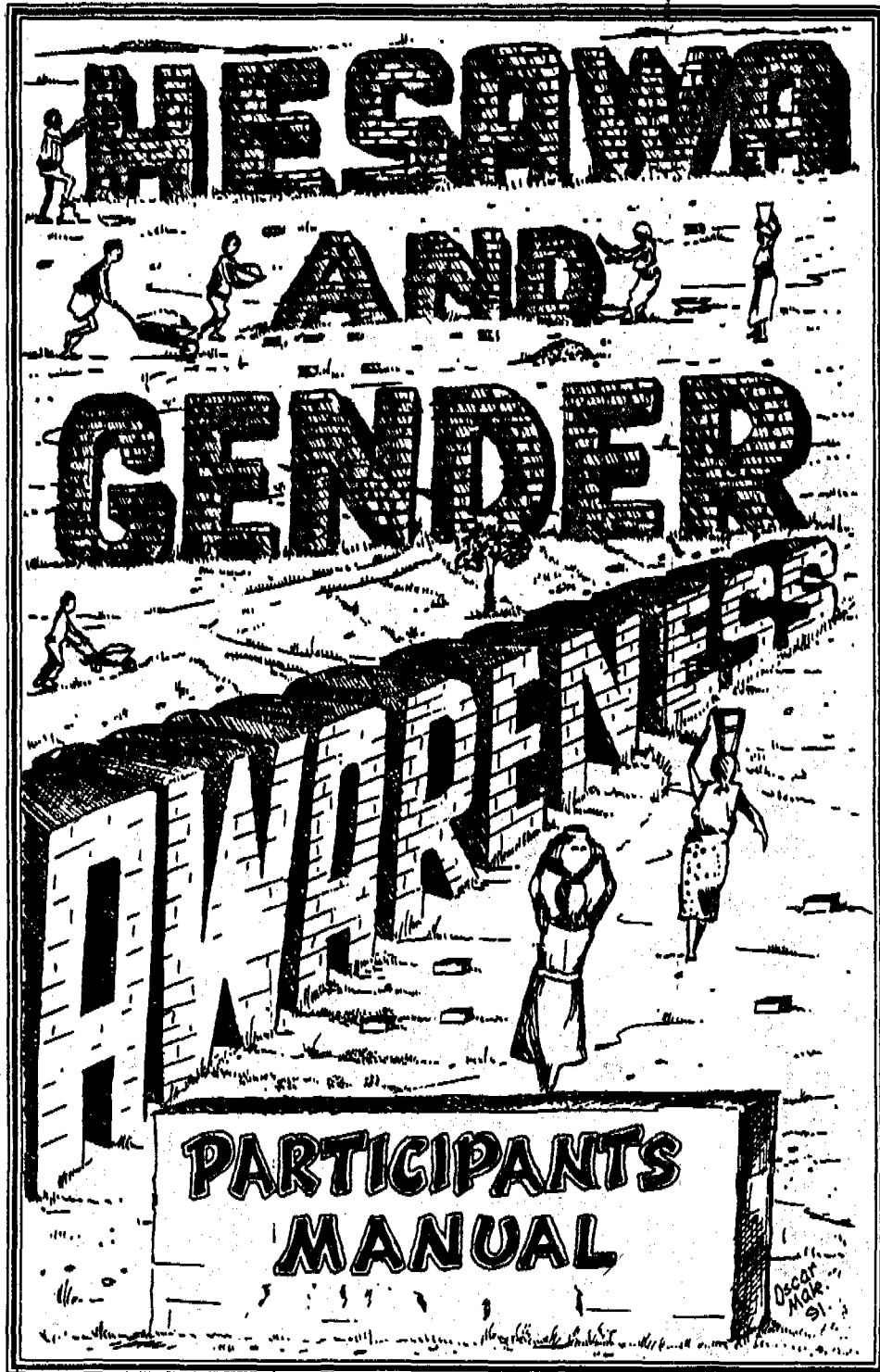


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# HESAWA AND GENDER AWARENESS

## Participants' Manual

A HESAWA Production © 1991

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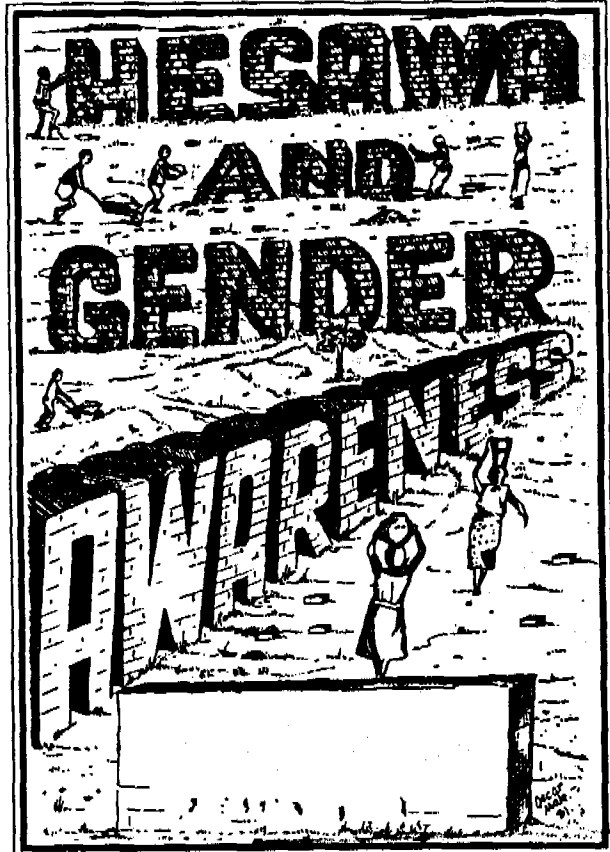
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**THE HESAWA PROGRAMME****1.1 Introduction**

The consciousness on the gender issue is embodied in the very basic principles and policies of the HESAWA programme. Specifically, the programme emphasizes on the improvement of the welfare of women and children. However, in order to understand the question of gender awareness in the HESAWA context this unit will look into the programme's underlying objectives and operations.

By the end of this unit you will be able to:

- (i) explain the concept of HESAWA,
- (ii) understand and explain the programme perspective on gender issues through its concept.

