

CAPACITY BUILDING TRAINING FOR CATCHMENT MENTORS (CHAMPIONS)

GENDER AND EQUITY MODULE 5 (A)

SECTION 2: LEARNERS GUIDE

Integrated Water Resources Management

**Strategies, Guidelines and Pilot Implementation in Three Water Management
Areas, South Africa**

Department of Water Affairs and Forestry

South Africa

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Ref. J. No. 123/138-0154

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Date: September 2003

The content of this training material is in line SAQA guidelines

THIS WORKBOOK BELONGS TO:

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HOW TO USE THIS MANUAL

This manual provides an introduction to Gender and Equity. It provides the participants with the necessary information to describe and explain the concepts of gender and equity. It is intended to equip participants to apply these concepts in development processes.

It is expected of the participants to attend the training sessions and participate in all the exercises. It would be very useful to carefully study the whole manual. You are also welcome to make notes on this manual, as needed, in the wide right margin of each page.

In addition, the results of the various exercises must be verified with the information in this manual.

You must make sure that you understand the work presented in the notes and never hesitate to ask questions.

We hope you will enjoy this course and gain much from it.

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GENDER AND EQUITY – MODULE 5 (A)

1.1 THE CONCEPT GENDER, EQUITY AND EQUITY APPROACHES

The purpose of this unit is to explain the concepts of gender and equity. These are concepts that must be understood and applied in the context of IWRM. This unit also indicates the differences between equity and equality as well as the need to development the gender and equity approaches to community development.

ACTIVITY 1

Group work

The Paper Tower

- Each group receives a newspaper, a pair of scissors and a limited amount of cello tape.
- Each group now has to plan and construct a tower in 15 minutes.

1.1.1 THE CONCEPT OF GENDER

Gender refers to the social and psychological dimensions of the relationship between men and women, articulated in society's history, norms, culture, institutions, education, socialisation, economy, laws, and politics, and how they shape these relationships. Biological differences between men and woman as the two "sexes" are obvious reality. However, the notion of gender conveys the wide variation throughout history and across the world in which different societies attribute different economic, cultural, and socio-political meaning to what is people's strong identity of "femininity" or "masculinity."

1.1.2 THE CONCEPT OF GENDER MAINSTREAMING

Addressing issues in all development policies and projected programmes irrespective of sector or type of project. Mainstreaming is therefore the very opposite of a policy strategy of segregating gender issues into separate "women's projects." The term mainstreaming is used by those who see women's development as being essentially concerned with women's participation and empowerment to address the issues of gender inequality.

Remember!

From this perspective the mainstreaming of gender issues entails the transformation of the development process.

ACTIVITY 2**Group work**

Divide into groups of four or five. In your groups, discuss:

- The concept of gender; and
- The concept of gender mainstreaming.
- Now find a definition of each and write it down on a poster.

1.1.3 THE DIFFERENCE BETWEEN EQUITY AND EQUALITY

Equity refers to being fair, just and reasonable.

Equality refers to the same in size, quantity, extent, level, and status. Also when neither side having an advantage over the other or being superior to the other.

1.1.4 THE CONCEPT OF GENDER AND EQUITY

Gender equity is defined as:

“The state of affairs where systematic inequality on the basis of a person’s sex is eradicated and where each person experiences the same entitlements, benefits and treatment, regardless of her / his sex.”

ACTIVITY 3**Group work**

In your groups, discuss:

- Equity;
- Equality; and
- Gender equity.
- Now find a definition of each and write it down on a poster.

1.1.5 GENDER AND EQUITY APPROACHES TO COMMUNITY DEVELOPMENT

There are different approaches to gender depending on different understandings of inequalities and how to overcome them. These approaches are:

- ❖ A gender-blind approach;
- ❖ A women-specific approach;
- ❖ A gendered perspective.

a) The gender-blind approach

In this approach, all human beings are viewed as the same and are seen to be deserving of the same treatment. In other words, universal laws and values should dictate to society. This approach does not question what those norms and values are, where they come from and for what purposes they have been developed. In the South African context, this approach argues that the Constitutional provision of equality for every individual is enough. This is similar to the view that says that because South Africa has achieved formal equality through law, blacks and whites are equal and there is no need to address the legacies of the past through redistribution and empowerment.

b) The women-specific approach

Women are viewed as a special category in this approach deserving special treatment in order for them to enjoy equality with men. This approach exists in different forms. There is the welfare approach and the equality of opportunity approach, which have been identified.

