

TROUSSE DE FORMATION

# GENRE ET DÉVELOPPEMENT

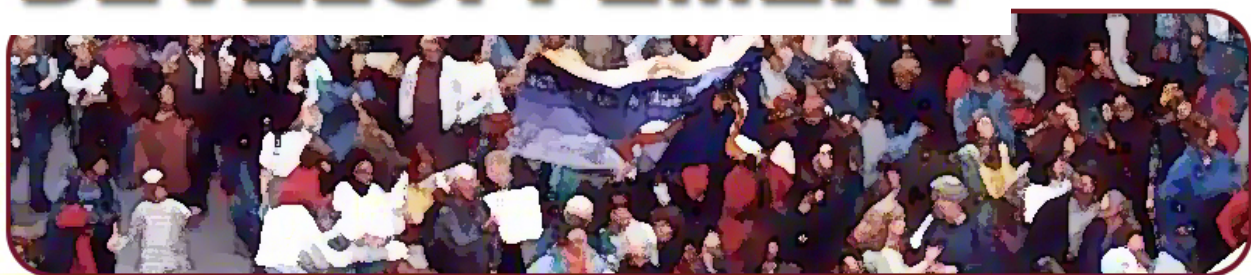


Photo: Renaude Grégoire (CQFD)  
CQFD members at the World March of Women in the year 2000.

Comité québécois women et développement (CQFD) of the  
Association québécoise des organismes  
de coopération internationale (AQOCI)

This training kit was put together by the *Comité québécois women et développement* (Quebec committee on women and development, or CQFD) of the *Association québécoise des organismes de coopération internationale* (Quebec association of international cooperation organizations, or AQOCI), as part of a project funded by the *Agence intergouvernementale de la Francophonie* (intergovernmental agency for French-speaking countries) through the Women and Development program. The kit was designed for use in training trainers, both women and men, in the *Gender and Development* approach. It was used at the CQFD/AQOCI training session held on November 26 and 27, 2003, and was later revised to reflect the changes suggested by participants.

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## FOREWORD

Formed in 1984, the *Comité québécois women et développement* (Quebec committee on women and development, or CQFD) of the *Association québécoise des organismes de coopération internationale* (Quebec association of international cooperation organizations, or AQOCI), has been a pioneer in promoting a feminist vision of development based on *gender and development* analysis, known as GAD. In 1991, the CQFD, jointly with the Canadian Council for International Co-operation (CCIC) and the MATCH International Centre, produced a handbook for GAD analysis and training sessions were given to groups that belong to the AQOCI. Over the years, other training tools have been put together by various groups. In 2002, the CQFD decided to revise its own training tools on gender and development and relaunch the GAD approach within the international cooperation and solidarity groups that belong to the AQOCI.

**This project was made possible by the financial support of the Agence intergouvernementale de la Francophonie.**

### ***Methodology***

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A consultant was hired in January 2003 to draw up an inventory of existing training tools on GAD analysis in international cooperation organizations in Quebec, at CIDA, and in other French-speaking countries. Her next task was to analyze the training tools and identify gaps and problems encountered by members of the CQFD and AQOCI in the light of their experience on the ground.

The third stage involved organizing study days on “analyse différenciée selon les sexes” (gender-differentiated analysis, known by the French initials ADS - a term used by the Quebec government, for which there is no single English equivalent), Gender-Based Analysis (GBA), and Gender and Development (GAD), jointly with *Relais-femmes* and the *Alliance de recherche IREF/Relais femme*. The sessions were held at the Université du Québec à Montréal (UQAM) on May 7 and 8, 2003.

Finally, bearing in mind the reflection process that emerged from the study sessions, the analysis of training tools, and the gaps identified by AQOCI members, the best available tools were selected for use with trainers in international cooperation and solidarity organizations. Rather than holding highly structured training sessions, CQFD members preferred to gather suggestions, along with a selection of exercises to be used for various audiences (volunteers, cooperants, project officers, etc.).

## **Contents**

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This training kit is divided into four main sections:

- An introduction to the concept of gender and its use in development work, including some statistics that illustrate disparities between the two genders and between different countries;
- A historical overview of the evolution of development approaches and various approaches that involve women, as well as an analysis of the limitations of development;
- A presentation of conceptual tools for GAD analysis, and a glossary of terms used in this field;
- The training session per se, which includes three levels of exercises: a) exercises that help participants to become familiar with GAD concepts; b) exercises on applying GAD concepts to projects/programs ; and c) exercises on integrating the GAD approach in international cooperation organizations (ICOs). This also includes three documents on successful GAD integration strategies for institutions;
- A selected bibliography with useful references, notably Web sites on GAD, as well as titles of films and videos that can be used for training and introducing GAD concepts.

This training kit is designed as an open-ended tool so that trainers can add new exercises as needed and based on their own experience. It is truly a work in progress, which can only improve over time as users add more documents to the kit.

An initial training session, designed to give participants the tools they need and validate the tools in this kit, was held in Montreal on November 26 and 27, 2003. More than 20 trainers from international cooperation and solidarity organizations helped to validate the training kit. The preliminary version was then revised to reflect suggestions made by participants, resulting in this final version. Interested groups may also download a PDF version of the document from the AQOCI Web site. Click on CQFD at <http://www.aqoci.qc.ca/cqfd/index.html> .



## INTRODUCTION

In the wake of the United Nations Decade for Women (1975-1985) and the many international conferences held since then, the economic, social, and cultural roles women play in every society have become very difficult to ignore. However, despite the many forums and special programs designed to integrate women, we are forced to acknowledge that the needs, interests, and constraints of women are still far too frequently ignored in the design of development policies, projects, and programs.

Today, with the rise of the right, staff turnover in ICOs, and changing priorities at CIDA, understanding and acceptance of the GAD approach seems to be moving backwards, even at international cooperation organizations (ICOs). Against the backdrop of neo-Liberal globalization, which continues to widen the gaps between men and women and between the rich and the rest of us, the situation of women is deteriorating rather than improving. The increased feminization of poverty and the rise in violence against women have become realities in both North and South. These factors provided the motivation for the World March of Women in the year 2000, which mobilized women to protest poverty and violence, with the active support of the CQFD and ICOs. But the challenge is still huge, and the demands women made at the March have certainly not been met. The status of women, especially in poor countries, continues to decline. This means that all of us, men and women, must mobilize and renew our commitment to the equality of the sexes and the underlying principles of development. It is not enough to affirm the principles of sustainable development, which cannot be achieved against a backdrop of increasing inequality between men and women – we must also put those principles into action and try to make them a reality.

Whether it is put to use reconstructing a war-ravaged society, as in Afghanistan and Iraq, or a country torn asunder by internal conflicts, as in many countries in Africa and Latin America, GAD analysis is a valuable tool for designing, planning, and carrying out projects or programs that reflect women's real interests rather than worsening their situation and reinforcing inequality.

In such a context, the CQFD decided to redefine its priorities and actions and, most importantly, take steps to make them a reality. For the CQFD, this means promoting an approach based on GAD analysis within the 52 international cooperation and solidarity organizations that belong to the AQOCI. We produced this training kit to give ICOs a better "tool chest" and to encourage them to apply the GAD approach across the board in their development work.

# I- RATIONALE FOR THE GENDER AND DEVELOPMENT APPROACH<sup>1</sup>

## ***1.1 Gender as a social concept***

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For centuries, people held the belief that women's and men's characteristics were natural and unalterable, determined by differences that were biological or divinely decreed. Those characteristics included the ideas and values considered to be feminine or masculine (women are emotional, men rational), and a set of behaviours, aptitudes, and practices (women do the dishes, men work with machines).

Well before the U.N. Decade for Women, intercultural research demonstrated that these characteristics are engendered and created by society rather than being determined or natural. In *gender and development*, the term *gender* is used to describe characteristics determined by society, while the term *sex* is used to describe characteristics that are biologically determined (primarily, men's capacity to impregnate women and women's capacity to give birth to children [CCCI, MATCH, AQOCI, 1991: 16]).

However, as Maureen Mackintosh noted in 1984, there is nothing in the fact that women bear children that implies that they alone must care for them throughout childhood, any more than that they must feed and take care of adults, care for the sick, perform certain agricultural tasks, or work in a factory producing electronic parts. A society in which women and men were equal would not rely on arbitrary sex differences to determine individuals' possibilities and restrict their economic activities. It is important to realize that gender relationships and identities are not universal, but vary across cultures and sometimes from community to community. They are dynamic and change over time.

## ***1.2 Gender inequality***

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Around the world women, as a group, earn less than men, receive fewer benefits, and work longer hours every day. Their work and their opinions are deprecatated. In general, women have more onerous family responsibilities and are frequently threatened with violence. They are also under-represented at the decision-making level and face many obstacles when they aspire to positions of authority.

According to United Nations statistics, world-wide<sup>2</sup>:

- Women put in 67% of all working hours;
- They earn 10% of all the income in the world;
- Two-thirds of the illiterates in the world are women;
- Women own less than 1% of property in the world.

There is no hope of solving development problems if this reality is not taken into account.

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<sup>1</sup> Sources: Caroline Côté, Le genre dans le développement. Formation sur l'approche genre et développement, Development and Peace, April 2003; and

Canadian Council for International Co-operation (CCCI), MATCH International Centre, and Association québécoise des organismes de coopération internationale (AQOCI), Un autre genre de développement, un guide pratique sur les rapports femmes-hommes dans le développement, August 1991.

<sup>2</sup> For more statistics on inequalities between men and women, see statistics section below.

## THREE OBSERVATIONS ARE CENTRAL TO THE GENDER AND DEVELOPMENT (GAD) APPROACH:

- The fact that in every society, women form a disadvantaged group compared to men in terms of well-being (education, health care, income, etc.), in terms of access to and control of means of production, and in terms of power;
- The fact that in every society, women and men have different needs, given their distinct roles and responsibilities, and given their unequal access to and control of resources;
- The fact that this situation of inferiority is a barrier to development, limiting the chances and opportunities of one-half of the population.

### ***1.3 What is the gender and development approach?***

The GAD approach emerged in the 1980s from feminist critiques of successful development models put forward by the major development agencies. The following features are typical of this approach:

- A strategy that is designed to enable *gender* concerns to be built into the analysis, planning, and organization of development policies, programs, and projects.
- An approach that seeks to promote equality between the sexes through the *empowerment*<sup>33</sup> of women and men in the population and in development activities.
- An approach that values equality in all areas in which there are major gaps between men and women, notably in:
  - the division of labour;
  - access to services and resources;
  - control of resources and benefits;
  - decision-making power.
- An approach that does not focus solely on women or on men, but rather on transforming the relationships between the genders in a more egalitarian sense.
- An approach that does not attempt to marginalize men, but tries to broaden women's participation at every level.
- An approach that is not designed to turn women into men, but rather to make sure that access to resources is not tied to belonging to one sex or the other.

<sup>3</sup> See definition of this key term below.



## WHY IS GENDER EQUALITY SO IMPORTANT?

Gender equality is **directly linked to** sustainable development.

- It is an **essential aspect** of achieving human rights for all.
- It **gives** women and men an opportunity to enjoy the same opportunities, rights, and obligations in every sphere of their daily lives.
- It **gives** women and men equal access to education, financial independence, shared family responsibilities, and freedom from all forms of coercion, intimidation, and violence.
- It **puts** both women and men in a position to make decisions that will have a positive impact on their own and their family's health and safety.

## HOW DOES GENDER AFFECT MEN?

- The establishment of more equitable relationships between men and women requires a redefinition of the rights and responsibilities we all have in every sphere of daily life.
- Men's lives are markedly influenced by gender. Cultural and social norms related to masculinity confine men to certain social roles (e.g. leader, husband, son, pusher), which sometimes prevent them from achieving their full human potential in other areas.
- Therefore, seeing things from a gender perspective is important for men, since they also suffer the disadvantages of the way they have been socialized.

## HOW CAN MEN CONTRIBUTE TO THE GAD APPROACH?

Women are not the only ones affected by the *gender and development* approach. Men can also make an active contribution to promoting equality between the sexes in many ways, such as:

- Sharing domestic duties and responsibility for raising children;
- Sharing resources and the family income;
- Confronting other men's sexist behaviour;
- Protesting when certain decisions or distribution of responsibilities in the workplace appear to be unequal;
- Objecting to the imposition of gender-based limitations in the socialization of children.

## 1.4 Statistics

Some of these tables show gender-based data, while others reveal gaps between developed countries (such as Canada) and developing countries. These are just a few examples. We suggest that trainers collect other relevant data or graphs to illustrate the gender inequality that the GAD approach seeks to counter.

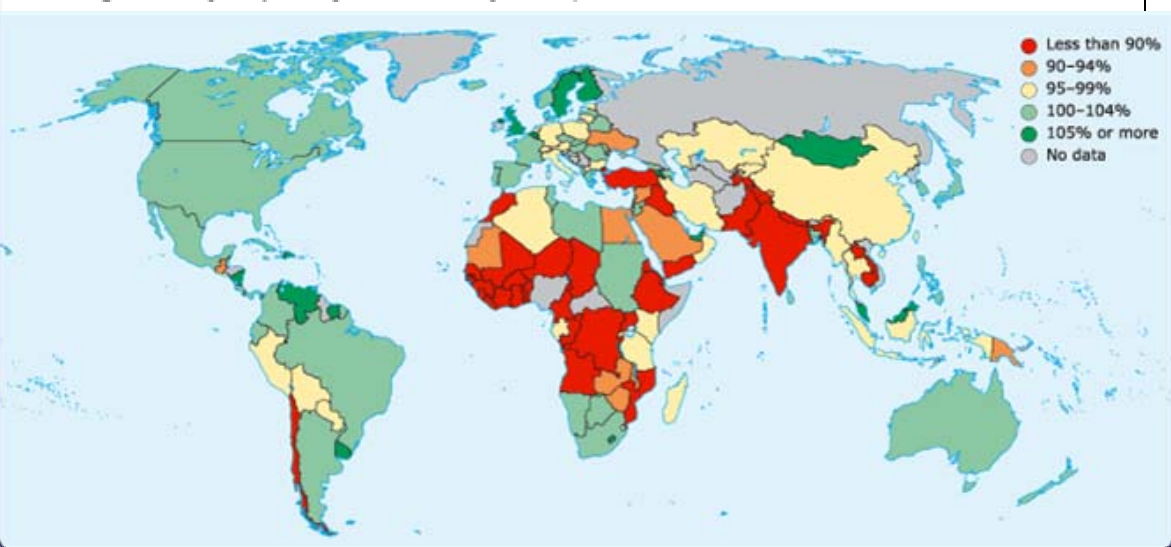
For more tables with interesting data on gender inequality, go to <http://www.developmentAims.org/index.html>

Here is one example:

**Graph 1**  
**Gender disparity at school**

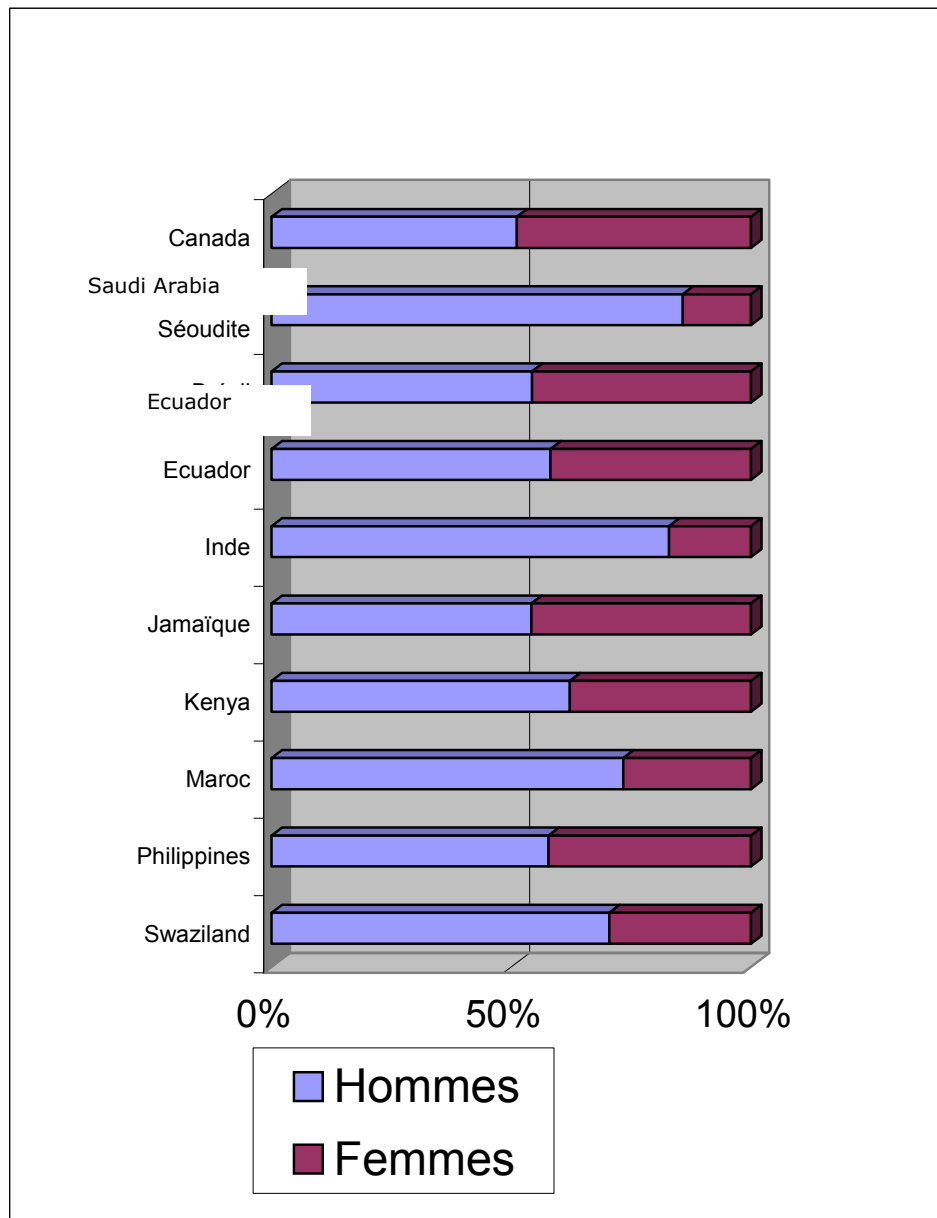
**Gender disparity at school is still a serious problem in many African and South Asian countries.**

Ratio of girls to boys in primary and secondary school, 2000



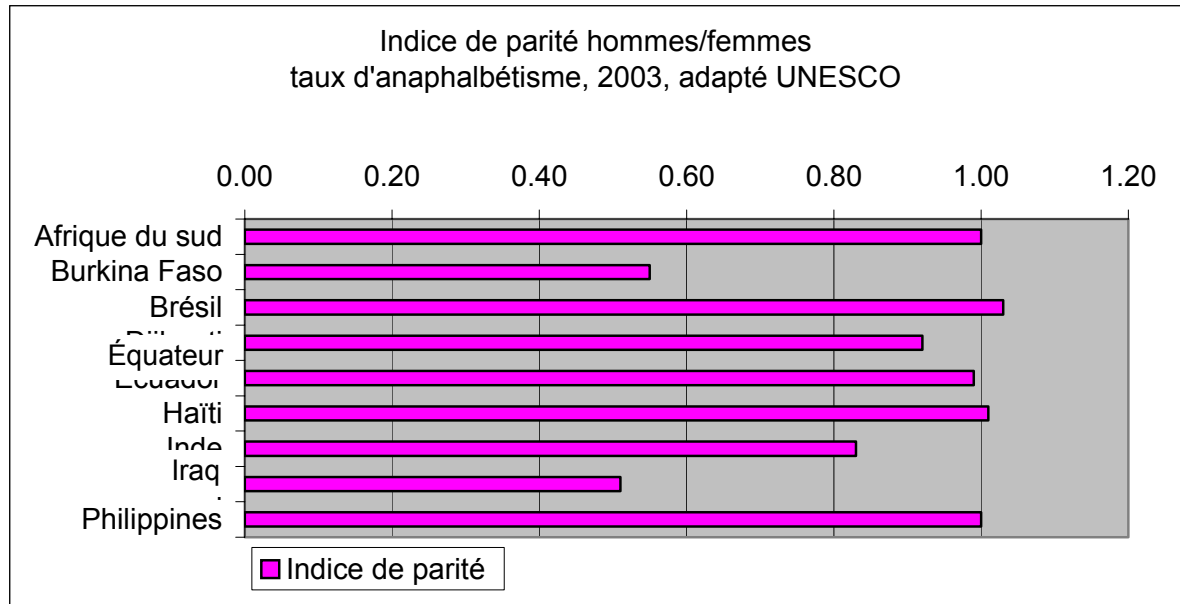
The percentage of girls to boys enrolled at the primary and secondary levels in public and private schools.