**1.2 Definition/Concept**

HESAWA stands for Health through improved Sanitation and clean, safe and abundant Water. It is an integrated rural development co-operation programme. It started in 1985 in the Lake Zone regions of Mwanza, Kagera and Mara. The programme is run by the government of Tanzania supported by the government of Sweden, through the Swedish International Development Authority (SIDA). HESAWA is executed through intensive community participation that goes for all stages of the project cycle: decision making, planning, implementation, monitoring and evaluation. Among these who benefit from the programme, particular emphasis is given to women and children.

**1.3 Organization and Administration**

The programme is managed through the Tanzania Government system and structure. The villagers are involved in the whole project cycle from the very beginning. They have also to contribute cash, labor and other local resources and they are involved in operation and maintenance. All this is mainly organized through the HESAWA committee under the village government.

The formal responsibility for implementing the programme is under the executing agencies (i.e Maji, Afya and Maendeleo Department) at the district level. The regional executing agencies play an advisory and monitoring roles. The Ministry of Community Development, Women Affairs and Children is represented by the HESAWA Zonal Office in Mwanza, which Co-ordinates the programme activities.

## 1.4 HESAWA and gender awareness

The programme is trying to look for strategies in order to formulate policies on how best all the beneficiaries (i.e. men and women) could be involved fully in order to achieve maximum success. From the start, HESAWA had realized the importance of women as the main target group in the programme. A number of strategies were formulated and undertaken for their involvement. To date, HESAWA has realized that women involvement cannot be achieved without touching upon gender issues. Now let us look on how practically this takes place in the programme.

### (i) Equal participation

From decision making and planning of activities eg. allocation of wells, choice of personnel for training, labor and material contribution during construction.

### (ii) Human Resources Development

For sustainability needs, the human resources development form a cornerstone of all activities in the programme.

It is therefore that, all training opportunities available are geared towards improvement of skills and expanding capacities with the major emphasis at the village level. In so doing, the mentioned training opportunities are carried out indiscriminatory. For example:

- \* Village Health Workers comprise of 50-50 men and women.
- \* Village HESAWA Committees have 50-50 representation of men and women.
- \* Pump attendants and shallow well care takers have a 50-50 representation of men and women.
- \* Study Group Programme consist of 50-50 men and women.
- \* Opportunities for village fundis are open to both men and women.

### (iii) Special support

HESAWA, just like any other programme realizes the disadvantages that women, as a vital resource face. Thus, so as to bring women on the same level as men, the programme gives special priority to the latter. This is done by giving assistance linked to the objectives of relieving women from time consuming chores in order to enable them participate equally in other activities.

#### Activity

1. Discuss on how HESAWA activities are being implemented in your area?
2. Who are the main actors in these activities?

## LESSON II

### GENDER AS AN ISSUE IN DEVELOPMENT.

#### 2.1 Introduction

In the previous unit we briefly analyzed the concept of the HESAWA programme. We have also seen the extent to which the programme is aware of gender issues. In this unit we will examine the concept of gender by looking at the present situation in Tanzania. We will also discuss in this unit the significance of gender to development.

By the end of this unit, you will be able to:

- (i) distinguish between gender and sex,
- (ii) explain the gender concept in our present environment,
- (iii) mention the factors that contribute to gender imbalances,
- (iv) explain the significance of gender to socio-economic development.

#### 2.2 What is gender?

The word gender is used to describe the socio-cultural aspects of sex. It is a dynamic concept in which males and females are differentiated and ordered in a society.

It differs from one culture to another and even within one culture depending on class or other social divisions within the same culture.

As a consequence each member of the society behaves in conformity with the culturally determined expectations.

##### 2.2.1 Gender roles

When we talk of gender roles we mean the socially and culturally determined roles men and women have in a society. These are in terms of rights, duties, obligations, and prerogatives assigned to men and women, and are changeable. As a gender role in many African societies for instance, women are supposed to deal with domestic duties such as child care, cookery etc... while men are involved in hunting, defence and so on.

##### 2.2.2 Sexual Roles

This refers to the static roles of male and female which are biologically or physically determined. A man or woman cannot be sexually changed. Some women give birth whereas men cannot.

Thus the discussion of gender issues is not the same as that on women's issues which normally deals only with women. In other words gender refers to both men and women roles in a community.

## **2.3 Present situation**

Having defined and differentiated the terms, gender and sex, we can look at the following two factors that serve as indices for analyzing the present situation.

### **2.3.1 Division of labor**

Division of labor means the allocation of responsibilities within a community. Due to the socio-cultural attitudes, societies have created beliefs as to what a man or woman is supposed to do. As a result, the division of labor between men and woman is still sharp. A woman, for instance, is supposed to wake up earlier than a man to do kitchen work, cleanliness, to care for children, etc; before undertaking other productive assignments.

This demonstrates an imbalance of roles between two genders, and women usually carry double loads of both domestic and other economically productive engagements.

### **2.3.2 Access to and control over resources**

Whereas "access to" means the ability of one to get to an opportunity or resource, control is the power to command over the utilization of the same. Due to the imbalances of gender order, men have got a higher degree of access and control of family resources. Family income, for instance is controlled by the man despite the fact that the effort to get it is a contribution from both man and woman.

The rights of inheritance too have been in favor of men. Men have, for example, the legal right to inherit the property that belonged to the deceased. A woman in some communities has no legal right to inherit the property of a deceased husband.

Generally, this culturally determined gender imbalance has made the significant economic role of women in development valueless in the eyes of a man. Why this imbalance? This question can be answered by looking at various social constraints.

## **2.4 Constraints**

The following are some of the factors that contribute to the gender imbalances forementioned.

### **2.4.1 Socio-cultural barriers**

Men and women traditionally are initiated into their roles and responsibilities from childhood. Women for instance are inculcated to undertake a variety of unique activities from men to prove their womanhood. These norms and values have to be adhered to by every member in a particular culture. This cultural inculcation goes to the extent of instilling fear and lack of confidence to women on one hand, pride and overconfidence to men on the other. As a result, this subservient attitude of women to men has brought oppression of the former by the latter.

#### 2.4.2 Sexual Differences

The biologically determined sexual roles of women also contribute to limited access to various opportunities apart from the sociological reasons. There are opportunities that segregate women because of their sexual role. Pregnancy for instance, can disqualify women from a full time engagement because of the called for rest, "unproductive" hours of breast feeding, etc.

#### 2.4.3 Limited access to information

Chances for women to be inside the information network are limited. Men on grounds of their gender roles and responsibilities already mentioned have a wider access to information.

#### 2.4.4 Training and education, legal and credit facilities

The predetermined cultural gender imbalance has skewed the educational, legal and credit system in favor of men as it is discussed in unit three.

