MODULE # 3

Gender and Development

Gender Roles

About the Gender and Development Module

This module is part of a series of training packages that was produced by the CIDA-funded Canada-Nepal Gender in Organizations Project. The series consists of four packages, each with three modules.

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                          CNGO TRAINING PACKAGES
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Training Package #1 **Interpersonal Growth and Gender in Groups**	*Training Package #2* **Gender-Friendly Organizational Development**	*Training Package #3* **Gender-Responsive Community Development**	*Training Package #4* **Training of Trainers**
Modules 1. Gender Awareness 2. Group Dynamics 3. Gender and Development	*Modules* 1. Organizational Development 2. Organizational Systems 3. Resource Mobilization	*Modules* 1. Gender in Program Planning and Monitoring 2. Participatory Rapid Appraisal 3. Gender-Sensitive Linkages	*Modules* 1. Facilitator Training and Workshop Planning 2. Case Studies 3. Picture File

THIS MODULE

Each module is divided into several sections. In this module these include:

〉 Section 1: ***Background Information*** defines some key concepts and provides information on the topic.

〉 Section 2: ***Participatory Activities*** describes step-by-step activities. The facilitator should look to these for ideas, but should be selective and develop additional activities to fit specific circumstances.

〉 Section 3: ***Reference Materials*** provides background reading, tools, examples and worksheets relevant to the topic and the activities.

〉 Section 4: provides ***Display Pictures*** that are relevant to the activities in the module. The facilitators should add to these.

CONTENTS

SECTION 1: BACKGROUND INFORMATION

Introduction

The Beijing Declaration and Platform for Action, adopted unanimously at the Fourth World Conference on Women by representatives from 189 countries, reflects an international commitment to the goals of equality, development and peace for all women. Nepal is one of hundreds of signatories to the Beijing Platform, which identifies twelve critical areas of inequality, discrimination and concern:
- the burden of poverty on women
- education and training
- health care and related services
- violence against women
- armed or other kinds of conflict
- economic structures, policies, productive activities and access to resources
- power and decision-making
- institutional mechanisms to promote the advancement of women
- promotion and protection of the human rights of women
- communications and media stereotyping
- natural resources and the environment
- rights of the girl child.

NGOs are playing an increasingly important role in development activities. To successfully contribute to development, NGOs must become knowledgeable about gender in development. Women account for more than half of the poor and marginalized, so sustained human and economic development is not possible without improving the social and economic situation of women.

This module is intended to help NGOs and others gain the knowledge and skills that foster equal participation of women and men in the household and the community, and the sharing of the benefits of development efforts.

Objectives of the Gender and Development Training Module

To expand participants' understanding of the concepts of "development" and "gender and development".

To help participants gain skills related to gender analysis and problem solving.

Key Concepts

Development

The term "development" encompasses three fundamental elements: 1) change; 2) improvement; and 3) sustainability.

Change, i.e., something new or different is introduced. *Examples:*
- Changes in the quantity of goods and services available in society (increased production),
- Changes in access to goods, opportunities, and resources.

Improvement, i.e., the change is for the better *Examples:*
- Improved health, nutrition, and physical fitness
- Increased educational levels
- Increased life expectancy
- Increased family income

Sustainability, i.e., the change or improvement is ongoing, not a one time occurrence. *Examples:*
- Regular allocation of resources that support the improvement
- Improved capacity of supporting structures and institutions

One of the greatest challenges of development work is how to achieve all three aspects of development – change, improvement and sustainability. Participatory activity #1 enables participants to explore the concept of development and some of the challenges associated with it.

Development Indicators

One of the fundamental elements of development is "improvement." In practice, there is often disagreement about what constitutes or "indicates" an improvement. The United Nations web site (www.unitednations.com) identifies a number of broad indicators that are widely used to measure development. For example:

- Gross national product
- Family income
- Literacy rate (women and men)
- Level of formal education -- primary, lower secondary, secondary (men and women)
- Life expectancy (women and men)
- Child mortality (girls and boys)
- Political participation (women and men)
- Maternal mortality rates

While some indicators of improvement are widely accepted as development indicators, others are culturally specific. There are cultural beliefs about what constitutes well-being, as well as differing opinions among the various groups that constitute any society.

Ensuring that development activities lead to improvement is a complex and difficult task. It is not always possible to predict the long-term impact of a change. In addition, sometimes changes that are positive in one area, have negative consequences in others

Gender and Development (GAD)

"Gender and Development" is an approach to development that became popular in the mid 1980s. At that time, the dominant approach to including women in development initiatives was the Women in Development (WID) approach. WID focused primarily on women, without considering their relationship to men and how development initiatives would affect both men and women in society.

The GAD approach includes the participation of both women and men. It emphasizes gender balance in access to the resources and benefits of society, and in participation in decision-making. When changes are made in a society, there can be winners and losers. Sometimes the winners are women and the losers are men, and vice versa. The aim of gender and development is to ensure that change benefits both women and men.

Gender Gap

The term "gender gap" refers to the difference between men and women in access to and control over resources. Often women lack access to resources, have little or no decision-making power, and have secondary status to men. Without improving this situation, sustainable development is impossible.

NGOs can play an active role in increasing women's access to resources and increasing women's participation in the decision-making

process. This is intended to harmonize the power relationships between men and women.

The GAD approach emphasizes the reduction of the gender gap between women and men in order to achieve gender-balanced development.

Performing a "gender gap" analysis, that is, analyzing problems and processes from a gender perspective is an important skill for project planners and implementers.

Basic Gender Needs

In assessing development results and planning development projects, it is sometimes useful to distinguish between two types of needs: 1) practical needs; and 2) strategic needs. The practical needs of women are similar to those of

men, and include the need for food, shelter and clothing, basic education, health care, a minimum level of income, etc. Generally basic needs must be met before strategic developmental needs can be fulfilled.

Strategic Gender Needs

Strategic needs are connected to developmental goals. If the goal is "equality", strategic needs are those that must be met in order for the unequal group to change its current situation and achieve equality. For example, if the goal is for women to achieve equality with men, strategic needs would include the skill sets that women must gain to achieve equality, the legal conditions that must be achieved to support equality, and the societal values that must be altered to provide a basis for ongoing equality

Gender Analysis

Gender analysis is a basic tool for understanding differences in gender roles, activities, needs and opportunities. In project planning it involves:
*   disaggregation of quantitative data by sex;
*   analysis of roles (who does what);
*   analysis of access to/control over resources;

*   identification and analysis of socio-economic and political factors that affect roles and resource access and control; and
*   identification of the gender considerations needed for the project.

Gender Equality and Gender Equity

Equality between men and women is an essential condition for development. The equality concept emphasizes that both men and women enjoy equal opportunities. Equality is not possible unless there is an initial recognition that men and women (and other groups) have a different starting place. For example, if a girl is not educated as well as a boy, she cannot compete equally.

Gender equity is a process or strategy for achieving gender equality. While the long-term goal is equality, gender equity recognizes the existing gender gap and seeks to compensate for this. Women are often disadvantaged and are not able to benefit from the same opportunities as men. A gender equity approach allows for extra support to women to help them achieve greater equality. Thus, gender equity programming allows for the unequal treatment of men and women in order to achieve equality.

Gender Mainstreaming

Gender mainstreaming focuses on bringing the experience, knowledge and interests of women and men into all aspects of the development agenda. These aspects include structures, policies, legislation, institutions and programs that affect society. It is system-wide. Mainstreaming activities seek to incorporate the goal of equality into all aspects of social development.

Empowerment

The term "empowerment" is used in a variety of ways. Most often, empowerment is defined as a process leading to a desired state such as self-reliance, internal strength, ability to chose and act and the decision to do so. People who reach these states are deemed to be "empowered." A key aspect of empowerment is that it cannot be achieved by outsiders – people must empower themselves. Projects and programs can help create the conditions for empowerment by building awareness, developing capacities and skills, increasing participation in decision making, and taking actions to bring greater equality to men and women.

SECTION 2: PARTICIPATORY ACTIVITIES

Activity Set #1: Community Development

This set of activities is designed to help participants explore the concept of development and some of the challenges associated with it.

Sub-activities include:

1.1:   Concept of Development

1.2:   Areas of Development

Sub-Activity #1.1: The Concept of Development

OBJECTIVE

Participants will be able to describe the fundamental elements of a "development" activity or project.

KEY QUESTION

What are the fundamental elements that define the term "development"? (See key concepts.)

TIME

1 – 1 ½ hours

METHODOLOGY

Small group work, presentation and discussion in plenary

MATERIALS

Flipchart paper, markers

PREPARATION

Write out questions to guide group discussions (see below). Each group will need a copy.

Picture 1: Development Project Examples

STEPS

1. Introduce the session by explaining that the purpose of this activity is to explore the concept of a development activity or project. Show Picture 1, which has four different types of development projects illustrated.

2. Divide participants into groups of about five or six. Each group is to choose one "development" activity that is being performed by their NGO. If participants are from different NGOs, have them choose an activity they are all familiar with. Each group should answer the questions (indicated below) about their chosen development activity. Each group should name one person to record responses, and to report in plenary.

3. Allow about 30 minutes for discussion. Then ask groups to come together. Have the spokesperson

from each group describe their chosen activity or project, answering the three questions.

4. Explain to the group that an ideal development project has three components: change, improvement, and sustainability. Ask them to rate the projects they have described in terms of these three components.

CLOSURE

Summarize, or ask one of the participants to summarize the three elements of development (change, improvement, sustainability).