**Graph 2**  
**Percentage of salaried workers**  
**in all industrial sectors except agriculture, 2001**



Source: ILO

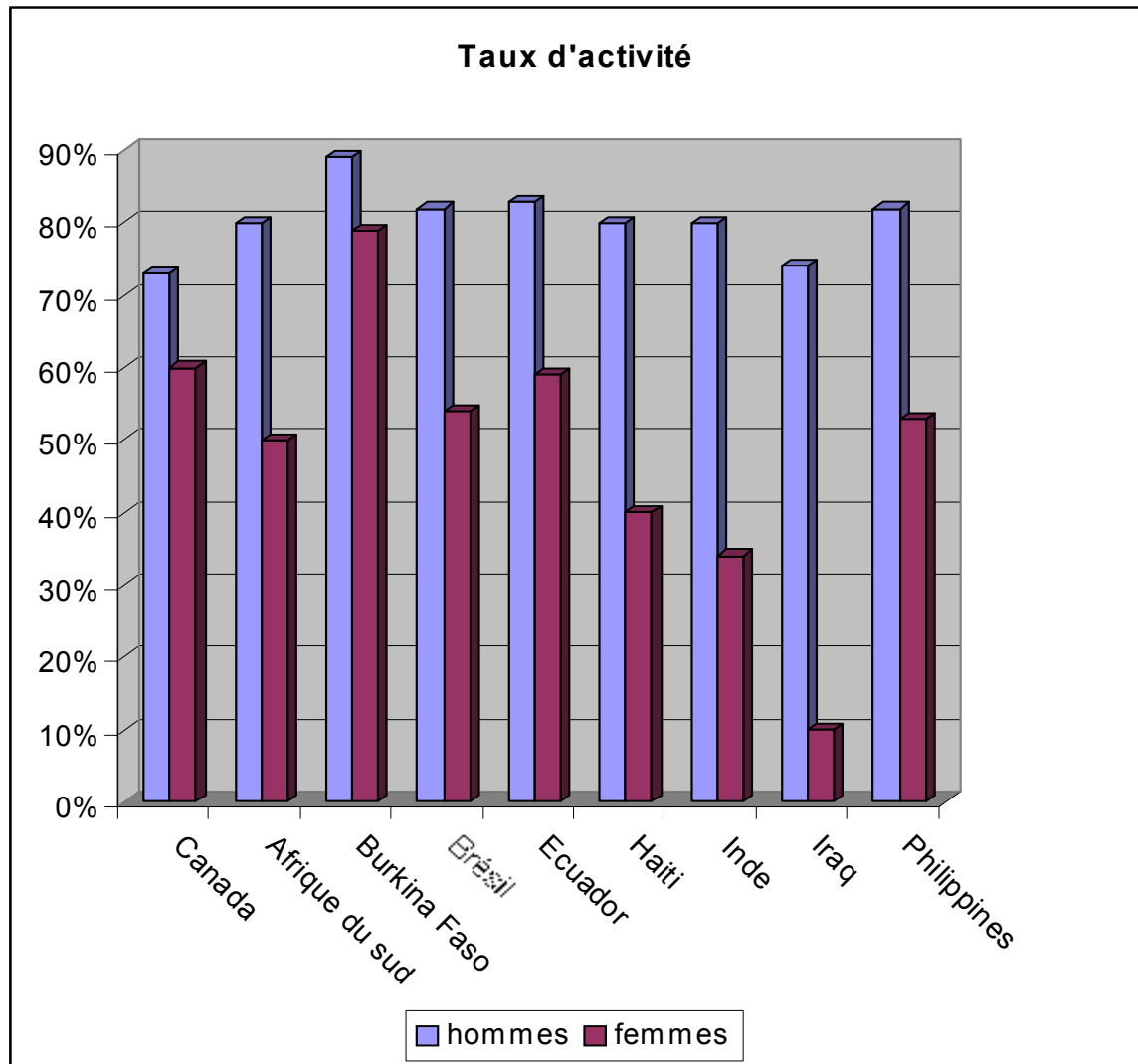
As shown in this graph, although women are active in the economy, they are less active than men in industrial sectors. The agricultural sector is not included in this table, except in a few cases such as Canada, Brazil, and Jamaica.

**Graph 3**

Source: adapted from UNESCO

As this graph shows, there is parity in South Africa and the Philippines (index 1), while in Burkina Faso and Iraq, there are twice as many illiterate women as men.

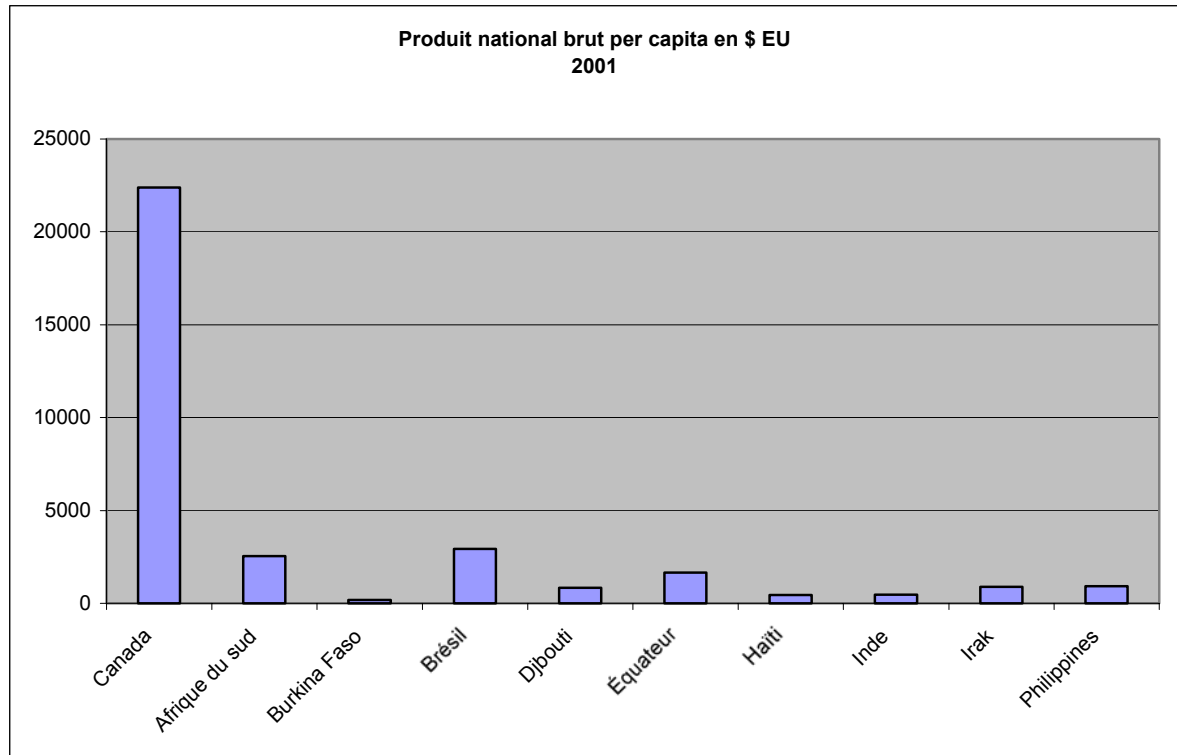
**Graph 4**  
**Adult labour force participation rate\***



Source: Adapted from U.N. and I.L.O.

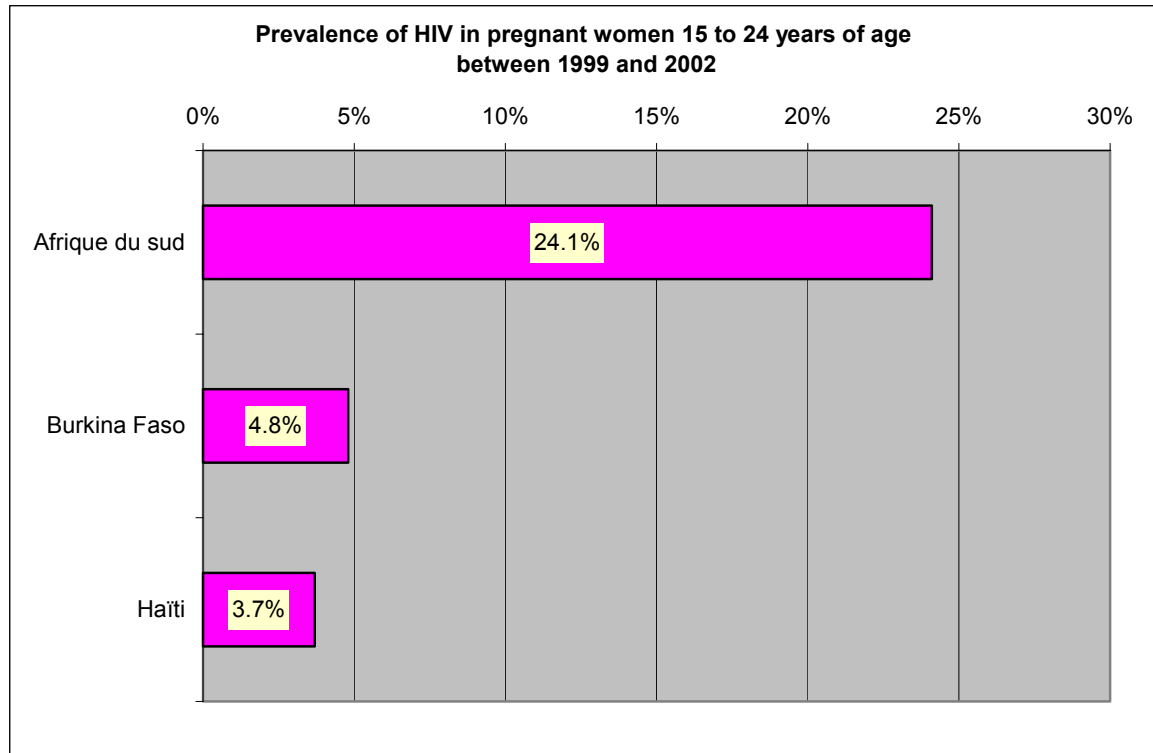
The adult labour force participation rate refers to the percentage of the population 15 and over that is in the active labour force. According to official data, the rate for men is higher than the rate for women all over the world. These statistics generally underestimate women's unpaid work.

The specific aspects included in this statistic may vary from country to country, such as the choice of reference period, the minimum number of hours, or inclusion of unpaid work performed by family members. These differences may also underestimate the number of women in the labour force.

**Graph 5**

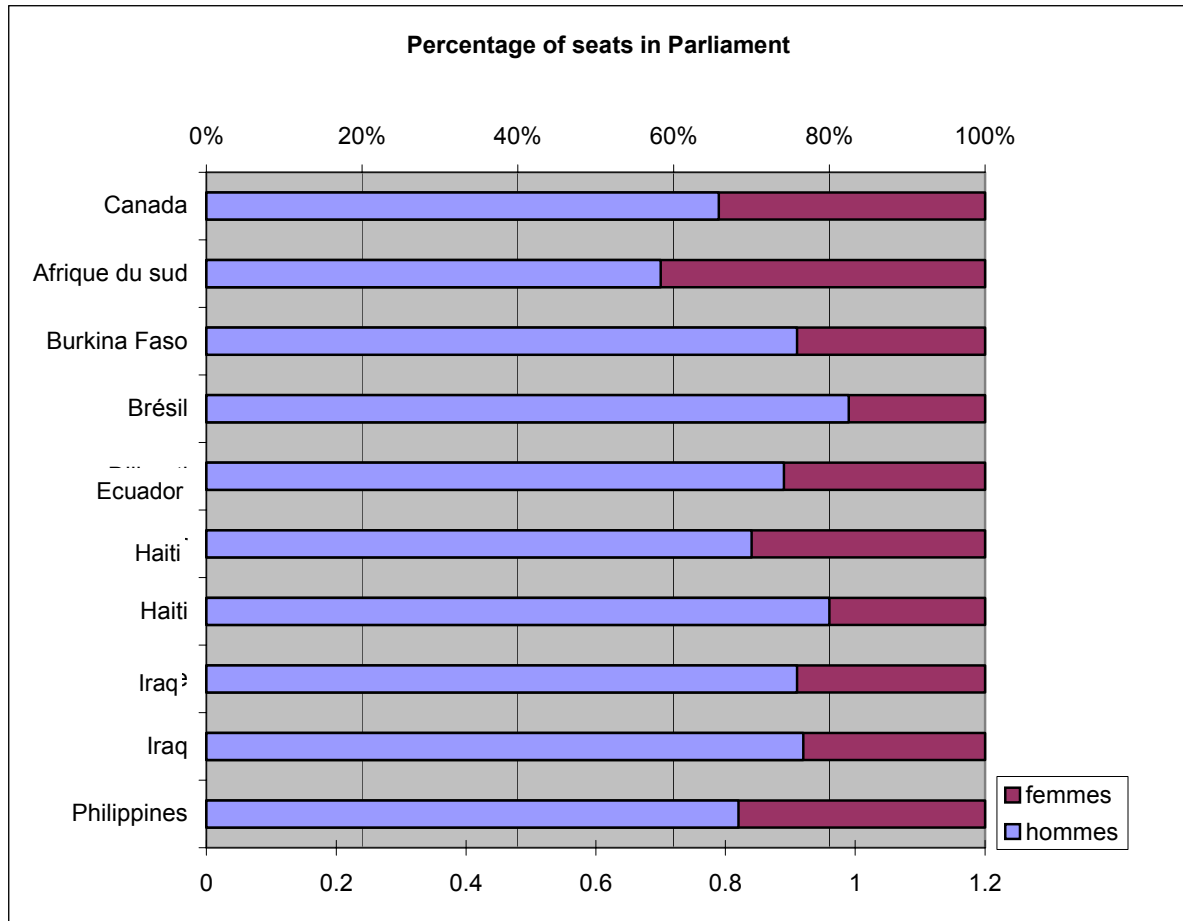
Source: adapted from U.N. and I.L.O.

The Gross Domestic Product (GDP) represents the total of all goods and services produced by a country. While this graph does not break down the GDP by gender, it does reflect the striking inequalities between rich countries like Canada and developing countries. In 2001, the GDP per inhabitant stood at \$22,385 in Canada; \$2,250 in South Africa; \$190 in Burkina Faso; \$2,925 in Brazil; \$842 in Djibouti; \$1,666 in Ecuador; \$447 in Haiti; \$467 in India; \$881 in Iraq; and \$925 in the Philippines.

**Graph 6**

Source: adapted from UNAIDS, WHO, and UNICEF

Graph 7



Source: adapted from Interparliamentary Union, 2003

Although the number of women sitting in Parliament is rising around the world (the rate has risen by 2% since 1990), we are far from achieving parity. In countries like South Africa and the Philippines, the rate is higher than or equivalent to the rate for Canada.



## II- HISTORICAL OVERVIEW<sup>4</sup>

As the subordination of women is acknowledged to be a problem, many efforts have been initiated to correct the imbalance. But the proposed solutions have frequently been inadequate or harmful to women. If we hope to learn from the lessons of the past, it is crucial to understand how different approaches to development and successive approaches to addressing the status of women have been put forward over the years.

### *2.1 Changing approaches to development*

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#### **1950...**

The concept of development involving the participation of women is relatively recent, having developed gradually over the past 30 years. In the 1950s, after World War II, reconstruction was the major concern. The large development agencies and the World Bank adopted **the theory of modernization**, described by the American professor W.W. Rostow, as an active strategy. At the time, the objective of development was to achieve economic growth. Priority was given to building infrastructures (power stations, irrigation systems, hospitals, and schools) that would bring about economic prosperity. Development was quite different in North and South. At the time, non-governmental organizations (NGOs) were not yet really active on the development front. Those that were active were working with the population of Europe to relieve poverty. However, the NGOs failed to attack the root causes of the poverty experienced by many thousands of people.

During this period, **women in the North** who had contributed to the war effort by taking jobs vacated by men in the service headed home to resume their traditional reproduction-related roles. **Women in the South** actively supported the male independence movements fighting to put an end to colonialism. Women became engaged in subsistence activities and tried to have their traditional rights and freedoms, which had been flouted by the colonialist system, recognized. In the South, people believed that democracy and independence would bring about development. Many former colonies gained their independence during this period.

**From the 1950s through the 1970s, the approach to women's involvement in development was "assistance" or "social well-being," with the aim of alleviating suffering. This approach emphasized women's role as mothers. Programs to alleviate famine and improve nutrition, health care, family planning, and mother and infant protection (MIP) were set up to meet women's practical needs.**

#### **1960...**

The United Nations designated the 1960s as the Development Decade. The major development agencies continued to believe in the modernization model as a development tool. The people of the South demanded that international trade be restructured to give them access to the marketplace, demonstrating the need to invest in the secondary and tertiary sectors. The NGOs set key objectives for development programs designed to help citizens take responsibility by providing technical support for communities and setting up cooperatives.

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<sup>4</sup> Adapted from: Caroline Côté, 2003, op. cit. : 26-31.

Men remained the primary target of these programs, since they were considered the head of the family and the only ones who were really responsible for productive work. Interventions involving women were primarily concentrated in the reproduction sector through projects on hygiene, nutrition, and family economics, which conveyed the image of women that prevailed in the North – the good mother and wife, queen of the household.

The women's movement was born in the North in the late 1960s. Many feminist thinkers agree that this was the second wave of modern feminism, the first wave having been the fight for female suffrage in the early years of the twentieth century. In the North, women began to fight for legal rights and against discrimination in the workplace and barriers to education. They streamed into the labour market. In the face of reports regarding inequality between men and women, North American women sought to understand the reasons behind their social exclusion. The legacy of the suffragist movement and the dominant liberal ideology pushed women to seek equality before the law. Women working in development became aware that development as it was initiated during this period was not profitable for women in the South. The end of the decade saw the beginning of the current wave of the women's movement, demanding change in power relationships, the root of women's subordination.

**Development began to be seen from a feminine viewpoint when the major development agencies became concerned about the impact of demographic growth.**

In 1970, Esther Boserup published a landmark work showing that women were the big losers in the development model linked to the theory of modernization<sup>5</sup>. This book and others that followed revealed the many disadvantages women suffered as a result of development projects, criticizing the absence of women from the planning process for development projects and programs.

### 1970...

During the 1970s, both the theory and practice of development began to change. It was now realized that most development projects benefited only rich investors in the North, while profits from development were unequally redistributed between North and South. The gap between rich and poor continued to grow, and women were overrepresented among the poor. The new approach to development applied by the World Bank was increasingly directed to satisfying individuals' basic needs.

During the 1970s, an important decade for women, the women's movement became organized around the world. The international development community did not escape the growing influence of the feminist movement. Women first became a real concern in international development with the proclamation of *International Women's Year* in 1975 and the first International Women's Conference in Mexico City, after the proclamation of the *Decade for Women* (1976-1985). Other women's conferences followed, notably Copenhagen in 1980, Nairobi in 1985, and Beijing in 1995.