The welfare approach sees women as an isolated category with different physical needs: food, fertility interventions (such as access to birth control), etc. These needs are related to their constructed gender roles and women's inferior status in society. Women are therefore regarded as dependents. They are dependent either on their male partners, family members, or the state. This approach does not look at dismantling the very systems that oppress women. If taken alone, this approach in the long run will further disempower women, since it ignores their intellectual and cultural capabilities, individuality, creativity, and sense of responsibility.

The equality of opportunity approach focuses on the creation of opportunities for women to enter the spheres of authority, power, and control. Fairness and equity are seen only as the springboards to enter the male domain without necessarily changing the status quo in terms of power, power relations, dominant ideas and values. This approach wants women to engage in masculine activities in a masculine world. The focus of this approach tends to be on how many women are in decision-making positions, without addressing what happens in those positions, in terms of how power is defined and exercised and the relations within those positions. It is assumed in this approach that women, by virtue of their sex, are naturally gender aware or that they will automatically represent the interests of all women. Gender transformation is assumed to occur when women enter the corridors of power.

c) The gendered perspective

This approach does not look at women and men alone, but at the relationship between them, how societies are structured along gender lines and the impact of these relations on the whole of society. This approach explores the subordination of women by men and how this relationship impacts on all aspects of life and society. That relationship is not experienced in the same way everywhere. The context in which gendered relationships emerge and the constantly shifting economic, political, and social terrain is always recognised.

A gendered perspective is concerned with ensuring a gender analysis with regard to policies, programmes, planning strategy, and evaluation. In other words, it looks at fundamentally transforming unequal power relations and changing society.

ACTIVITY 4

Group work

In your groups, compare the following different approaches:

- Gender-blind approach
- Women-specific approach
- Gendered perspective.

Give attention to the similarities, differences, advantages, disadvantages and applicability of each of the programmes.

Present your findings back to the class in a way in which the group feels comfortable: e.g. flow diagram, mind-map, table, etc.

Remember to include the role of gender, equity and equality.

1.2 THE ADVANTAGES OF THE APPLICATION OF GENDER AND EQUITY PRINCIPLES IN DEVELOPMENT PROJECTS

The purpose of this unit is to explain the impact of gender and equity issues on development projects and processes. Specific attention is given to the participatory processes that will increase the impact of gender and equity skills in development. The phases of a typical project cycle is also illustrated.

1.2.1 THE ROLE OF WOMEN IN COMMUNITIES

Women form a large proportion of the displaced population. They traditionally carry out tasks such as food preparation, collecting water, care of children, the sick and elderly, washing and cleaning, and are therefore likely to form the overwhelming majority of the users of basic services such as feeding stations, health centres, and water supplies.

1.2.2 THE NEED FOR GENDER AND EQUITY MAINSTREAMING IN THE PROJECT CYCLE

There are various reasons why “gender” is included in projects. It is a basic right that people should not be treated differently because of their gender. Woman form a large proportion of the displaced population. They traditionally carry out tasks such as food preparation, collecting water, care of children, the sick and elderly, washing and cleaning, and are therefore likely to form the overwhelming majority of the users of basic services such as feeding stations, health centres, and water supplies.

Any “product” that does not take into account the needs of the main customers is not going to be successful. The full participation of both men and women in all actions not only ensures gender equality, but also increases the effectiveness and efficiency of the project. If women are not included in development projects, it will be unsuccessful, as they represent the majority of water users.

ACTIVITY 5

Group work

In your groups, indicate:

- The difference between applying and not applying gender and equity principles in development projects by giving examples of possible results of these development projects.
- Present your findings back to the class in the form of a table or flow diagram.

1.2.3 APPROPRIATE PARTICIPATORY TOOLS

There are a variety of methods to ensure community participation in projects. Such participatory processes will assist communities to:

- ❖ Identify their issues and concerns by themselves.
- ❖ Mobilise human and natural resources in the communities.
- ❖ Learn from previous and other experiences.
- ❖ Evaluate local human resources.
- ❖ Define their own priorities.
- ❖ Implement development processes in a systematic and integrated fashion.

Examples of participatory processes in projects include the following:

- ❖ Review of available information and previous projects;
- ❖ Formal surveys;
- ❖ Semi-structured and conversational interviews with key informants;
- ❖ Observation;
- ❖ Group interviews with households, occupational groups, or segments of communities;
- ❖ Life, work, and organisational histories;
- ❖ Public meetings;
- ❖ Workshops;
- ❖ Participatory rapid appraisal (PRA) methods. (Water supply and sanitation programmes, DFID).