Questions to Guide Group Discussions

- Is the activity or project trying to change something? If yes, what is it trying to change? How will things be different than they were before?
- Is the change that is being sought a change for the better or for the worse. Are there winners and losers, or does everyone win?
- Will the project or activity have any long-term benefit? What? Will the change or improvement be a lasting one, or will it be short-lived?

Tips for Facilitators

This activity should be adapted for the target audience.

See Key Concepts section on "Development."

Sub-Activity #1.2: Areas of Community Development

OBJECTIVE

Participants will gain an understanding of the four areas of development, and the importance of human development and gender integration in building a strong foundation for development.

KEY QUESTIONS

What are the main areas of development?

Why is human development and gender integration important for achieving a strong foundation for development?

TIME

1 – 1 ½ hours

METHODOLOGY

Group work (picture drawing), presentation and discussion in plenary

MATERIALS

Flipchart paper, markers, *Reference #1: Areas of Development*

PREPARATION

- In preparation for this activity, facilitators should familiarize themselves with *Reference #1: Areas of Development*
- Prepare a large drawing of a house showing four areas of development. Display in the training hall.
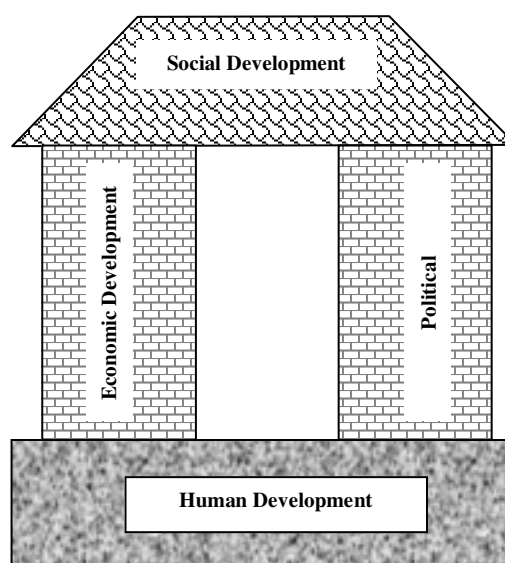
Picture #2: The Four Areas of Development

STEPS

1. Form three or four groups depending on the number of participants.

2. Ask each group to draw a picture illustrating what they understand about development.

3. Ask a spokesperson from each group to present their picture in plenary.

4. Categorize their points into four areas: human, economic, political and social.

5. Present the house drawing showing the four areas of development. Note where each group's activities fall on the house. Discuss the relationship between each area.

6. Explain that human development is the main foundation for sustainable development, and that gender integration is an essential condition of a strong foundation.

CLOSURE

Review, or ask a participant to summarize the four areas of community development.

Tips for Facilitators

This activity should be adapted for the target audience.

Activity Set #2: Gender Roles and Development

This set of activities is designed to enable participants to examine gender roles in community development, and explore how existing roles can be changed to encourage and enable women to become more equal partners in development activities.

Sub-activities include:

2.1   Triple Roles of Men and Women

2.2   A Day in the Life of a Woman and a Man

2.3   Changing Gender Roles – Role-Play
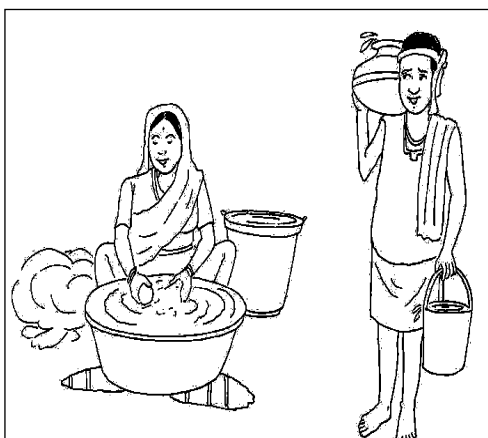
Picture #3: Shared Work 1   *Picture #4: Shared Work 2*

Picture #5: Gender Roles

Sub-Activity #2.1: The Triple Roles of Men and Women in Society

OBJECTIVE
Participants will gain an understanding of the triple roles played by men and women in society, i.e., household/reproductive roles, productive roles and community roles.

KEY QUESTIONS
What roles do men perform in society? What roles do women perform in society?

TIME
1 – 1 ½ hours

METHODOLOGY
Small group discussion, plenary presentations and analysis

MATERIALS
Flipchart paper, markers, meta cards for recording of roles, masking tape
Reference #2: Triple Roles of Women and Men
Reference #3: Participation of Women and Men in Triple Roles

PREPARATION
Prepare a large chart showing the triple roles of men and women (See *Reference #3: Participation of Women and Men in Triple Roles*.) The chart will be displayed during plenary and participants will place cards showing roles on the chart.

STEPS

1. Divide the participants into two groups. Ask one group to identify the roles played by women, and the other group to identify the roles played by men in their community. Each role that the group identifies should be written on a separate meta card.

   e.g. | COOKING | | CHILD CARE | | VDC CHAIR | | TEACHER |

2. When the group has finished writing the role cards, they should tape or write these on the large chart in the appropriate location, i.e., reproductive and household roles, productive roles and community roles. (Save this chart for activity #3.1.)

3. In plenary, compare the roles of men and women in the community.
   ♣ Do both men and women participate in reproductive and household roles? Are any of the roles in this category performed by both men and women? Who has the greatest responsibility for reproductive and household roles, men or women?
   ♣ Do both men and women participate in productive roles? Are any of the roles in this category performed by both men and women? Who has the greatest responsibility for productive roles?
   ♣ Do both men and women play a role at the community level? Are there roles in this category that are performed by both men and women? Who has the greatest responsibility for community roles?
   ♣ Which roles in the community carry the most status? Are these performed mostly by men, by women, or by both men and women?
   ♣ Which roles are the least respected? Are these roles performed mostly by men, by women, or by both men and women?

4. Ask participants to reflect on the following question:
   What needs to happen for the roles of women to be more respected? (e.g., greater sharing of roles with men, greater awareness about one another's roles, or payment for services)

CLOSURE

Summarize the session by incorporating the participants' views. Emphasize the gradual change in the role of women from traditional household/reproductive activities to productive ones and from being followers to being decision makers.

Tips for Facilitators

This activity is similar to Activity #2.2. It covers the same conceptual material. Usually, it is not necessary for facilitators to include both activities in a single workshop. This will depend on the needs of participants.

In addition to analyzing who does what, it is important for participants to look at how these roles are perceived by society in terms of the status of men and women. Ensure that the discussion includes how these roles are determined and valued.

Sub-Activity #2.2: A Day in the Life of a Woman and a Man

OBJECTIVE
Participants will gain an understanding of the triple roles played by men and women in society, i.e., household/reproductive roles, productive roles and community roles.

KEY QUESTION
What roles do men perform in society? What roles do women perform in society?

TIME
1 – 1 ½ hours

METHODOLOGY
Small group discussion, and drawing

MATERIALS
Flipchart paper for Pictures
Reference #2: Triple Roles of Women and Men; Reference #3: Participation of Women and Men in Triple Roles; Reference #4: Table for Daily Routine Work Done by Women and Men

PREPARATION
Prepare a large chart showing the triple roles of men and women (*Reference #3: Participation of Women and Men in Triple Roles).* If appropriate for the literacy level of participants, copy and distribute the handout -- *Reference #4: Table for Daily Routine Work Done by Women and Men*

STEPS
1. Divide the participants into two groups. Ask one group to draw a 'time line' picture that reflects a day in the life of a man. Ask the other group to draw a picture that reflects a day in the life of a woman. The pictures should show the main work or responsibilities that the person carries out from the time he or she gets up in the morning, to the time he or she retires in the evening. Simple, stick people are recommended.

2. In plenary have one person from each group present their picture.

3. After each presentation, refer to the 'triple role' chart, and list the activities of men and women that were identified in the pictures, categorizing them in the appropriate location, i.e., reproductive and household roles, productive roles and community roles.

4. Ask participants to identify other roles that are not listed, and add these to the chart. (Save this chart for activity #3.1)

5. Analyze the chart by asking the following questions:
    ♣   Do both men and women participate in reproductive and household roles? Are any of the roles in this category performed by both men and women? Who has the greatest responsibility for reproductive and household roles, men or women?
    ♣   Do both men and women participate in productive roles? Are any of the roles in this category performed by both men and women? Who has the greatest responsibility for productive roles?
    ♣   Do both men and women play a role at the community level?   Are there roles in this category that are performed by both men and women? Who has the greatest responsibility for community roles?
    ♣   Which roles in the community carry the most status? Are these performed mostly by men, by women, or by both men and women?
    ♣   Which roles are the least respected? Are these roles performed mostly by men, by women, or by both men and women?

6. Ask participants to reflect on the following question:
    What needs to happen for the roles of women to be more respected? (e.g., greater sharing of roles with men, greater awareness about one another's roles, etc.)

CLOSURE

Summarize the session by incorporating the participants' views. Emphasize the gradual change in the role of women from traditional reproductive activities to productive ones and from being followers to being decision makers.

Tips for Facilitators

This activity is similar to Activity #2.1. It covers the same conceptual material. Usually, it is not necessary for facilitators to include both activities in a single workshop. This will depend on the needs of participants.

If the literacy level is sufficient, *Reference #4* can be used by the groups to help organize their thoughts.

Sub-Activity #2.3: Changing Gender Roles – Role-Play

OBJECTIVE
Participants will begin to reflect on whether gender roles can be changed and on ways in which this might be achieved.

KEY QUESTION
How might gender roles be changed?