During the 1970s, the United Nations abandoned strategies based on modernizing the economies of Third World countries, realizing that "forgetting" women could be one reason why such strategies had failed. Women's involvement was seen as a way of implementing new development strategies (St-Hilaire, C. in *Relais-Femmes*, 1997). Improving the productivity of

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<sup>5</sup> Esther Boserup, *Women's Role in Economic Development*, 1970.

women became one of the goals of traditional development. In 1976, the United Nations set up UNIFEM, the Development Fund for Women, to give women access to major international conventions and conferences. This was when feminism really took flight in the South.

Since the U.N. Decade for Women, people have realized that since women still live in poverty, excluding women from the development process is a very real problem. Different approaches taken since then have attempted to solve this problem.

**Mainstreaming women in development, as the name indicates, is designed to *make women part of the mainstream* of the development process, without questioning the development model into which they are to be integrated. This approach is linked to the “anti-poverty approach” which, recognizing women’s role in production, is designed to improve their living conditions through small income-generating projects connected to women’s traditional role.**

## 1980 TO THE PRESENT

For many people who work in development, the 1980s were a time of reflection and questioning. With the debt crisis in many developing countries and environmental degradation taking place on a worldwide scale, many began to feel that it was important to take a totally different approach to development.

The term **sustainable development** began to be used at this time while conversely, markets were opening, exports were increasing, structural adjustment programs were being applied, and so on. The feminist movement in the South rallied around social and political issues (access to land, water, human rights). Women the world over were demanding more and more resources and benefits, as cuts in services offered by governments had a dire effect on their living conditions and those of their families. They continued their struggle to obtain greater equity and equality. The *Convention on the Elimination of All Forms of Discrimination against Women*, ratified by many countries around the world, came into effect in 1981.

In 1985, the third International Women’s Conference was held in Nairobi, and the fourth took place in Beijing in 1995. A platform for action was adopted. During the year 2000, an international meeting called Beijing +5 was held to evaluate the platform.

Since the 1980s, the feminist movement has asserted itself in North and South alike. Within the movement, different ideological currents have taken an interest in the root causes of women’s subordination. **Against a backdrop of eroding social services and the role of the central government, some are advocating an “effectiveness-based approach” designed to improve the productivity of women, notably through credit, technology, and training. This approach is based on women’s three roles: production, reproduction, and community involvement.**

**Others advocate an “equity-based approach” designed to give women equal opportunity in all domains. That approach, which was primarily promoted during the Decade of Women, involves a structural change intended to attack inequality between the sexes.**

During the same period, an entire generation of feminists from the South criticized the development model into which women were to be “mainstreamed.” The critical comments made by a group called DAWN (Development Alternatives with Women in a New Era) from

New Delhi are important, marking the beginning of a true feminist approach to development<sup>6</sup>. **From these critiques emerged a parallel approach focused on relationships between the two genders, not women alone. This approach, which is called *gender and development (GAD)*, takes a holistic perspective – looking at how the family and various social, economic, and political activities intersect and interact.**

Proponents of this new approach raise some questions that are extremely pertinent when considering any new initiative: Who will benefit from this? Who will lose? What compromises have been made? What results will there be in terms of balancing rights and privileges, and in terms of sharing power between men and women and among various social groups? The GAD analysis seeks to understand factors that promote the maintenance of female subordination and to devise development strategies that support the shift to more egalitarian social relationships.

Table 1 shows, in simplified chart form, how various approaches to development have evolved.

## ***2.2 Different approaches regarding women***

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Approaches regarding women in development fall under three major categories: **gender mainstreaming**; **women and development**; and **gender and development (GAD)**. Over the years, there has been and continues to be a considerable degree of overlap among the terms.

### **□ GENDER MAINSTREAMING**

The *gender mainstreaming* approach, which first appeared in 1973, developed from the liberal feminist current of thought and the **theory of modernization**<sup>7</sup>. The liberal feminist current explains the subordination of women through their exclusion from the public sphere due to the division of labour by gender. Liberal feminists seek to promote women's access to various arenas in the working world and to positions where decision-making can have an impact on the status of women (Young, 1993). The feminist current advocates legal and administrative changes designed to ensure and improve women's integration into the economic system (Dagenais, Piché, 1994). This feminist philosophy demands equality in order to put an end to discrimination against women.

The *gender mainstreaming* approach places a great deal of emphasis on women's individual capacity to equip themselves with the tools they need to enter existing development structures. This approach has focused on promoting access to new technologies and education to ensure that women become full participants in society.

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<sup>6</sup> See Table 3 below for a feminist definition of development put forward by DAWN.

<sup>7</sup> The theory of modernization dominated thinking on international development from the 1950s to the 1970s. At the time, it was thought that modernization, which is generally used as a synonym for industrialization, would improve living standards in developing countries, and that as the countries' economies grew, the benefits of modernization – better living conditions, salaries, and education, as well as health-care services and so on – would permeate to every level of society (Dagenais, Piché, 1994).

## CRITIQUE OF THE GENDER MAINSTREAMING APPROACH

The *gender mainstreaming* approach is actually the product of the United Nations, the Canadian International Development Agency (CIDA), and the United States Agency for International Development (USAID). It represents a discourse that supports the claims made by feminists in Northern countries. A number of gaps have been observed in the way it has been applied and in the foundations of the approach, as noted by various authors:

- By ascribing such importance to women's individual responsibility to ensure their integration and participation in development, the *gender mainstreaming* approach neglects the entire aspect of relationships between men and women (Young, 1993).
- It is based on the postulate that *gender* relationships will change in and of themselves as women become full-fledged economic partners in development (Dagenais, Piché, 1994).
- It does not seek to change inequalities in male-female relationships any more than it considers the differences within the women's movements – differences of class, caste, and ethnicity between women (Young, 1993.)
- This approach neglects the private sphere in favour of the public sphere (Lévy, Andrew, 1995). It fails to reflect the fact that although women can enter the workplace and pursue ambitious objectives, they still have to perform everyday tasks such as child care and domestic duties, leaving them to work very long hours.
- The *gender mainstreaming* approach also takes an erroneous view of poverty and women's concerns. The needs of rural and urban women can be quite different.
- The *gender mainstreaming* approach fails to question the way development is structured, or development per se. It accepts development as it is, promoting the concept of integrating women into development as it now stands.

Taken together, these shortcomings have inevitably led researchers to develop other intervention models and feminist approaches to development.

## □ WOMEN AND DEVELOPMENT APPROACH

Given the limitations of **modernization theory**<sup>8</sup> and the *gender mainstreaming* approach, another approach emerged in the 1970s: *women and development*, based on **dependency theory**<sup>9</sup>. According to Dagenais and Piché (1994), this **Marxist-feminist approach**<sup>10</sup> is essentially based on the postulate that women have always been part of the development process, rather than making a sudden appearance in the early 1970s. The authors add that the *women and development* perspective puts the accent on relationships between women and the development process rather than simply emphasizing strategies for mainstreaming

<sup>8</sup> See footnote 7.

<sup>9</sup> As Scott writes in *Gender and Development* (1995): Rethinking modernization and dependency theory, "Although dependency theorists recognize the dominance of the West in the World system and the legacy of Western colonialism and imperialism, rereading dependency theory can also be useful. Despite the fact that women are also usually in dependency texts, they are implicitly treated as victims who can only escape this status through class struggle and revolutionary politics. Dependency theory assumes that descriptions of global capitalist development are sufficient for understanding the victim status of people (and women) of the Third World."

<sup>10</sup> Relais-Femmes, CDEACF (1997): Orthodox Marxist feminists believe that the oppression of women will not end until capitalist society, with its class divisions, is eliminated and replaced by collective ownership of property.

women into the development process; that this perspective starts from the fact that women have always played an important economic role in their societies; that their work inside and outside the home is essential to the survival of their societies; and that mainstreaming primarily serves to maintain the international structures of inequality (Dagenais, Piché, 1994).

### **CRITIQUE OF THE WOMEN AND DEVELOPMENT APPROACH**

The *women and development* approach does not focus on transforming relationships between the sexes and does not seek a full analysis of all the systems that could be held responsible for the oppression experienced by women. According to this approach, inequalities between classes and international structures are responsible for the subordination of women. Seen from this perspective, their subordination will continue as long as there is no equitable international economy or egalitarian redistribution of wealth. One of the great weaknesses of this approach is that, like *gender mainstreaming*, it emphasizes production rather than the reproductive aspects of work and women's lives. This approach concentrates on developing income-generating activities, based on the belief that women's social marginalization is due to their absence from economic power structures (Dagenais, Piché, 1994).

### **□ THE GENDER AND DEVELOPMENT APPROACH**

The *gender and development* approach is actually the result of the many critiques made by women researchers from both North and South who were dissatisfied with the previously mentioned approaches, which ignored women's input and their contribution to the production of goods and services in their communities (CCCI, MATCH, AQOCI, 1991). Women were still confined to their traditional family role. The *gender and development* approach was developed in the late 1980s as a way of acknowledging the contribution women make to society and targeting women's *empowerment* at all levels.

This holistic approach, inspired by the socialist feminist current<sup>11</sup>, fills the gap left by modernization theoreticians, linking production relationships to reproduction relationships and reflecting all aspects of women's lives (Dagenais, Piché, 1994). The *gender and development* approach goes hand-in-hand with the concept of sustainable and equitable development (Saint-Hilaire, C. in Relais-Femmes 1997).

In addition to integrating women into the development process, the *gender and development* approach explores the potential of development initiatives for transforming social and gender relationships and giving women more power. In the long term, the *gender and development* approach is designed to bring about an equal partnership between women and men as they define and decide upon the direction of their collective future (CCCI, MATCH, AQOCI, 1991).

Unlike the other approaches, *gender and development* explains the oppression of women through the division of labour and the subordination of the reproduction sphere to the production sphere. Inequalities between women's and men's relationships can be explained, among other things, by the failure to recognize the social contribution women make through their domestic work, which is eclipsed by the status of men's salaried work. In its intervention

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<sup>11</sup> Socialist feminism, according to Dagenais and Piché (1994), identifies the social construct of production and reproduction as being the foundation for the oppression of women, drawing attention to social relations of gender and calling into question the validity of roles assigned to women and men in different societies. To explain the situation, socialist feminists have combined an analysis of the effects of patriarchy with aspects of a more traditional Marxist approach.

strategies for overall social organization, this feminist approach attempts to take into account political and economic life, various social relationships between classes and ethnicities, and so on.

[Translation] "The gender and development approach goes beyond *gender mainstreaming* and *women and development* by calling into question the underlying postulates of today's social, economic, and political structures. The gender and development perspective not only leads to the elaboration of intervention strategies and positive steps designed to ensure the greater integration of women into current development initiatives, but also leads inevitably to a fundamental re-examination of social structures and institutions and, in the final analysis, a loss of power by secular elites, thereby producing various impacts on the lives of women and men" (Rathgeber, Eva. M. in Dagenais, Piché, 1994).

The application of the *gender and development* approach should help development programs and projects to meet women's practical needs and respond to their strategic interests. Practical needs are connected to women's living conditions, and strategic interests should correspond to long-term interests so that women's status can be improved. Satisfying women's strategic interests is closely related to the concept of *empowerment*, which will be discussed below.

The GAD approach focuses on women's autonomy so that they are not used as a development device (Saint-Hilaire, C. in Relais-Femmes, 1997). Gaining more power means going beyond financial autonomy to political autonomy. The GAD approach considers women to be agents of change rather than passive beneficiaries of development assistance. It affirms the need for women to organize in order to gain more political power (CCCI, MATCH, AQOCI, 1991).

Table 2 shows the differences between gender mainstreaming and GAD in chart form.

### ***2.3 The limitations of development***

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According to many feminist researchers from North and South alike, it is impossible to achieve any sustainable improvement in the economic and social status of women in conditions of growing relative inequality, if not absolute poverty, for women and men. Therefore, equality for women is impossible in the framework of current economic, political, and cultural processes that reserve resources, power, and control for small groups of individuals. In other words, sustainable development is not possible until we achieve greater justice and fuller participation for women (Sen and Grown, 1987, cited in CCCI, MATCH, AQOCI, 1991: 22).

Kate Young sees development as a complex process that involves social, economic, political, and cultural improvements for individuals and for society itself. Such an improvement implies society's capacity to meet the needs of the population in the physical, emotional, and creative spheres (...) and to liberate humans from the never-ending routine of production linked to essential needs. It therefore involves improving living standards but not to the point of ostentatious consumption, and implies a form of society that allows the equal distribution of social wealth (Young in CCCI, MATCH, AQOCI, 1991: 22).

It is clear that to date, the economic development model that has been imposed and reinforced by globalization has only served to impoverish and marginalize a growing number of people while destroying the environment. Unfortunately, the current trend runs counter to the very objectives of sustainable development and the well-being of populations, and to the

objective of achieving equality and equity for all men and women. Hence the increasingly urgent need to re-examine our practices in the light of the *gender and development* approach.

Table 3 presents a feminist definition of development proposed by DAWN.



**Table 1**  
**Evolution of various approaches to development**

This table presents, in highly simplified form, the evolution of various approaches to development and approaches that concern women. It may be used as a handout after discussing the history of development or with Exercise 17.

	<b>Social assistance or well-being</b>	<b>Anti-poverty</b>	<b>Effectiveness</b>	<b>Equity</b>	<b>Empowerment</b>
<b>Causes of problems</b>	Circumstances beyond everyone's control.	Lack of resources, leading to a low standard of living.	Development planners' failure to recognize the key role of women in production and need to include them.	Patriarchy, exploitation, subordination and oppression of women by men.	Subordination of women, not only by men but also through colonial and neo-colonial oppression.
<b>Aims or objectives</b>	To support motherhood as women's most important role in society. To reduce suffering.	To boost production and make poor women more productive. To integrate women into the development process.	To ensure that development takes place in an efficient and effective way – "feeding the nation."	To gain equity for women by mainstreaming gender in the development process.	To make women more capable by helping them to become more autonomous. To build new political, economic, and social structures. To challenge/overcome abusive structures.
<b>Services and programs</b>	Programs to fight famine. Family planning. Nutrition (improving family health, especially for children through maternal care). Activities that meet basic practical needs.	Providing technical skills training for women. Activities that generate small-scale revenue to meet basic needs.	Programs that meet basic needs in terms of decreasing levels of social services. Based on women's three roles and flexible use of time.	Organizing to reform structures. Meeting basic needs in terms of Triple Role.	Programs that address basic needs in terms of Triple Role – by mobilizing the public on the issue of basic needs in order to confront oppression.

(Cont'd)	Social assistance or well-being	Anti-poverty	Effectiveness	Equity	Empowerment
<b>Type of changes</b>	FUNCTIONAL CHANGE (non-provocative).	FUNCTIONAL CHANGE (non-provocative).	FUNCTIONAL CHANGE	STRUCTURAL CHANGE (provocative). Equal rights/opportunities.	STRUCTURAL CHANGE (provocative).
<b>Type of leadership</b>	Strong dependence on (patriarchal) authorities – residual model from social well-being with modernization ideology, deeply rooted in colonialism.	Consultative – ideological reproduction of values that reinforce patriarchy and subordination of women.	Authoritarian / consultative. Women viewed as resources.	Participation in structural reform. State invention from top to bottom to reduce inequalities.	Empowering, participating, building solidarity, overcoming fears (alternative structure of the male/female balance). Bottom-to-top approach.
<b>Type of services</b>	SOCIAL WELL-BEING – Accepting the fact that women are passive recipients in development.	ANTI-POVERTY – Development (mainstreaming women in development). Recognizing women's productive role.	EFFECTIVENESS – Stabilization and economic adjustment policies based on participation of women.	EQUITY– Reform and liberation. Women viewed as active participants in development.	EMPOWERMENT – Transformation, liberation. Not mostly based on government or agencies. Slow and steady growth of voluntary organizations with few resources.
<b>Period most involved</b>	1950s, '70s, but still around today.	1970 and beyond. Still limited in popularity.	Since the 1980s. Currently the most highly regarded approach. (ODA, USAID)	1975-85 – Attempted during Decade of Women.	1975 and beyond. Gained ground in the 1980s. Still limited in popularity.

**Table 2**  
**Differences between mainstreaming and GAD approaches<sup>12</sup>**

This table provides an overview of some basic differences between the mainstreaming and GAD approaches, which are sometimes used interchangeably. Distribute this table as a handout after discussing the historical perspective.

MAINSTREAMING	GENDER AND DEVELOPMENT (GAD)
<b>1. Approach</b>	
<ul style="list-style-type: none"> <li>Approach that considers women to be the problem</li> </ul>	<ul style="list-style-type: none"> <li>Approach to development</li> </ul>
<b>2. Centre of interest</b>	
<ul style="list-style-type: none"> <li>Women</li> </ul>	<ul style="list-style-type: none"> <li>Relationships between women and men</li> </ul>
<b>3. Problem</b>	
<ul style="list-style-type: none"> <li>Women (who represent half of all potential production resources) excluded from development process.</li> </ul>	<ul style="list-style-type: none"> <li>Unequal relationships of power (rich and poor, women and men) prevent equitable development and women's full participation.</li> </ul>
<b>4. Objective</b>	
<ul style="list-style-type: none"> <li>To make development more efficient and more effective.</li> </ul>	<ul style="list-style-type: none"> <li>Equitable and sustainable development, in which both women and men make decisions.</li> </ul>
<b>5. Solution</b>	
<ul style="list-style-type: none"> <li>Making women an integral part of the existing development process.</li> </ul>	<ul style="list-style-type: none"> <li>Giving more power to the poorest of the power and to women.</li> <li>Transforming non-egalitarian relationships.</li> </ul>
<b>6. Strategies</b>	
<ul style="list-style-type: none"> <li>Projects for women.</li> <li>Projects with segment for women.</li> <li>Integrated projects.</li> <li>Making women more productive.</li> <li>Boosting women's revenue.</li> <li>Boosting women's ability to perform tasks traditionally related to their role.</li> </ul>	<ul style="list-style-type: none"> <li>Identifying/considering practical needs determined by women and men to improve their condition.</li> <li>Treating women's strategic interests at the same time.</li> <li>Facing the strategic interests of the poor through people-centered development.</li> </ul>

<sup>12</sup> Source: CCCI, MATCH, AQOCI, 1991, p. 82.

**Table 3**  
**Feminist definition of development**

*Development should be an **economic, social, and cultural process** whereby human needs are met through **broader access to economic and political power**. This process should bring about a society in which human beings are free from any form of domination. These societies **cannot develop under conditions of growing relative inequality between men and women**, or without greater equity and greater participation for women.*

Definition put forward by DAWN  
(Development Alternatives with Women in a New Era)

## III- CONCEPTS AND THEORY<sup>13</sup>

The *gender and development* approach points to the clear link between the problem and the subordination of women, which is maintained and reinforced in all societies by structures and values supporting a dynamic of social relationships that prevent women from being full-fledged participants in and beneficiaries of the development process. For proponents of the GAD approach, the solution lies in **power** and **equality** - in other words, the transformation of social relationships founded on patriarchy.

### 3.1 Conceptual tools

The conceptual tools that guide the *gender and development* approach include the following:

1. Gender-based division of labour
2. Three types of labour
3. Access to and control over resources and benefits
4. Influencing factors
5. The condition and the situation
6. Practical needs and strategic interests
7. Participation levels
8. Possibilities for transformation
9. The concept of *empowerment*

**The first four tools on the list are used to analyze gender relationships in a community at the development program/project planning stage, while the last five are used to define development work.**

#### ⇒ TOOL NO. 1: GENDER-BASED DIVISION OF LABOUR

**The division of work by gender** is found in every culture and every era. Since it may vary from community to community, it is important to start by finding out how work is organized in communities involved in a project. The Harvard Framework is a useful tool for gathering relevant gender-based data.

#### Basic questions:

- What work do women and girls do (paid and unpaid)?
- What work do men and boys do (paid and unpaid)?
- What repercussions does this division of labour have on achieving the objectives of the program or project?
- Does the project generally confirm or call into question the current division of labour?

<sup>13</sup> Adapted from CCCI, MATCH, AQOCI, 1991, op. cit.: 26-45.