### **2.5 Gender Significance**

Man strives for socio-economic development day in day out. Meaningful development cannot come about without gender involvement. Gender involvement is only possible when gender significance is known. The significance of gender awareness in social development is demonstrated under the following:

- i) Gender awareness gives an insight toward the identification of the different gender roles and their impact to social development. This role identification enables gender planning.
- ii) Apart from the roles being separated, the gender concept helps to optimally combine these roles toward labor force maximization which is important to social development.
- iii) Gender awareness can eliminate intrigues in the man to woman relationship to bring about social equality and justice which is a



cornerstone to social development.

- iv) The gender concept identifies the inevitable interdependent relationship between gender roles which is decisive to social development. A man for instance cannot solely improve his family income without the support from his family members.

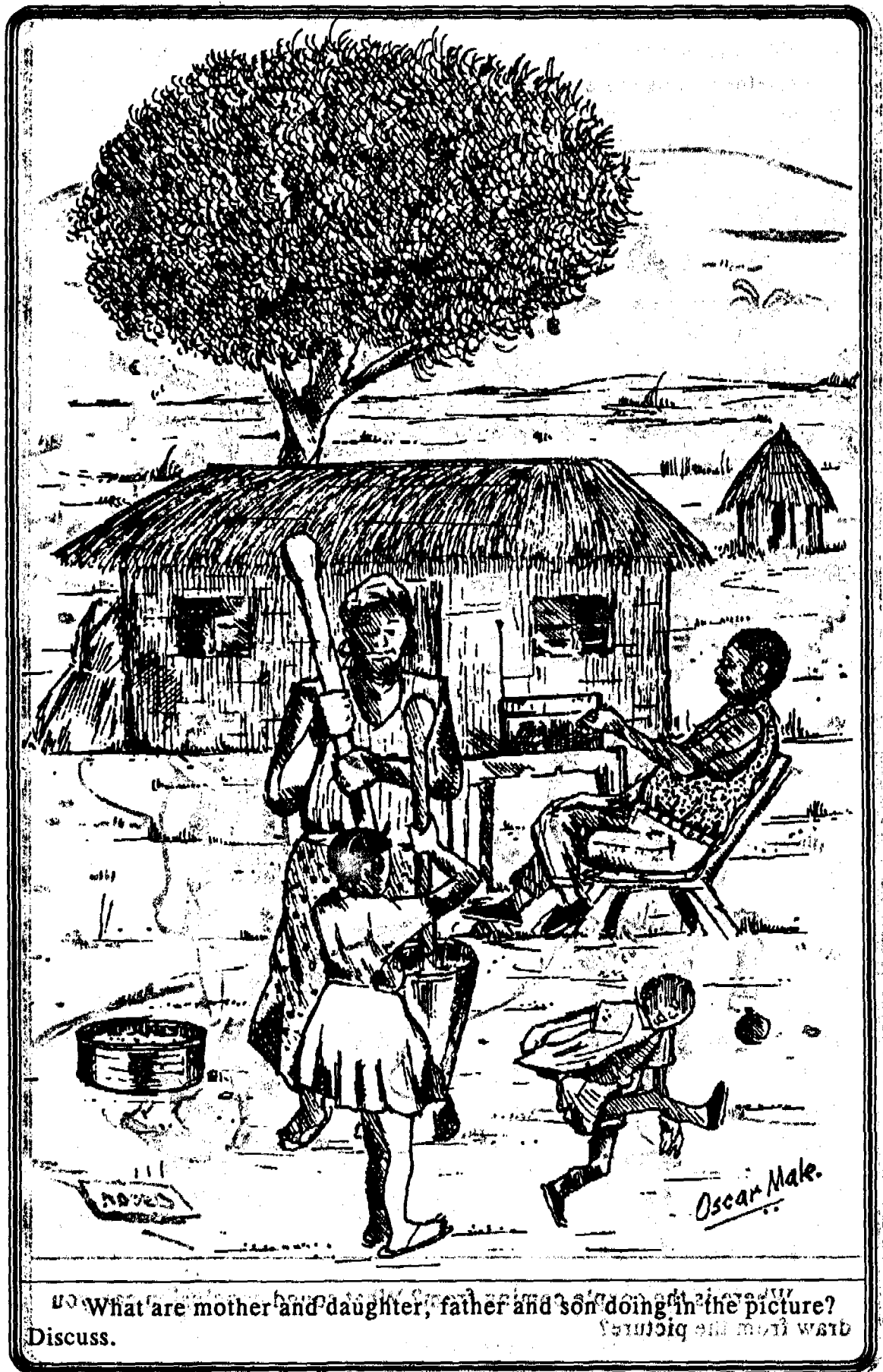
### Activity

1. Discuss the possible media through which a woman gets information?
2. Do men and women in your area have equal access to educational opportunities?
3. Make a resource analysis of who owns what, considering the resources to be distributed to you by your facilitator.



Where is the couple coming from? What sound conclusion can you draw from the picture?

oscar.



10 What are mother and daughter, father and son doing in the picture?  
Discuss.

## LESSON III: WOMEN INVOLVEMENT IN DEVELOPMENT

### WHY EMPHASIS ON WOMEN INVOLVEMENT?

#### 3.1 Introduction

We have already seen that gender imbalances are not merely "women issues". They are critical development issues that have demonstrated an impact on the development efforts. The gender approach to development is based on the knowledge that, as much as development affects both men and women, full participation of both is imperative.

Full and effective participation will not occur, if the situation of women especially in the rural areas remain oppressed in different ways. Women are a vital human resource, that is why more emphasis should be put on it in gender issues.

In this unit participants will be able to:

- (i) Clarify the difference between women involvement and gender issues.
- (ii) Understand and explain women's roles in the society and explain why special emphasis should be given to them in development activities.

#### 3.2 Women involvement

Mwalimu Nyerere stated correctly that women are part and parcel of any society, and if one wants a country to develop quickly, one would have to fully involve women who are the major producers and a work force to be reckoned with. In the 1960's and early 1970's a number of research reports and documents from international organizations showed that women were in a disadvantaged position in many communities throughout the world. Some reports even suggested that lack of involvement of women was contributing to the economic problems in some countries.

This together with a growing pressure from women's groups and activists made the United Nations declare 1975 as an International Women's Year and subsequently continue with the women's decade up to 1985. This was seen as a strategy for improving women's position and enhancing their participation and involvement in development.

