

# **Module for B.Ed Primary/Junior High School Programme**

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**Ministry of Finance**



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**Institute of Education, UCC**

GENDER AND DEVELOPMENT IN  
AFRICA (EBS 310)

# UNIT 1

## INTRODUCTION TO GENDER

# MEANING OF GENDER AND SEX

## □ INTRODUCTION

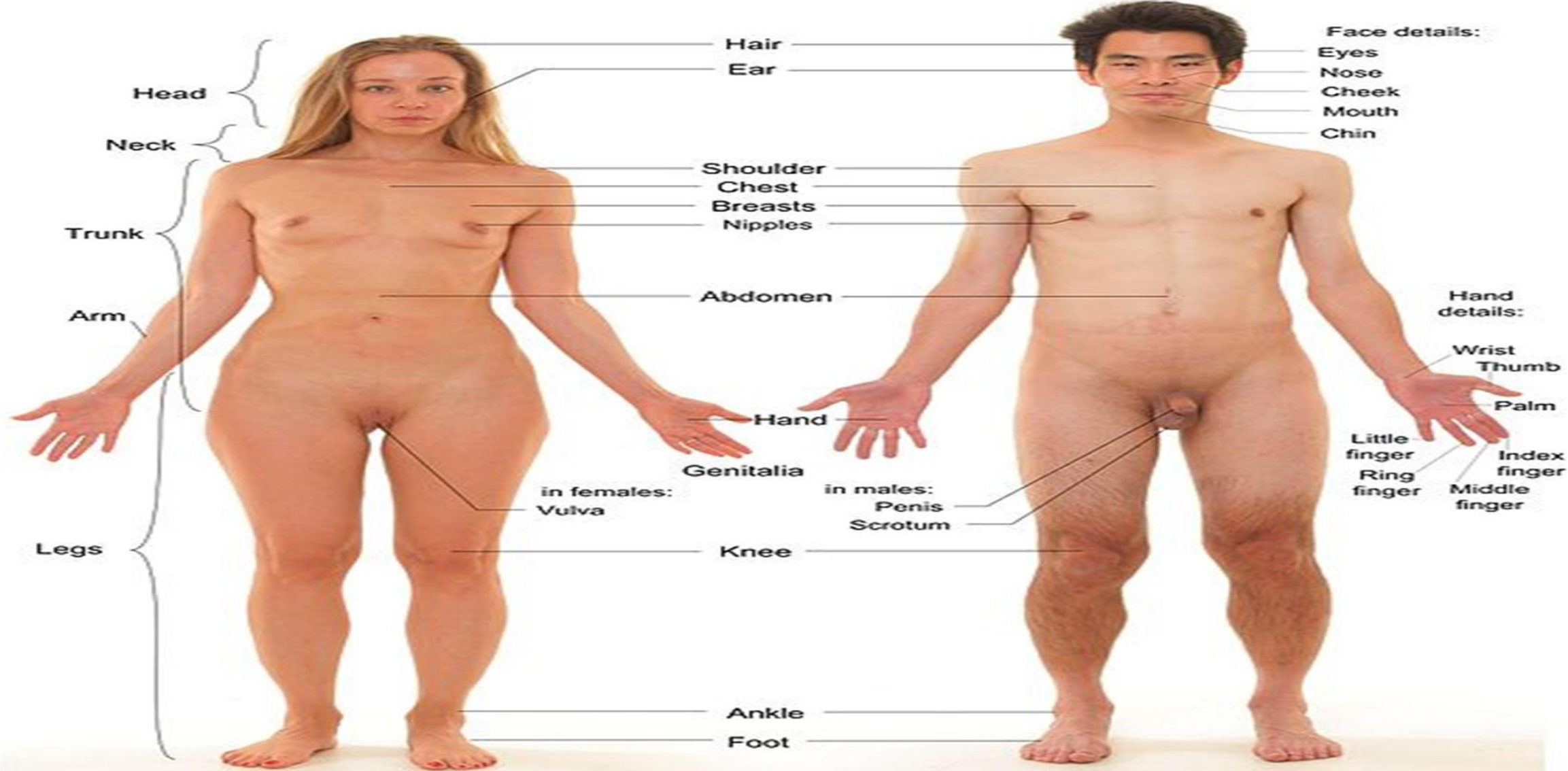
- Sex and gender are terms that are often used interchangeably but they are in fact two different concepts, even though for many people their sex and gender are the same.
- Sometimes it is hard to understand exactly what is meant by the term "gender", and how it differs from the closely related term "sex".

# MEANING OF GENDER AND SEX

## □SEX

- **Sex** refers to the biological and physiological characteristics that define men and women.
- It is a set of biological attributes in humans and animals.
- It is primarily associated with physical and physiological features including chromosomes, gene expression, hormone levels and function, and reproductive/sexual anatomy.
- Sex is usually categorized as female or male but there is variation in the biological attributes that comprise sex and how those attributes are expressed.

# MEANING OF SEX AND GENDER



# MEANING OF GENDER AND SEX

## □ **Some examples of sex characteristics:**

- Women menstruate while men do not
- Men have testicles while women do not
- Women have developed breasts that are usually capable of lactating, while men have not
- Men generally have more massive bones than women

# MEANING OF GENDER AND SEX

## □ GENDER

- Gender refers to the socially constructed roles, behaviours, expressions and identities of girls, women, boys, men, and gender diverse people.
- It influences how people perceive themselves and each other, how they act and interact, and the distribution of power and resources in society.