## ⇒ TOOL NO. 2: THREE TYPES OF LABOUR

Gender-based analysis distinguishes among **three types of labour: work related to the production of goods or services** (agriculture, fishing, employment, and unpaid work), **work related to reproduction** (including housework and home maintenance and caring for members of the household), and **work related to the community** (including organization of collective activities: ceremonies, feasts, political representation, and participation in groups and organizations).

Women and men, girls and boys can all engage in activities related to any of the three categories, but most of the time their responsibilities are different. Any intervention in one domain will have effects on other domains. For example, women's workload may prevent them from participating in development projects or cause an overload in other domains. Therefore, it is important to fully define the division of labour and the type of work each gender does so that these factors can be reflected in project or program planning.

### Basic questions:

- What type of work do women and men, girls and boys do?
- How will a program or project influence women's and men's work related to production, reproduction, and the community, and what consequences will the project have on the various types of work?

## ⇒ TOOL NO. 3: ACCESS TO AND CONTROL OVER RESOURCES AND BENEFITS

At the planning stage, it is important to understand what **resources** (economic, political, and other) and **benefits** (food, shelter, money, etc.) each gender has **access** to, and that each gender **controls**, i.e. can use as they see fit.

### Basic questions:

- What resources related to production do women and men have access to?
- What resources related to production does each gender have control over?
- How can a project contribute to giving women greater access to resources and more control over those resources?
- What benefits do women and men each derive from work related to production, reproduction, and the community?
- What benefits does each gender have control over?
- What repercussions does this have on program or project activities?
- How can we give women greater access to benefits and control over those benefits?

### ⇒ TOOL NO. 4: INFLUENCING FACTORS

The division of labour between men and women, the type of work done by each gender, access to and control over resources and benefits by gender are not static or immutable data in any society. Various factors are interwoven, influencing and changing these social relationships. Under the GAD approach, it is therefore important to identify these factors in order to develop strategies designed to transform these relationships, give women more power, and promote gender equality.

#### Influencing factors include the following:

- Sociocultural factors, such as evolving traditional lifestyles;
- Economic factors, such as structural adjustment policies;
- Political factors, such as new policies, changes in government, war, etc.;
- Environmental factors, such as drought;
- Demographic factors, such as the migration of men, urbanization, and the rural exodus;
- Legal factors, such as amendments to legislation on ownership and the right to vote;
- Factors relating to education, such as the new expectations of educated girls;
- International factors, such as the influence of Western culture;
- Religious factors, such as the rise of fundamentalism.

#### Basic questions:

- What key factors have repercussions on and change gender relationships, the division of labour, access to resources, and control over those resources?
- What constraints and possibilities do these factors impose in the promotion of gender equality and giving women greater power?

(See Table 4 below, the Harvard Analytical Framework, for the four conceptual tools: division of labour, the three roles, access to and control over resources and benefits, and influencing factors.)

### ⇒ TOOL NO. 5: THE CONDITION AND THE SITUATION

From the GAD viewpoint, there is a distinction between women's **living conditions**, which affect their material status in their daily lives, and their **social situation**, which is related to their political, economic, and social situation compared to those of men in the same society. According to this approach, it is not enough to improve women's living conditions. It is essential to target the improvement of their social position as well if we want women to be able to benefit equally from development initiatives.

In any household or community, women, men, and children may share the same conditions of poverty. However, women and men experience these conditions and needs in a different way. Given their separate work and responsibilities, women may consider access to water and fuel, a higher income, and better health-care services to be higher priorities for their household. Men may consider the need to acquire more land, more technology, and more agricultural tools to be higher priorities. Therefore, when it comes to identifying needs for a community, it is important to ensure that women are included right from the start so that their needs are not ignored when planning projects and programs.

**Development programs or projects have different repercussions on the living conditions of women and men.** For example, a water supply project may greatly improve conditions for women while having little impact on men's living conditions. In agricultural projects, the opposite may occur, with negative repercussions for women. The use of fertilizer, for instance, may complicate women's lives by requiring more weeding, a task generally performed by women.

**Development programs or projects may have negative repercussions on women's situation** if the sectors in which women are active are depreciated or eliminated, or positive repercussions if women are included as agents of change. For example, a water supply project may have very different impacts if women are simply considered to be beneficiaries and pump users or if they are included as members of managing committees and trained to provide pump maintenance and take care of health-care education.

**Basic questions:**

- How and to what extent do organizations' programs or projects and policies contribute to improving the condition of women and men?
- How and to what extent do they contribute to improving women's status in society?

⇒ **TOOL NO. 6: PRACTICAL NEEDS AND STRATEGIC INTERESTS**

The GAD approach distinguishes between women's **practical needs** and **strategic interests**, which are respectively connected to their living conditions and their situation. Generally, projects that are purely designed to meet practical needs and improve women's living conditions maintain and reinforce traditional relationships between women and men.

**Women's strategic interests as a group include the following:**

- Being less vulnerable to violence and exploitation;
- Having more economic security and independence, and more choices and possibilities;
- Sharing responsibilities with men and the government when it comes to work related to reproduction;
- Being able to organize with other women to gain more clout and promote solidarity and action;
- Gaining more political power;
- Having more ability to improve their children's lives and future.



**Basic questions:**

- How and in which program or project activities and organizational policies are the practical needs of women and men taken into account?
- How and to what extent do they take into account the strategic interests of the community in general and women in particular?

**⇒ TOOL NO. 7: PARTICIPATION LEVELS**

One of the basic premises of GAD analysis is that people should be the agents of their own development. This approach targets the fullest possible participation of women and men in all development activities.

According to this approach, it is necessary to promote the concept of women as agents of change and as planners, managers, organizers, and committee members in all development projects – not only those that focus solely on women. The participation of women as active agents of change who acquire skills is an important part of the empowerment process.

**GAD analysis distinguishes four participation levels, at which people:**

1. **are passive recipients of aid**, material resources, or services without having any control over the continuity of such assistance;
2. **act in ways prescribed by others**, for example by contributing to their work or using a co-operative;
3. **are consulted on problems and needs**, but not necessarily on solutions, which do not translate concretely into the project or services offered;
4. **acquire the power to organize** to meet their own needs, propose solutions for solving their problems, and take responsibility for development measures.

**Basic questions:**

- What type of participation do women and men have in the program or project and in the organization?
- To what extent are the women active agents at each stage of the program or project and in the development and implementation of policies?

**⇒ TOOL NO. 8: POSSIBILITIES FOR TRANSFORMATION**

According to the GAD approach, it is important to realize that women's state of subordination is not static and is not experienced in the same way by all women. It is not necessarily passively accepted by women or aggressively imposed by men. Throughout history and around the world, women have raised the issue of inequality between women and men and have demanded their rights. Major progress has been made, and will continue to be made, thanks to women's struggles, sometimes supported by men.

Kate Young, a pioneer of this approach, believes that it is easier to develop strategies for change by adopting the concept of "possibilities for transformation" that let us see which

needs and which methods can bring about a change in women's situation. Does the project contain the seeds of change? Do participants acquire the confidence and skills they will find useful for other activities? Does the project support participants' efforts to organize themselves and attack related issues? Is there potential for forming alliances and coalitions with other groups?

It is important to realize that social change cannot be produced without conflict, without a struggle, without losses or costs. Women and men whose lives are transformed experience the consequences and understand the risks involved. It is up to us to make sure that populations in general and women in particular are able to identify and define their own aims and processes for change.

**Basic questions:**

- How does or will the program/project contribute to transforming gender relationships?
- How does or will it contribute to transforming relationships between disadvantaged people and those who have more resources?

⇒ **TOOL NO. 9: THE CONCEPT OF EMPOWERMENT<sup>14</sup>**

During the 1960s and 1970s, the solution to women's subordination was thought to be gaining greater economic power. It was said that financial independence would give women more clout. Since money is an important indicator of social status (particularly in the North), women with more money would have more prestige. In the South, income-generating projects became popular, while in the North projects that involved professional training were in favour. It was also believed that if there were more women in positions of authority (in business, the professions, legislative assemblies, the courts, and the universities), women as a group would be better represented and would exercise more power.

Women in many countries organized (or were organized) to exert pressure, campaign for laws to end discrimination, raise public awareness, form unions, and demonstrate for or against access to family planning and abortion. There has been progress on all these fronts over the past few decades: more women are now part of the paid workforce, legislation is more equitable, women are mobilizing more and are better organized. However, with the globalization of markets and despite economic growth, women are still growing poorer and are still subject to many forms of violence. One of the key elements to explain this situation lies in the way we understand power.

Most of the strategies designed to promote change have failed to reflect the diversity of women's experiences of subordination – experiences that vary according to class, race, sexual orientation, and age. That diversity of experiences influences the degree of importance women ascribe to the problem of subordination. For example, gender may be less important than class (women in positions of authority may exploit working-class women and men), more important than race (a white south African woman compared to her black housemaid), or more important than age (the first wife in a polygamous marriage compared to the other

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<sup>14</sup> Adapted from: CCCI, MATCH, AQOCI, 1991, op. cit. pp. 20-21.

wives, children, and spouses). Domination relationships are multifaceted and interrelated. The hypothesis that all women always share a single interest is false.

GAD analysis distinguishes among several types of power, including the following:

- **Power over someone:** generally based on threats of violence or intimidation sanctioned by society, this is an invitation to passive and active resistance and requires constant vigilance to be maintained.
- **The power (to do something)** is a creative power that gives individuals the capacity to accomplish things. This is the very essence of the individual aspect of power (or empowerment). Most of us have experienced this form of power, for example when we succeed in solving a problem, understanding how something works, or acquiring new skills.
- **The power that goes hand in hand** with the feeling that the sum is greater than the parts, a sense that is felt especially when several people attack a problem together. Collectively, people feel that they have power when they get organized and unite in pursuit of a common aim, or when they share a common vision.
- **Internal power** (power that is exercised internally) refers to the spiritual strength and unique character all of us possess – what makes us truly human. This is based on self-acceptance and self-respect, and respecting and accepting others as equals. (CCCI, MATCH, AQOCI, 1991: pp. 20-21)

Other authors (including Marie-Rose Nyandwi, 2000) make a distinction among three dimensions of empowerment:

- **individual:** developing a sense of autonomy, confidence, and the ability to shed the effects of internalized oppression;
- **relationship-based:** developing the ability to negotiate and influence the nature of a relationship and the decisions made in that relationship;
- **collective:** when individuals work together to achieve a greater goal than each of them would be able to achieve individually. This involves commitment to political structures, but may also cover collective action based on cooperation rather than competition (local, formal, or informal).

In the gender context, women and men are socialized in different ways and frequently operate in different spheres of the community, although there is some overlap and interdependence between the two. As a result, women and men have different life experiences, knowledge, perspectives, and priorities. **Neither can necessarily represent the interests of the other, and neither can fully represent the community.**

Strategically, **we need to change our understanding of what power is, and find creative ways of resisting power that is exerted “over” someone else.** Non-violent resistance, as advocated by Gandhi, is a remarkable example of this. **We need to study the concepts of “the power (to do something),” “power that goes hand in hand,” and “internal power,” and see how they are all interrelated.** In terms of our development efforts, this means that we must acquire more capacities to solve problems and conflicts and consolidate organizations; we also need to boost our individual and collective abilities and foster a greater sense of solidarity.

### ⇒ GENDER INDICATORS

Gender indicators are a key tool in ensuring that development programs do in fact take into account the roles and specific needs of both women and men. They may be quantitative or qualitative measures that show change across time, especially before and after a project.

- They have an important function – signalling changes in relationships between women and men, changes in living conditions, changes in the roles of women and men over time.
- They are designed to measure advances, if any, toward full equity between men and women.
- These indicators provide important data for the planning, execution, and evaluation of development projects in urban and rural settings.

To sum up, these are signals or signs that help us to “take the pulse” of equity between women and men in a particular place. They serve as permanent observers or “goal posts” so that we can see whether we are progressing or moving backwards on the playing field of gender equity.

#### **What are gender indicators used for?**

- To make the invisible visible.
- To see whether there are inequities or inequalities between women and men in the community, and in what sectors, and whether this has changed over time.
- To compare the inequitable situation with other communities and other regions.
- To see how far the situation is tending to change.
- To measure the impact of policies, programs, or projects that have been implemented with the aim of checking whether they are contributing to equity.

#### **Pathways for formulating indicators that reflect gender differences (using the theme of education as an example):**

- School registration of girls and boys by age group.
- Activities (school, work, other) of women and men by age group.
- Mothers’ and fathers’ preferences for the education of boys and girls.
- Regard for education of women and men, by sex and age.
- Expectations regarding the development of women and men, by sex and age.

**Table 4**  
**THE HARVARD ANALYTICAL FRAMEWORK**

The Harvard Framework is outlined in *Gender Roles in Development Projects: A Case Book*, edited by Catherine Overholt, Mary B. Anderson, Kathleen Cloud, and James E. Austin (Kumarian Press, 1985).

The framework, a useful tool for gathering data and organizing information in table form, can be adapted to all sorts of situations. The information gathered can be as general, detailed, or sector-specific as needed. The framework can serve as an effective training and awareness tool for development organizations and community groups.

The framework may be used to describe and analyze gender relationships within a particular community, but it has no advice to give regarding development orientations. The gender-based analysis we present here combines some elements of the Harvard Framework with concepts such as the subordination of women, the strategic interests of women and men, and the transformation of gender relationships to arrive at a development process that specifically targets social justice, as well as the full participation and self-determination of women and men.

The Harvard Analytical Framework is divided into three main sections:

- **The Activity Profile**, which is based on the relevant production- and reproduction-linked tasks and probes the question: Who does what? For our purposes, we could add the category of community-related work to complete our information base. Depending on the context, we could add the timing, frequency, and place of work, and add sub-categories (e.g. girls and boys, older women and men).
- **The Access and Control Profile: resources and benefits** presents a list of resources used to complete the tasks identified under the Activity Profile. This shows who has access to resources and who controls their use. We could add categories for political and economic resources, and for the resource of time. The profile also lists the profits earned from domestic (and community) production, and notes the use of resources, with columns to indicate whether women and men do or do not have access to these resources and whether they control the use of the resources.
- **Factors Influencing Activities, Access, and Control:** this table lists factors that affect the gender distinctions noted in the profiles above. The list of past and present influences may provide a preview of the changes and trends to come. These factors may also be considered in terms of the opportunities and constraints that affect greater participation by women in development programs and projects.

Source: CCCI, MATCH, AQOCI, 1991: 33-34.

**HARVARD ANALYTICAL FRAMEWORK (continued)**

<b>1. ACTIVITY PROFILE</b>	<b>Women-girls</b>	<b>Men-boys</b>
<b>A. Production-related activities</b> Agriculture: activity no. 1 activity no. 2, etc. Income generation activity no. 1 activity no. 2, etc. Employment: activity no. 1 activity no. 2, etc. Other:		
<b>B. Reproduction-related activities</b> Water: activity no. 1 activity no. 2, etc. Fuel: Food production: Child care: Health-related: Household and repairs: Market-related: Other:		

<b>2. ACCESS AND CONTROL PROFILE</b>	<b>Access Women/Men</b>	<b>Control Women/Men</b>
<b>A. Resources</b> Land: Equipment: Labour: Capital: Education, training, etc. : Other:		
<b>B. Benefits</b> Outside income: Assets ownership: Essential needs (food, clothing, shelter, etc.) : Education: Political power/prestige, etc.: Other:		

<b>3. INFLUENCING FACTORS</b>	<b>Impact?</b>	<b>Opportunities?</b>	<b>Constraints?</b>
Political: Economic: Cultural: Education: Environmental: Legal: International: Other:			

### 3.2 Glossary<sup>15</sup>

Here are some definitions of terms used in gender analysis. This section may be photocopied and distributed as a handout for use by participants in a training session.

#### - ACCESS TO AND CONTROL OVER RESOURCES AND BENEFITS

**Resources** may include:

- **Economic or productive resources:** this includes land, equipment, tools, labour, capital, credit, skills with a market value, and income-generating opportunities in the labour force;
- **Political resources:** this includes the organization of representation, leadership, education, information, self-confidence, experience, and credibility;
- **The resource of time:** this includes availability for training, meetings, etc.

**Benefits** may include:

Meeting essential needs (food, shelter, clothing), access to income, ownership of possessions, education and training, political power, prestige, status, and opportunities to pursue new interests.

The subordination of women can limit their access to resources and benefits. In some cases, women may have ACCESS to resources (i.e. have the opportunity to make use of resources) but not have any CONTROL (i.e. the ability to decide how resources should be used and impose that choice on others). For example, women may have access to land for farming, but not have official ownership and not be able to decide how the land will be used. Women may have access to income from the production of food or handicrafts, but have no control over the way that money is spent.

#### - DEVELOPMENT

The concept of development has changed over time (see historical overview section). Initially, the term referred to economic growth, but it was subsequently expanded to embrace all essential needs, culminating in today's meaning, which includes democracy and respect for the environment.

The feminist definition of development put forward by DAWN<sup>16</sup>, a network of women from the South, is the one that is best adapted to the GAD approach (see also Table 3 above):

*Development should be an economic, social, and cultural process whereby human needs are met through broader access to economic and political power. This process should bring about a society in which human beings are free from any form of domination. These societies cannot develop under conditions of growing relative inequality between men and women, or without greater equity and greater participation for women.*

<sup>15</sup> Adapted from: Caroline Côté, 2003, op. cit. et CCCI, MATCH, AQOCI, 1991, op. cit.

<sup>16</sup> DAWN: Development Alternatives with Women for a New Era.

The GAD approach is related to the concept of sustainable development, which means “*development that meets the needs of current generations without compromising the ability of future generations to meet their needs*”<sup>17</sup>.

### - DIVISION OF LABOUR

Every society divides labour between men and women in a way that is proper to the culture and the era. This may vary from community to community. It is flexible and adapts to prevailing conditions in the household (e.g. education, illness, or the absence of an important member of the family). It is important to realize that any social intervention will have different effects on women and men. This division of labour must be taken into account in the planning of development projects so that women can derive the same benefit from the intervention as men.

In gender-based analysis, work is divided into three major categories:

- **PRODUCTION-related work** includes all activities related to the production of goods and services for consumption and trade (agriculture, fishing, etc.). This is paid employment that generates income.
- **REPRODUCTION-related work** include all activities related to the well-being of the family, including household maintenance, domestic duties, the care and education of children, errands, gathering water and fuel, etc.
- **COMMUNITY-related work** includes all tasks related to the collective organization of activities and social services: ceremonies and holidays, all activities that foster the formation and maintenance of community ties, local political activities, participation in social groups, etc.

### - EMPOWERMENT

Empowerment means appropriating power, or becoming autonomous. In GAD analysis, the control of resources is perceived as the central point. For Caroline Moser, *empowerment means women's ability to increase their own autonomy and internal strength. This is identified as the right to make choices in life and to influence the direction of those changes through the capacity to acquire control over material and non-material resources* (Moser, 1989).

Other authors have defined *empowerment as a process whereby, through the struggle to overcome oppression, social players increase their power both individually and collectively – in other words, their autonomy and control over their own lives and in society. It therefore includes a psychosocial dimension* (Dagenais and Piché, 1994)

### - EQUALITY

The expression “equality between the sexes” is used to mean that women and men should have equal conditions for realizing their full rights and potential and making a contribution to

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<sup>17</sup> Marcia Nozick, 1995, quoted in Caroline Côté, 2003.



the political, economic, social, and cultural evolution of their country, while benefiting equally from such changes.<sup>18</sup>

Equality between men and women does not imply that men and women become identical, but that they have equal opportunities and chances in life. The importance ascribed to equality between men and women and to reinforcing the power of women does not presuppose that there is a particular model for equality for all societies and cultures; rather, it reflects the desire to give men and women equal chances to choose what is meant by equality between men and women and to work on this in a concerted way.<sup>19</sup>

### - EQUITY

The concept of equity, as used in the literature, can be confusing. Aesop's Fable of the Fox and the Stork may shed some light on the concept.