This view often led to a misconception that women were non-participants in development. For instance a number of different women projects were created in isolation from the normal community development process. In some cases government and other organizations claimed that as soon as they had a woman in a certain committee or forum, they have secured women's involvement. But women's involvement means a lot more than that.

### 3.2.1 Women involvement defined

Women involvement refers to their formal and active participation in all aspects of development activities, i.e. from the stage of decision making, planning and consequently to the actual stage of implementation.

The first stage is the presence of women in the concerned forum and the second stage is their active contribution, whether in ideas or leadership.

To-date, however, women still have to attain a higher level of the first stage. They have to attain a healthy representation in most forums. That is why today we talk more of gender involvement and even within this gender concept we still emphasize on women.

The existing situation of poor and disadvantaged women provides a unique and powerful point from which we can examine the effects of development programmes and strategies. If the goals of development include improved living standards, access to employment and reduction in societal inequality, then it is imperative to start with women.

Why is that so?

i) In most Eastern and Southern Africa countries the majority of the rural population are women.

Estimated rural population range from 58% in Mauritius to 90% in Uganda. In Tanzania, women constitute 51% of the total national population, while about 60% of the rural population are women.

ii) Women perform the primary roles of reproduction, child rearing and home management like cooking, fetching water, collecting firewood, pounding grains etc. These roles take about 75% of women's working day.

In addition to their various domestic responsibilities, women play a major role in the national economy, particularly in agricultural production, animal husbandry, trade and handicrafts. Although cash crop is usually a male domain, women are expected to assist in the production of it as well. In the majority of the countries, women constitute the bulk of the agricultural labor force. For, instance, in Tanzania women constitute 54% of the agricultural labor force.

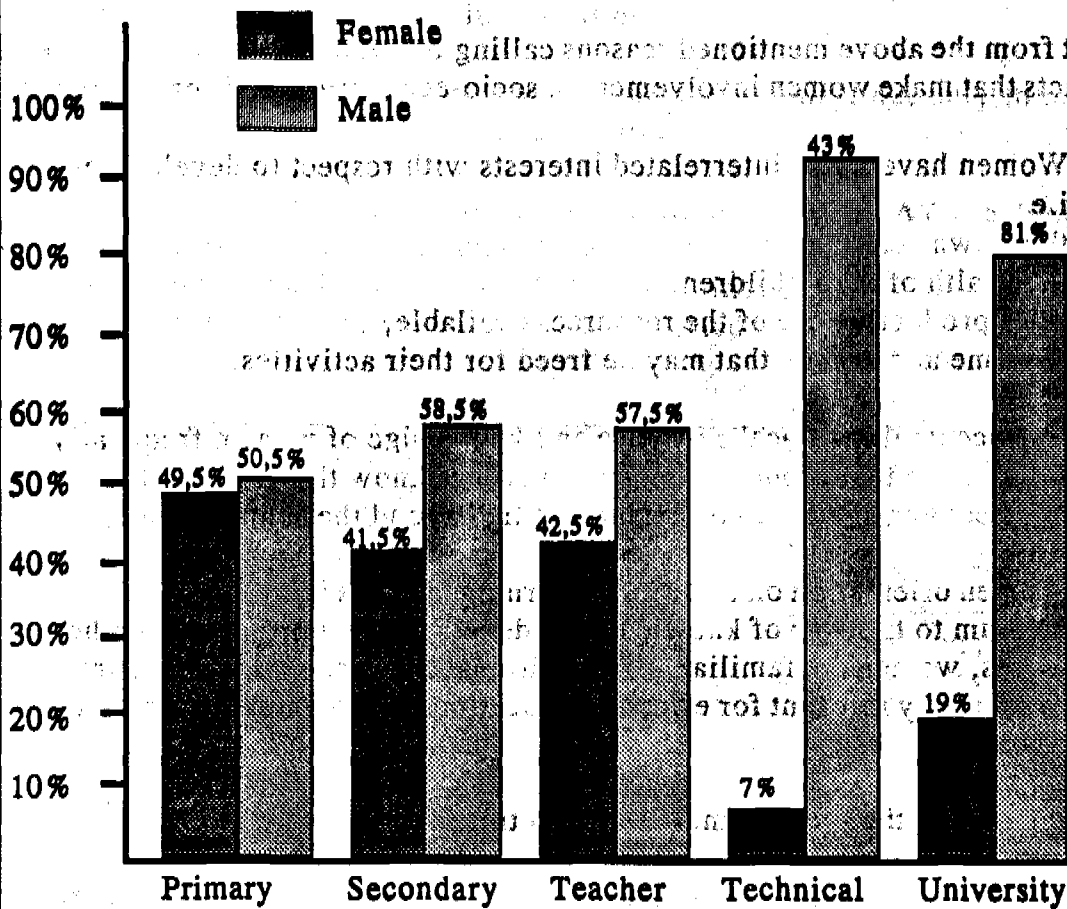
As mothers, women are also the primary socializers and health attendants within the family and community. Yet they have limited access to health related knowledge and services.

Thus, if we are to understand the impact of development strategies on these same needs, then the view point of women as the principal producers and workers is an obvious starting point.

iii) The impact of development on technology, income and working conditions in these production sectors is of interest not only to the women who work on them, but also to men.

## EDUCATIONAL DATA CHART (1990)

EDUCATION	FEMALE	MALE
Primary I - VII	1,673,765	1,705,235
Secondary, Form I - VI	60,311	84,931
Teacher	7,189	9,661
Technical, Dar+Arusha	127	1,778
University, first year	223	980



(Source: Ministry of Education and Culture, 1990)

A simple example is when in Tanzania we campaign to increase cotton for foreign exchange- then we have to think of work involved and technologies used to produce - a small hoe which is a woman labor tool bondage.

- iv) Education and training are among the major factors that are expected to promote national development and bring about position changes in people's lives. The education of women and girls is one of the most sensible investments a country can make to further its development. Studies have shown that the better women are educated, the smaller is the risk that their children will die in infancy. Also, the children of educated mothers do better at school, especially when the fathers are also educated. Chances of the daughters completing their schooling are also greater. Such families are likely to practice family planning and consequently have fewer children. Increased production rates are also related to education yet women have had limited access to both formal and informal educational opportunities (see educational chart on the previous page, 11).