# MEANING OF GENDER

- It is a social construction relating to behaviours and attributes based on labels of masculinity and femininity.
- Gender identity is a personal, internal perception of oneself and so the gender category someone identifies with may not match the sex they were assigned at birth
- It influences how people perceive themselves and each other, how they act and interact, and the distribution of power and resources in society.

# MEANING OF GENDER AND SEX

- Gender identity is not confined to a binary (girl/woman, boy/man) nor is it static; it exists along a continuum and can change over time.
- There is considerable diversity in how individuals and groups understand, experience and express gender through the roles they take on, the expectations placed on them, relations with others and the complex ways that gender is institutionalized in society.
- In a nutshell it is the social roles of men and women, and boys and girls, as well as the relationships among them, in a given society at a specific time and place.

# MEANING OF GENDER AND SEX

## □ Some examples of gender characteristics

- In the United States (and most other countries), women earn significantly less money than men for similar work.
- In Viet Nam, many more men than women smoke, as female smoking has not traditionally been considered appropriate.
- In Saudi Arabia men are allowed to drive cars while women are not.
- In Ghana women do more housework than men.

# MEANING OF SEX AND GENDER

## **To put it another way:**

- "Male" and "female" are sex categories, while "masculine" and "feminine" are gender categories.
- Aspects of sex will not vary substantially between different human societies, while aspects of gender may vary greatly.

SEX	GENDER
Born with.	Not born with.
Natural.	Learned.
Universal, A-historical No variation from culture to culture or time to time.	Gender roles vary greatly in different societies, cultures and historical periods as well as they depend also on socio-economic factors, age, education, ethnicity and religion.
Cannot be changed, except with the medical treatment.	Although deeply rooted, gender roles can be changed over time, since social values and norms are not static.
Example: Only women can give birth. Only women can breastfeed.	Example: The expectation of men to be economic providers of the family and for women to be caregivers is a gender norm in many cultural contexts. However, women prove able to do traditionally male jobs as well as men (e.g. men and women can do housework; men and women can be leaders and managers).

# GENDER MISCONCEPTIONS

## □ Introduction

- Sometime we hear people say that a girl's place is the kitchen preparing food for the family. They even say that girls should not go to school.
- Is this really true that girls cannot achieve anything by going to school? This is not true since history nullifies this statement, we have witnessed a lot of women in power.

# GENDER MISCONCEPTIONS

## □ **What is a misconception?**

- Misconception is a term that is used when someone understands or interprets an issue wrongly.
- There are some roles that have been assigned to males or females because of their sex.

# GENDER MISCONCEPTIONS

## ❑ **Some gender misconceptions**

- Males are heads and bread winners of families. Provision of money for the up-keep of the family is thought as the sole role of the father.
- Another one is that, males need to be educated and not females. Society holds the thought that, since a female will be married in the future and taken care of by the husband, then there is no need for her to be educated.
- Females are seen as not having any economic responsibility.



# GENDER MISCONCEPTIONS

- Females do not need higher formal education.
- Females are seen to be feeble and too emotional.
- Females are not to be part of making key decisions for the family or community.
- Females are the ones who should perform household chores such as cooking, washing and sweeping.

# GENDER EQUALITY AND EQUITY

## □ GENDER EQUALITY

- Gender equality is the state or condition that affords women and men equal enjoyment of human rights, socially valued goods, opportunities and resources, allowing both sexes the same opportunities and potential to contribute to, and benefit from, all spheres of society (economic, political, social, and cultural).
- It means that women and men, and girls and boys, enjoy the same rights, resources, opportunities and protections

# GENDER EQUITY AND EQUALITY

- It also means that girls and women have agency to use those rights, capabilities, resources and opportunities to make strategic choices and decisions” about the course of their lives “without the fear of coercion and violence.”
- Gender equality does not require that girls and boys, or women and men, be the same, or that they be treated exactly alike, but rather implies an absence of bias or discrimination. Working towards equality between women and men is vital if girls are to look ahead to an equal future.

# GENDER EQUALITY AND EQUITY

## □ Example

- A family has limited funds, and both daughter and son need new pair of shoes for the new school year, but only one can get new shoes this year. If the family decides (and who in the family decides?) which child will get the new shoes based on the child's NEED, and not on the child's sex, this is an example of gender equality.

# GENDER EQUALITY AND EQUITY

## □ Promoting gender equality

- Develop a shared vision and explicit consensus on gender equality objectives and activities.
- Involve stakeholders from civil society in dialogue on objectives and activities.
- Make long-term commitments to objectives and activities.
- Assess and strengthen capacity for gender responsive and participatory analysis, planning and implementation.
- Support women's organisations to work towards gender equality
- Sensitization of men to promote equality for women

# GENDER EQUITY AND EQUALITY

## □ GENDER EQUITY

- Gender equity means fairness of treatment for women and men, according to their respective needs.
- It refers to justice and fairness in the treatment of women and men in order to eventually achieve gender equality, often requesting differential treatment of women and men (or specific measures) in order to compensate for the historical and social disadvantages that prevent women and men from sharing a level playing field.