The fox and the stork had equal chances to eat from a dish, but which would get enough to eat depended on the shape of the dish. A wide, shallow dish would accommodate the fox, while a deep, narrow dish would be better for the stork. For fairness' sake, each should have its share of the meal in the appropriate dish. Is the aim of development to provide equal opportunities or equal effects? For example, equal access to education does not mean that as many girls as boys go to school or attain the same level of education.<sup>20</sup>

Gender equity means being fair to women and men alike. To ensure equity, it is frequently necessary to adopt measures that compensate for historic and social disadvantages that have prevented women and men from having equal opportunities. **Equity leads to equality.**

By attacking the disparities that prevent women from enjoying the same rights as men, women will be allowed an equal share of the fruits of sustainable development. For example, leadership training for women is an equity measure.<sup>21</sup>

### - GENDER

The term *gender* is used to define sex roles. This includes the values and attitudes that a community or society deems appropriate to one or the other sex. While sex refers to biological determinism (physique, chromosomes, genitalia), gender is a social construct that refers to society and culture. It is the result of the socialization process that assigns different roles to men and women in terms of production and responsibilities.<sup>22</sup>

People define certain characteristics as being feminine or masculine. Gender differences can therefore change over time and from culture to culture. The concept of gender helps us to analyze the roles, responsibilities, and needs of women and men in a dynamic way, according to their varied spheres of activities and the social context in which they operate.

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<sup>18</sup> Setting the Stage for the Next Century: The Federal Plan for Gender Equality, Status of Women Canada, 1995.

<sup>19</sup> DAC Guidelines, OECD, 1998.

<sup>20</sup> CCCI, MATCH, AQOCI, 1991, op. cit. p. 15

<sup>21</sup> Gender-Based Analysis: A Guide for Policy-Making, Status of Women Canada, 1996.

<sup>22</sup> Fatou Sarr, Recensement des outils de formation en genre, October 1999.

### - PARTICIPATION

In GAD analysis, there are four levels of participation. People are **passive recipients of aid**, material resources, or services with having control over the continuity of that aid; **they act in ways prescribed by others; they are consulted on problems and needs**, though not necessarily on the solutions, and those solutions do not translate into concrete aspects of the project or services offered; **they acquire the power to organize** to meet their needs, propose solutions to their problems, and are responsible for development measures. (See Table 5 below for an illustration of the four levels of participation.)

### - PRACTICAL NEEDS

Practical needs are related to living conditions. They involve immediate necessities (such as water, shelter, food, income, and health care), which are part of a given context. Projects designed to satisfy practical needs generally include measures designed to correct problems related to poor living conditions.<sup>23</sup> These needs tend to be immediate, short-term, and easily identifiable by women. They can be satisfied through the acquisition of equipment, pumps, clinics, technical training, credit programs, etc.

### - SEX

The set of characteristics and functions that distinguish male from female by assigning to each a specific role in reproduction through the production of male or female gametes. Sex refers to biological differences. For example, only men are capable of impregnation, and only women are capable of giving birth and breastfeeding a baby.

### - SITUATION

Refers to women's social and economic position compared to those of men, measuring the salary gap, access to employment, participation in legislative bodies, vulnerability to poverty and violence, and so on.

### - STATUS

The status of women refers to their material state and immediate area of experience. If a woman were asked to describe her life, she would probably describe her status: the type of work she does, her needs and the needs of her children (drinking water, food, education, etc.).

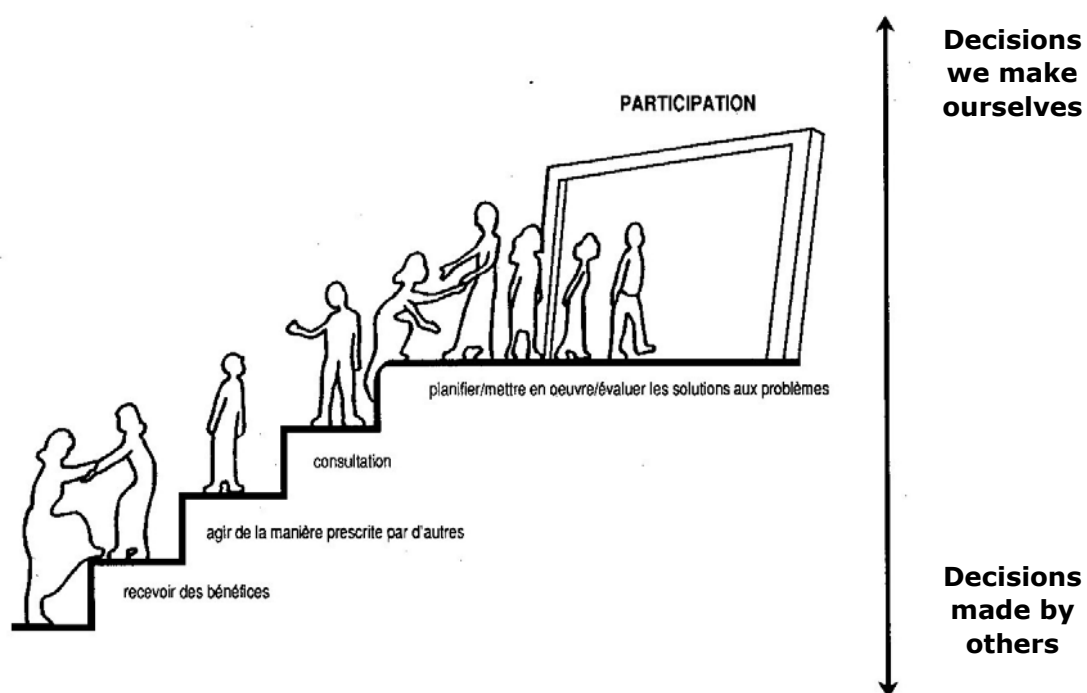
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<sup>23</sup> CIDA's Policy on Gender Equality, 1997.

## **- STRATEGIC INTERESTS**

Women's strategic interests result from their subordinate role in society. These are long-term interests designed to improve the situation of women. Strategic interests would include the acquisition of legal rights; access to a participatory democratic process; access to equality in education, employment, etc.; narrowing the salary gap; providing protection from violence; and strengthening women's decision-making powers. These interests could also be satisfied through consciousness-raising, boosting self-confidence, consolidating women's organizations, mobilizing for political action, and so on.

**Table 5**  
**Participation levels**



Source: CCCI, MATCH, AQOCI, 1991: 43.

Adapted from a Nancy Bergau diagram reproduced in Coady International Institute (1989).

## IV- GENDER AND DEVELOPMENT TRAINING

This training kit was designed to make participants familiar with the *gender and development* approach by mastering some key concepts, applying them to sample projects, and seeing how the approach can be integrated into the structure of an organization.

### 4.1 How to proceed

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We suggest starting the training session by reviewing the objectives and going around the table, asking participants to introduce themselves and say what they expect to learn from the session.

A brief exercise on the distinction between sex and gender is a good way to get the discussion going and help participants to demystify these concepts right from the start (see next section below). This should also help the trainer see whether there is some resistance among the participants and how to move past it.

Becoming aware of existing gender inequalities and the problems they can pose for development is the first step in the GAD approach (see section 1, rationale for the gender and development approach). In the first section (see section 1.4), we show some statistics that illustrate gender inequality. Feel free to add statistics for countries the participants are working with.

Next, it is important to describe the *gender and development* approach and clearly situate it in time. An introduction to various approaches to development and approaches concerning women is extremely helpful (see section 2, historical overview), as are definitions of key concepts that will be revisited during the training session (see section 3, concepts and theory).

What comes next depends on how much time the trainer has. We suggest three possible sequences, depending on the time available for the session. It would be a good idea to cover each section in the training segment with at least one exercise: concepts, applications, and integration in international cooperation organizations (ICOs).

The documents below (see section 4.2) give some examples of exercises and texts that will familiarize participants with GAD concepts, how to apply them to projects and programs, and how to integrate them in ICOs.

To wrap up, the bibliography includes suggested readings, as well as helpful Web sites, films, and videos.

### Suggested sequence for 3.5 hour session

**Objectives:**

- To understand the difference between sex and gender
- To define the GAD approach and place it in the proper context
- To apply some basic concepts

	Activities
<b>1 p.m.</b>	Introduction to training session and objectives
<b>1:15 p.m.</b>	Around the table: introductions and expectations
<b>1:45 p.m.</b>	"If I think of my grandmother... and my grandfather"
<b>2:20 p.m.</b>	Description of approach and definition of some basic concepts
<b>2:50 p.m.</b>	Break
<b>3:05 p.m.</b>	Roles of men and women
<b>3:30 p.m.</b>	Preconceptions
<b>4:15 p.m.</b>	Evaluation

### Suggested sequence for day-long session

**Objectives:**

- To understand the difference between sex and gender
- To define the GAD approach and place it in the proper context
- To apply some basic concepts
- To identify ways of integrating GAD in your ICO

	Activities
<b>8:30 a.m.</b>	Introduction to training session and objectives
<b>8:45 a.m.</b>	Around the table: introductions and expectations
<b>9:15 a.m.</b>	"If I think of my grandmother... and my grandfather"
<b>9:45 a.m.</b>	Description of approach and definition of some basic concepts
<b>10:15 a.m.</b>	Break
<b>10:30 a.m.</b>	Tree of values
<b>12 noon</b>	Lunch
<b>1 p.m.</b>	Scenarios
<b>1:45 p.m.</b>	Organizational diagnosis: integrating gender (SWOT)
<b>4:30 p.m.</b>	Evaluation

Suggested sequence for two-day session	
<b>Objectives:</b> <ul style="list-style-type: none"> <li>• To understand the difference between sex and gender</li> <li>• To define the GAD approach and place it in the proper context</li> <li>• To apply some basic concepts</li> <li>• To identify ways of integrating GAD in your ICO</li> </ul>	
Day 1	Activities
8:30 a.m.	Introduction to training session and objectives
8:45 a.m.	Around the table: introductions and expectations
9:15 a.m.	"If I think of my grandmother... and my grandfather"
9:45 a.m.	Description of approach and definition of some basic concepts
10:15 a.m.	Break
10:30 a.m.	Tree of values
12 noon	Lunch
1 p.m.	Preconceptions
1:45 p.m.	Finding balance
3:15 p.m.	Break
3:30 p.m.	Analysis: practical needs and strategic interests
4:30 p.m.	Evaluation of Day 1
Day 2	Activities
8:30 a.m.	Recap of Day 1 and description of today's session
8:45 a.m.	Development approach concerning women
10:15 a.m.	Break
10:30 a.m.	Organizational diagnosis: integrating gender (SWOT)
12 noon	Lunch
1:30 p.m.	Scenarios
2:15 p.m.	Action plan
3 p.m.	Break
3:15 p.m.	Action plan (continued)
4:30 p.m.	Evaluation of session

## 4.2 Exercises

The exercises in this section, which are drawn from different sources, are intended to serve as examples. Trainers can choose the exercises they feel are most appropriate for the particular training session and target audience, as well as adding other exercises they feel would be useful. This is an open-ended tool.

The exercises are divided into three sub-sections, reflecting specific objectives: learning about key concepts in GAD; applying those concepts to projects or programs; and integrating GAD in ICOs.

### 4.2.1 Learning about key concepts in GAD

The eleven exercises in this section are designed to help participants learn some key concepts in gender and development analysis.

List and timing of GAD familiarization exercises	
1. "What do you think?" 45 minutes	2. Agree/disagree 60 minutes
3. "If I think of my grandmother... and my grandfather" 30 minutes	4. Roles of men and women 25 minutes
5. Crossword 20 minutes	6. "Once upon a time..." 30-45 minutes
7. "How would my life have been different if....?" 30 minutes	8. What are male/female stereotypes? 60-75 minutes
9. Man to man 120-150 minutes	10. Understanding gender 60 minutes
11. Tree of values and attitudes 90 minutes	



#### **4.2.2 Applying GAD concepts to projects or programs**

These five exercises should help participants apply the key concepts to projects or programs.

<b>List and timing of application exercises</b>	
12. Preconceptions 35-45 minutes	13. Vision of power and empowerment 90-120 minutes
14. Finding balance 90 minutes	15. Scenarios 30-45 minutes
16. Analyzing practical needs and strategic interests 60 minutes	

#### **4.2.3. Integrating GAD in ICOs**

These five exercises are designed to provide examples of how to integrate the approach in ICOs.

<b>List and timing of integration exercises</b>	
17. Development approaches concerning women 60-90 minutes	18. Organizational diagnosis: mainstreaming gender based on SWOT analysis 90-120 minutes
19. Recommendations on integrating gender 90 minutes	20. Action plan 120 minutes
21. Leadership styles 90 minutes	

#### **4.2.4. Sample evaluation form**

It is always a good idea to conduct an evaluation with participants after each training session. This form, prepared by Relais-femmes for a CQFD training session held in December 2002, is presented as an example. Of course, each evaluation should be adapted according to the objectives addressed in the session.

## EXERCISE 1

### “What do you think?”

<b>Aims</b>	<ul style="list-style-type: none"> <li>- To create a group dynamic</li> <li>- To help participants express their emotions, opinions, and ideas on gender</li> <li>- To get discussions and exchanges going within the group</li> <li>- To help trainers gauge participants’ level of knowledge about unequal male/female relationships.</li> </ul>
<b>Length</b>	45 minutes
<b>Target group</b>	For everyone, mixed group
<b>Procedure</b>	<ol style="list-style-type: none"> <li>1. The trainer divides the group in half and asks participants to form two circles, one inside the other.</li> <li>2. While upbeat music plays, the participants are asked to walk in opposite directions – one group to the right, the other to the left.</li> <li>3. When the music stops and each participant comes face to face with a member of the other group, the trainer reads a statement on gender out loud.</li> <li>4. Participants are then given three minutes to state their reaction to the statement to their partner from the other group.</li> <li>5. The music starts again and the exercise continues. When the trainer feels that the sufficient discussion has been generated, she asks the participants to come back together in one group and revisit the exercise.</li> <li>6. Based on the comments received, the trainer begins to formulate a definition of the term <i>gender</i> and explains it to the participants. (See glossary section for definition.)</li> </ol>

<b>Note to trainer</b>	<p>By the end of this workshop, participants should have a good understanding of the major elements in the concept of gender:</p> <ul style="list-style-type: none"> <li>- Gender is not the same as sex: it is not determined by biology, but is the result of a social construct.</li> <li>- Gender varies according to culture, socio-economic context, and the politics of a particular society.</li> <li>- The concept of <i>gender</i> has changed over different periods of history.</li> <li>- <i>Gender</i> behaviours are learned. Those who fail to conform to social norms corresponding to their gender may have to contend with social disapproval.</li> </ul>
<b>Materials</b>	<ul style="list-style-type: none"> <li>- Tape recorder</li> <li>- Upbeat music</li> <li>- Handout: list of affirmations on <i>gender</i> (may be mounted on poster board, with statements changed as needed)</li> <li>- Markers</li> <li>- Big sheet of paper (or flip chart)</li> </ul>

Source: Adapted from *Le GENRE dans le développement*, by Caroline Côté, Development and Peace, 2003.

## Handout - Exercise 1

### "What do you think?"

#### LIST OF AFFIRMATIONS ON *GENDER*

1. Men and women can never be equal because of the biological differences between them.
2. Gender is a term used to designate women.
3. The conversations we have with family members and friends about gender relations often lead to conflict and disagreement.
4. Work that involves gender should only involve social and cultural life.
5. The most important objective of development is to give women access to financial independence.
6. It is important to "mainstream" or integrate women into different development programs because it makes projects more effective.
7. We should not encourage the development of an independent women's movement because it could cause divisions within communities.
8. Encouraging the development and maintenance of feminine traditions (such as sewing and cooking) is an effective strategy for the *empowerment* of women.
9. The *empowerment* of women, in the sense of women's appropriation of power, necessarily means a loss of power for men.

Source: Adapted from *Le GENRE dans le développement*, by Caroline Côté, Development and Peace, 2003

## EXERCISE 2

### Agree/disagree or “What do you think?” Statements on equity and equality issues

<b>Aim</b>	To clarify certain personal positions To grasp the complexity of the issue
<b>Length</b>	60 minutes
<b>Target group</b>	For everyone, mixed group
<b>Procedure</b>	<ol style="list-style-type: none"> <li>1. Individual work (5 mins.)</li> <li>2. Form smaller groups for discussion and try to reach a consensus on each statement (25 mins.)</li> <li>3. Back in the plenary, discuss the reasons behind the various positions taken (30 mins.)</li> </ol>
<b>Note to trainer</b>	Adapt the statements to the target group (e.g. people from the South, immigrants, etc.)
<b>Materials</b>	Handout for each participant

Source: Adapted from CECI workshop on gender and development, 2002.

## Handout - Exercise 2

### "Agree/disagree"

Do you agree or disagree with each of the following statements?

Statements	Yes	No
Differences between men and women in different countries are deeply rooted in the culture. Is it possible to intervene in these matters without imposing Western values?		
Affirmative action programs (e.g. quotas for women in certain positions, on lists of candidates running for office, etc.) are another form of discrimination and go against democratic principles.		
It is normal for women to earn less than men, because they are absent from work more often to look after family matters.		
First we need to fight poverty by meeting basic needs for shelter, food, and health care – then we can attack the issue of inequality between men and women.		
There is no point putting a woman into a decision-making structure unless she has management experience for that type of position.		

Source: Adapted from CECI workshop on gender and development, 2002.

### EXERCISE 3

#### “If I think of my grandmother... and my grandfather...”

<b>Aims</b>	<ul style="list-style-type: none"> <li>- To present the concept of male and female roles in a dynamic way</li> <li>- To distinguish between what our grandparents could and could not do in the past and what we mean today when we refer to men's and women's roles</li> <li>- To emphasize cultural diversity and how men's and women's roles have changed over time.</li> </ul>
<b>Length</b>	30 minutes
<b>Target group</b>	Non-experts. Use as an ice-breaker. Good for young volunteers, mixed group in terms of age and cultures.
<b>Procedure</b>	<ol style="list-style-type: none"> <li>1. Divide participants into smaller groups of about five people each.</li> <li>2. Brainstorming session, asking the following questions: (20 mins.)               <ol style="list-style-type: none"> <li>a) What couldn't my grandfather do that a man can do today?</li> <li>b) What couldn't my grandmother do that a woman can do today?</li> </ol> </li> <li>3. Have the group think about the observations arising from the two questions. (10 mins.)</li> </ol>
<b>Note to trainer</b>	<ul style="list-style-type: none"> <li>- Write the two questions on a flip chart, blackboard, or piece of poster board.</li> <li>- Go back to the gender concepts and the roles of men and women (sections 1 to 3).</li> <li>- To prepare for this exercise, the trainer should first read through sections 1 to 3 and introduce the concept of cultural diversity.</li> </ul>
<b>Materials</b>	Visual aids: flip chart, blackboard, or poster board.

Source: Adapted from workshop on gender and development, CECI, 2002.

## EXERCISE 4

### Roles of men and women

<b>Aim</b>	<ul style="list-style-type: none"> <li>- To introduce the three roles (production, reproduction, and community)</li> <li>- To ask questions about differences between girls and boys and men and women</li> <li>- To think about sexual stereotypes.</li> </ul>
<b>Length</b>	25 minutes
<b>Target group</b>	Mixed group, teens or adults, non-experts
<b>Procedure</b>	<ol style="list-style-type: none"> <li>1. Buzz (flash discussion) in sub-groups: what makes girls different from boys or men different from women? (10 mins.)</li> <li>2. Plenary discussion: share answers and discuss the characteristics that were mentioned that make girls different from boys and men different from women. (15 mins.)</li> </ol>
<b>Note to trainer</b>	<ul style="list-style-type: none"> <li>- See the following: conceptual tools no. 1, division of labour, and no. 2, three types of work, in section 3.1.</li> <li>- Organize the answers that emerged from the plenary discussions in table form, with categories for each of the three roles or types of work performed by men and women.</li> </ul>
<b>Materials</b>	Reproduce the handout on a flip chart.

Source: Adapted from CECI workshop on gender and development, 2002.