TIME
1 – 1½ hours

METHODOLOGY
Role play

MATERIALS
Flip chart paper or white board, markers
Role play cards (See examples in *Reference #5: Examples of Role-Play Cards for Changing Gender Roles*)

PREPARATION
Prepare three or four role-play cards, depending on the size of the group. Prepare your own cards to reflect local conditions.

STEPS
1. Divide the participants into three or more groups. Have each group pick one role-play card to prepare and act out. Allow about 15-30 minutes for preparation.

2. In plenary have each group present their role-play.

3. At the end of each role-play, discuss the types of solutions that were proposed, and write these on flip chart paper or white board.   (For example, these might include – talking, education and training, demonstrating, advocating, threatening, negotiating, etc.)

4. After all role-plays are complete, review the list of solutions. Ask participants if they have any other ideas or practical suggestions on how to go about changing roles in their communities. Add these to the list.

CLOSURE
Indicate that roles can be changed. Roles and responsibilities of men and women (which are constructed by society), including employment-related roles, are changeable. Review, or ask a participant to review suggestions on ways for initiating the process of change.

Tips for Facilitators

Prepare the role-play cards to suit the local context.

Activity Set #3: Gender Needs

This set of activities is designed to help participants analyze development needs from a gender perspective.

Sub-activities include:

3.1   Gender Roles and Practical Gender Needs
3.2   Practical Gender Needs and Strategic Gender Needs
3.3   Determining Needs

Sub-Activity #3.1: Gender Roles and Practical Gender Needs

OBJECTIVE

Participants will understand the concept of "practical gender needs."

KEY QUESTION

What "practical needs" must be fulfilled in order for men and women to adequately carry out their roles in society?

TIME

1 – 1 ½ hours

METHODOLOGY

Discussion in small groups and plenary

MATERIALS

Flip chart, Flipchart paper, markers
Reference #6: Practical Gender Needs and Strategic Gender Interests

PREPARATION

Retrieve the triple role chart from sub-activity #2.1 or #2.2. Display this chart in the room.

STEPS

1. Review the triple role chart (from sub-activity #2.1 or #2.2). Ask participants to identify any roles that are missing, and add these to the chart.

2. Divide participants into three groups. Ask one group to identify what "needs" must be met in order for men to perform their roles. Ask the other group to identify the "needs" of women that must be met for them to perform their roles. (Examples might be food, clothing, shelter, education, tools, fuel, health, etc.)

3. In plenary, have one spokesperson from each group report on the needs identified by their group. Write the needs for men in one column and the needs of women in another.

4. Discuss which needs are common to both men and women, and which needs are different.

5. Explain that needs that are specific to performing gender roles are called "practical gender needs."

CLOSURE

This activity has focused on the existing roles of men and women in society and what their practical needs are to perform these roles. Indicate that later in this module we will be looking at how the roles of men and women might be changed in order to achieve greater equality, and we will be exploring what men and women might "need" in order to bring about these changes.

Tips for Facilitators

Facilitators should adapt the activity to fit the local context.

Sub-Activity #3.2: Practical Gender Needs and Strategic Gender Interests

OBJECTIVE
Participants will be able to distinguish between practical gender needs and strategic gender interests.

KEY QUESTION
What is the difference between practical gender needs and strategic gender interests?

TIME
45 minutes – 1 hour

METHODOLOGY
Facilitator-led presentation and discussion.

MATERIALS
Flipchart paper or white board, markers
Reference #6: Practical Gender Needs and Strategic Gender Interests

PREPARATION
Prepare a chart showing the differences between practical gender needs and strategic gender interests.

STEPS

1. Show the chart of practical gender needs and strategic gender interests, and explain the difference between the two.

2. If appropriate for the literacy level of participants, distribute handouts. *(Reference #6: Practical Gender Needs and Strategic Gender Interests)*

3. Ask participants to describe development activities undertaken by their organizations. On the flipchart or whiteboard, list these in the left hand column.

4. As participants name and describe activities, ask them if these activities are aimed at fulfilling practical gender needs, or strategic gender interests. Discuss why. Are there any differences?

5. Refer to Picture #6. Ask participants to reflect on how this picture might show the difference between meeting practical needs, and promoting strategic interests.

Picture #6: Gender in Capacity Building

Summarize the importance of practical gender needs and strategic gender interests.

Tips for Facilitators

See the Key Concepts sections on "Basic Gender Needs" and "Strategic Gender Interests".

Facilitators should adapt the activity to suit the local context.

Sub-Activity #3.3: Identifying Gender Needs

OBJECTIVE

Participants will understand the importance of considering gender when designing and implementing development projects.

KEY QUESTION

Why is it important to consider gender when designing and implementing development projects?

TIME

1 – 1 ½ hours

METHODOLOGY

Game, small group work, picture interpretation, discussion in plenary

MATERIALS

Food items (e.g., chocolate or biscuits), rope and markers

PREPARATION

Assemble materials

STEPS

Part A

1. Start the game by selecting five participants.

2. Have the five participants take on various handicaps, e.g., blindfold both eyes of one person, tie both hands and legs of one person, tie both hands of one person, tie both legs of one person, and let one person be free.

3. Place food items about 15-20 feet away from the place where the selected five are standing.

4. Ask the five participants to wait until the signal to start the game is given, then go to the food items and take as much as possible. Ask the rest of the participants to remain silent and form observations.

5. Ask questions after completing the game:
    ♣ How easy or difficult was it for the five participants to retrieve the food items?
    ♣ Who got more, and who got less?
    ♣ Did the five participants have equal opportunities to acquire equal portions of food?
    ♣ How can this situation be compared to the situation of gender in Nepal?

6. Illustrate the situation of women by showing Picture #7.

Picture #7: Inequality of Burden

7. Review the message that it is important to recognize that men and women don't begin the "race" under the same circumstances. Societal expectations about women and their roles and responsibilities often place women at a disadvantage in gaining access to resources.

Part B

1. Divide participants into two groups.
    ♣   One group is to discuss "what are the main problems faced by women in your community?"
    ♣   The other group is to discuss "what are the main problems faced by men in your community?"

2. Ask each group to present their responses in plenary.

3. Allow for discussion on the following questions:
    ♣   What are the specific problems of women?
    ♣   What are the specific problems of men?
    ♣   What are the common problems of both women and men?
    ♣   What are some of the causes of these problems and how can they be resolved?

CLOSURE

Ask one of the participants to summarize the session. Ask the rest of the participants to contribute if necessary.

Tips for Facilitators

*   Open ground is suitable for game play.
*   Write down the learning points of the game from the participants.
*   Give enough time for open discussion.
*   Relate the learning points of the game with the situation of women and men in Nepal.
*   Find other practical examples of how women lack access to resources.

Activity Set #4: Gender in Development Activities

This activity set relates the concepts explored in the previous activities (e.g., household/reproductive, productive and community roles, practical gender needs and strategic gender interests) to various approaches for integrating gender into development projects and activities.

Sub-activities include:

Sub-activity #4.1: Women in Development and Gender and Development

Sub-activity #4.2: Approaches to Gender-Related Development and Changing the Roles of Women

Sub-Activity #4.1: Women in Development and Gender and Development

OBJECTIVE

Participants will be able to describe the difference between a "Women in Development" (WID) approach and a "Gender and Development" (GAD) approach.

KEY QUESTIONS

What is the distinction between WID and GAD approaches?
What are the advantages and disadvantages of each approach?

TIME

1 – 1 ½ hours

METHODOLOGY

Brainstorming, role-play, discussion and explanation

MATERIALS

Flipchart paper, markers
Reference #7: Difference between WID and GAD

PREPARATION

In preparation for this activity, the facilitator should become familiar with the distinction between WID and GAD.
Prepare and display a sign indicating:

> Women in Development (WID)
> Gender and Development (GAD)

STEPS

1. Introduce the session by indicating that many development projects are aimed at making changes that improve the conditions of women. The purpose of the session is to explore some of the different approaches that have been used in different development projects.

2. Give an overview of the WID and GAD approaches.

3. Have participants reflect on differences between WID and GAD.

4. Divide participants into two groups. Have one group role-play a WID approach and the other group role-play a GAD approach.

5. Have participants reflect on the differences between WID and GAD. Discuss the differences, and whether there are positive or negative aspects to each approach.

CLOSURE

Review, or ask a participant to review, the distinction between WID and GAD.

Tips for Facilitators

This exercise is suitable for people working in NGOs or in development.

See Key Concepts section on "Gender and Development".

Facilitator should adapt the activity to suit the local context.

Sub-Activity #4.2: Approaches to Gender-Related Development and Changing the Roles of Women

OBJECTIVE

Participants will deepen their understanding of various approaches to gender-related development.

KEY QUESTION

What are some of the different approaches to gender-related development?
What are some of the advantages and disadvantages of each approach?

TIME

1 ½ to 2 hours

METHODOLOGY

Small group role-play, discussion in plenary

MATERIALS

Flipchart paper, markers, role-play cards

PREPARATION

Prepare the role-play cards. (See *Reference #8: Approaches to Gender in Development*)

STEPS

1. Divide the participants into four groups. Have each group pick one role-play card to prepare for acting in front of all participants. The role-play should be short, but should demonstrate how the approach works in action. Allow about 15 minutes for preparation.

2. In plenary have each group present their role-play.

3. At the end of each role-play, discuss the approach to gender that was demonstrated.
    ♣ What roles did the women play in the skit (e.g., reproductive, productive, community development)?
    ♣ Did the approach challenge the traditional role of women?
    ♣ Did it change the role of men?
    ♣ Did the approach seek to change the way women are regarded in society?
    ♣ How did participants feel about the role-play and its messages?

