

NLH/AKRSP
HIGH ALTITUDE INTEGRATED NATURAL
RESOURCE MANAGEMENT PROGRAM

Training Manual
for
Gender Awareness/Sensitisation Workshop
for Community Representatives

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1 Introduction

This training manual is an outcome of a joint research between Aga Khan Rural Support Programme (AKRSP) Baltistan and the Agriculture University of Norway (NLH) to cooperate on a combined programme of competence building and applied research on High Altitude Integrated Natural Resource Management. The prime aim of this institutional cooperation is to gain further insights about management of natural resources and their role in farmers' livelihood systems. The research also aims to enhance the capacity of AKRSP to work with community based institutions and organisations for sustainable management of natural resources, and strengthen knowledge-base of NLH researchers for development-oriented research, through providing knowledge which may be used in developing management and conservation strategies by both organisations as well as other similar development agencies.

This research collaboration has been practicing in field for the last five years and gender was and still is one of the main components of this research project. This has been using qualitative, social science approach to study the interdisciplinary issues of gender, resource management, and food security. In this regard, case studies were produced on several topics to explore the complicated social networks and dynamics involved in determining how women and men gain access to and manage their natural resources. This research project provided a deeper understanding to the involved researchers about complexities and differentiations in mountainous societies and sub-sections of the society. From the gender perspective the research project reveals some interesting points on the subject. Based on the findings of this research component, this manual has been prepared to use during the gender awareness/sensitisation workshops for communities as well as AKRSP staff.

1.1 Objective

The main objective of this manual is to provide guidelines for the training while conducting gender sensitisation and awareness workshops for community people as well as for development agencies staff. The manual as aims to use the results and experiences from the collaborative research into AKRSP's ongoing gender and development activities.

1.2 How to use the manual

This manual can be used in different ways for different target groups both educated and illiterate community women and men, and NGO staff. Most of the conceptual explanations could be used for background information as handout and group reading. Urdu version of the manual is for community workshops while English can be used for NGO staff and educated people. The manual is for two-day gender sensitisation/awareness workshop, however, with some reduction of exercises it also can be used for daylong workshops.

The workshop could be started with a brainstorming exercise asking the participants what comes in their mind when they hear the word 'gender', followed by explaining meaning of gender and from WID to GAD approaches. Later on key concepts will be explained briefly with specific examples. Afterward importance of gender and development in the development process will be elaborated. After explaining the conceptual part, the matrixes, charts, pictures, stories, and cards will be used to give more insights to the participants. For day-long workshops some of excises can be skipped. For illiterate community participants, flip charts, pictures, and group discussion methods would be used.

2 *Meaning and Description of gender concepts* (Handout 1)

2.1 Meaning

What is Gender?

Gender is used to describe those characteristics of men and women which are socially determined, in contrast to those which are biologically determined. The word 'gender' was used by Ann Oakley and others in the 1970s to emphasise that everything women and men do, and everything expected of them, with the exception of their sexually distinct functions (childbearing etc.) can change, and does change, over time and according to changing and varied social, economical, political, and cultural factors.

People are born female or male, but learn to be girls and boys who grow into women and men. They are taught what the appropriate behaviour and attitudes, roles and activities are for them, and how they should related to other people. This learned behaviour is what makes up gender identity, and determines gender roles and responsibilities. Gender roles vary greatly from one culture to another, and from one social, political, and economic group to another within the same culture.

Why Gender is Important?

Since the mid 1980s there has been a growing consensus that sustainable development requires an understanding of both women's and men's roles and responsibilities within the community and their relations to each other. This has come to be known as the Gender and Development (GAD) approach. The main objective of GAD is mainstreaming women's needs and perspectives into all activities. Mainstreaming acknowledges that all development operations have a gender impact and do not automatically benefit men and women equally. Thus it is necessary to adopt GAD approach for development programmes to benefit both men and women, and also for sustainable development and positive impacts on the society as whole.

Why Gender Considers as Women's Empowerment?

Although 'gender and development' includes both women and men, however, in most cases focus is given to only women. It is because of imbalance and unequal status of women in most of the societies where women do not have the same opportunities and personal freedom as men do. Therefore, there is a need to focus women compared to men. It is like two glasses, where one is half full and another is empty, thus the empty glass should get water first and when both glasses become equal then fill both. If someone tries to fill both glasses without noticing the level of water it won't work.