Apart from the above mentioned reasons calling for women involvement, there are facts that make women involvement in socio-economic activities inevitable:

- i) Women have many interrelated interests with respect to development i.e
- \* their own health,
  - \* the health of their children,
  - \* their productive use of the resources available,
  - \* the time and energy that may be freed for their activities.
- ii) The accumulated local expertise and knowledge of women frequently differ from that of men. Women sometimes know things about the physical and social environment that lie beyond the scope of men.
- iii) Women orientation on traditional learning systems is an important medium to transfer of knowledge on developmental projects. In other words, women are familiar with traditional learning systems that are particularly relevant for effective education and communication as a whole.

Now let us look the programmes' stand on this issue.

### 3.3 HESAWA'S position on women involvement

The HESAWA programme encountered problems in involving women at the beginning. This happened because, there were no clear guidelines on how and where to engage them.

Women involvement was taken to mean equal representation in meetings, committees and other forums.

In those days some women approached the programme requesting assistance of starting income generating projects such as afforestation grain milling etc. The programme offered this assistance as requested. But soon, it was evident that, it was not possible for the women groups to successfully maintain the projects profitably.

The programme found also that it was not proper to assist individual women group projects that were not related to programmes' overall objectives. This situation influenced the programme as well as SIDA, to think about new approaches to increased women involvement in its activities.

This new exposure intended to give women an opportunity, not only to make decision, but also to acquire management skills.

Since all women don't have time to participate actively in HESAWA activities due to time constraints, the programme should consider to provide assistance that will relieve them from daily chores. Milling machines, poultry, vegetable gardening and afforestation projects might be supported in this context.

#### Activity

- 1) What is your daily routine work. Discuss.



THE MTUNGI AT HOME IS ALMOST EMPTY I'VE TO FETCH SOME WATER BOTH FOR DRINKING AND WASHING

I DONT KNOW IF THE CHILDREN WILL REMEMBER TO POUND SOME RICE. WHAT ABOUT MBOGA? I WISH IT WAS FISH, NO MONEY. OH, OH, AND MY CHILD HAS BEEN CHASED FROM SCHOOL. NO UNIFORM, NO FEES

OH THE HESAWA MEETING, I THINK I WON'T ATTEND I'VE NO TIME. WHEN I GO HOME, I'VE TO PREPARE SOME UJI FOR MY INLAW WHO IS SICK AND WASH HER CLOTHES

I DONT KNOW IF THE KUNI ARE ENOUGH AT HOME I'LL HAVE TO FETCH SOME MORE, LET ME FINISH THIS



Mama Nyangeta

WE NEED MORE KNOWLEDGE AND TRAINING

BUT I HAVE ALSO TO THINK ABOUT MY HOME, IT IS ALMOST FALLING IN PIECES. THIS TECHNOLOGIES THEY ARE TALKING ABOUT BUT THEY ARE NOT BRINGING THEM TO VILLAGES. TOO MUCH TALK TALK.

MY POOR WIFE IS EXPECTING, I DONT KNOW TONIGHT. I WISH THE CLINIC AND THE MILLING MACHINES WERE CLOSEBY, AND THESE POLITICIANS WITH THEIR MEETING ON MULTI PARTY... I WONT ATTEND THEY DONT KNOW THIS YEAR I INTEND TO EXPAND MY SHAMBA, AND PRODUCE MORE TO ENABLE ME TO MARRY ANOTHER WIFE, AND PURCHASE BICYCLE.

THIS WORK, MY GOD!! I DONT KNOW WHERE ILL GET THE MONEY, IVE TO GET SOME FROM MAMA NYANGETA, SHE HAD SOLD HER SWEET POTATOES YESTERDAY, I NEED A CALABASH OF KANGARA.



Baba Nyangeta



What conclusions can you draw from this drawing? Discuss.

## **LESSON IV**

### **BREAKING THROUGH GENDER IMBALANCES: SOME ALTERNATIVES.**

#### **4.1 Introduction**

In the previous units we have dealt with gender issues in general and with particular emphasis to HESAWA programme. We have for instance seen the gender aspects in development and how the HESAWA programme has addressed itself to the gender issues in the implementation process.

Similarly, we have discussed how women, as an important human resource, have to actively and fully participate in overall development process beginning from planning, decision-making, implementation and evaluation.

However, some of the problems arising from gender imbalances emanate from socio-cultural attitudes, educational obstacles, infrastructural barriers and socio-economic problems.

By the end of this unit, participants will be able to explain alternative solutions to problems arising from gender imbalances.

#### **SOME ALTERNATIVE SOLUTIONS.**

The following are possible solutions to the gender constraints and problems discussed in the previous units.

#### **4.2 Community exposure to educational merits**

The following are important to development as far as any community is concerned:

- \* Children are a potential resource for the future national development, and therefore parents should know the importance of sending children to school as a source of acquiring knowledge and skills regardless of their sexual differences.
- \* Schools being socialization institutions should train on gender roles and responsibilities- where pupils should be involved in equal-shared opportunities of learning and doing. That means, there should not be segregation of sex in doing any activity. eg. carpentry, home-economics, pottery and ceramics, masonry, etc.
- \* Men should believe that they can do domestic cooking just like women as we witness in big hotels where three quarters of the cooks are men. Women can also do much technical jobs provided they are trained properly like men.
- \* There is a gap in education which the adult education programme is trying to fill. Under this programme therefore, there should be functional learning to

top up the already acquired knowledge and skills. Development programmes like HESAWA should emphasize on training all adults in different activities like well-construction, latrinization, sanitation, improved traditional water sources, gravity schemes, etc.

#### 4.3 Creating awareness to the communities on gender issues

Disadvantaged or neglected gender groups should be supported to better understand the nature of the constraints which hinder their disengagement from poverty and discrimination. In so doing, they may learn how to put effective efforts in demand of their rights.

This can be achieved through conducting meetings, seminars, study tours, film shows, video shows etc. The community has also to understand that its members, regardless of their sex, are owners of the programme and they are responsible for its operation and maintenance. As such, for instance, HESAWA committee should be an active agent on gender mobilization and awareness for sustainability of the projects introduced.

#### 4.4 Access to information

As we indicated, women have a limited access to information. This therefore limits their participation in issues discussed say at national level.

By and large, women are not informed of what is going on. Decisions made on their favor, for instance, may be ignored due to lack of information.

The suggested solution to this barrier is education. Women should be exposed to educational opportunities such as formal and informal meetings, seminars, etc., that will enable them easily assimilate and interpret information under the time and distance constraints.

In so doing religious beliefs which tie up women closure to information shall be discarded.