CLOSURE

After all role-plays are complete, review the different approaches that were shown, and summarize the key elements of each.

Tips for Facilitators

Facilitators should use their judgment in deciding whether this activity is appropriate for participants. For example, it might not be appropriate at the village or community level.

Role-play cards should be prepared to suit the local context.

Activity Set #5: Power Relationships and Their Influence on Development

This set of activities deals with power relationships and empowerment.

There are four sub-activities:

5.1   Access to and Control over Resources
5.2   Power Relationships
5.3   Types of Power
5.4   Power and Self Reliance

Sub-Activity #5.1: Access to and Control over Resources

OBJECTIVES
Using a gender lens, participants will be able to analyze access to and control over resources.

KEY QUESTION
What resources do women and men have access to and control over?

TIME
1 to 2 hours

METHODOLOGY
Group discussion, picture interpretation, case study

MATERIALS
Flipchart paper, markers*, Picture #8: Gender Roles, Reference #9: Analysis of Access to and Control Over Resources at the Family/Household and Community Levels, Reference #10: Case Study: Vegetable and Fruit Farming*

PREPARATION
Make on a large sheet of paper or draw on the ground the chart shown in *Reference #9.*

STEPS
Part A
1. Review and explain the chart to participants. Divide the participants into two groups.
    - ♣ One group is to identify and analyze access to and control over resources at the family/household level.
    - ♣ The other group is to identify and analyze access to and control over resources at the community level.
2. In plenary, ask each group to present their lists and analysis of who has access to and who controls each resource.

3. Lead a discussion on the gap between men and women in access to and control over household and community resources. What are the reasons for this gap? How might the situation be improved?

Part B (optional)
1. Show a picture of gender balance or imbalance in access to and control over resources, or ask participants to draw a picture depicting this. Use Picture #8 as an example.

2. Discuss the solutions shown in the pictures. Ask if there are other possible solutions.

Picture #8: Gender Roles

Part C: Case Study

1. Read aloud the case study (*Reference #10: Case Study: Vegetable and Fruit Farming)*.

2. Lead discussion on the case study.
    *   What roles are played by men and women in this case study?
    *   Who has access and control over the resources in the situation?
    *   How does access to and control over resources affect power relationships?
    *   What actions might improve the situation?

CLOSURE

Indicate that unequal access to and control over resources is one of the reasons that some people in society have power over others, and that in the next exercise we will be looking at some of the different kinds of power that exist in the household and in the community.

Tips for Facilitators

The analysis of resources (step 1) should be adapted to the level of participants. In some cases, pictures might be more appropriate than words (e.g., house, livestock, etc.). The list of resources at the family/household and community level should be appropriate for the local context. To ensure this, the facilitator should ask participants to review and contribute to the list.

Pictures are a good way of showing access to and control over resources, and of illustrating how things can change. Facilitators should draw or collect pictures at the household or community level, and add these to their picture file over time.

Sub-Activity #5.2: Power Relationships

OBJECTIVES

Participants will understand how power affects participation and equality.

KEY QUESTION

How does power influence participation and gender equality?

TIME

1 ½ to 2 hours

METHODOLOGY

Small group sorting exercise and discussion, presentation and discussion in plenary

MATERIALS

Flipchart paper, markers, meta cards (two colours)

PREPARATION

Meta cards showing family members and community groups can be prepared in advance, or can be prepared by participants at the beginning of the session.

Family Members:
- Father, Mother, Boy Children, Girl Children, Father's Father, Father's Mother (other family members as identified by participants

Community Groups:
- Female groups (girls, unmarried women, married women without children, married women with children, divorced women, widows, old women, and other groups as identified by participants)
- Male groups (boys, unmarried men, married men without children, married men with children, divorced men, widowers, old men, and other groups as identified by participants)

STEPS

Part A: The Family

1. Ask participants to identify family members, and prepare two sets of cards.

2. Form two groups: one male and one female.

3. Ask each group to organize the cards in descending order from those that have the most power within the family to those that have the least power within the family.

4. Bring groups together and have a spokesperson from each group present the results. Record order on a sheet of Flipchart paper – putting the results from the male group on the left hand side, and the results from the female group on the right hand side.

5. Determine whether there is a difference between the way the male and female groups in the power order. Discuss whether the power order is always the same, or if it varies depending on circumstances.

Part B: The Community

Repeat the above steps, only this time sort the cards for the community rather than the family.

Tips for Facilitators

This exercise can become sensitive and personal and it requires strong facilitation and listening skills. Conversations may need to be limited in time. It is important to encourage everyone to participate but people should be allowed to pass if they don't feel comfortable sharing personal examples.

Sub-Activity #5.3: Types of Power

OBJECTIVES

Participants will gain an understanding of different kinds of power and how these can affect the work and effectiveness of an organization.

KEY QUESTION

What are the different kinds of power?
How do different kinds of power affect the work and effectiveness of an organization?

TIME

1 ½ to 2 hours

METHODOLOGY

Group work, sharing and discussion in plenary

MATERIALS

Flipchart paper, markers, handout if appropriate for the literacy level of participants (See *Reference #11: Power)*

PREPARATION

Prepare a flipchart of definitions from *Reference #11.*

Picture #9: Power Over, With and From-Within

STEPS

Part A: Defining Power

1. Form two groups. Allow the groups ten minutes to define the term "power." Explain that there is no right or wrong answer.

2. In plenary, share the definitions.

3. Refer to the flip chart with the definitions of power. Describe to participants the three types of power: **Power-Over; Power-With;** and **Power-From-Within**. Give examples of each type of power. Show Picture # 9.

4. Ask participants to reflect on the kind of power they felt in their group while doing the group exercise to define the word power. (Step #1). Did one person in the group dominate or exercise "power -over" the rest of the group? Did they feel a high degree of sharing and trust in their group (power-with)?

Did they feel self-acceptance and self-respect for their own strengths and weaknesses as part of the group (power-from-within). (If appropriate, ask participants to share their feelings. This can be a sensitive exercise – see facilitator's notes.)

5. Ask participants to think of times when they have felt different kinds of power. Encourage them to give examples. Discuss how different kinds of power relationships can influence an organization's work and its effectiveness.

Part B: Case Study: (optional)

1. Review with participants the three types of power identified in the previous activity: power-over, power-with, and power-from-within.

2. Indicate that you are going to read aloud a report on an actual incident that happened in Mahottari district. While you are reading the report, participants should identify the kinds of power that were exercised during the incident.

3. Read aloud the case study *Reference #12: Case Study: Killing of Women – The Witch Hunt in Ekdara Bella*

4. Lead a discussion on the kinds of power that were demonstrated in the case study.
   • Who had power over whom?
   • Who shared power, and did they use it positively or negatively?
   • Did anyone seem to have a sense of 'power -from-within'?
   • Have participants seen similar events in their communities? Were the results different?

CLOSURE

Review, or ask one of the participants to review, the three types of power.

Tips for Facilitators

This exercise can become sensitive and personal and it requires strong facilitation and listening skills. Conversations may need to be limited in time. It is important to encourage everyone to participate but people should be allowed to pass if they don't feel comfortable sharing personal examples.

Sub-Activity #5.4 Empowerment and Self Reliance

OBJECTIVES

Participants will gain an understanding of the concept of empowerment and the relationship between empowerment and self-reliance.

KEY QUESTION

What is meant by the term "empowerment"?
What is the relationship between empowerment and self-reliance?

TIME

1 – 2 hours

METHODOLOGY

Facilitator-led discussion

MATERIALS

Flipchart paper, markers, *Reference #13: Empowerment and Self Reliance*

PREPARATION

Read reference materials. Assemble materials.

STEPS

Part A

1. Ask participants to reflect on the purpose of power. How does a person use power in his or her daily life?

2. Brainstorm a definition of the term "empowerment." As participants respond, write key words on flipchart paper (e.g., self-reliance, self-confidence, skill building, etc.)

3. Lead discussion, guided by the following questions:
    ♣ Why is self-reliance important?
    ♣ How does empowerment play a role in self-reliance?
    ♣ How do empowerment and self-reliance make a person feel?
    ♣ What kinds of things can an NGO do to help empower women?

Part B (optional)

1. Ask participants to form three voluntary groups.
    ♣ Group 1 will write a song showing empowerment.
    ♣ Group 2 will prepare a skit or role-play on empowerment.
    ♣ Group 3 will draw a picture showing empowerment.

    If any of the groups is too large, form two groups for that task.

2. Allow groups about 30 minutes to complete their assignments. Then have them make presentations in plenary.

CLOSURE

Summarize, or ask a participant to summarize, the meaning of empowerment. Emphasize that outsiders cannot empower women: only women can empower themselves to make choices or to speak out on their own behalf.

Tips for Facilitators
See Key Concepts section on "Empowerment."

Activity #6: HMG/N's Policy on Gender and the Status of Women in Nepal

OBJECTIVE

Participants will review the situation of women in the national and local context and will be able to identify major gender disparities.

KEY QUESTIONS

What is the overall social, economic and political situation of women in Nepal?
What policies has the His Majesty's Government of Nepal put in place to guide and p romote gender equality?

TIME

1 – 1 1/2 hours

METHODOLOGY

Brainstorming, and discussion

MATERIALS

Flipchart paper, markers
Reference #14: HMG/N's Policy on Gender and Development
Reference #15: Status of Women and Men in Nepal
Reference #16: Beijing Platform for Action

PREPARATION

In preparation for this activity, facilitators should read and become familiar with the specified reference materials.