2.2 **Key Concepts** (Handout 2)

Gender Equality

Gender equality refers to equal opportunities and outcomes for women and men. This involves the removal of discrimination and structural inequalities in access to resources, opportunities and services, and the promotion of equal rights Equality does not mean that women should be the same as men. Promoting equality recognizes that men and women have different roles and needs, and takes these into account in development planning and programme.

Gender Division of Labour

Sexual division of labour results from the social differentiation introduced by the relations between men and women that attributed activities and roles according to the person's sex. The specific tasks and activities were attributed to men and to women according to the socio-economic and cultural context. Both men women have multiple work roles. These include: production, reproduction, essential household and community services, and community management and political activities.

Productive Role

Productive activities include all tasks which contribute to the income and economic welfare and advancement of the household and community. Both women and men perform a range of productive roles. Women's productive roles can include cash and subsistence farming (whether or not they control any income from their labour), care of livestock, foraging in forests, food processing for sale, cottage or home based industries, and waged/formal sector employment.

Reproductive Role

Reproductive activities are those activities carried out to reproduce and care for the household. Responsibility for contraception and decision making about reproduction may be in the hands of women or men, depending on the cultural context. Child rearing is a reproductive role and often considered within the women's domains, however men also play a significant and recognised role in many cultures. Women's other reproductive roles include pregnancy, childbirth and breastfeeding.

Household and Community Services

Essential household and community services are those which must be carried out daily to meet the family's and community's basic needs, such as fuel and water collection, provision of shelter and clothing, cleaning, education, health care, care of the elderly and food processing and preparation.

Community Management and Political Activities

This refers to the management and conservation of resources for collective community consumption (such as fuel, forests and water), as well as participation in cultural and religious ceremonies, formal and informal political activities, and involvement in development organisations.

Access to and control of resources

The social (sexual) division of labour that attributes subordinate roles to women reduces at the same time their access to and benefits of resources. It often occurs that women have access to a specific resource, and at the same time they do not have any control over its use. Often women benefit from having access to resources, however, the women are limited to only use the resources of which they do not own and over which they cannot - in any way - exert control (i.e. control of agricultural land) or have any decision-making power. Actually, the control consists in taking decision(s) on the use of the resources and to have the opportunity to impose the choice on others.

The achievement of equal control to resources is one of the most important objectives in the gender approach, because the power in taking decisions will guarantee the access to the resource as well as its benefits. That is why it is essential to focus on women's strategic interests in order to guarantee their empowerment.

Influence factors

Factors of different orders, called influence factors have an important impact in the socio-economic and cultural situation of individuals. These factors are divided in two categories;

- Specific influence factors: ethnicity, social class, age group, civil status, type of family organization, demographic situation (birth rate, mortality, migration, etc.)
- General influence factors: economy, politics, environment, culture, religion, etc.

These influence factors decide/influence the range of possible or potential changes. In the analysis of the social relations between women and men, in order to plan development actions that are socially acceptable, it is essential to consider all these factors.

Practical Gender Needs and Strategic Interests

(Handout 3)

Practical Gender Needs

Practical gender needs are the concrete and practical needs women and men have for survival and economic advancement, which do not challenge the existing sexual division of labour, legal inequalities, or other aspects of discrimination due to cultural and social practices. Meeting practical gender needs in development programmes may include the provision of services such as clean water, shelter and health care, as well as income generating opportunities. If women are involved in decision making and training in new areas, strategic interests may also be addressed through such practical projects.

Strategic Gender Interests

Strategic gender interests refer to the relative status of women to men. They seek to bring about greater equality between men and women, and to eliminate various forms of sexual discrimination. Strategic interests may include legal rights, protection from domestic violence, increased decision making and increasing women's control over their bodies. Practical needs and strategic interests are complementary. For example, programmes that only target practical needs may not be sustainable unless strategic interests are also taken into account.