#### 4.5 Appropriate technology

In order to disengage from the imbalances already pinpointed every community needs new technologies which are appropriate. In this context, appropriate technology refers to that kind of technology which can reduce the workloads of both men and women in a community. The aim is to give enough time to community members participate in other national development programmes as well as HESAWA activities. Obviously, such technology must be acceptable, affordable, replicable and sustainable. However, preparations should be done so as to suit the technological demand of the communities. An example is where people need fuel-saving facilities, the programme should think on how to go about such a demand.

Efforts should be directed towards application and improvement of technologies in the communities within the programme. If this is done we can have the

following advantages:

- \* efficiency in agricultural production and increased income,
- \* equal opportunities of application of labor,
- \* reduced domestic work and fuel expenses,
- \* reduced environmental degradation.

#### 4.6 Leadership and participation

Leadership is important to any programme aiming at community based participatory planning and implementation processes. This means that community members, through good leadership, should have equal access to planning and decision-making regardless of their sexual differences. It should be noted here that participatory leadership does not mean representation of certain gender in say a village committee. It reflects to qualities of good leadership. The following are some of the identified qualities of a good leader:

- \* resourceful on developmental issues,
- \* creativeness and intiativeness,
- \* able to make effective decisions,
- \* able to share concerns, information and make opinions,
- \* identify problems and find new solutions to them,
- \* unbiased with own behavior,
- \* committed and have plans as a leader of action,
- \* accept criticisms and challenges,
- \* ready to learn and adopt innovations.

These qualities are not enough in themselves to bring about authentic community participation in all aspects. There should be community awareness on total and active participation in all stages of project cycle - bearing in mind that with participation

- \* more will be accomplished,
- \* services can be provided more cheaply,
- \* a catalyst for further development is obtained,
- \* a sense of responsibility is encouraged,
- \* felt-needs are solved,
- \* things are done the right way,
- \* valuable indigenous knowledge can be used,
- \* people can use their own knowledge than dependency,
- \* people are made more conscious of the causes of poverty and what they can do about them.

#### 4.7 Women organization and women groups

In Tanzania there is a women organization, UWT. This organization is responsible to mobilize and support the smaller women groups so as to develop their individual members. In order to attain this, the following should be done:

- \* UWT should make deliberate efforts to collaborate with the financial

institutions like CRDB, NBC, THB etc, on the importance of providing loans to women's economic activities. This should be done in collaboration with the parent Ministry of Community development, Women affairs and Children.

- \* UWT outlook should focus on gender equal opportunities of doing things through constant mobilization and training of personnel.
- \* UWT should intensively utilize existing support offered by developmental agencies in both government and non-governmental organizations, for instance SIDA, DANIDA, FINNIDA, NORAD etc.

#### **4.8 Infrastructural barriers**

These barriers can be viewed in several dimensions. Among these which are related to gender include socio-cultural, access and control of properties, legal rights and exposure to credit.

The following are suggestions to alleviate the barriers above:

- \* The country laws should be amended to bring about justice to both men and women with a recognition of their rights.
- \* These credit policies should be clearly defined and flexible to allow easy provision of loans to communities.
- \* There should be equal opportunities to education to both men and women.

#### **Activity**

- a) Mention and discuss the criteria used to elect a leader in your area?
- b) Do you have some women groups in your area?
  - i) If not, do you have plans to start some in the near future?
  - ii) If yes: What are the activities performed by the groups?
    - \* What is the contribution of men toward the groups?
    - \* What external support do the groups get?
- c) Mention and discuss how discriminatory the country laws are in your area?
- d) Discuss how you are utilizing the available bank credit facilities in your area.
- e) What time saving technology do you have in your area?

MY WIFE YOU SEE  
THE PRODUCT OF TODAY'S  
EDUCATION! OUR CHILDREN  
ARE VERY CREATIVE THAN  
BEFORE!

CERTAINLY, IT HELPS OUR  
CHILDREN TO UNDERSTAND  
THEIR ROLES AND  
RESPONSIBILITIES IN THEIR  
LIFE TIME.



How do you relate this picture to your home environment?