STEPS

1. Discuss the social, economic and political situation of women in Nepal and explain the status of women by presenting statistical data. *(Reference #15)*

2. Ask participants to brainstorm what development efforts have been made to improve the situation of women in Nepal.

3. Briefly explain the policies and actions undertaken by HMG/N relating to WID and GAD, and the Platform for Action. If appropriate for the literacy level of participants, provide handouts on HMG/N policies. *Reference #14: HMG/N's Policy on Gender and Development*

Tips for Facilitators

This exercise is to review and put GAD into the context of Nepal. Additional information may be gathered by the facilitator to meet the needs of the target audience. In addition, the facilitator may want to find other resources, videos, or newspaper articles to supplement this activity. Where possible, the facilitator should collect local data.

At the community level, this exercise could be useful for providing some introductory material but it is based on print material and it can be highly technical. Therefore, it is wise to choose only certain aspects that are particularly relevant to the participants. Government and line agencies may find this material more relevant.

Nepal has signed the *Convention on Eliminating Discrimination Against Women* (CEDAW), and the *Beijing Declaration & Platform for Action* (BPFA). This reflects a new international commitment to the goals of equality, development and peace for all women everywhere. HMG/N has developed a policy that focuses on creating a developed society based on women's empowerment and gender equality. HMG/N is interested in mainstreaming women's participation into each and every aspect of national development.

SECTION 3: REFERENCE MATERIALS

Reference #1: Areas of Development

There are many areas in which development can take place, and there are many different ways to categorize these. One categorization scheme identifies four areas of community development: human, economic, political and social. Human development is seen as a basic prerequisite for all other types of development – it provides the foundation for economic, political and social development. Economic and political development, in turn, are prerequisites for sustained social development. The relationship between these types of development is shown graphically in the following house.
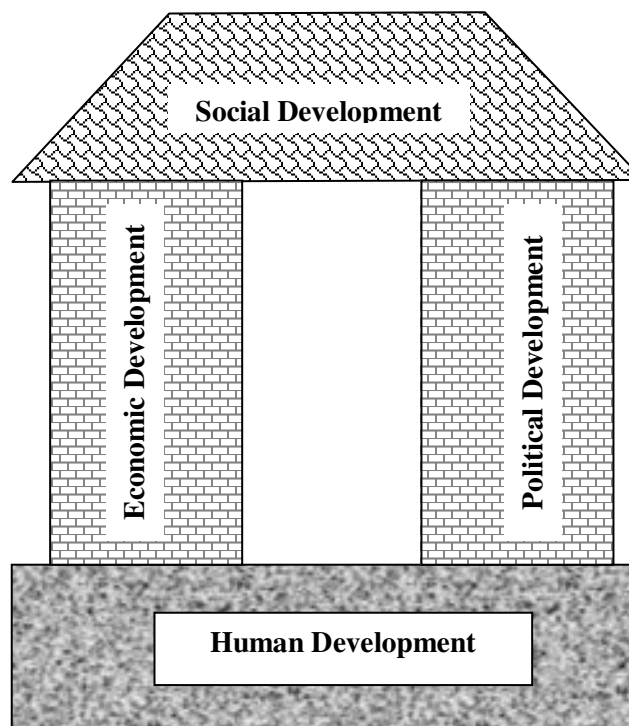
Some examples of human, economic, political and social development projects are listed below. Many projects have development objectives in more than one area.

Human Development Project Examples

- Formal education and training projects at all levels
- Non-formal education projects
- Capacity building projects

Political Development or Building Modern Governance

- A project aimed at better and more transparent public financial management
- A project aimed at wider access to justice
- A project aimed at more participatory government planning processes at local levels
- A project aimed at building the capacity of civil society
- Community empowerment and participation projects

Economic Development Project Examples

- A project to increase or diversify agricultural production
- A project that creates opportunities for off-farm employment in rural and urban areas to absorb labour moving out of agriculture
- Infrastructure projects (banking, roads, etc.)
- Small and medium sized enterprise development projects
- Projects aimed at reforming state owned enterprises
- Projects aimed at improving natural resource management

Social Development Project Examples

- Projects aimed at improving the quality of social services (e.g., public health, universal basic education)
- Projects aimed at improving access to information and services
- Projects aimed at improving conditions, opportunities and inequalities of disadvantaged groups, e.g., women, dalit, youth, disabled, etc.
- Projects aimed at improved housing, sanitation, water supply and quality

Reference #2: Triple Roles of Women and Men

Reproductive or Household Role

This role includes the work required to run a household, such as taking care of children, preparing meals, fetching water, health care, etc. Although this work is necessary to maintain human resources, it is often undervalued. Women and children complete most of this work.

Productive Role

This role includes activities that generate direct income. Production, marketing, and wage earnings are examples. Both men and women may be involved in productive work. Often, however, women are paid a lower rate than men for the same productive work.

Community Role

This role includes participation in meetings and organizing social service work, community development work, and local political activities. This role is very important for community and group development. It is usually through this role that individuals are recognized as valuable to the community, and receive the respect of the community. In many households and communities women may have little or no time to take part in community development work due to their work in the home. This leads to a lower status for women within the society/community.

Gender Roles and Division of Labour

- Gender roles are based on the attitudes and behaviours of men and women.
- Gender roles are determined by the society and accepted by the people.
- Gender roles are learned through the socialization process.
- Gender roles are particularly affected or influenced by caste, class, life-style, culture, social norms, values, traditions, political and legal systems, and ethnicity.
- Gender roles are not universal. They vary by community, culture, religion, caste, class, age and marital status.
- Gender roles replicate from one generation to another generation, knowingly or unknowingly. But they are not fixed. They can change over time.
- People have the ability to influence or change gender roles.

Reference #3: Participation of Women and Men in Triple Roles

Women	Men
Reproductive and household roles	**Reproductive and household roles**
Productive roles	**Productive roles**
Socio-cultural roles/Community	**Socio-cultural roles/Community**

Reference #4: Table for Daily Routine Work Done by Women and Men

Work done by women	Time of day	Work done by men
e.g., Fetch Water / Wash	5.00 am	Sleep
e.g., Kitchen work begins	6.00 am	Dress and wash self

Reference #5: Examples of Role-Play Cards for Changing Gender Roles

Card #1

Setting: A household in which women work very hard, but receive little recognition or respect for the work they do.

Task: Prepare a 10-minute skit showing how women might gain more recognition and respect for the household work they do.

Card #2

Setting: A community in which women are not involved in community meetings or political activities.

Task: Prepare a 10-minute skit showing how greater participation of women in community activities could be achieved.

Card #3

Setting: A family in which both the husband and the wife are equally engaged in productive activities, but in which the wife has most of the responsibility for household work.

Task: Prepare a 10-minute skit showing how the husband and wife might achieve more equality in household responsibilities.

Card #4

Setting: A family in which the husband and wife are both engaged in productive work, and share the cooking and child care responsibilities. The husband and wife are content with the situation. However, the husband's ailing mother lives with them, and does not think her son should be sharing the household work.

Task: Prepare a 10-minute skit showing how the husband and wife might gain the support of the husband's mother .

Reference #6: Practical Gender Needs and Strategic Gender Interests

The Canadian International Development Agency's (CIDA) **Policy on Gender Equality** (1997) states the following about practical needs and strategic interests.

"Practical needs can be defined as immediate necessities (water, shelter, food, income and health care) within a specific context. Projects that address practical needs generally include responses to inadequate living conditions.

Strategic interests, on the other hand, refer to the relative status of women and men within society. These interests vary in each context and are related to roles and expectations, as well as to gender divisions of labour, resources and power. Strategic interests may include gaining legal rights, closing wage gaps, protection from domestic violence, increased decision-making, and women' s control over their bodies.

To ensure sustainable benefits, both practical needs and strategic interests must be taken into account in the design of policies, programs and projects. (See section 6)

Gender analysis provides information to determine the most effective strategies in a particular context.

A. Practical Gender Needs	B. Strategic Gender Interests
Tend to be immediate	Tend to be long-term
Relate to daily needs: food, housing, income, health, children, etc.	Relate to disadvantaged positions, subordination, lack of resources and education, vulnerability to poverty and violence, etc.
Are easily identifiable by women	Can be difficult to identify, i.e., women may have difficulty identifying the reasons for disadvantage and potential ways to overcome it.
Can be addressed with specific inputs, e.g., food, hand pumps, clinics, etc.	Require change and transformation, e.g., consciousness raising, increasing self-confidence, education, strengthening women' s organizations, political mobilization, etc.
Meeting Practical Needs	**Meeting Strategic Interests**
Meeting practical needs involves women as beneficiaries and sometimes as participants	Addressing strategic interests involves women as agents or enables women to become agents
Meeting practical needs can improve the conditions of women's lives	Meeting strategic interests can improve the position of women in society in relation to men (greater equality)
Meeting practical needs does not usually change traditional roles and relationships	Meeting strategic interests can transform relationships and help women gain control over their lives

Reference #7: Difference between WID and GAD[1]

The WID approach seeks to integrate women into development through strategies such as women-only projects, credit and training projects for women, etc. The GAD approach looks at relationships between men and women and seeks to remove disparities in social, economic and political equality between men and women. Each approach is applicable in different situations.