# GENDER EQUALITY AND EQUITY

- GENDER EQUITY

- This may include equal treatment or treatment that is different, but which is considered equivalent in terms of rights, benefits, obligations, and opportunities.
- An example of gender equity is the provision of leadership training for women or establishing quotas for women in decision-making positions in order to achieve the state of gender equality.

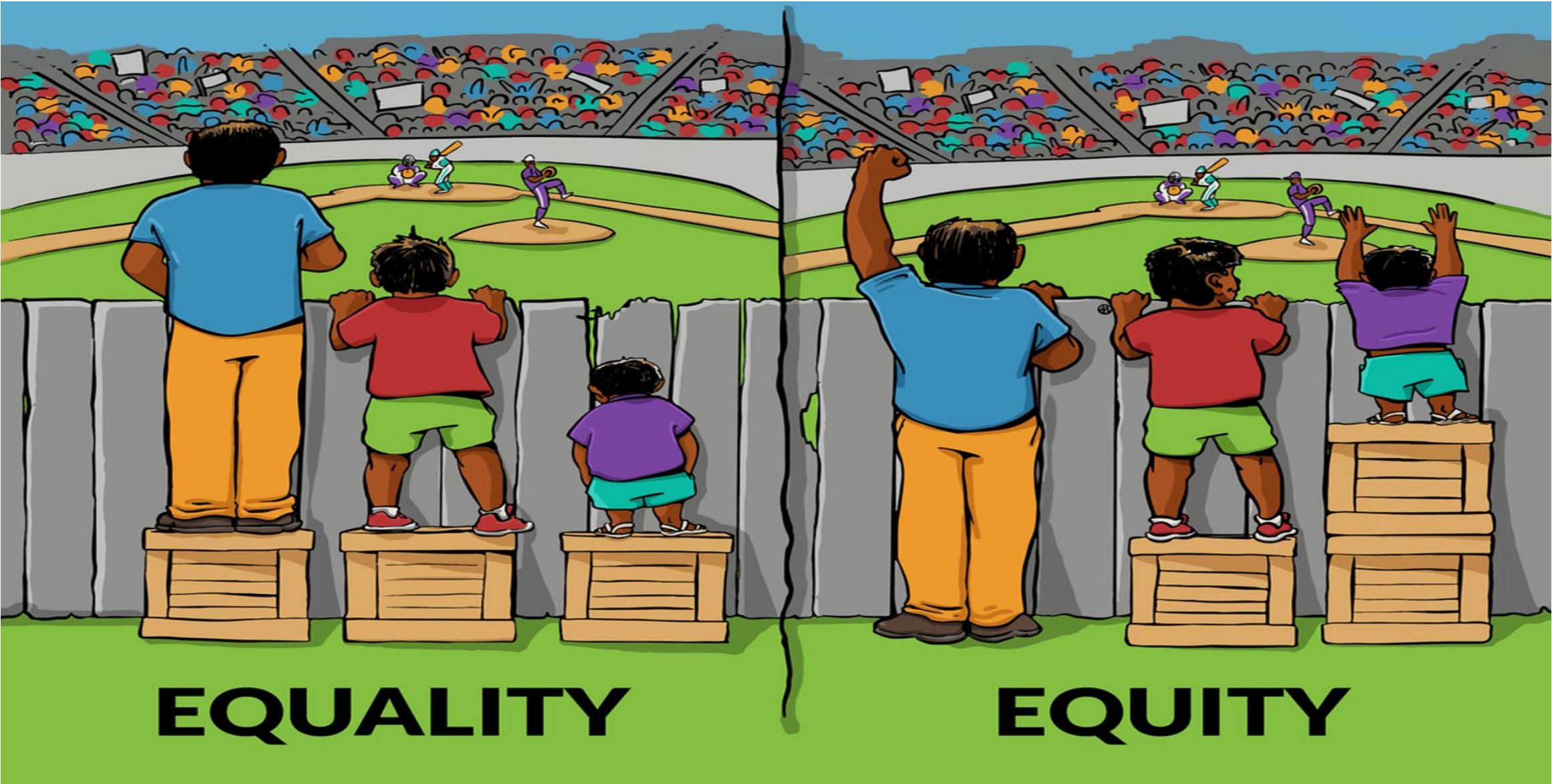
# GENDER EQUITY AND EQUALITY

## □ Promoting Gender Equity

- Both sexes should not be discriminated against. They should be given the equal opportunities and resources they need to achieve their goals in life. Gender equity can be promoted through:
- Educating the public through Parent and Teachers Associations (P.T.As), social clubs, religious platforms and pressure groups.
- Making and enforcing laws.
- Respect for the rights of all persons including women and girls.
- Actively involving and including women and girls in decision making.



# GENDER EQUALITY AND EQUITY



# UNIT 2

THEORIES/APPROACHES

# THEORIES/APPROACHES

- **Introduction**

- Feminism is a women-centred socio-political movement and ideology that is based on the idea that women should share equality in society's opportunities and scarce resources.
- According to Hartmann (1998: 41), feminism is 'a recognition and critique of male supremacy combined with efforts to change it'.
- Feminism is critical and activist on behalf of women, seeking to produce a better world for women.

