment and relief teams, in equal numbers with men, to ensure direct access to the women for consultation. Men, however, must take equal responsibility for ensuring that gender issues are raised and built into planning.