A. Practical Needs	B. Strategic Interests
<ul style="list-style-type: none"> · Tend to be immediate, short-term · Specific to certain women · Related to daily needs: food, housing, income, children's health, etc. · Easily identifiable by women · Can be satisfied by accurate/precise elements: food, hand pumps, clinics 	<ul style="list-style-type: none"> · Tend to be long-term · Common for all women · Are related to a subordinate position: lack of resources and of education and training, vulnerability to poverty and violence, etc. · The foundation that explains the subordination as well as the potential for change is not always easily identifiable by women · Can be satisfied by confidence building, improved self-confidence, political mobilization, strengthening of women's organizations, etc.
<p>The satisfaction of practical needs</p> <ul style="list-style-type: none"> · Tend to make the women beneficiaries and sometimes participants · Can improve women's living conditions · Generally, does not change the traditional roles and social relations 	<p>The satisfaction of strategic interests</p> <ul style="list-style-type: none"> · Tend to make the women agent of change or empower them to become agents · Can improve the situation the women has in the society · Can give more power to women and transform the social relations

Exercise 2a: Division of labour

Time	Tasks done by women	Tasks done by men
04:00 am		
05:00 am		
06:00 am		
07:00 am		
08:00 am		
09:00 am		
10:00 am		
11:00 am		
12:00 pm		
01:00 pm		
02:00 pm		
03:00 pm		
04:00 pm		
05:00 pm		
06:00 pm		
07:00 pm		
08:00 pm		
09:00 pm		
10:00 pm		
11:00 pm		
12:00 am		

Policy Approaches to Women's Involvement in Development

(Handout 4)

	Welfare	Anti-poverty	Efficiency	Equity	Empowerment
Cause of the problems	Circumstances that are beyond control	Lack of resources, causing low standard of living	Failure by development planners to recognize women's key role in production, and necessity to involve women	Patriarchy, exploitation, subordination, and domination of women by men	Women's subordination not only by men but as aspect of colonial and neo-colonial domination
Goals or purpose	To support motherhood as the most important role for women in society. To relieve suffering	To raise production to ensure poor women increase their productivity. To integrate women into development	To ensure that development is more efficient and more effective. "Feed the nation"	To gain equity for women in development by grafting gender into the development process	To empower women through greater self-reliance. Building new political, economic and social structures. To challenge / overcome exploitative structures
Service programs	Famine relief programs, family planning, nutrition (improving family health, especially of children through maternal health care). Activities to meet Practical Gender Needs	Training women in technical skills. Small-scale income-generating activities to meet basic needs (practical gender needs)	Programs that meet practical needs in the context of declining social services. Rely on all 3 roles of women and elasticity of time	Organize to reform structures. To meet strategic needs in term of Triple Role	Programs that address themselves to SGN in terms of Triple Role – through bottom-up mobilization around PGNs to confront oppression.

Oxfam 1994 : Adapted from C.O.N. Moser 1989

From WID to GAD

Women in Development (WID)	Gender and Development (GAD)
1. Approach	
Approach that considers women being the problem	A development approach
2. Focus of interest	
Women	The relations women / men
3. Problem	
Exclusion of women (who represents half of the resource potentials in production) in the development process	Unequal power relations (rich and poor, men and women) that constrain a fair/ equitable development and the full participation of women
4. Objective	
A more efficient and effective development	A more fair and sustainable development where both women and men are decision makers
5. Solution	
Integrate women in the development process	Increase the power of women and impoverished / marginal groups
6. Strategies	
Women projects Women components Integrated projects Increase women's income Increase women's capacities Carry out traditional tasks Associated with women's traditional roles	Identify/ consider the practical needs determined by women and men in order to improve their living conditions At the same deal with women's strategic interests in order to increase their position in the society Face the strategic interests of the most marginal/disadvantaged groups
7. Actions	
Small-scale credit activities targeting women Animal fattening Improved cook stoves Training/education in nutrition	Training of women in areas / activities traditionally occupied by men and vice versa Equal access to information (e.g. on entitlements etc.)
8. Role of women	
Beneficiaries and sometimes participants of various actions / development activities	Agents of and actors in their own development

Session Plan (gender awareness workshop)

Session I

Title	Introduction
Duration	30 minutes
Objective of the session	To introduce the workshop and familiarised participants to each other, so the participants feel comfortable
Contents	<ul style="list-style-type: none">· The facilitator will introduce the workshop by providing some background information such as how long would be this workshop and why this workshop is important etc.· Introduction of facilitators and participants· Set rules for the workshop “dos and don’ts”
Exercises	Icebreaker exercise
Training materials/tools	Formation of pairs
Process	Participants will be asked to make pairs and then introduce each other within 5 minutes. After introduction in pair they again come in the big group and each will introduce his/her partner by him/her into other’s shoes.