	Women in Development (WID)	**Gender and Development (GAD)**
Focus	Women and how they can be integrated into development.	Relationships between women and men (social, economic, political)
The issue or problem	Women (half the productive resources), are excluded from the development process.	Unequal relations of power between men and women that prevent equitable development and women's full participation.
Goal	More efficient and effective development by increasing the participation of women.	Equitable and sustainable development with women and men as decision-makers.
Solution	Integrate women into the existing development process.	Empower disadvantaged women to achieve more equal relationships
The strategies	Increase women's productivity, and their ability to look after the household.	Meet practical needs of improve immediate condition, but address strategic needs to transform relationships.
Types of Projects	Women-only projects, and women-focused components of broader projects	Gender-integrated projects

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1 (Sources: Two halves make a whole, CCIC and MATCH, International, Ottawa, August, 1991)

Reference #8: Approaches to Gender in Development

There are many ways of categorizing approaches to gender-related development. Following are four widely recognized approaches.   It is important to note that development projects often combine aspects of various approaches.

(Note: These examples should be copied onto role-play cards for Activity #4.2.)

Welfare or Charity Approach ("The Hand Out")

Purpose	Seeks to meet practical needs (e.g., food, health, etc.)
Attitudes to Role of Women	Recognizes reproductive role of women Does not challenge established roles or seek to change them.
Examples of Strategies	Hand outs of food aid, family planning devices, measures against malnutrition, etc.
Advantages	Meets immediate needs, helps people survive
Weaknesses	Does not change things in the long run.

Gender Equity Approaches

Purpose	Seeks to meet strategic needs of women
Attitudes to Role of Women	Recognizes women as active participants in development Challenges established roles and seeks to change them.
Examples of Strategies	Seeks to provide women with equal economic and political opportunities Recognizes that overcoming inequalities may require the application of unequal or different measures for men and women (e.g., affirmative action)
Advantages	Can be effective for redressing inequalities when their basis is uncomplicated and readily identifiable. Provides opportunities to women that they would not normally have.
Weaknesses	Can create tension between men and women, as men may resent special measures for women. Difficult to sustain in the long-term unless there is a fundamental shift in roles and relationships.

Anti Poverty Approach

Purpose	Seeks to overcome poverty, particularly women, the majority of the poor.
Attitudes to Role of Women	Recognizes productive role of women, but does not change their reproductive role.
Examples of Strategies	Income generation projects, savings and credit, seeks to help poor women earn more money for themselves and their families
Advantages	Can help decrease poverty of individuals and families.
Weakness of this approach	Places an added burden on women. It increases their productive role, but does not reduce their other responsibilities in the home.

Empowerment Approach

Purpose	Seeks to help women become more self-reliant
Attitudes to Role of Women	Recognizes the triple roles of women (reproductive, productive and community)
Examples of Strategies	Bottom up mobilization Collective action
Advantages	Long-term transformation of roles and relationships.
Weaknesses	Women who commit themselves to change may face risks in their homes and communities.

Reference #9: Analysis of Access to and Control Over Resources at the Family/Household and Community Levels

The table, Analysis of Access to and Control of Resources at Family/Household and Community Levels, is given below. Give a • mark to any column where either women or men have more access to resources. If access is equal, then give a • to both sides. Do the same for control of resources.

Example: Women and men have equal access to land, so the tick mark should be given to both men's and women's columns on the access side. Men have more control over, or more decision-making power regarding land, so the tick mark should be given to the men's column on the control side. Similarly, women have more access to gold and ornaments, so the tick mark is given to the women's column on the access side. However, men have more decision-making power in the buying or selling of gold and ornaments, so the tick mark is given to the men's column on the control side.

Depending on the level of participants, it may be appropriate to assign percentages instead of simple tick marks. For example, if both men and women are involved, then assign 50% each; if only women are involved, assign 100%; if only men are involved, assign 100%, etc.

Analysis of Access to and Control of Resources at Family/Household and Community Levels[2]

Access to Resources			Control over Resources		
Women	**Resources (Family/Household)**	**Men**	**Women**	**Resources (Family/Household)**	**Men**
•	Land	•		Land	•
	House			House	
	Livestock			Livestock	
	Cash			Cash	
	Crops			Crops	
	Agricultural equipments			Agricultural equipment	
•	Gold/Ornament			Gold/Ornament	•
Women	**Resources (Community Level)**	**Men**	**Women**	**Resources (Community Level)**	**Men**
	Forest			Forest	
	School/Education			School/Education	
	Drinking water			Drinking Water	
	VDC Program			VDC Program	
	Health Post			Health Post	
	Temple			Temple	

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[2] Note: Participants should revise or add to list of resources to ensure these are applicable to their families and communities.

Reference #10: Case Study: Vegetable and Fruit Farming

Prepared by Manju Thapa

This is a case involving a village of 60 households and 300 people in West Nepal. The village suffers greatly from discrimination between men and women. Women are totally engaged in family and reproductive work, while men are engaged in community production and management. The village has very productive land for out-of-season vegetables and fruit. Women work hard in the fields. When the vegetables and fruit are ready for harvest, the men take their products to the markets for selling. However, the men spend the money themselves. The women, on the other hand, do not have access to those resources.

An outsider once visited the village and observed that people in the community were suffering from jaundice. Even more astonishing was that most of the children were malnourished. Sick people, for example, were not able to have papaya and cucumber. The male farmers were taking the vegetables and fruit to the markets and earning money for themselves.

Discussion

What roles are played by men and women in this case study?
Who has access and control over the resources in the situation? What is the impact of that control?
Can you think of other situations where this kind of discrimination occurs?
What actions might improve the situation?

Reference #11: Power

The term "power" refers to might, force or strength. It is the ability to do, to act, or to control. Powe r relationships vary from one situation to another, and can change over time.

Three forms of power often observed in our society are 1) power-over; 2) power-with; and 3) power-from-within.

Power-Over

Power-over implies domination or control by one person or group, over another person or group. It is based on competition and socially sanctioned threats of violence and intimidation. In gender relationships, power-over is most often power of men over women, but men are also victims of power-over by other groups of men. For example, the caste system enforces power-over relationships between people and their expected roles in society. Power-over is common and is enforced by threats, intimidation and violence.

Power-With

Power-with is power that is shared by people who have a common purpose and understanding. The source of power-with is the willingness of people to listen to and respect one another's ideas.

Power from-Within

Power-from-within is deep, spiritual power that connects us to others and to our environment. It is power from within that sustains us. It is our self-acceptance, self-respect, our sense of connection, our knowledge of our strengths and weaknesses. Spiritual leaders and healers in traditional societies are good examples of people that have this type of power.

Reference #12: Case Study: Killing of Women – The Witch Hunt in Ekdara Bella

By Rural Community Development Service Council (RCDSC), Mahottari

Every year there are several reported cases of witch hunts in Nepal. Most of the victims are women. This case study is based on one such case.

One afternoon a 61 year old woman named Malechia Devi Yadav was sleeping. Two men and three women barged into her home and started to beat her and accuse her of being a witch. They forced her to consume human excreta and then dragged her onto the street. Many of the neighbours watched silently as they continued to beat her until she lost consciousness.

Malechia Devi had five children. Two were living at home, but both were away from home at the time of the incident. When they arrived home and began alerting people to the incident, the culprits ran away.

No one from the community would help Malechia Devi. The VDC vice president said he could not help because he was suffering from dysentery. The police would not help. The neighbours would not take her in, saying they feared if something happened and she died they would be blamed for her death. Malechia Devi was left on the street, and she did not receive any medical attention. She was not given water when she asked for it. Most of the night, she remained unconscious. She was left from 3:30 pm until 10 am the following morning. During the night a mosquito net was put over her and a cot to protect her from the dewdrops. The spectators remained there for the whole night.

Malechia Devi's husband, Lalchan Yadav felt hopeless and sat on the cot of his wife waiting. When the police came the next morning around 10 am, they directed Lalchan to take his wife to the CDO office and then to the hospital, but Malechia Devi passed away on the way.

The seeds of this murder were sown a month before the incident. Amit, the only grandson, was two and a half years old and he had been ill for six months. His hospital treatment had been expensive and then he was sent to live with the family and he died. The women in the family often fought and Malechia Devi was accused by her sister-in-law as being a Dayan (Maithala for a witch) and of killing Amit. This also put a strain on relations between the male members of the family, and they decided to call a Bhagta or shaman to sort out the issue. Three Bhagtas came together but they couldn't sort out the issue. They did exercises such as giving her uncooked sacred rice.

Malechia's sons were not living in the joint family and they were divided. Her son, Rattan Yadav and his wife sided with their uncle in declaring her a Dayan and saying that she should be punished. This might be one reason they did not assist in taking her to the hospital or into the house. The villagers did not come to the rescue of Malechia Devi because of her caste and group politics of the village. Brahmins and Yadavs own most of the land and control the politics in the area. However Malechia and her husband did not get support from the local Yadavs.

The NGO, Rural Community Development Service Council (RCDSC) has contacted Malechia Devi's family and is mobilizing others in the village to fight against this kind of social persecution. They are trying to get the administration to arrest and punish the culprits. They are also trying to create an environment in the village where everyone turns against those responsible for this event.