# THEORIES/APPROACHES

- Most feminists would balk at the idea of generalizing feminist theory into types because part of feminism is to resist the tendency towards categorising things.
- Nonetheless, it's usual to distinguish between types of Feminism – Liberal, Radical, Marxist, and Transformative each of which has its own general explanation for sex and gender inequality, and a matched-solution.

# MARXIST FEMINIST THEORY/APPROACH

- Marxist feminists argue that the main cause of women's oppression is **capitalism**.
- The disadvantaged position of women is seen to be a consequence of the emergence of private property and their lack of ownership of the means of production.
- From a Marxist Feminist perspective, the traditional nuclear family only came about with capitalism, and the traditional female role of housewife supports capitalism – thus women are double oppressed through the nuclear family and capitalist system.

# MARXIST FEMINIST THEORY/APPROACH

- Women's oppression within the nuclear family supports capitalism in at least three ways:
- **Women reproduce the labour force** – through their unpaid domestic labour, by socialising the next generation of workers and servicing the current workers (their husbands!)
- **Women absorb anger** – Marxist feminists argue that women are just absorbing the anger of the proletariat, who are exploited and who should be directing that anger towards the Bourgeois

# MARXIST FEMINIST THEORY/APPROACH

- Women are a ‘**reserve army of cheap labour**’ – if women’s primary role is domestic, and they are restricted from working, this also means they are in reserve, to be taken on temporarily as necessary by the Bourgeois, making production more flexible.
- Marxist feminists therefore blame the capitalistic mode of production as one of the main causes for male domination and women’s oppression in society.

# MARXIST FEMINIST THEORY/APPROACH

- The Marxists are of the view that, because capitalism is responsible for the gender inequality and power gap between men and women in society, the representatives of capitalism- the corporate sector, should minimize this gap through effective actions.
- Therefore, if business organizations (the representatives of capitalism) are held accountable for gender or women's issues, they will be more careful in their dealings with women's rights and thus strive to help uphold the basic rights of women.



# RADICAL FEMINIST APPROACH/THEORY

- Radical Feminists see society and its institutions as **patriarchal** – most of which are dominated and ruled by men – men are the ruling class and women the subject class.
- **Gender inequalities** are the result of the oppression of women by men, and it is primarily men who have benefited from the subordination of women. Women are an oppressed group.
- Again, Liberal Feminists, argue that paid work has not been **‘liberating’**. Instead, women have acquired the ‘dual burden’ of paid work and unpaid housework and the family remains **patriarchal** – men benefit from women’s paid earnings and their domestic labour.

# RADICAL FEMINIST APPROACH/THEORY

- Rosemarie Tong (1998) distinguishes between two groups of radical feminists:
  - a. Radical-libertarian feminists** believe that it is both possible and desirable for gender differences to be eradicated, or greatly reduced, and aim for a state of androgyny in which men and women are not significantly different.
  - b. Radical-cultural feminists** believe in the superiority of the feminine. Cultural feminists celebrate characteristics associated with femininity such as emotion, and are hostile to those characteristics associated with masculinity such as hierarchy.

# RADICAL FEMINIST APPROACH/THEORY

- Suppression against women takes place in the patriarchy which consists of and is maintained due to the characteristics which include:
  - i. The obligatory motherhood and limiting reproductive freedom;
  - ii. The social construction of femininity and female sexuality through the creation and presentation of subordinate image
  - iii. Violence against women;
  - iv. Institutions that favor the dominance of men over women, such as the church and the traditional family models.
- Basic concepts of radical feminism are power, patriarchy, and oppression

# LIBERAL FEMINIST THEORY/APPROACH

- Giddens (2001) defines liberal theory as a “feminist theory that believes gender inequality is created by lowering access for women and girls to civil rights and allocation of social resources such as education and employment”.
- Liberal Feminists believe that the main causes of gender inequality are **ignorance** and **socialisation**.
- They do not believe that social institutions are inherently patriarchal.

# LIBERAL FEMINIST THEORY/APPROACH

- They believe in a “March of Progress” view of gender relations.
- This means that they believe that men and women are gradually becoming more equal over time and that this trend will continue.
- Liberal feminism maintains that differences between women and men are not based on biology, which basically represents reproduction differences.
- Hence, women should have the same rights as men, including the same educational as well as employment opportunities.

# TRANSFORMATIONAL FEMINISM APPROACH

- Feminism is broadly defined as the struggle for the liberation of women, and it includes modes of activism that seek to bring an end to the oppression and subordination of women by men.
- Transformational activism presupposes “a new kind of activism that aims to cause a mindset shift” towards changing “the direction of our culture”.
- It posits that feminism is a “transformative project” dedicated to qualitative radical ‘social change’.

# TRANSFORMATIONAL FEMINISM APPROACH

- Transformational feminism is thus an attempt to pragmatize feminist thinking and practice in order to make them become creditably a change agency.
- In effect, transformational feminism aspires to leave the practices of liberal and radical feminism in an effort to evolve an inclusive and progressive feminist practice capable of not only resisting or fighting harmful gender relations, but also ‘transforming them.
- Transformation feminism seeks to challenge structures of patriarchy and gender hierarchies and changes the status quo.

# UNIT 3

FORMATION OF SOCIAL AND PEER GROUPS



# MEANING OF A GROUP

## □ **What is a group?**

- A Group is basically an assemblage of people.
- It can be understood as a collection of individuals (two or more), who come together and interact with each other, so as to achieve the objectives of the organization.
- These are the foundation of an organization.