**Handout - Exercise 4**  
**Roles of men and women**

	Women - Girls	Men - Boys
<b>Production-related work</b> <ul style="list-style-type: none"> <li>• Agriculture</li> <li>• Industry</li> <li>• Employment</li> <li>• Other (specify)</li> </ul>		
<b>Reproduction-related work</b> <ul style="list-style-type: none"> <li>• Food preparation</li> <li>• Child care and education</li> <li>• Household and domestic tasks</li> <li>• Miscellaneous repairs</li> <li>• Collecting water and fuel</li> <li>• Other (specify)</li> </ul>		
<b>Community-related work</b> <ul style="list-style-type: none"> <li>• Ceremonies and feasts</li> <li>• Local political activities</li> <li>• Participation in social groups</li> <li>• Other (specify)</li> </ul>		

## EXERCISE 5

### Crossword puzzle

<b>Aims</b>	<ul style="list-style-type: none"> <li>- To consolidate knowledge of <i>GAD</i> concepts</li> <li>- To evaluate participants' grasp of <i>GAD</i> concepts</li> </ul>
<b>Length</b>	20 minutes
<b>Target group</b>	People with good literacy skills and at least some awareness of <i>GAD</i>
<b>Procedure</b>	<ol style="list-style-type: none"> <li>1. The trainer hands out the crossword grid with terms from the glossary.</li> <li>2. Participants fill in the crossword puzzle, working in teams of four or five.</li> <li>3. Correct the puzzle in a big group so the trainer can review the content.</li> </ol>
<b>Note to trainer</b>	<ul style="list-style-type: none"> <li>- This workshop emphasizes key concepts of the <i>gender and development</i> approach.</li> <li>- The trainer should make sure that everyone really understands. Review the concepts and clarify anything that seems to have caused problems.</li> <li>- Answer questions clearly and then do the project application exercise.</li> </ul>
<b>Materials</b>	<ul style="list-style-type: none"> <li>- A blank copy of the crossword for each participant, enlarged on the photocopier.</li> <li>- A copy of the solution grid (for the trainer only)</li> <li>- Handouts of the glossary, to be distributed to participants after the exercise.</li> </ul>

Source: Adapted from *Le GENRE dans le développement*, by Caroline Côté, Development and Peace, 2003

## Handout (A) – Exercise 5

### Crossword puzzle



#### BRAIN TEASER

#### DOWN

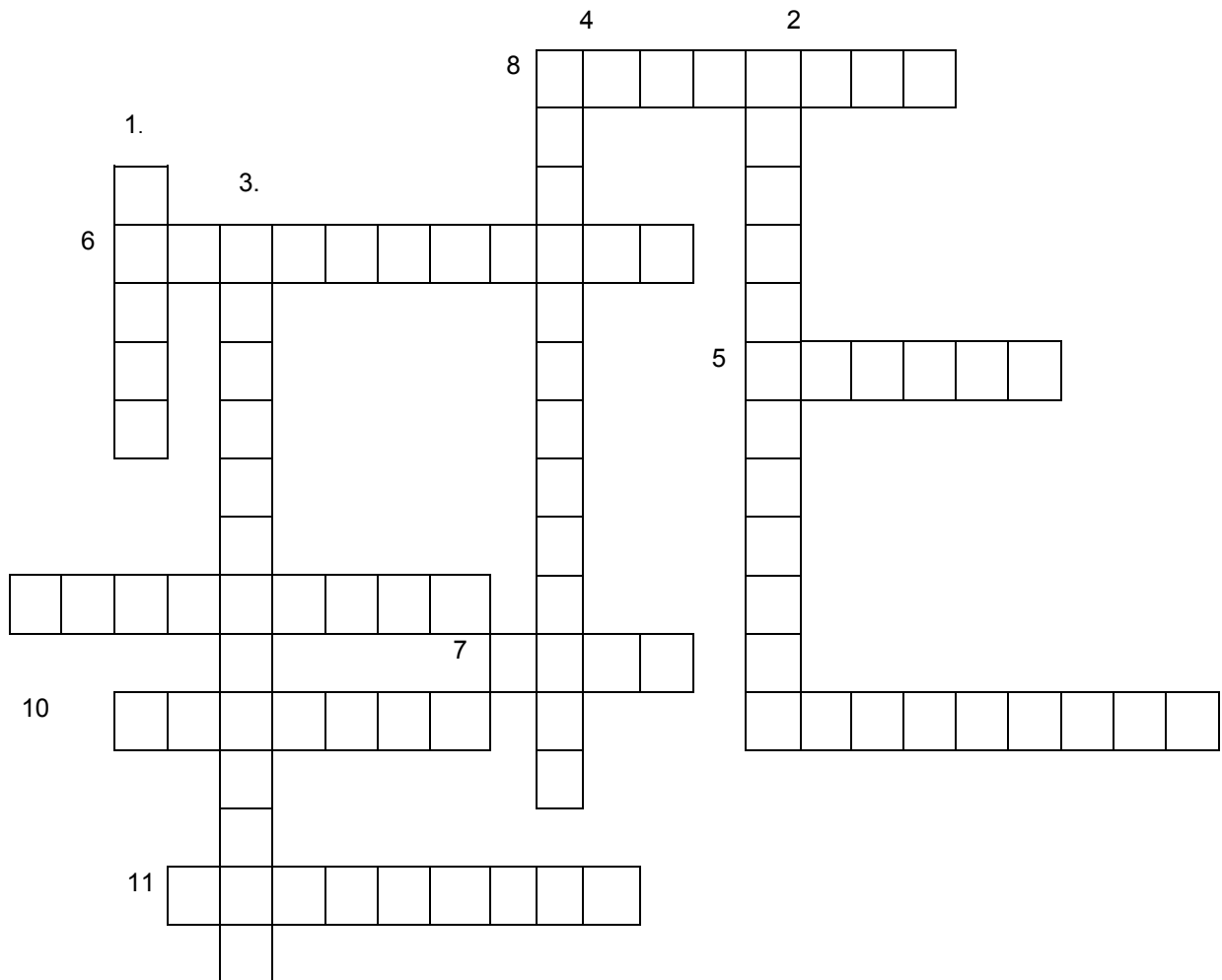
1. Term used to define social roles in a society; refers to a social construct that varies across different cultures and periods of history, defining the society's values and attitudes towards men and women.
2. The acquisition of legal rights, access to participatory democracy, access to gender equality, and protection from violence are all ( \_\_\_\_\_ ) interests, which play an important role in the struggle to end the subordination of women.
3. Refers to women's actions as agents of change when they hold various responsibilities in a project.
4. When properly planned and managed in a fair and sustainable manner, this is another word for growth and progress.

#### ACROSS

5. The concept of natural justice, used to decide what is due to each person, this puts everyone on an equal footing.
6. Another word for appropriation of power.
7. Biologically determined characteristics that draw a physiological distinction between women and men.
8. Dividing tasks by gender, creating different sectors of activities. The ( \_\_\_\_\_ ) of labour is a way of organizing the economy of a society.
10. Another word for visibility, autonomy, responsibilities, and participation by both genders in every sphere of public and private life.
11. Refers to women's material status and their immediate sphere of experience.

## Handout (B) – Exercise 5 (continued)

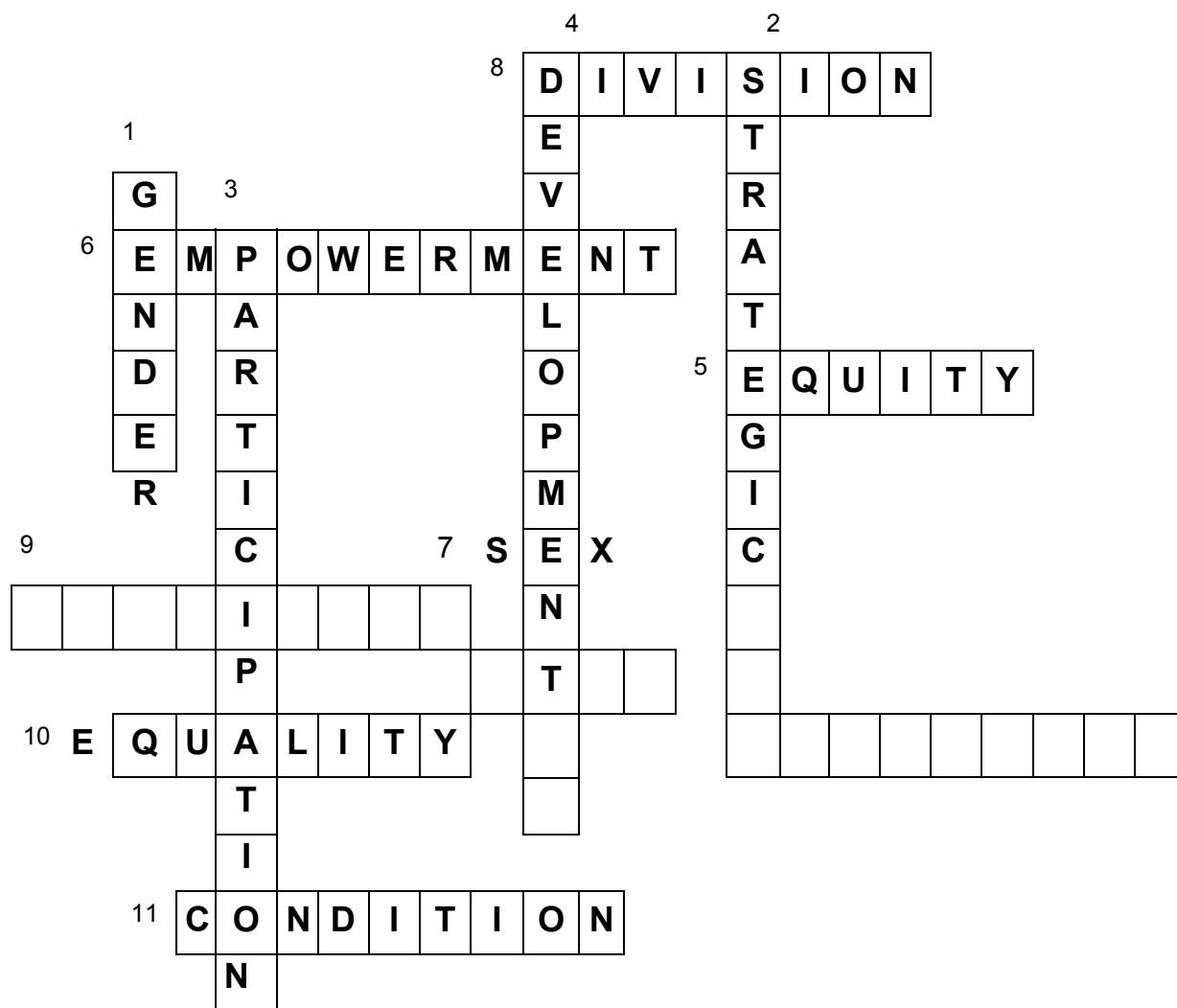
### Crossword



Source: Adapted from *Le GENRE dans le développement*, by Caroline Côté, Development and Peace, 2003

## Handout (C) – Exercise 5 (suite)

## Crossword puzzle: Solution



Source: Adapted from *Le genre dans le développement*, by Caroline Côté, Development and Peace, 2003.

## EXERCISE 6

### Once upon a time...

<b>Aims</b>	<ul style="list-style-type: none"> <li>- To understand how discourse on women and development has changed over time</li> <li>- To gain a better understanding of the origins of the <i>GAD</i> approach and the context from which it emerged</li> <li>- To understand the roles played by NGOs and major international development agencies in promoting various approaches that involve women.</li> </ul>
<b>Length</b>	30 to 45 minutes
<b>Target group</b>	For everyone, mixed group
<b>Procedure</b>	<ol style="list-style-type: none"> <li>1. The trainer presents section 2, historical overview, using an enlarged version of Table 1 (section 2) as a visual aid. A kit containing illustrations mounted on plasticized cardboard may be borrowed from Development and Peace (contact: Hélène Gobeil, (514) 257-8711);</li> <li>2. The trainer sticks illustrations or parts of Table 1 on the blackboard or wall to mark milestones in history;</li> <li>3. Conclude with the feminist definition of development and hand out Tables 1, 2, and 3 (section 2).</li> </ol>
<b>Note to trainer</b>	<ul style="list-style-type: none"> <li>- The trainer should have some knowledge of the women's movement in North and South, depending on the participants' background.</li> <li>- Use Velcro or tape on the back of the illustrations from Table 1 so they can be detached easily without ripping.</li> <li>- Stick up parts of the enlarged version of Table 1 as you go along.</li> </ul>
<b>Materials</b>	<ul style="list-style-type: none"> <li>- Kit borrowed from Development and Peace (optional) or parts of Table 1, enlarged</li> <li>- Tables 1, 2, and 3 – make enough copies to distribute after the explanations</li> <li>- Explanatory sheets to go with each illustration</li> <li>- Tape or Velcro</li> <li>- A poster board if needed.</li> </ul>

Source: Adapted from *Le GENRE dans le développement*, by Caroline Côté, Development and Peace, 2003.

## EXERCISE 7

### “How would my life have been different if...?”

<b>Aim</b>	To think about men’s and women’s roles and stereotypes
<b>Length</b>	30 minutes
<b>Target group</b>	Non-experts, new to these concepts
<b>Procedure</b>	<ol style="list-style-type: none"> <li>1. Participants work on their own to answer questions. (10 mins.)</li> <li>2. Plenary discussion of answers, adding one more question: Why? (15 mins.)</li> <li>3. Conclude by identifying causes of stereotypes. (5 mins.)</li> </ol>
<b>Note to trainer</b>	<ul style="list-style-type: none"> <li>- Emphasize the “why?” added to each question, which should bring out the sources of differences or stereotypes (culture, education, social values, religion, etc.).</li> <li>- This exercise makes people think about who we are before proceeding to more advanced issues. Since it could get emotional, some finesse is required to lead this session.</li> </ul>
<b>Materials</b>	Handout with questions.

Source: Adapted from CECI workshop on gender and development, 2002.

**Handout – Exercise 7**

**“How would my life have been different if...  
I had been born into the opposite sex?”**

1. What would I have learned? Why?

3. What games would I have played? Why?

4. What hobbies would I have enjoyed? Why?

5. What subjects would I have studied? Why?

Source: Adapted from CECI workshop on gender and development, 2002.



## EXERCISE 8

### What are male/female stereotypes?

<b>Aims</b>	<ul style="list-style-type: none"> <li>- To increase awareness of male/female stereotypes</li> <li>- To initiate discussion about some of the consequences of stereotyping</li> </ul>
<b>Length</b>	60-75 minutes
<b>Target group</b>	For everyone, mixed group
<b>Procedure</b>	<ol style="list-style-type: none"> <li>1. Explain that "We are going to look at what we mean by male and female sex stereotypes." Divide participants into smaller groups (single-sex) and give them two sheets of flip chart and some markers. (5 mins.)</li> <li>2. Ask each group to brainstorm all the characteristics of the opposite sex they believe or have heard commonly expressed, e.g. women are: talkative, patient. They should write at the top of the first sheet "Women/men are..." (5 mins.)</li> <li>3. Now ask them to repeat the list for their own sex. They should head the sheet "Men/women are..." , e.g. men are: aggressive, do not show feelings, etc. (5 mins.)</li> <li>4. The small groups take five minutes to share their initial reactions to the lists. (5 mins.)</li> <li>5. Put up the sheets and ask each group to take five minutes to present their ideas. (10-20 mins.)</li> <li>6. Ask "If these are some of the images of men and women that are commonly believed in our society, what are the consequences for men and women?" For example, if the male image is aggressive and the female image passive, what can happen? (20-30 mins.)</li> </ol>
<b>Note to trainer</b>	<ul style="list-style-type: none"> <li>- The trainer should identify certain stereotypes in advance and think about arguments against them – otherwise, the exercise could reinforce stereotypes instead of demolishing them.</li> <li>- Add concrete facts or historic aspects connected with the consequences of stereotypes.</li> <li>- After completing the exercise, show the statistics (graphs 1 to 7 from section 1) to illustrate the impacts of stereotypes of both sexes. You may want to copy the statistics onto acetates to use in a projector.</li> <li>- To wrap up the exercise, give a clear definition of the word stereotype.</li> </ul>
<b>Materials</b>	<ul style="list-style-type: none"> <li>- Flip-chart, markers</li> <li>- Acetates or copies of statistics (graphs 1 to 7, section 1) for everyone.</li> </ul>

Source: Adapted from Oxfam UK and Ireland, 1994.

**EXERCISE 9****Man to man**

<b>Aim</b>	<ul style="list-style-type: none"> <li>- To help men review the implications of gender for men</li> <li>- To develop ideas for positive action</li> </ul>
<b>Length</b>	2 to 2 ½ hours (120-150 mins.)
<b>Target group</b>	Men only, homogeneous group (e.g. team from company headquarters)
<b>Procedure</b>	<p>1. Ask the participants to form small groups or pairs to discuss the following questions (listed in Handout A) : (60 mins.)</p> <ul style="list-style-type: none"> <li>a) Do most men find gender a difficult or easy subject to discuss? Why?</li> <li>b) Why are discrimination against women, sexual harassment and even rape sometimes laughed off as trivial by men? If your own sister or mother experienced these things, how would you feel?</li> <li>c) If a man is beaten up on the street, people do not ask what clothes he was wearing or why he was out late – but women are asked these questions. Is that fair?</li> <li>d) Is gender a minor issue compared with, for example, world hunger?</li> <li>e) Do you agree with this statement: "We earn 90 per cent of the world's income and own 99 per cent of its property. We commit around 90 per cent of violent crimes...(but) why should we be equated with men who run countries...who rape and kill? We ask women not to lump us indiscriminately together with hostile men. But in return we need to recognise that we benefit from sexual discrimination every day of our lives whether we like it or not! " (New Internationalist, Sept. 1987)</li> <li>f) How can men share power with women in society? And in the family?</li> <li>g) Have you ever challenged sexism in other men? If so, what reactions did you get? If not, why didn't you, and what would have helped you to do so?</li> </ul>

<b>Procedure (continued)</b>	<ol style="list-style-type: none"> <li>2. Go back to the plenary session.</li> <li>3. With the whole group, discuss what should go into a code for men who want to fight sexism, based on the sample code in Handout B. (30 mins.)</li> </ol>
<b>Note to trainer</b>	<ul style="list-style-type: none"> <li>- Encourage the participants to share their experiences. Some situations can be explored through role-playing, so participants can practice how to respond.</li> <li>- This activity must be led by an experienced male facilitator who can deal with the emotions that will be raised by this exercise. It is a men-only session.</li> <li>- It must be preceded by a group trust-building activity (such as Exercise 7).</li> <li>- To help men cope with the defensive feelings they are likely to experience, stress that men have been encouraged to believe that to be "real men," they have to oppress women. This is not so, of course. It is possible to change this; for example, a new feminist slogan in Kenya is "Real Men Support Women's Empowerment." Feeling guilty and defensive is not helpful to men or women. Action against sexism is.</li> <li>- The sample code (Handout B) was developed in the U.K. and adapted from the <i>New Internationalist</i>, August 1985. You will probably need to adapt the items to be appropriate to the country and culture in which you use it.</li> </ul>
<b>Materials</b>	<ul style="list-style-type: none"> <li>- Handouts A and B</li> <li>- Flip chart, markers</li> </ul>

N.B.: This exercise is excerpted from a longer activity.

Source: Adapted from Oxfam UK and Ireland, 1994.

## Handout (A) - Exercise 9

### Man to man

a) Do most men find gender a difficult or easy subject to discuss? Why?
b) Why are discrimination against women, sexual harassment and even rape sometimes laughed off as trivial by men? If your own sister or mother experienced these things, how would you feel?
c) If a man is beaten up on the street, people do not ask what clothes he was wearing, or why he was out late – but women are asked these questions. Is that fair?
d) Is gender a minor issue compared with, for example, world hunger?
e) Do you agree with this statement: "We earn 90 per cent of the world's income and own 99 per cent of its property. We commit around 90 per cent of violent crimes...(but) why should we be equated with men who run countries...who rape and kill? We ask women not to lump us indiscriminately together with hostile men. But in return we need to recognise that we benefit from sexual discrimination every day of our lives whether we like it or not! " (New Internationalist, Sept. 1987)
f) How can men share power with women in society? And in the family?
g) Have you ever challenged sexism in other men? If so, what reactions did you get?  If not, why didn't you, and what would have helped you to do so?