1.2.4 PRACTICAL STRATEGIES TO ENSURE WOMEN AND OTHER MARGINALIZED GROUPS ARE INCLUDED IN ALL PROJECT PROCESSES

Gender planning techniques include the use of sex-disaggregated statistics, task analysis in which the activities of men and women are defined, relational analysis, which explores the relative position of women and men in society, and gender planning checklists for project planning. Together these help respond to the different responsibilities and needs of women and men, and allow for gender differences in the way women and men engage in the planning, implementation, and management of programmes and projects. (Water supply and sanitation programmes, DFID).

Gender sensitive planning techniques include the following mechanisms:

- ❖ Statistics that do not distinguish between women and men.
- ❖ Task analysis processes where the activities of women and men are defined.
- ❖ Analysis of the position and role of women and men in the society.
- ❖ Gender planning overview lists.

ACTIVITY 6

Group work

Divide into groups of 5. In your groups:

- Give examples of practical strategies to ensure women etc. are included throughout a project cycle.
- Present your findings back to the class on a poster.

1.3 RESISTANCE TO CHANGE IN GENDER RELATIONSHIP EQUITY

The purpose of this unit is to ensure that the resistance to changes in gender ratios can be identified and addressed. Attention is given to why such resistance does exist as well as the methods on how to avoid or manage this resistance to change.

1.3.1 THE CONCEPT OF RESISTANCE TO CHANGE

People can resist your efforts to ensure gender and equity. There are a number of reasons why people resist change. These reasons include the following:

a) Self-interest

Where someone has achieved status, privilege or self-esteem through effective use of an old system, they will often see your plan as a threat. Where the plan threatens overtime pay, people will naturally fear the impact on their bank balance!

b) Fear of the unknown

People may be uncertain of their abilities to learn new skills, their aptitude with new systems, or their ability to take on new roles.

c) Conscientious objection or differing perceptions

People may sincerely believe that you are wrong. They may view the situation from a different point of view, or may have aspirations for themselves or the organisation that are fundamentally opposed to yours. It is worth trying to understand their position, however once you have done so and formed an opinion, do what you think is right. Remember that different people in different jobs will have different perceptions of a situation: a sales manager will inevitably have a different view of the right level of commission payments to salesmen than the view of a finance director!

d) Suspicion

People may not trust you, or the processes you propose.

e) Conservatism

Organisations or people may simply be opposed to change. This can result from a feeling that everything is fine, from being out of touch with customers, lack of exposure to better ways of doing things, or just slow decision-making, etc.

ACTIVITY 7**Group work**

Explain the concept of change, using the following guidelines:

- Self-interest
- Fear of the unknown
- Conscientious objection
- Differing perceptions
- Suspicion
- Conservatism

Present your results back to the class in the form of a mind-map.

1.3.2 HOW TO ADDRESS RESISTANCE TO CHANGE

Addressing change is neither an easy nor a simple process. One should not necessarily expect quick results. One should persist in the efforts to address the resistance to change. There are however, a number of factors that can assist the process. These include:

- ❖ Listen to everybody's comments and concerns. Do make an effort to understand why they feel the way they do! The better you understand why they feel the way they do, the better your ability to address those feelings.
- ❖ Never argue if you do not agree with someone else's viewpoint.
- ❖ Ensure that everyone understands why change is necessary. If people are dissatisfied with the way that things are, they will be more likely to welcome change.
- ❖ Explain to people how things will be better in the future. Indicate examples of other places where the proposed approach were successful. Also indicate other places and processes where gender inequality posed problems.
- ❖ Ensure that the people understand the proposed development project or approach. This can be achieved by following the participative approaches indicated earlier in this module.
- ❖ Always treat people with respect and dignity. Arguments and aggression will never overcome the resistance to change. People must be convinced and their needs and fears are addressed, if you want them to participate.

Remember!

Resistance to change is a real danger in any developmental process. If there is resistance to change it can lead to projects not getting off the ground, or not being sustainable.

ACTIVITY 8

Group work

In your groups:

- List the appropriate participatory tools, which can also be used as tools to address resistance to change.
- Discuss the methods you would prefer to use to address resistance to change.
- Present your findings back to the class in a method chosen by the group.