# CHARACTERISTICS OF A GROUP

- **Size:** To form a group, it must be having at least two members. The more the members in the group, the more complex it is to manage.
- **Goals:** Every group has certain goals that are the reasons for its existence.
- **Norms:** A group has certain rules, for interacting with the group members.
- **Structure:** It has a structure, based on the roles and positions held by the members.

# CHARACTERISTICS OF A GROUP

- **Roles:** Every member of a group has certain roles and responsibilities, which are assigned, by the group leader.
- **Interaction:** The interaction between the group members can occur in several ways, i.e. face to face, telephonic, in writing or in any other manner.
- **Collective Identity:** A group is an aggregation of individuals, which are separately called as members, and collectively called as a group.

# MEANING OF A SOCIAL GROUP

- **SOCIAL GROUP**

- A social group can be defined as two or more people who interact with one another, share similar characteristics, and collectively have a sense of unity.
- It is two or more humans who interact with one another, share similar characteristics, and collectively have a sense of unity.
- A social group exhibits some degree of social cohesion and is more than a simple collection or aggregate of individuals.
- Characteristics shared by members of a group may include interests, values, representations, ethnic or social background, and kinship ties.

# MEANING OF SOCIAL GROUP

- Renowned social psychologist Muzafer Sherif formulated a technical definition of a social group. It is a social unit consisting of a number of individuals interacting with each other with respect to:
  - ✓ common motives and goals;
  - ✓ an accepted division of labor;
  - ✓ established status relationships;
  - ✓ accepted norms and values with reference to matters relevant to the group; and
  - ✓ The development of accepted sanctions, such as raise and punishment, when norms were respected or violated.

# TYPES OF SOCIAL GROUPS

- **PRIMARY GROUP**

- A primary group is typically a small social group whose members share close, personal, enduring relationships.
- These groups are marked by concern for one another, shared activities and culture, and long periods of time spent together.
- The goal of primary groups is actually the relationships themselves rather than achieving some other purpose.
- Families and close friends are examples of primary groups.

# FUNCTIONS OF A PRIMARY GROUP

- A primary group is a group in which one exchanges implicit items, such as love, caring, concern, support, etc. Examples of these would be family groups, love relationships, crisis support groups, and church groups.
- Relationships formed in primary groups are often long lasting.
- They also are often psychologically comforting to the individuals involved and provide a source of support and encouragement.

# SECONDARY GROUP

- A secondary group is one you have chosen to be a part of.
- They are based on interests and activities.
- They are large groups whose relationships are impersonal and goal-oriented; their relationships are temporary.
- People in a secondary group interact on a less personal level than in a primary group, and their relationships are generally temporary rather than long-lasting.
- Secondary groups involve weak emotional ties and little personal knowledge of one another.



# FUNCTIONS OF A SECONDARY GROUP

- They are where many people can meet close friends or people they would just call acquaintances.
- Secondary groups are also groups in which one exchanges explicit commodities, such as labor for wages, services for payments, etc. Examples of these would be employment, vendor-to-client relationships, a doctor, a mechanic, an accountant etc.
- Primary groups can be formed within secondary groups as relationships become more personal and close.

# OTHER GROUP FORMS

## □ Peer group

- A peer group is a social group whose members have interests, social positions, and age in common.
- An individual in this group is mostly influenced by the members of the group.
- This is where children can escape supervision and learn to form relationships on their own.
- The influence of peers form a major role in the life of an individual growing up. Most children spend most of their time with peers instead of their parents.
- The influence of the peer group typically peaks during adolescence. However, peer groups generally only affect short term interests unlike the family, which has long term influence.

# OTHER GROUP FORMS

## □ **Characteristics of Peer group**

- **Inquisitive:** People in this group always want to know more, they ask a lot of questions about the things they hear.
- **Adventurous:** The individuals in this group, always want to explore, they want to experience new things. They take risks to learn new things.
- **Full of youthful exuberance:** The individuals in this group are very energetic and always happy.
- **Can be boisterous:** They usually feel they know more than their peers. They normally argue, debate on issues and always want to prove their points as right.
- **Negative in outlook:** They open themselves up to foreign cultures. They learn a lot of foreign practices such as the way they dress, walk, talk, the food they eat etc.

# OTHER GROUP FORMS

## **□ Benefits of belonging to a peer group**

- Developing good habits
- Developing positive attitudes
- Developing high aspirations
- Knowing yourself and your abilities
- Staying focused in life

# OTHER GROUP FORMS

## **□ Dangers of belonging to a bad peer group**

- Drug use and abuse
- Engagement in pre-marital sex
- Prostitution
- Robbery
- Destruction of one's future plans

# OTHER GROUP FORMS

## □ **In-groups and Out-groups**

- In-groups are social groups to which an individual feels he or she belongs. The individual feels as though he or she belongs as a member.
- Out-groups are social groups with which an individual doesn't identify. Individuals feel contempt, opposition, or a desire to compete.
- People tend to hold positive attitudes towards members of their own groups, a phenomenon known as in-group bias.
- In-group favoritism refers to a preference and affinity for one's in-group over the out-group or anyone viewed as outside the in-group.
- Intergroup aggression is any behavior intended to harm another person because he or she is a member of an out-group.