Source: Adapted from Oxfam UK and Ireland, 1994.

## Handout (B) – Exercise 9

### Man to man

#### **ACTION CHECKLIST ON SEXISM: A CODE FOR MEN**

1. Look out for ways you unintentionally threaten women. Don't walk behind a woman at night – cross the road. Don't block the path. Approach a man, not a woman, for directions at night or in lonely places.
2. Don't comment, stare, or whistle at a woman's looks or dress; that constitutes sexual harassment.
3. Share domestic tasks equally. Housework and child care should not be only "women's work."
4. If you have a woman partner, you should both have equal access to income.
5. Express your emotions and acknowledge your feelings.
6. Confront sexism in other men.
7. Challenge sexism at work, and in your dealings with the state (e.g. health, welfare).
8. Don't limit children; both boys and girls can enjoy football and sewing.
9. What we call "normality" is based on male power and should be questioned.

N.B. This checklist was developed in the U.K., adapted from the New Internationalist, August 1985. You will probably want to adapt the items so that they are appropriate to the country and culture in which you are using the exercise.

Source: Adapted from Oxfam UK and Ireland, 1994.

## EXERCISE 10

### Understanding gender

<b>Aim</b>	To make participants aware of the institutional and/or systemic factors that influence stereotypes on gender
<b>Length</b>	60 minutes
<b>Target group</b>	People with some knowledge of the subject, field workers
<b>Procedure</b>	<p>- <b>Prerequisite: Exercise on stereotypes</b></p> <p>- <b>Divide participants into four sub-groups.</b></p> <p><b>Step 1</b></p> <p>1. Ask each group to look at influential institutions in four sectors (social, political, educational, economic) that create and maintain gender stereotypes.</p> <p><b>Step 2</b></p> <p>2. Give each group a list of the 4 sectors above and ask them to discuss the following questions:</p> <ul style="list-style-type: none"> <li>a) How does this institution and/or system generate and cultivate gender stereotypes? Give examples of stereotyped practices, policies, and behaviours in this institution and/or system.</li> <li>b) Have you noticed any changes in the institution or system that would indicate progress towards a more equitable society in terms of gender?</li> </ul> <p><b>Step 3</b></p> <p>3. Back in the plenary, ask each group to present their responses. Add a question on desirable changes.</p>
<b>Note to trainer</b>	<ul style="list-style-type: none"> <li>- Prerequisite: Exercise on stereotypes.</li> <li>- Start by giving a clear definition of the term stereotype and the difference between sex and gender (see handout).</li> <li>- Use the handout in step 1 to help define the 4 sectors.</li> <li>- Collect the responses from step 3 and make a chart: list the 4 sectors vertically, with 4 horizontal columns for 1) the list of institutions (step 1); 2) how stereotypes are maintained; 3) changes observed; 4) changes desired.</li> </ul>
<b>Materials</b>	Handout, flip chart, markers

Source: Adapted from CEDPA / Gender and Development

## Handout – Exercise 10

### Understanding gender

#### THE DIFFERENCE BETWEEN SEX AND GENDER

The concepts “sex” and “gender” may be defined as follows:

- **“Sex”** refers to the biological differences between women and men, which are generally permanent and universal.
- **“Gender”** refers to the socially constructed roles and responsibilities of women and men in a given culture or location. These roles are influenced by perceptions and expectations arising from cultural, political, environmental, economic, social, and religious factors, as well as custom, law, class, ethnicity, and individual or institutional bias. Gender attitudes and behaviours are learned and can be changed.

#### WHAT ARE SOME OF THE SITUATIONS IN WHICH WE SEE GENDER DIFFERENCES?

- **Social**  
Different perceptions of women’s and men’s social roles: the man seen as head of the household and chief breadwinner; the woman seen as nurturer and caregiver.
- **Political**  
Differences in the ways in which women and men assume and share power and authority: men more involved in national- and higher-level politics; women more involved at the local level in activities linked to their domestic roles.
- **Educational**  
Differences in educational opportunities and expectations of girls and boys: family resources directed to boy’s rather than girl’s education; girls streamed into less challenging academic tracks.
- **Economic**  
Differences in women’s and men’s access to lucrative careers and control of financial and other productive resources: credit and loans; land ownership.

Source: Adapted from CEDPA / Gender and Development

## EXERCISE 11

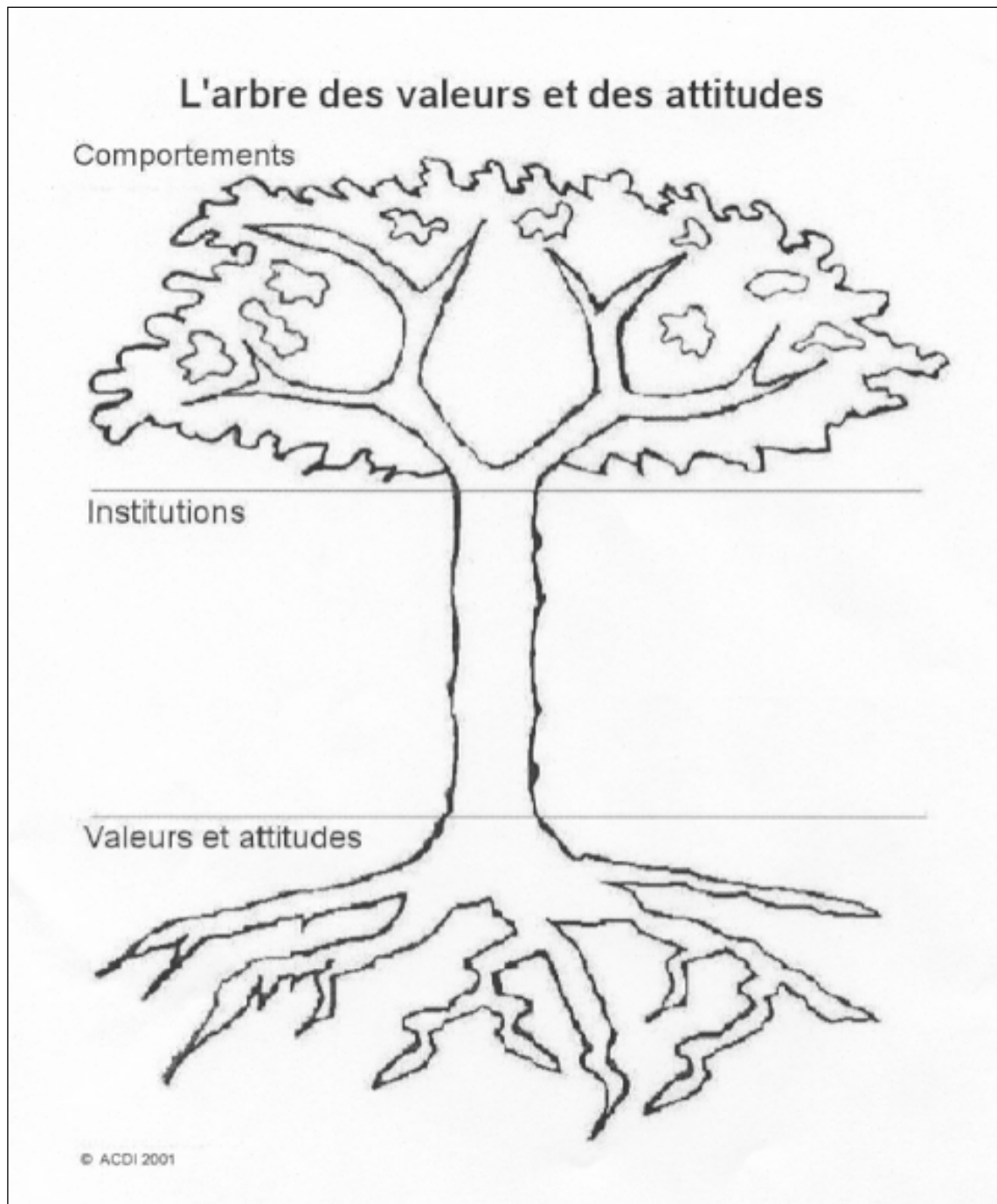
### Tree of values and attitudes

<b>Aim</b>	To gain a better understanding of the role that values, attitudes, beliefs, and institutions play in establishing social roles and unequal relationships between men and women
<b>Length</b>	90 minutes
<b>Target group</b>	For a mixed group, all types
<b>Procedure</b>	<ol style="list-style-type: none"> <li>1. The training team (at least two people) chooses a tree diagram to explain the connections between an individual's personal values and beliefs, as well as the role institutions play in determining unequal social behaviours.</li> <li>2. The trainers divide the group into three smaller groups (roots – <i>values and attitudes</i>; trunk – <i>institutions</i>; branches – <i>behaviours</i>) and give each group a copy of page B of the <i>tree of values</i>.</li> <li>3. Next, the trainers explain the various components shown in the diagram to the group (page B of the <i>tree of values</i>).</li> <li>4. Choose a problem related to inequality between men and women (e.g. violence against women, women's participation in local groups, a profile of women's living conditions in a particular society) and present the problem, filling in the diagram of the incomplete tree (page A of the <i>tree of values</i>).</li> <li>5. Page C shows an example of the filled-in tree of values on violence against women. Additional information is given on page D.</li> <li>6. The trainers discuss the tree of values for the particular problem with the group and fill in their explanations based on comments made by participants.</li> <li>7. By studying the tree, the trainers and the group attempt to identify the levels at which it should be possible to take more effective action to change the social behaviours that contribute to maintaining unequal relationships between women and men.</li> </ol>

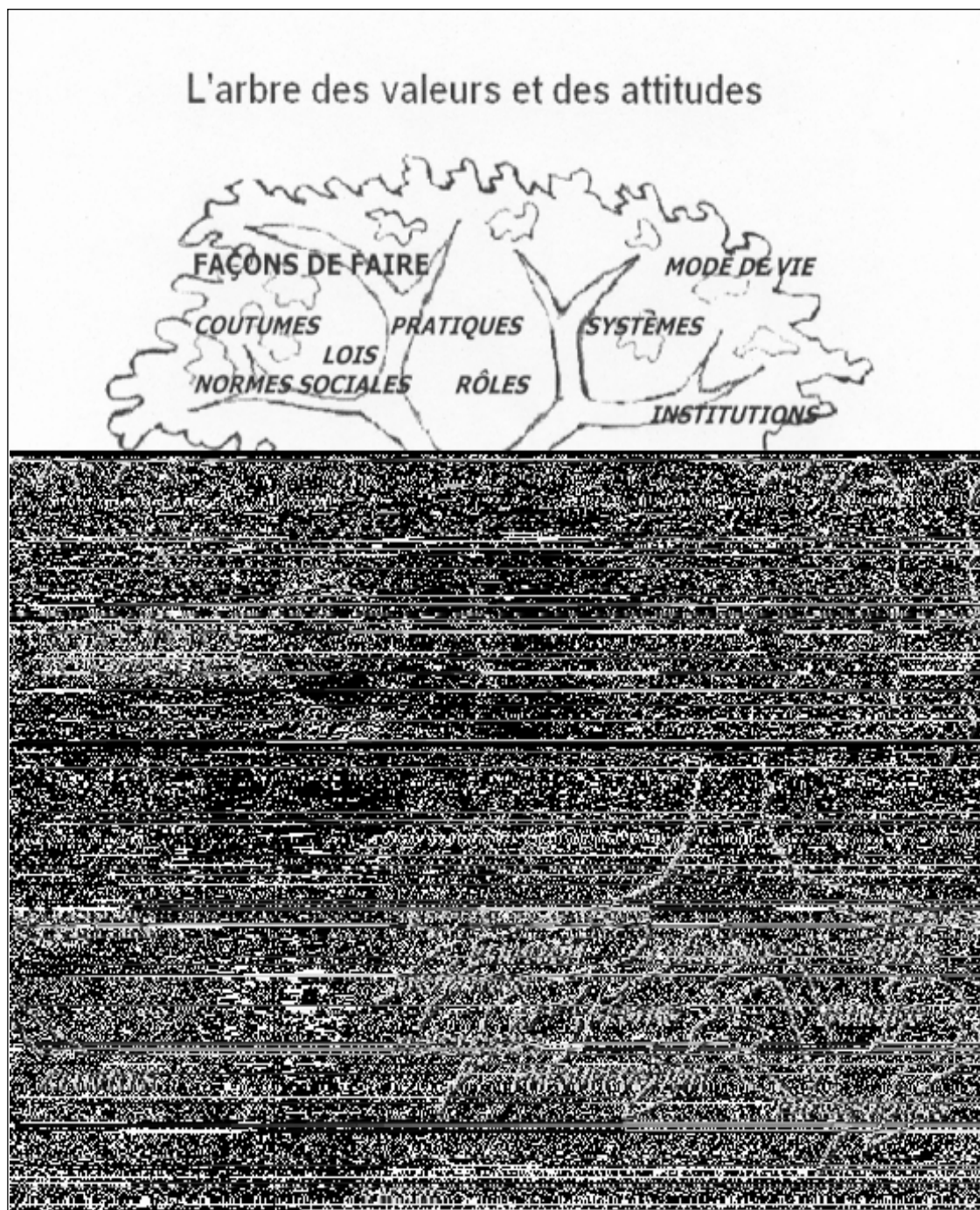


<b>Note to trainers</b>	<ul style="list-style-type: none"> <li>- Ideally, this session should be led by two experienced trainers who can keep the discussion on track.</li> <li>- We suggest that you prepare the pages on the major issues to be discussed in this exercise in advance. The training team should be mixed – either one man and one woman, or two people from different cultures, which presents a good opportunity to discuss the intercultural aspects.</li> <li>- Those who work in the South should team up with a local partner for this exercise.</li> <li>- To achieve the desired aim for this exercise, the composition of the sub-groups is important. We suggest forming sub-groups that have some characteristics in common, such as a shared cultural background or working for the same organization.</li> <li>- <b>By the end of this workshop, participants should have gained a better understanding of the following facts:</b> <ul style="list-style-type: none"> <li>a) that the values and attitudes held by each sex are an integral part of each individual's specific belief system;</li> <li>b) that belonging to a particular sex involves adopting ideas and behaviours;</li> <li>c) that the rules and regulations of social institutions contribute to promoting the beliefs and attitudes that guide social behaviours;</li> <li>d) that it is important to identify at what level and what steps can be taken, according to the context, to contribute to establishing equal relationships between men and women.</li> </ul> </li> </ul>
<b>Materials</b>	<ul style="list-style-type: none"> <li>- Blackboard or flip chart and markers</li> <li>- Pages A and B of the <i>tree of values</i> for the trainers</li> <li>- Pages C and D if the issue of violence against women is being used as an example</li> <li>- Photocopies of page B of the <i>tree of values</i> to be distributed to participants</li> <li>- A copy of the <i>tree of values</i> diagram on an acetate or drawn on the blackboard (page A).</li> </ul>

Source: Adapted from *Le GENRE dans le développement*, by Caroline Côté, Development and Peace, 2003

**Handout (A) – Exercise 11**

## Handout (B) – Exercise 11



## Handout (C) – Exercise 11

**LA VIOLENCE FAITE AUX FEMMES**

Phénomène universel qui contribue à la création et au maintien des rapports inégaux de sexe

**L'ARBRE DES VALEURS ET ATTITUDES****COMPOTEMENTS**

- Trafic sexuel
- Menaces
- Avortements sélectifs
- Homicides
- Mariage des jeunes filles encore enfants
- Harcèlement, agressions sexuelles, viols
- Contrôle des ressources financières du ménage par l'♂ (homme)
- Violence conjugale
- Mutilations sexuelles
- Meurtres liés à la dot

**INSTITUTIONS**

(système politique, économique, juridique, d'éducation, familiale, religieux, de caste)

- Religion qui entretient un discours d'infériorisation à l'égard des ♀ (femmes)
- Éducation sexiste (socialisation)
- Reconnaissance du statut d'égalité au plan juridique
  - Volonté des États ou gouvernement de reconnaître le problème de la violence faite aux ♀ (femmes)
- Pauvreté qui positionne les femmes dans plusieurs situations de vulnérabilité (dépendance économique etc.)
  - Contribution des médias à la promotion des préjugés sexistes

**VALEURS ET ATTITUDES**

- Proviennent des valeurs et attitudes que l'on attribue en tant que société,

accordée

## Handout (D) – Exercise 11

### Tree of values and attitudes

#### INFORMATION AND SUPPORT FOR TRAINERS:

##### The issue of violence against women

To facilitate trainers' work in leading sessions, here is some additional information on how to analyze this important issue.

##### Violence against women (definition)

The term "violence against women" refers to "any act of gender-based violence that results in, or is likely to result in, physical, sexual or psychological harm or suffering to women, including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or in private life." (*United Nations Declaration on the Elimination of Violence against Women*)

Violence against women is also "**a manifestation of the historically unequal power relations between men and women** which have led to domination over and discrimination against women by men and to the prevention of women's full advancement." **Violence against women is the fundamental and extreme social mechanism** that restricts women to a position of subordination to men.

Violence against women may therefore be physical, psychological, sexual, verbal, and/or economic in nature.

(*Status of Women Canada, Changing the Landscape: Ending Violence – Achieving Equality, Final Report of the Canadian Panel on Violence Against Women, Ottawa, 1993, pp. 6-7*)

Forms of violence against women	
In couples and families	In the community
Beating, sexual abuse, genital mutilation and other traditional practices harmful to women and girls, marital rape, dowry-related violence, incest, non-conjugal violence (son-to-mother violence, exploitation or deprivation of freedom).	Beating, rape, sexual abuse, sexual harassment and intimidation at work, forced treatment and abusive medication, exploitation and merchandising of women's bodies, contraception imposed by restraint or force, forced sterilization or abortion, selective abortion of female fetuses, female infanticide.

Data taken from the *Advocacy Guide to Women's World Demands*, World March of Women 2000.

## Handout (D) – Exercise 11 (suite)

### Tree of values and attitudes

#### Causes of violence

- Violence against women is a social and universal phenomenon found at every level of society.
- Violence is not biologically determined. It is a consequence of unequal female-male relationships (a social construct).
- The sexist socialization of boys and girls, as well as the patriarchy, contribute to the continuation of violence against women.

<b>Socialization:</b>	The process whereby individuals, throughout their lives, learn and internalize the sociocultural aspects of their surroundings, making them part of their personality structure (influenced by significant experiences and social agents) and adapt them to the environment in which they live.
<b>Patriarchy:</b>	The age-old system of masculine domination of or discrimination against women.

Boys are expected to be: active, rational, dominant, in control of their environment, “go-getters.”

Girls are expected to be: obedient, passive, sweet, generous, emotional, communicative.

#### Why does violence against women persist in society?

- It is tolerated across societies and widespread, disseminated by the media, TV, and the movies.
- It endures through prejudices and values that take a very long time to change.
- An individual analysis of situations of violence against women has the effect of absolving the population at large from responsibility for this type of violence.

#### What we can do to fight violence against women

- As a society, we must recognize that any form of violence against women is unacceptable and contravenes women’s rights to physical integrity, autonomy, and full participation in social life.
- Prioritize a global intervention approach that takes all forms of violence against women into account.
- Work to transform unequalitarian relationships between women and men.
- Support victims of violence.

- **Handout (D) – Exercise 11 (suite)**  
**Tree of values and attitudes**

### **THE SITUATION IN QUEBEC**

The Quebec government is involved through a number of ministries (education, health and social services, justice, public security, employment and social solidarity).

Current intervention programs include:

**A) Education programs:**

Public awareness campaign, training for professionals (judges, police officers, and teachers at various levels), non-sexist education programs and mediation programs (at the preschool, elementary, high-school, college, and university levels).