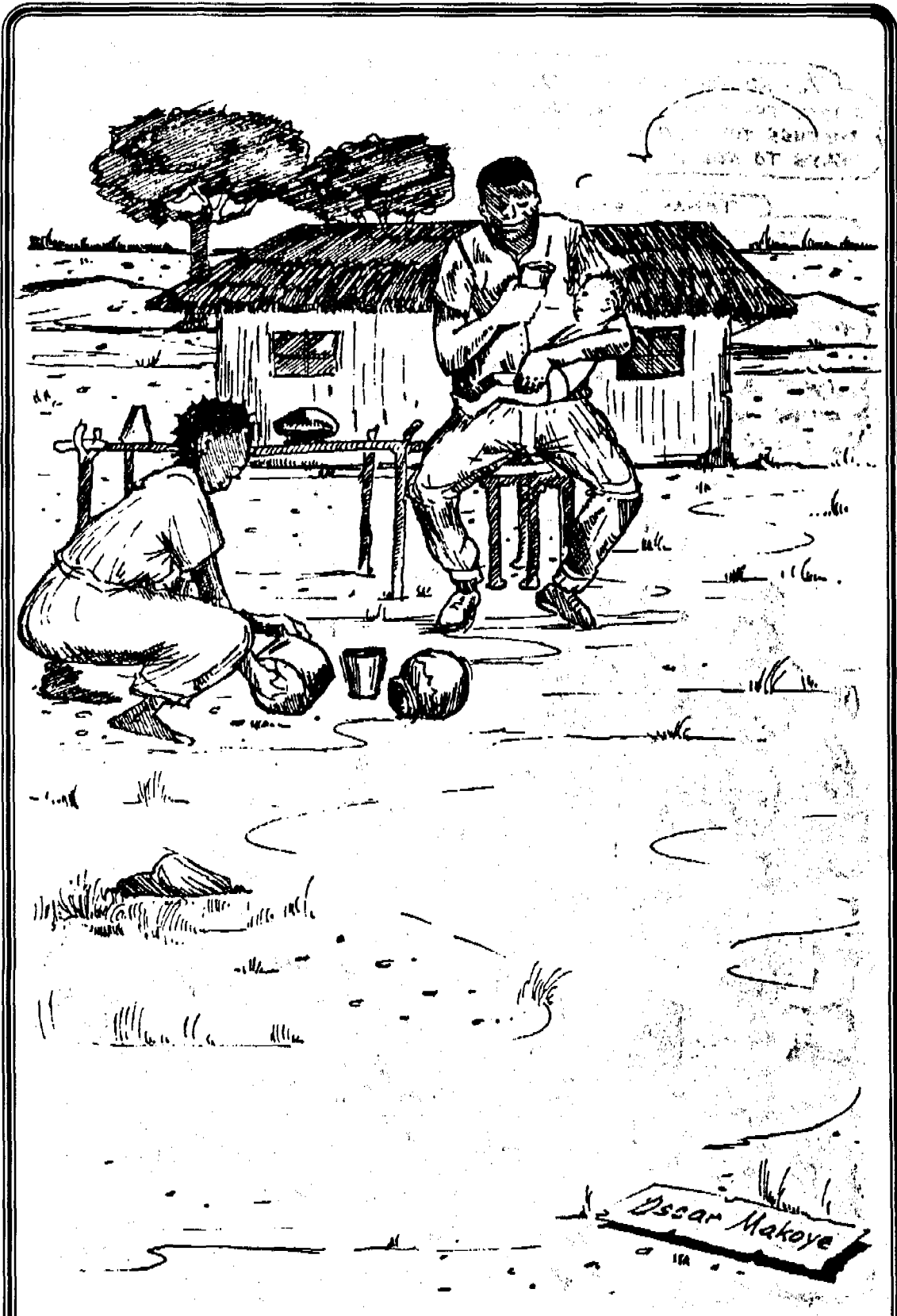


I FEEL VERY TIRED  
I AM UNABLE TO  
COOK FOOD FOR US

WHY SHOULD YOU BE TIRED  
YESTERDAY I COLLECTED  
FIRE WOOD AND NOW I'AM  
TAKING WATER HOME.  
DON'T WORRY WE CAN  
SHARE THE WORK AT HOME.



What lesson can we draw from this picture?



What are the wife and husband doing on this picture? Is this normal in your environment?

AS YOU MIGHT HAVE HEARD AND READ FROM THE NEWS MEDIA, WE ARE HERE TO DISCUSS THE WOMEN PROBLEMS AND THE POSSIBLE WAYS TO SOLVE THEM IN OUR VILLAGE.

TODAY WE WILL ADDRESS OURSELVES TO THE FOLLOWING ISSUES

• DOWERY AND ITS SOCIAL IMPLICATIONS,  
• THE INHERITANCE LAW AND WOMEN RIGHTS,  
• HEALTH SANITATION AND WATER,  
• U.N.T AND WOMEN GROUPS IN OUR VILLAGE.

LET'S GET DOWN TO BUSINESS.



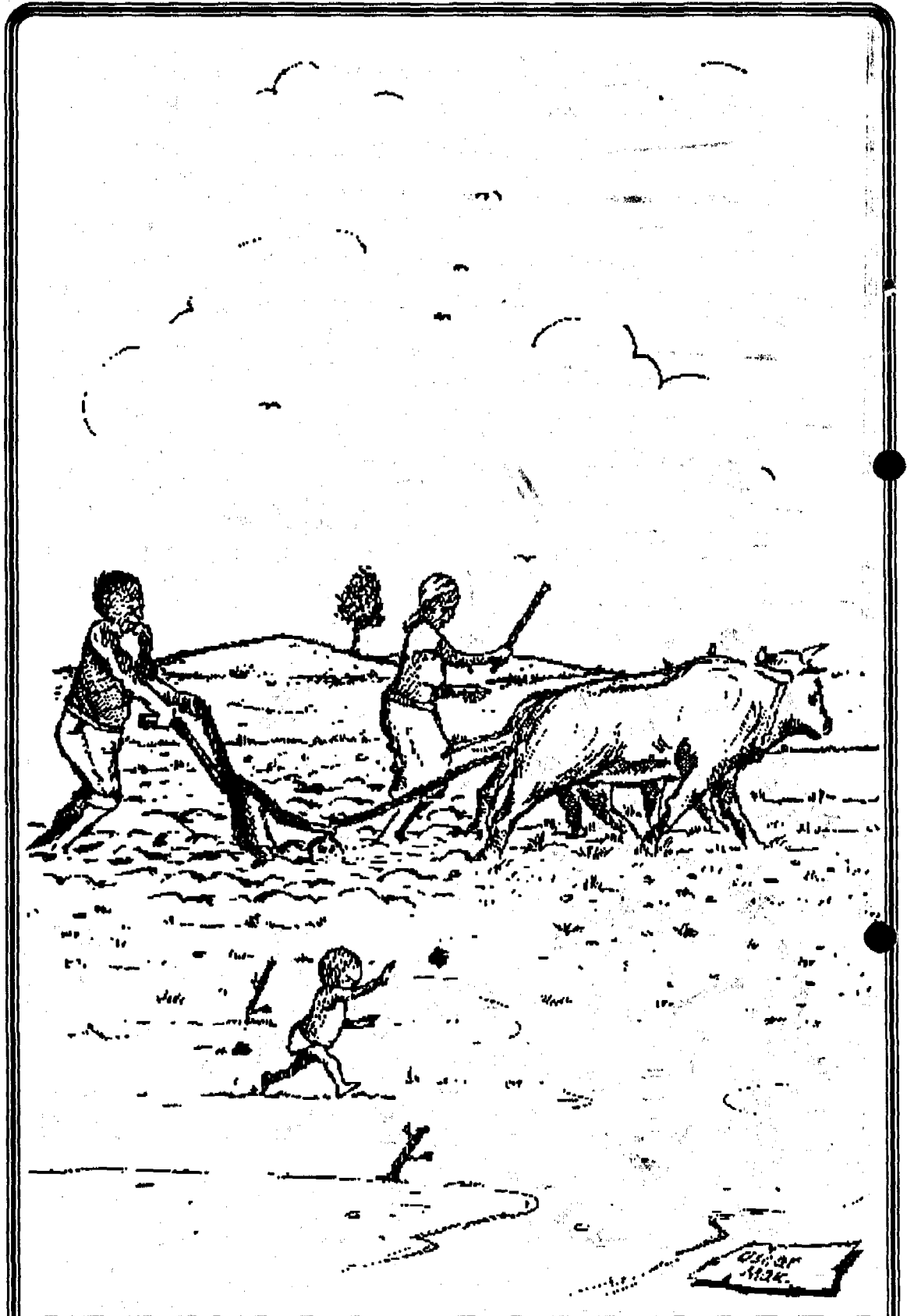
WHY ARE MY FELLOW WOMEN NOT AT THIS MEETING?

oscar makoye

What is taking place on this picture?