# OTHER GROUP FORMS

## □ **Reference Group**

- A reference group refers to a group to which an individual or another group is compared.
- Reference groups are used in order to evaluate and determine the nature of a given individual or other group's characteristics and attributes.
- It is the group to which the individual relates or aspires to relate himself or herself psychologically.
- Reference groups become the individual's frame of reference and source for ordering his or her experiences, perceptions, cognition, and ideas of self.
- These groups become the basis of reference in making comparisons or contrasts and in evaluating one's appearance and performance.

# UNIT 4

## GENDER AND POVERTY



# THE CONCEPT OF POVERTY

## □ Introduction

- Poverty affects men, women, boys, and girls, but it is experienced differently by people of different ages, ethnicities, family roles, and sex.
- The most frequent definition of poverty refers to the lack of income. However, different approaches have emerged as regards its conceptualization and measurement.
- Saith and Stewart (2003) single out the monetary approach, the capacities approach, the social exclusion and the participative approaches.

# THE CONCEPT OF POVERTY

## □ **Monetary approach**

- The monetary approach defines poverty as a decline in consumption or income, and is based on a poverty line, and it is the most commonly used. The World Bank set the poverty line at \$1 a day.

## □ **Capacity approach**

- Poverty is interpreted as a lack of resources impeding people from engaging in certain basic activities such as staying alive and enjoying a long and healthy life, interacting socially, having access to knowledge and enjoying the freedom of expression.

# THE CONCEPT OF POVERTY

## □ **Social exclusion approach**

- The social exclusion approach studies the structural characteristics of society, which engender processes and dynamics that exclude individuals or groups from full social participation.

## □ **Participatory approach**

- In the participatory approach, the poor define poverty based on their own analysis of their reality, by including aspects they consider to be significant.

# FEMINIZATION OF POVERTY

- The “feminization of poverty” refers to the phenomenon that women and children are disproportionately represented among the world’s poor compared to men.
- The “feminization of poverty” means that women have a higher incidence of poverty than men, that their poverty is more severe than that of men, and that poverty among women is on the increase.
- It refers to a trend of increasing inequality in living standards between men and women due to the widening gender gap in poverty.

# FEMINIZATION OF POVERTY

- It is largely linked to how women and children are disproportionately represented within the lower socioeconomic status community in comparison to men within the same socioeconomic status
- According to the United Nations Commission on the Status of Women (2000), “women are the world’s poor.”
- In almost all societies, women have higher poverty rates than men; in fact, among the 1.5 billion people living on 1 dollar or less a day, the majority are women and children (UN, 2015).
- This persistent pattern of economic inequality led American sociologist Diana Pearce to coin the term the feminization of poverty, after documenting how, over time, women and children have become disproportionately represented among the population of low-income individuals in the United States and globally.

# FEMINIZATION OF POVERTY

## □ Causes

- **Single-mother households**

- Single-mother households are female headships and no male headships. They are at the highest risk of poverty for women due to a lack of income and resources.
- Female-headed households are most susceptible to poverty because they have fewer income earners to provide financial support within the household.

# FEMINIZATION OF POVERTY

## □ **Employment**

- Employment opportunities are limited for women worldwide.
- Though there has been major growth in women's employment, the quality of the jobs still remains deeply unequal.
- There are two kinds of employment: formal and informal.
- Formal employment is government-regulated and workers have insured a wage and certain rights. Informal employment takes place in small, unregistered enterprises.
- Informal employment is generally a large source of employment for women.

# FEMINIZATION OF POVERTY

## □ Education

- Women and girls have limited access to basic education in developing countries. This is due to strong gender discrimination and social hierarchies in these countries.
- Approximately one-quarter of girls in the developing world do not attend school. This impedes a woman's ability to make informed choices and achieve goals.
- Males will be receiving an education while females are learning domestic skills, including cleaning, cooking and looking after children.



# FEMINIZATION OF POVERTY

## ☐ Climate change

- Approximately 70 percent of the world's poor are women; rural women in developing countries are among the most disadvantaged groups on the planet.
- They are therefore unlikely to have the necessary resources to cope with the changes brought by climate change, and very likely to suffer a worsening of their everyday conditions.
- Poor women are more likely to be hurt or killed by natural disasters and extreme weather events than men.

# FEMINIZATION OF POVERTY

## □ **Femonomics or gender of money**

- In addition to earning less, women may encounter "Femonomics", or gender of money. This term reflects many of the inequities women face that increase their likelihood of suffering from financial difficulties.
- The death of a spouse is an important determinant of female old-age poverty, as it leaves women in charge of the finances.
- However, women are more likely to be financially illiterate and thus have a harder time knowing how to manage their money

# UNIT 5

GENDER IN BIOLOGICAL AND SOCIO-ECONOMIC REALSM

# GENDER IN BIOLOGICAL REALM

- Sex is a biological categorization based primarily on reproductive potential, whereas gender is the social elaboration of biological sex.
- Imagine a small boy proudly following his father. As he swaggers and sticks out his chest, he is doing everything he can to be like his father – to be a man. Chances are his father is not swaggering, but the boy is creating a persona that embodies what he is admiring in his adult male role model.