Session II

Title	Understanding of Gender and Development
Duration	60 minutes
Objectives	The prime objective of this session is to provide an understanding of gender and development to the participants
Contents	<ul style="list-style-type: none"> · What is gender? · When the notion of gender came in development? · From WID to GAD · Importance of gender in the development?
Exercises	Brainstorming exercise – exercise No. 1a & 1b
Process	<p>Participants will be given exercise No. 1a and asked to fill the sheet by describing what a woman, man, female child, and male child using a word. The facilitator then will try to organise words in accordance to social and biological sense on the chart.</p> <p>Exercise No. 2 will be used to see the social or culture barriers where the participants will be asked to fill out the form without mentioning name on it. In case of illiterate participants they are asked to act play opposite sex role.</p> <p>After both exercises the facilitator will give more information about meaning of gender, notion of gender in the development, the way gender came in the development process and its importance.</p>
Training materials	Handout No. 1, Flip chart and white board
Main message	Gender roles are socially constructed according to their needs when needs change these roles are also need to change

Session III

Title	Gender Division of Labour
Duration	60 minutes
Objectives	To have an understanding of gender division of labour in the society and how the division contributes to the household economy This session will also give an idea about workload on men and women in what time of the year.
Contents	<ul style="list-style-type: none"> · Activities carried out by women and men in a routine day · Gender roles in different activities · Women’s triple role · Changing in division of labor · Changing roles during pregnancy
Exercises	Exercise 2a, 2b
Process	Participants will be given to fill the activity chart (exercise 2a) for their own household (in case of illiterate participants, pair could be made and educated participants will be asked to fill forms for their illiterate partners). Exercise 2b could be done in groups, where the participants will list down all activities carried out at household level for the whole year. Both exercises will take the facilitator in the discussion of gender roles given by the society and fixed by the culture. These roles can be changed with the passage of time or according to the situation such as woman herds animals in absence of their male members of the household.
Training materials	Flip chart, photo, story, and group discussion and presentation by participants
Main message	These division of labour can be changed

Comment [N1]: In Basha usually women are responsible for collecting fuel wood but during wedding time men go

Session IV

Title	Access to and control over resources
Duration	60 minutes
Objectives	This session will give a better understanding about available resources, control over these resources, utilisation, and access.
Contents	What are the resources of the household What kind of benefits they avail Who controls these resources Who have access to these resources Who uses the resources and benefits
Exercises	Exercise No. 3a
Process	Participants will be divided into groups to exercise the exercise No. 3a. Groups will identify and list down the resources for their own household. Then the participants will be asked to list the benefits of, control over, and access to the resources by women and men and also who utilises these resources. The group leaders will be asked to present their findings. Here the facilitator will take the discussion towards control over and access to resources by women. At the end this discussion will lead facilitator to introduce the decision making power of women and institutional arrangement in the next session.
Training materials/tools	Charts, group discussion, presentation
Main message	People needs are different and may not match with their control over, access to and use of resources

Session V

Title	Decision making
Duration	60 minutes
Objectives	To see the role of women in decision making process at household and community level activities
Contents	Main decisions taken at household level Who decides what Practical needs and strategic interests
Exercises	Exercise No. 4a and 4b 'Story of Qurban Bi'
Process	Connecting with the last session, the participants will be asked to list down all institutions/organisations in their village, their functions, and women's role in these institutions/organisations (exercise 4). The discussion can be diverted towards role of new organisations in empowering women such as WOs. At the end, the story of Qurban Bi (exercise 4b) will be given to read in groups and answer the given question. The answer usually comes a list of needs to be address for women. At this point the facilitator will split the practical needs and strategic interest and give the participants awareness to think about long-term benefits of the society.
Training materials	Sheets, cards, board, handout
Main message of the session	Women's participation and influence in institutions/organisations will facilitate community development process
Last message	Gender doest not only consider women as group with common interest and needs. It also considers the differences between women as well as between men. It helps the process to increase the ability of all individuals to exercise freedom of choice.