What are these people doing? What can you learn from this picture?



How do you relate this technology to your home environment?

AS I HAD EXPLAINED BEFORE  
OUR BANK GIVES LOANS.  
WHY DON'T YOU COME?  
YOU ARE WELCOME TO OUR  
OFFICES IN TOWN. I ASSURE  
YOU MAXIMUM HELP!

THESE BANK OFFICIALS  
COME TO WASTE OUR  
TIME YOU GO TO THEIR  
BANKS AND TELL YOU  
THIS AND THAT AND  
EVEN ASK FOR MONEY  
TO GET FORMS, THEY  
ARE CHEATING US

THESE BANK OFFICIALS  
TALK A LOT I'M JUST A  
WOMAN HOW WOULD  
I GET THE LOAN WITHOUT  
LANDRIGHTS



Do you readily get credit support for your development projects?  
Discuss.

## HANDOUT

### DEFINITION OF CONCEPTS/TOOLS USED IN GENDER PLANNING

#### GENDER AND SEX

Sex identifies the biological differences between men and women. Gender identifies the social relationship between men and women. It therefore refers not to men or women but to the relationship between them, and the way this socially constructed. Gender relations are contextually specific and ~~often change~~ in response to altering economic circumstances.

#### GENDER ROLES

Gender Planning recognises that in most societies low-income women have a triple role: women are involved in reproductive, productive and community managing activities, while men are primarily involved in productive and community politics activities.

##### Reproductive role:

Child bearing responsibilities, and domestic tasks primarily done by women, required to guarantee the maintenance and reproduction of the labour force. It includes not only biological reproduction but also the care and maintenance of the workforce (husband and working children) and the future workforce (infants and school-going children).

##### Productive role:

Work done by both women and men for pay in cash or kind. It includes both market production with an exchange value, and subsistence/home production with actual use value, but also potential exchange value. For women in agricultural production this includes work as independent farmers, peasant wives and wage workers.

##### Community managing role:

Activities undertaken primarily by women at the community level, as an extension of their reproductive role, to ensure the provision and maintenance of scarce resources of collective consumption, such as water, health care and education. This is voluntary unpaid work, undertaken in 'free' time.

## Community politics role:

Activities undertaken primarily by men at the community level organizing at the formal political level, often within the framework of national politics. This is generally paid work, either directly or indirectly, through status or power.

## GENDER NEEDS

Women and men have different needs, firstly because they have different roles in society, and secondly, because of the relations of subordinate position of women to men. It is useful to distinguish between two types of gender needs:

Practical Gender Needs (PGNs) are the needs women and men which arise out of the traditional gender division of labour in which women's subordinate position is unquestioned. PGNs are a response to immediate perceived necessity, identified within a specific context. They are practical in nature and often are concerned with inadequacies in living conditions such as water provision, health care, employment.

Strategic Gender Needs (SGNs) are the needs women and men identify because of women's subordinate position in relation to men in their society. These vary according to particular contexts, relate to the gender divisions of labour, power and control and may include such issues as legal rights, domestic violence, equal wages, women's control over their bodies. Meeting SGNs assists women to achieve greater equality, changes existing roles and therefore challenges women's subordinate position.

## POLICY APPROACHES

Policy approaches to low-income Third World women have shifted over the past decade, mirroring shifts in macro-economic development policies. Five different policy approaches can be identified each categorized in terms of the roles of women on which it focuses and the practical and strategic gender needs it meets.

### Welfare:

Earliest approach, 1950-70. Purpose to bring women into development as better mothers. Women seen as passive beneficiaries of development. Recognises the reproductive role of women and seeks to meet PGNs in that role through top-down handouts of food aid, measures against malnutrition and family planning. Non-challenging and therefore still widely popular.



### **Equity:**

Original WID approach, used within 1975-85 UN Women's Decade. Purpose to gain equity for women in the development process. Women seen as active participants in development. Recognises triple role, seeks to meet SGNs through direct state intervention giving political and economic autonomy, and reducing inequality with men. Challenges women's subordinate position, criticised as western feminism, considered threatening, not popular with governments.

### **Anti-poverty:**

Second WID approach, toned down version equity 1970's onwards. Purpose to ensure poor women increase their productivity. Women's poverty seen as problem of underdevelopment, not of subordination. Recognises productive role of women, seeks to meet PGNs to earn an income, particularly in small-scale income generating projects. Most popular with NGOs.

### **Efficiency:**

Third, and now predominant WID approach, particularly since 1980's debt crisis. Purpose to ensure development is more efficient and effective through women's economic contribution, with participation seen as associated with equity. It seeks to meet PGNs while relying on all three roles and elasticity of women's time. Women seen entirely in terms capacity to compensate for declining social services by extending their working day. Very popular.

### **Empowerment:**

Most recent approach, articulated by Third World women. Purpose to empower women through greater self-reliance. Women's subordination seen not only as the problem of men but also of colonial and neo-colonial oppression. Recognises triple role, seeks to meet SGNs indirectly through bottom-up mobilization of PGNs. Potentially challenging, although avoidance of Western feminism unpopular except with Third World women's NGOs.

Programmes/ Projects: Groups Affected	ROLES ON WHICH FOCUSED				GENDER NEEDS MET	
	R	P	CM	CP	P&N	S&N
1. all villagers - men - women	CONSTR. latrines wells ♀ manage water		♀+♂ Comm. Projects	♀+♂ meetings	Health & Sanitation	♀ decision making
2. U.H.W.	♀	♀+♂ Cash & in kind	as advisors →		Skills by training & Facilities	
3. Pumps Attendants		♀+♂ Cash & in kind	-  - →		Training & Facilities	♀ unusual work for them.

WORKING OBJECTIVES	CONSTRAINTS	ASSETS	ENTRY STRATEGY
<p>Gender Sensitize the Training Section To district level</p>	<ul style="list-style-type: none"> <li>- Lack of sensitized personell in gender.</li> <li>- Not enough knowledge and materials</li> </ul>	<ul style="list-style-type: none"> <li>- Course file</li> <li>- Training facilities</li> <li>- HRD Funds</li> <li>- SIDA flexibility &amp; sensitized in gender.</li> </ul>	<ul style="list-style-type: none"> <li>- Improve course file</li> <li>- TOT</li> <li>- special trainer</li> <li>- Curiculum development</li> </ul>