# GENDER IN BIOLOGICAL REALM

- The same is true of a small girl as she puts on her mother's high-heeled shoes, smears makeup on her face and minces around the room.
- Chances are that when these children are grown they will not swagger and mince respectively, but their childhood performances contain elements that may well surface in their adult male and female behaviors.
- It is commonly argued that biological differences between males and females determine gender by causing enduring differences in capabilities and dispositions.

# GENDER IN BIOLOGICAL REALM

- Higher levels of testosterone, for example, are said to lead men to be more aggressive than women; and left-brain dominance is said to lead men to be more rational while their relative lack of brain lateralization should lead women to be more emotional.

# GENDER IN SOCIO-ECONOMIC REALM

- It seems obvious that gender and economic activity are interrelated; in every society human beings appear to associate some activities with women and others with men.
- Economic activity can of course encompass all of that work that supplies people with food and shelter, that is, the work that meets their basic needs.

# GENDER IN SOCIO-ECONOMIC REALM

- It also includes the activities of exchange and trade, and of consumption.
- Gender is embedded so thoroughly in our institutions, our actions, our beliefs, and our desires, that it appears to us to be completely natural.



# GENDER ROLES

- Gender roles are the behaviors men and women exhibit in the private and public realm.
- They are the sociocultural expectations that apply to individuals on the basis of their assignment to a sex category (male or female).
- Gender roles are based on the different expectations that individuals, groups, and societies have of individuals based on their sex and based on each society's values and beliefs about gender.

# GENDER ROLES

- Ann Oakley (1972) was one of the first social scientists to distinguish the concept of gender from the concept of sex.
- According to Oakley, gender parallels the biological division of sex into male and female, but it involves the division and social valuation of masculinity and femininity.
- In other words, gender is a concept that humans create socially, through their interactions with one another and their environments, yet it relies heavily upon biological differences between males and females.

# GENDER ROLES

- The social construction of gender is demonstrated by the fact that individuals, groups, and societies ascribe particular traits, statuses, or values to individuals purely because of their sex, yet these ascriptions differ across societies and cultures, and over time within the same society.

# PERSPECTIVES GENDER ROLES

## □ **Traditional perspective**

- The traditional view of the feminine gender role prescribes that women should behave in ways that are nurturing.
- One way that a woman might engage in the traditional feminine gender role would be to nurture her family by working full-time within the home rather than taking employment outside of the home.
- Men, on the other hand, are presumed by traditional views of gender roles to be leaders.
- It suggests that men should be the heads of their households by providing financially for the family and making important family decisions.

# PERSPECTIVES GENDER ROLES

## □ Ecological perspective

- An ecological perspective on gender roles suggests that gender roles are created by the interactions between individuals, communities, and their environments.
- That is, while individual people play a role in constructing gender roles, so too do the physical and social environments within which people operate.

# PERSPECTIVES GENDER ROLES

## □ **Biological perspective**

- A biological perspective on gender roles suggests that women have a natural affinity toward the feminine gender role and that men have a natural affinity toward the masculine gender role.
- The biological perspective does not, however, suggest that one role holds any inherently greater value than another role.

# PERSPECTIVES GENDER ROLES

## □ **Sociological perspective**

- A sociological perspective toward gender roles suggests that masculine and feminine roles are learned and that masculine and feminine gender roles are not necessarily connected to males' and females' biological traits.
- Sociologists study the different meanings and values that masculine and feminine gender roles hold in society.

# PERSPECTIVES GENDER ROLES

## □ **Feminist perspective**

- Feminist perspective on gender roles assert that because gender roles are learned, they can also be unlearned, and that new and different roles can be created.
- The feminist perspective points out that gender roles are not simply ideas about appropriate behavior for males and females but are also linked to the different levels of power that males and females hold in society.
- For example, maintaining economic control over themselves and their families is one way that men experience greater power in society than women.



# POLITICS AND GENDER

- Politics as a real-world phenomenon and political science as an academic discipline are gendered.
- Across the globe, gender determines who goes hungry and who gets adequate nutrition and water, who can vote, run for office, marry, or have rights to children, who commands authority and respect and who is denigrated and dismissed, and who is most vulnerable to violence and abuse in their own homes and intimate relationships.
- Women's engagement in politics – as voters, representatives, fundraisers and community mobilisers – is shaped by gender norms in various ways.
- Women's ability to engage politically both within and beyond the voting booth – particularly as community organizers and elected officials – is often shaped by norms that drive wider social structures.

# RELIGION AND GENDER

- Gender is central to most religious orders. In turn, religions have a significant impact on gendered relations.
- Some religious orders emphasize cooperation and respect for women over hierarchy.
- Others may prioritize male leadership but indirectly provide women with types of ethical identities and spiritual positions that create spaces for women to practice their own agency and forms of power.

# FAMILY AND GENDER

- Gender roles are influenced by the media, family, environment, and society.
- A child's understanding of gender roles impacts how they socialize with their peers and form relationships.
- In addition to biological maturation, children develop within a set of gender-specific social and behavioral norms embedded in family structure.
- The gender roles encountered in childhood play a large part in shaping an individual's self-concept and influence the way an individual forms relationships later on in life.
- Parents are the first source of exposure of societal stereotypes that kids receive, starting from colour of their room to toys they play with, what to do and what not to do.