Reference #13: Empowerment and Self Reliance

CIDA's Gender Policy (1997) states the following:

> *"Women' s empowerment is central to achieving gender equality. Through empowerment, women become aware of unequal power relations, gain control over their lives, and acquire a greater voice to overcome inequality in their home, workplace and community.*

> ### *Empowerment*

> *Empowerment is about people - both women and men - taking control over their lives: setting their own agendas, gaining skills, building self-confidence, solving problems, and developing self-reliance. It is not only a collective, social and political process, but an individual one as well - and it is not only a process but an outcome too.*

> *Outsiders cannot empower women: only women can empower themselves to make choices or to speak out on their own behalf. However, institutions, including international co-operation agencies, can support processes that increase women' s self confidence, develop their self-reliance, and help them set their own agendas."*

Process of Empowerment

Empowerment is a <u>process</u> by which people come to realize their own power. People who have been oppressed or subjects of *power-over* use *power-from-within and power-with* to develop an understanding of their own power to act. Empowerment is the process of people learning about the causes of their powerlessness, recognizing forces of power-over and acting to change conditions in their lives. Helping people understand how they are oppressed is an important step in helping them realize their own power to change things. But, ***empowerment must come from within. No one can empower anyone else.***

Reference #14: HMG/N's Policy on Gender and Development in the Tenth Five-Year Plan

Over all Objective:

The main objective of the *Tenth Five-Year Plan* is to reduce the population under the poverty line to 30 per cent by the end of the plan. The plan has emphasized regional and spatial development. The following four strategic macro-policies to achieve these goals have been formed: a) high, sustainable and wider economic growth prospective, b) development of social sector and infrastructure, c) target group development and d) good governance. The plan gives special emphasis to the following areas on the basis of vertical priority: a) sustainable management and agriculture, natural resource and bio-diversity, b) development of rural infrastructure and rural energy, c) demographic management and social services, d) development of tourism, water resources, industrial and commercial sector, e) human resource development and women empowerment, f) target group performance for schedule cast and weaker sections, employment and security, g) strengthening of local organizations, NGOs and CBOs, h) programs for inaccessible areas and regional development and i) good governance.

Women in the 10th Five-Year Plan:

Goal

To develop Nepalese society, through gender equality and women's empowerment, and ensuring the participation of women in the national development mainstream.

Objective of 10th Plan

In the Tenth Plan, women are the main target group in poverty alleviation and human resources development. The plan has the following objectives:
- Emphasis on women's education
- Improvement in women's health
- Ensure women's active participation in the decision making process.

Strategies

Eliminating Gender Inequality

- Empower women in social and economic sectors.
- All existing laws will be reviewed and made equal for both sexes.
- Positive policies and programs that give priority to gender equality and rights will be implemented to reduce discrimination against women in existing financial, social, and other sectors.
- To protect women's human rights, government and non-government organizations and local bodies will be mobilized to prevent and control crime and violence against women.
- Awareness, education, and training regarding gender awareness will be established for personnel, from policy to implementation levels.
- Dalit & disabled women and women from the remote parts of the county will be given privilege in social and economic development initiatives.
- Focus to develop women entrepreneurship and increase the efficiency of women in the workforce.
- To protect the dignity of women and prevent them from violence, trafficking and other form of crimes, the legal system will be strengthened. To resolve domestic disputes, an accessible and simple judicial system will be arranged.

Gender Mainstreaming:

- A special legal system will be adopted in order to increase women's participation, from local to national levels, in decision-making on national development policies and programs.
- In consideration of women's contribution to agriculture, women's rights relating to land ownership, agro-technical training, market management and income generating activities will be maintained. Special arrangements will be made to mobilize women in the labor force.

- Women's health services will be developed in order to protect women's right to life. The quality of the preventive and curative services that involve fetuses and pregnant women, reproductive health, and elderly women's health will be improved and made more accessible.
- Programs that increase women's access to formal and nonformal education, and that improve educational standards, such as the establishment of a women's scholarship program, the encouragement of female teachers, and the offering of special technical education, will be maintained, encouraged, and made more accessible.
- Programs that enable women to utilize employment and business opportunities related to industry, tourism, forestry, transportation, and water resources will be established. The programs will build women's capabilities through training, and will increase women's opportunities through access to credit.
- It will be determined what agricultural requirements and appropriate technology needs to be accessible to women in order to decrease women's workloads and increase their productivity.

Involving Women in the Mainstream of National Development:

- National and sectoral development policies, goals, and programs will specifically involve women in the mainstream of national development.
- National account keeping will be reviewed, and women's contribution to household labor will be evaluated scientifically and objectively.
- The existing institutional structure will be strengthened, expanded, and developed for effective co-ordination and implementation of women's development activities, including all relevant organizations, institutions, and local bodies.
- Gender disaggregation indicators will be improved upon, and will competently measure women's participation in national development. Monitoring and evaluation work will be carried out effectively.
- During the execution of gender mainstreaming programs "Gender Budgeting" will be adopted.
- A "focal point" will be set in each ministry to coordinate an d ensure gender-mainstreaming activities.
- The role of the National Women's Commission will be made more effective and efficient.

Reference #15: Status of Women and Men in Nepal

	Women	*Men*

EDUCATION

Literacy Rate:	42.8% (of total women)	65.5%
Adult Literacy Rate:	34.9%	
Educated women:		
Primary School	33.8% (of total women)	

GIRLS ENROLLED IN SCHOOLS:

Primary level	44% (of total students)
Lower Secondary Level	41 % (of total students)
Secondary Level	40% (of total students)

Source: Census 2058

Health

Life Expectancy	59.8 years	59.3 years
Child Mortality	Girls: 139/1000	Boys: 125/1000
Average Age at First Marriage	15-17.5 years (depending on the region)	
Total Fertility Rate	4/6 (depending on the region)	
Anemic	50-60% of pregnant women	
Maternal Mortality	539/100,000	
Family Planning	Awareness: 59.7%	Ever Used: 14.8% mostly targeted on women
Delivery in Health Post	24% (43.8% urban and 5.1% rural)	
Delivery by Doctor/Nurse	26% (46.6% urban and 6.4% rural)	

Source: Census 2058; Ministry for Women and Children 2000

Gender-Based Violence as a Women' s Health Issue

SAATHI (1997) reported that 95% of women and girls had first hand knowledge of violence against women/girls, and 77% reported that it occurred in their own homes. These statistics were collected across all ethnic, caste, and income groups.

Political Participation

National Level	5 % candidature held for women.
Local Level	20% in the Ward membership 1 female representation in VDC, DDC

Policy, Decision-making Positions

Administration and Civil Service	6.25%
Gazette Level Posts	5%

Source: Ministry for Women and Children 2000

Reference #16: Beijing Platform for Action

Nepal has signed the Convention on Eliminating Discrimination Against Women (CEDAW), and the Beijing Declaration & Platform for Action.

The Beijing Declaration and Platform for Action was adopted unanimously at the Fourth World Conference on Women in 1995 by representatives from 189 countries, reflecting a new international commitment to goals of equality, development and peace for all women everywhere.

The Platform for Action is an agenda for women's empowerment that reaffirms the human rights of women and female children, and demands a strong commitment. The Platform for Action insists that the human rights of women and female children are included within the general concept of universal human rights. The Platform for Action also recognizes the necessity of broad-based and sustained economic growth in terms of sustainable development in order for social development and justice to be successful. The Platform for Action calls for adequate mobilization of resources at the national and international levels, as well as for new and additional resources to be created from all available funding mechanisms.

The Platform for Action defines strategic objectives and cites actions that are to be taken over the next five years by governments, the international community, non-government organizations, and the private sector, with the intention of removing existing obstacles. (Beijing Platform for Action, 1995)

The twelve areas of action are:
• the burden of poverty on women
• education and training
• health care and related services
• violence against women
• armed or other kinds of conflict
• economic structures, policies, productive activities and access to resources
• power and decision-making
• institutional mechanisms to promote the advancement of women
• promotion and protection of the human rights of women
• communications and media stereotyping
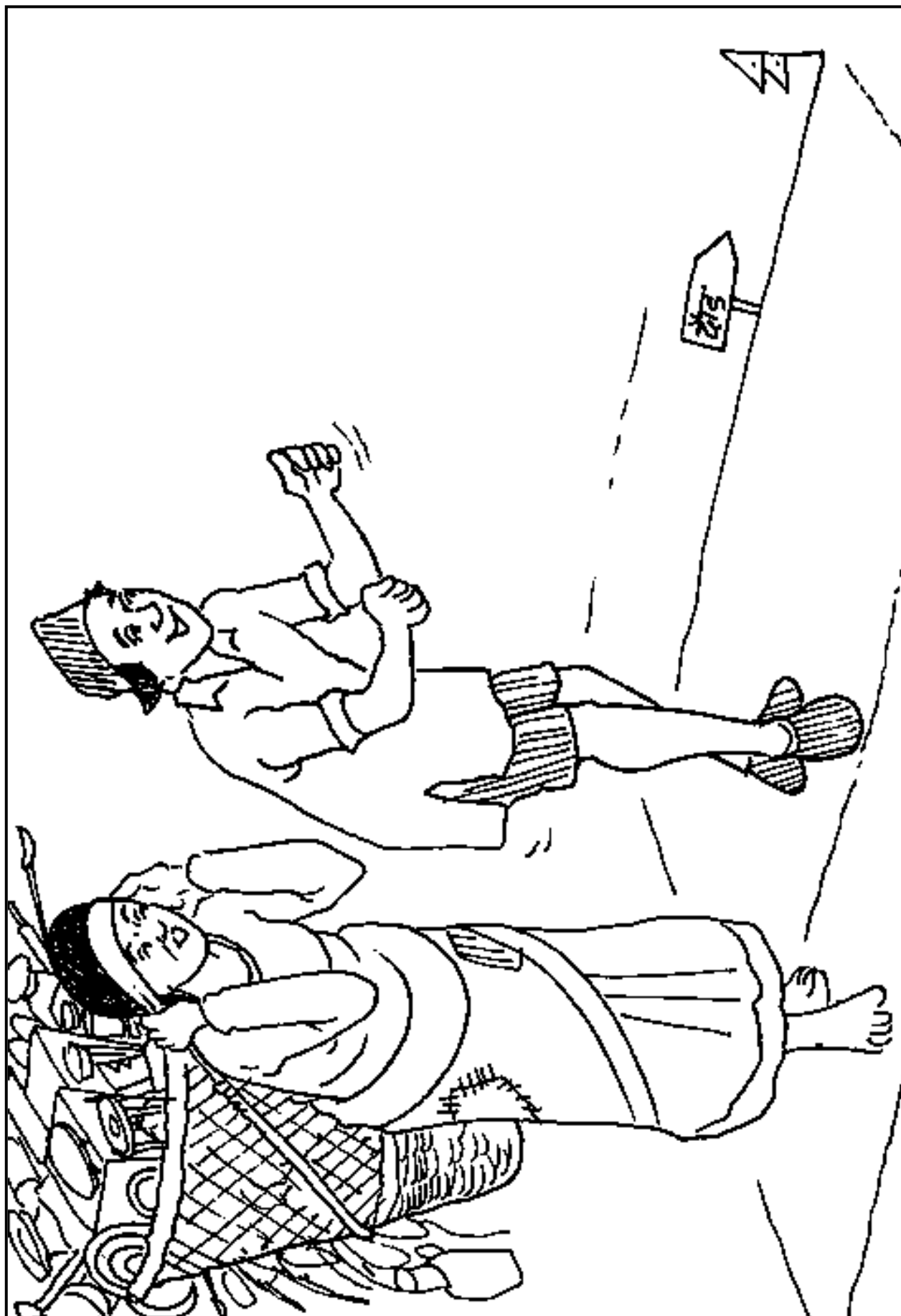• natural resources and the environment
• the rights of the girl child.

SECTION 4: DISPLAY PICTURES

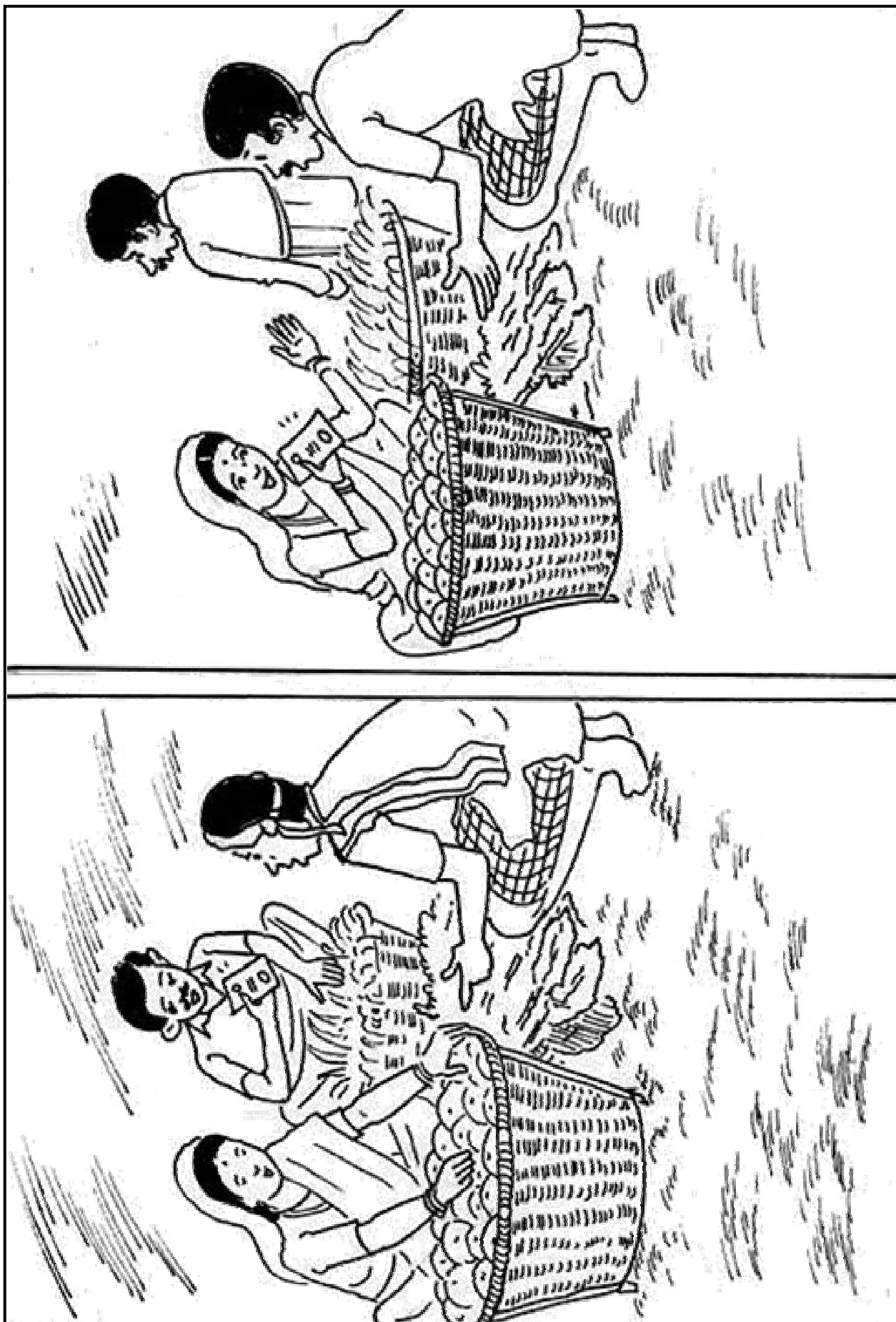## Display Picture #1: Development Project Examples
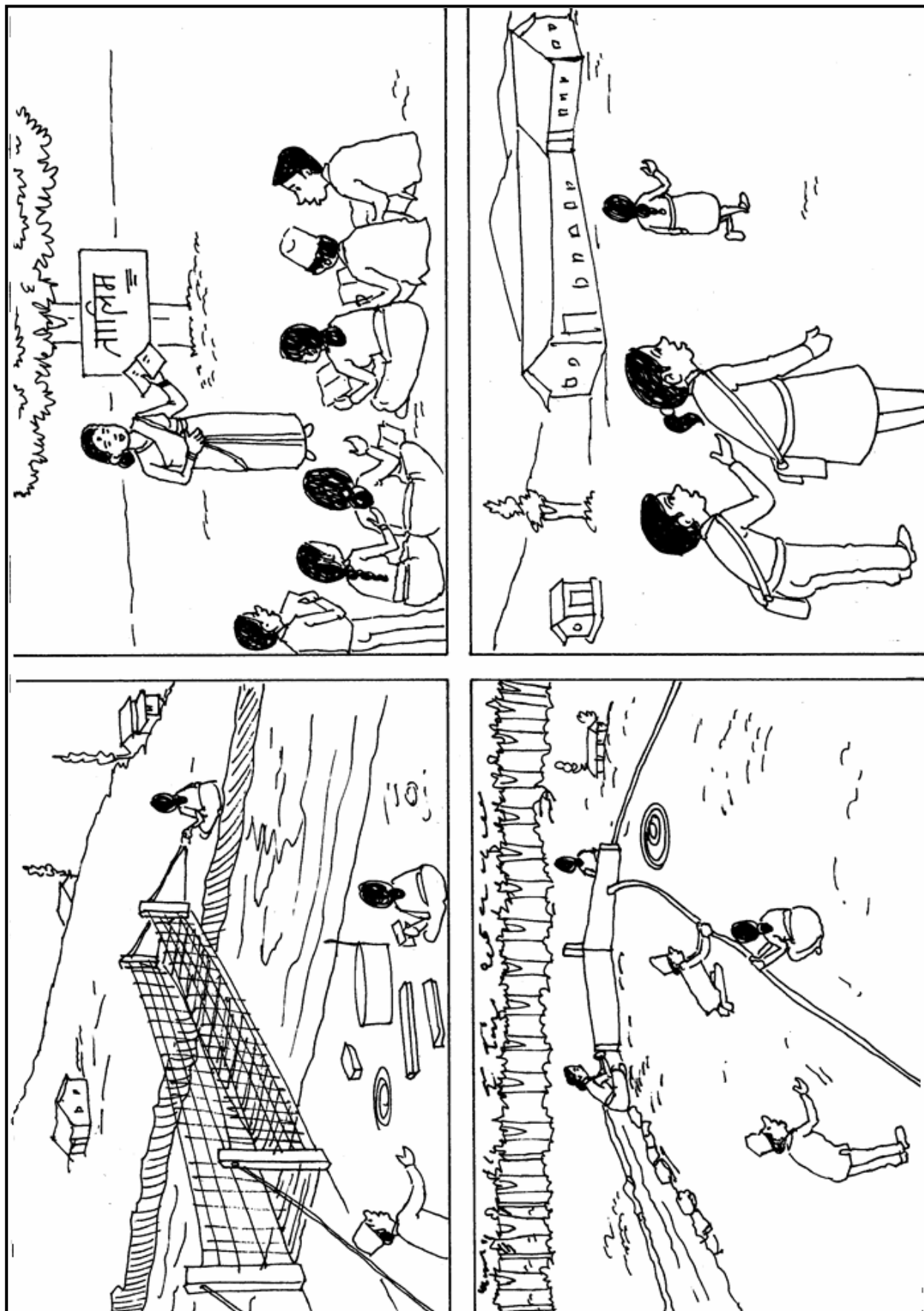
Display Picture #2: Gender in Capacity Building

Display Picture #3: Inequality of Burden

Display Picture #4: Gender Roles

Display Picture #5: Power Over, With and From-Within