# ECONOMICS AND GENDER

- It seems obvious that gender and economic activity are interrelated; in every society human beings appear to associate some activities with women and others with men.
- Economic activity encompasses all of that work that supplies people with food and shelter, that is, the work that meets their basic needs. It also includes the activities of exchange and trade, and consumption.
- Gender differences in economic outcomes such as labor force participation and wages have received growing attention from economists in the last several decades – a positive and much needed development in economic thinking.
- Indeed on average, men are paid more than women for the same work.

# UNIT 6

GENDER AND DEVELOPMENT ISSUES

# MODELS OF WOMEN'S DEVELOPMENT

## □ **Women in Development (WID)**

- The term "women in development" came into use in the early 1970s, after the publication of Ester Boserup's *Women's Role in Economic Development* (1970).
- It became clear that women were being left out of development. They were not benefiting significantly from it and in some instances their existing status and position in society was actually being made worse by development
- The WID approach saw the problem as the exclusion of women from development programmes and approaches.

# MODELS OF WOMEN'S DEVELOPMENT

- The solution was seen as integrating women into such programmes. WID saw women as a group being treated as lacking opportunity to participate in development.
- The main task, was to improve women's access to resources and their participation in development.
- The WID approach argued for the integration of women into development programmes and planning. This, it was argued, was the best way to improve women's position in society.

# MODELS OF WOMEN'S DEVELOPMENT

## □ **Women and Development (WAD)**

- The Women and Development (WAD) approach arose in the latter part of the 1970s.
- The main argument of WAD was that women had always been part of the development processes.
- WAD asserts that women have always been important economic actors. The work they do both inside and outside the household is critical to the maintenance of society.



# MODELS OF WOMEN'S DEVELOPMENT

- However, this integration has only served to sustain global inequalities.
- The main focus of WAD is on the interaction between women and development processes rather than purely on strategies to integrate women into development.
- WAD therefore argued that the integration of women into development was to their disadvantage and only made their inequality worse.

# MODELS OF WOMEN'S DEVELOPMENT

## □ **Gender and Development (GAD).**

- In the 1980s reflections on the development experiences of women gave rise to Gender and Development (GAD). It sought to bring together both the lessons learned from, and the limitations of, the WID and WAD approaches.
- GAD looks at the impact of development on both women and men. It seeks to ensure that both women and men participate in and benefit equally from development and so emphasises equality of benefit and control.
- It recognises that women may be involved in development, but not necessarily benefit from it.

# MODELS OF WOMEN'S DEVELOPMENT

- GAD is not concerned with women exclusively, but with the way in which gender relations allot specific roles, responsibilities and expectations between men and women, often to the detriment of women.
- Development, therefore, is about deep and important changes to relations dealing with gender inequality within society. This approach also pays particular attention to the oppression of women in the family or the 'private sphere' of women's lives.
- GAD focuses on the social or gender relations (i.e. the division of labour) between men and women in society and seeks to address issues of access and control over resources and power.

# APPROACHES TO WOMEN DEVELOPMENT

## ❑ **Welfare Approach**

- Until the early 1970, it was also assumed that broad economic strategies oriented towards modernisation and growth would trickle down to the poor and that poor women would benefit as the general economic situation improved.
- But the assumptions that women's position would improve together with general improvements in the economy, or with the economic positions of their husbands, began to be challenged as it became clear that women were in fact losing out.

# APPROACHES TO WOMEN DEVELOPMENT

- Women, as a result, were being increasingly associated with backwardness and while men were increasingly progressive.
- Men were assisted in this with economic development projects, such as the introduction of cash crops, and new agricultural technologies that excluded women.
- The welfare approach seeks to address the backwardness of women through the implementation of strategies to improve upon the condition of women.

# APPROACHES TO WOMEN DEVELOPMENT

## □ **Equity approach**

- The main aim of the equity approach was to eliminate discrimination.
- It emphasized the revaluing of women's contribution and share of benefits from development.
- The equity approach also dealt with both the productive and reproductive roles as a responsibility of government.

# APPROACHES TO WOMEN DEVELOPMENT

- The emphasis on revaluing women's contribution and share of benefits meant that the approach dealt with issues of policy and legal measures as a means of bringing about equity.
- The equity approach, in contrast to the welfare approach, saw women as active participants organising to bring about necessary changes.

# APPROACHES TO WOMEN DEVELOPMENT

## □ **Anti-poverty approach**

- This approach focuses on both the productive and reproductive role of women with an emphasis on satisfaction of basic needs and the productivity of women.
- A key operational strategy required access to income generation and waged employment.
- The tendency with this approach was to reinforce the basic needs and ignore the strategic needs of women.



# APPROACHES TO WOMEN DEVELOPMENT

## □ **Efficiency approach**

- The efficiency approach targets women as workers and is a product of the 1980s' economic reforms known as the Structural Adjustment Programmes of the International Monetary fund and the World Bank.
- Its aim is to increased production and economic growth with an emphasis on full use of human resources.
- Education and training are therefore key strategies.

# APPROACHES TO WOMEN DEVELOPMENT

- Advocates of this approach argue that gender analysis makes good economic sense.
- This is because understanding men's and women's roles and responsibilities as part of the planning of development activities helps improve effectiveness and ensures that women, as well as men, can play their part in national development.