**B) Legal programs:**

Facilitating access to the criminal justice system; recognizing the criminal nature of all forms of violence; improving the taking in charge and protection of victims; reviewing the type of sentences meted out for aggressive crime.

**C) Funding programs:**

Boosting support for community groups that offer services for women victims of violence; developing intervention programs for children who have witnessed or been victimized by violence.

**D) Community programs:**

For global intervention, creating more joint efforts between community groups working on this issue.

**E) The media:**

Fighting the sensationalism associated with media coverage of violence against women, which serves to reinforce prejudice on the issue.

## Handout (D) – Exercise 11 (suite)

### Tree of values and attitudes

#### WOMEN'S EXPERIENCE OF VIOLENCE THROUGH THE LIFE CYCLE

Stage in the life cycle	Forms of violence
Prenatal	Selective abortion, violence during pregnancy.
Early childhood	Infanticide of young girls, psychological and physical abuse, poor access to food and health care.
Childhood	Excision, incest, sexual abuse, gender-based access to food, health care, and education, child prostitution.
Adolescence	Arranged marriages, prostitution, sexual slavery, sexual harassment, rape.
Adulthood	Physical and psychological abuse by partners, conjugal violence, homicide, sexual harassment in the workplace, dowry killings, trafficking in women, lack of access to household financial resources.
Old age	Physical and psychological abuse of elderly women.

(Source: Heise, L. 1994. *Violence Against Women: The Hidden Health Burden*. World Bank Discussion Paper. Washington, D.C. ,The World Bank.)

Source: Adapted from *Le GENRE dans le développement*, by Caroline Côté, Development and Peace, 2003.



## EXERCISE 12

### Preconceptions

<b>Aim</b>	To make participants think about preconceived ideas on gender in a development context.
<b>Length</b>	35-45 minutes
<b>Target group</b>	Volunteers, interns, project officers, fundraisers, planners
<b>Procedure</b>	<ol style="list-style-type: none"> <li>1. Divide the group into smaller groups. Give each sub-group a list of preconceptions on a particular topic (work, access to resources, decision-making, gender-based division of labour, etc.) and ask them to state whether they are based on prejudice or real facts.</li> <li>2. Next, each sub-group identifies the consequences of applying these preconceptions in a development context, writing the consequences on a large sheet of paper or flip chart.</li> <li>3. Each sub-group presents its ideas in plenary.</li> <li>4. Discuss the conditions for success of a development project or plan that reflects an approach based on gender equality.</li> </ol>
<b>Note to trainer</b>	<p><b>Here are some examples of preconceptions:</b></p> <ul style="list-style-type: none"> <li>• By working with the community, you automatically take care of women's interests.</li> <li>• Women's projects automatically improve women's situation.</li> <li>• If there are as many girls as boys in a school, you have equality of the sexes.</li> <li>• If women really wanted to, they would do what it takes to leave violent situations.</li> <li>• People live in nuclear families.</li> </ul> <p><b>Specifics regarding the division of labour by sex:</b></p> <ul style="list-style-type: none"> <li>• Men work in commercial cultures, but women work in food-producing or subsistence cultures.</li> <li>• In Africa, the women do everything and the men do nothing. Farmers' associations consist of only men because they are the ones who own the cattle.</li> </ul>

<b>Note to trainer (continued)</b>	<b>Specifics regarding decision-making:</b> <ul style="list-style-type: none"> <li>• If we consult the community, we'll be sure to find out the best place to build a well.</li> <li>• Couples decide how many children to have (this is the underlying premise of many family programs).</li> <li>• In rural areas, men make the decisions.</li> </ul> <ul style="list-style-type: none"> <li>- Focus the discussion on conditions for success and traps to be avoided in a development project or plan, based on statistics for the chosen topic.</li> <li>- It is important to specify that there are also preconceptions in development, which can be detrimental. While there is always a great fear of imposing western feminism, this activity is intended to demonstrate the dangers of imposing western sexism.</li> </ul>
<b>Materials</b>	<ul style="list-style-type: none"> <li>- A large piece of paper or flip chart, and markers;</li> <li>- A list of preconceptions (prepare according to chosen topics);</li> <li>- Some statistics on the chosen topics.</li> </ul>

Source: Adapted from Oxfam UK and Ireland, 1994.

## EXERCISE 13

### Visions of empowerment

<b>Aim</b>	<ul style="list-style-type: none"> <li>- To gain an understanding of gender-based empowerment in a specific organizational or community context</li> <li>- To highlight common gender indicators of empowerment</li> </ul>
<b>Length</b>	90-120 minutes
<b>Target group</b>	Professionals or members of the same organization or community
<b>Procedure</b>	<ol style="list-style-type: none"> <li>1. Tell participants that they are going to draw a picture that shows what activities they would see and what people would be doing in the communities where they work, as a result of their work, in 10 years' time. Give them five minutes to think about this on their own. Let them refer to the organizational mission statement if there is one, or the objective for a particular project. (5 mins.)</li> <li>2. Divide them into small groups of colleagues (as homogeneous as possible in terms of job, status, area, sex, race, etc.). Each group produces a group drawing. (20 mins.)</li> <li>3. Check that each group is drawing indicators of empowerment. If not, ask them to include in that drawing, or a new one, indicators of what people would be doing if they were empowered. (20 mins.)</li> <li>4. Put up all the drawings and walk around with each group, explaining any part of the drawing that is not clear. (15 mins.)</li> <li>5. Draw out what is common and what is different about the drawings. You could ask the group to make a single collage representing the joint vision.</li> <li>6. List the relevant indicators of empowerment, ranking the three or four most significant indicators to support the mission statement or project objective. (30 mins.)</li> </ol>

<b>Note to trainer</b>	<ul style="list-style-type: none"> <li>- See section 3.1 for the definition of empowerment and gender indicators. The glossary in section 3.2 may also be photocopied and distributed to participants.</li> <li>- This activity and notes are adapted from a paper by Michelle Friedman, who used the activities in South Africa with groups that were accustomed to thinking about empowerment in terms of race more than in terms of gender. It could also be useful with other groups for whom resistance, liberation, and empowerment on the basis of class is the reference point. In workshops where there was resistance from men and time constraints, it has been a useful way of showing links between gender issues and their ongoing work.</li> <li>- This activity has been used with participants from a single organization, but with a mixture of races, sexes, jobs, and status. It has been used as the first exercise in a one-day workshop after introductions and objectives, but could also be used later in the workshop to explore empowerment in greater depth.</li> <li>- The activity gives the facilitator information about the group, and highlights differences between participants' perceptions of empowerment, based on their own experiences and perspectives from within the organization.</li> <li>- Once they have overcome their initial terror at the thought of drawing, this activity helps participants relax into the workshop. Drawing usually acts as an equalizer and removes some power from the most literate and articulate.</li> <li>- This activity can be used to help participants identify their own indicators of empowerment, which they can refer back to in the course of the workshop. Indicators tend to fall into four categories: <ul style="list-style-type: none"> <li>• general material improvements</li> <li>• political changes</li> <li>• changed relationships between women and men</li> <li>• changes within participants' organizations.</li> </ul> </li> <li>- A sketch, song, collage, or poem may be used instead.</li> </ul>
<b>Materials</b>	<ul style="list-style-type: none"> <li>- Markers and board</li> <li>- Mission statement or aim for a project run by the organization.</li> </ul>

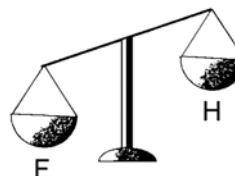
Source: Adapted from Oxfam UK and Ireland, 1994.

## EXERCISE 14

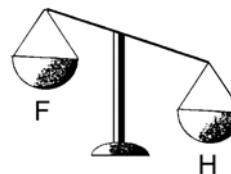
### Find the balance

<b>Aim</b>	<ul style="list-style-type: none"> <li>- To share experiences of women's and men's roles in various workplace settings and decision-making areas</li> <li>- To identify the obstacles women face in becoming full participants in decision-making, especially in development programs</li> <li>- To reflect on strategies intended to create equity between women and men in decision-making and the division of the workload.</li> </ul>
<b>Length</b>	90 minutes
<b>Target group</b>	People from the local community, development officers, professionals from the community.
<b>Procedure</b>	<p><b>Step 1</b></p> <ol style="list-style-type: none"> <li>1. Distribute Handout A to participants. Those who work in the same field, region, or community can work together in a smaller group.</li> <li>2. Ask the participants to think about the roles women and men occupy in a specific region or country that they know well, specifically considering differences between women and men in how the workload is divided and who participates in decision-making.</li> <li>3. Ask the participants to fill in the balance grid below, indicating whether women or men are more heavily involved, or there is a balance in involvement. (25 mins.)</li> </ol>

- This indicates that women are more heavily involved.



- This indicates that men are more heavily involved.



- This indicates a balance in involvement.



<b>Procedure (continued)</b>	<p><b>Step 2</b></p> <ol style="list-style-type: none"> <li>1. In the sub-groups, ask the participants to consider the possible obstructions women may face to full participation in community decisions and development programs. Handout (B)</li> <li>2. Ask them to rank these factors in order of priority according to the situation and social group with which they work. (20 mins.)</li> <li>3. Go back to the plenary, and ask each group to present their results. (15 mins.)</li> <li>4. In the plenary, ask participants to reflect on the issues raised in the ranking activity. Make notes on the flip chart of common points that emerge from the discussion.</li> <li>5. Bearing in mind the obstructions identified, ask participants to refer back to the categories highlighted in the balance grid. Ask the following questions: (30 mins.)               <ol style="list-style-type: none"> <li>a) Are there any ways in which an equal balance can be created between workloads and participation in decision-making for women and men; what changes would have to take place?</li> <li>b) Are these changes feasible in the social group you have been considering, and work with?</li> </ol> </li> </ol>
<b>Note to trainer</b>	<ul style="list-style-type: none"> <li>- For the first part, we suggest that each smaller group discuss a single area of involvement (Handout A).</li> <li>- Each sub-group can make a copy of its section of Handout A on a big sheet of paper and post the type of balance the group chose.</li> <li>- We suggest concentrating on a particular region or country to avoid making broad generalizations. On the other hand, it would be a good idea to emphasize differences between regions (urban/rural), ethnic groups, and social classes.</li> <li>- This exercise complements the Harvard Grid.</li> </ul>
<b>Materials</b>	<ul style="list-style-type: none"> <li>- Handouts A and B</li> <li>- A big sheet of paper or flip chart and markers</li> <li>- Photocopies of the balance diagrams – copies for each sub-group.</li> </ul>

Source: Adapted from Oxfam UK and Ireland, 1994.

**Handout (A) – Exercise 14****Find the balance**

<b>Areas of involvement</b>	<b>Workload</b>	<b>Decision-making</b>
<b>Family</b>		
a. managing household budget		
b. education of children		
c. family planning		
d. children's health		
e. feeding the family		
f. production of food for family consumption		
g. production of food for cash payment		
<b>Community</b>		
a. agriculture		
b. water/sanitation		
c. school /education		
d. neighbourhood construction		
<b>Political sphere</b>		
a. political representation		
b. political involvement		
<b>Employment/work</b>		
a. industry		
b. business		
c. medical/nursing		
d. law		
e. service industries		

Source: Adapted from Oxfam UK and Ireland, 1994.

## **Handout (B) – Exercise 14**

### **Find the balance**

**RANKING EXERCISE:**  
**FACTORS THAT PREVENT WOMEN FROM PARTICIPATING IN MANAGING THE  
COMMUNITY AND DEVELOPMENT PROJECTS**

- Lack of formal education
- Limited participation in community actions/discussions
- Poverty
- Malnutrition
- Heavy domestic workload
- Women need to get permission from men to mobilize
- Religious practices/beliefs
- Inequality entrenched in national legislation
- Negative experiences in development projects in the past
- Trouble recruiting women for work on the ground
- Responsibility for children
- Government austerity programs that mean women have less time and fewer financial resources than ever.

Source: Adapted from Oxfam UK and Ireland, 1994.



## EXERCISE 15

### Scenarios

<b>Aim</b>	To apply gender analysis to a concrete situation in order to determine empowerment strategies for women
<b>Length</b>	30-45 minutes
<b>Target group</b>	Professionals, volunteers, interns
<b>Procedure</b>	<ol style="list-style-type: none"> <li>1. Divide the group into smaller sub-groups.</li> <li>2. Each sub-group answers questions on one of the two scenarios below.</li> <li>3. In the plenary, each sub-group presents the scenario they have worked on and the results of their thinking process, placing the emphasis on empowerment strategies.</li> </ol>
<b>Note to trainer</b>	<ul style="list-style-type: none"> <li>- If you don't have enough time, just use one scenario.</li> <li>- Refer to the concepts defined in section 3.1, specifically tool no. 6,, practical needs and strategic interests, and tool no. 7, levels of participation.</li> </ul>
<b>Materials</b>	<ul style="list-style-type: none"> <li>- Photocopies of scenarios</li> <li>- Big sheet of paper or flip chart and markers</li> <li>- Photocopy of table 5, levels of participation</li> </ul>

Source: Adapted from *Oxfam Gender Training Manual*, p. 359, quoted in *CECI gender and development workshop*, 2002.

### **Scenario 1 – Exercise 15**

#### **Appropriate technologies and income-generating activities**

An NGO decided to develop an appropriate technology project to reduce the time women spent milling grain in a small community. After consulting the women, the NGO identified their needs and designed a mill that was easy for the women to use. The NGO facilitators also showed the women how to maintain and repair the mill and provided spare parts. The hypothesis was that this would give the women more time to get involved in economic development activities, such as producing and selling export products, an area traditionally managed by men.

The project was successful in terms of reducing work time, but the project for growing export products never got off the ground. The men and women didn't seem able to agree about anything.

#### **QUESTIONS**

1. Which activities in this project took into account the needs of the women and the men?
2. Which activities took into account the interests of the women and the men?
3. Which types of participation were created in relation to the women and to the men?
4. Which strategies could have been designed so that the project would give women greater empowerment?

Source: Adapted from the *Oxfam Gender Training Manual*, p. 359, quoted in the *CECI gender and development workshop*, 2002.

## Scenario 2 – Exercise 15

### Environment

Some women were chosen to be the beneficiaries of a forestry project that involved setting up nurseries where products would be sold. They were asked to form village committees to oversee the project. Facilitators came in every month to train and support the women in running the nurseries.

A few months after the project started up, the government decreed that all the forests near the village would become a national park, making it illegal for the women to go into the park in search of firewood. The facilitators, who came from outside the village, tried to organize the women to get a protest campaign going in the area.

The men were also shocked to see the women taking such a public role. They refused to allow the women to continue to attend the project meetings organized by the facilitators. The nursery project was cut short, and the women had to search for firewood farther away.

#### QUESTIONS

1. Which activities in this project took into account the needs of the women and the men?
2. Which activities took into account the interests of the women and the men?
3. Which types of participation were created in relation to the women and to the men?
4. Which strategies could have been designed so that the project would give women greater empowerment?

Source: Adapted from *The Oxfam Gender Training Manual*, p. 359, quoted in the CECI *gender and development workshop*, 2002.

## EXERCISE 16

### Practical and strategic gender needs

<b>Aim</b>	To gain a better understanding of the concepts of practical needs and strategic interests.
<b>Length</b>	60 minutes
<b>Target group</b>	Professionals and volunteers
<b>Procedure</b>	<ol style="list-style-type: none"> <li>1. Distribute photocopies of the glossary and emphasize the distinction between practical needs and strategic interests (see section 3.2). (10-15 mins.)</li> <li>2. Distribute Handout A and ask the participants to form teams of two for exercise A, which involves sorting activities into the right column: practical needs, strategic interests, or both. Next up is exercise B, deciding whether each statement is True or False. (20-25 mins.)</li> <li>3. In the plenary, collect responses from the teams and discuss how they differed, then hand out the correction sheet for Handout B. (15-20 mins.)</li> </ol>
<b>Note to trainer</b>	<ul style="list-style-type: none"> <li>- At the end of the exercise, again clarify (if needed) the distinction between practical needs and strategic interests, based on the glossary.</li> <li>- In conclusion, emphasize the fundamental questions that should be asked about any development project to reflect both women's practical needs and their strategic interests (see conceptual tool no. 6 in section 3.1).</li> </ul>
<b>Materials</b>	<ul style="list-style-type: none"> <li>- Blackboard or flip chart and markers</li> <li>- Photocopies of glossary</li> <li>- Handouts (A) and (B).</li> </ul>

Source: Adapted from CIDA's Course on Gender Equality.

## Handout (A) – Exercise 16

### Practical and strategic gender needs

#### EXERCISE A:

Place each of the following statements in the appropriate column.

Practical gender needs	Strategic gender needs	Both

- A. Increasing girls' rate of school attendance
- B. Getting the necessary immunizations
- C. Women deciding where water pumps should be located
- D. Strengthening the capacities of the government body in charge of women's issues
- E. Access to drinking water

#### EXERCISE B:

True or false?

- A. A project can't address both practical gender needs and strategic gender interests at the same time.
- B. No sustainable improvement in the status of women in society can occur until their strategic interests are taken into account.
- C. Meeting women's practical needs can be a starting point for satisfying their strategic interests.
- D. If a project that helps the entire community fails to reflect women's particular needs, that is likely to be an advantage for the women.

Source: Adapted from CIDA's Course on Gender Equality.

## Handout (B) – Exercise 16

### Practical and strategic gender needs

#### CORRECTION SHEET

##### Exercise A:

Practical gender needs	Strategic gender needs	Both
B	A	C
E	D	

- A. Increasing girls' rate of school attendance
- B. Getting the necessary immunizations
- C. Women deciding where water pumps should be located
- D. Strengthening the capacities of the government body in charge of women's issues
- E. Access to drinking water

##### Exercise B:

True or false?

False	A. A project can't address both practical gender needs and strategic gender interests at the same time.
True	B. No sustainable improvement in the status of women in society can occur until their strategic interests are taken into account.
True	C. Meeting women's practical needs can be a starting point for satisfying their strategic interests.
True	D. If a project that helps the entire community fails to reflect women's particular needs, that is likely to be an advantage for the women.

Source: Adapted from CIDA's Course on Gender Equality.

## EXERCISE 17

### Development approaches concerning women

<b>Aim</b>	To gain a deeper understanding of development approaches concerning women – specifically, gender mainstreaming and GAD
<b>Length</b>	Part 1: 60 minutes; Parts 1 and 2: 90 minutes
<b>Target group</b>	Professionals, volunteers, and partners who are familiar with the GAD approach.
<b>Procedure</b>	<p><b>Preparation</b></p> <ul style="list-style-type: none"> <li>- Make a series of cards for the participants – see <b>Handout (A)</b> and the reproduction in <b>Handout (B)</b> for all the sub-groups.</li> </ul> <ol style="list-style-type: none"> <li>1. <b>Step 1: Classifying statements</b>, reviewing the statements in Handout (A) and putting them in two categories, writing “Agree,” “Agree somewhat,” or “Disagree” on each statement. (10 mins.)</li> <li>2. Ask the participants to form small groups of three or four for discussion. Each sub-group should have a copy of Handout (B) to copy onto a big sheet of paper, as well as a series of 16 cards with the statements. Each sub-group tries to reach a consensus and give their answers by sticking cards onto the “collective diamond.” (30 mins.)</li> <li>3. Each group presents their results to the plenary session and comments on the results. (10 mins. minimum for each group)</li> <li>4. The facilitator draws connections between the statements the groups quoted and classified, and the development approaches. (10 mins.)</li> </ol>
<b>Note to trainer</b>	<ul style="list-style-type: none"> <li>- The facilitator must have a thorough knowledge of the GAD approach and should have reviewed all the statements before leading the exercise. Since this is a complex exercise and there are many statements, we suggest having two facilitators lined up to lead the session.</li> <li>- This exercise can end after part one, at which point the participants will have looked at various development approaches.</li> <li>- Normally, the statements related to the GAD approach should appear in the top part of the diamond.</li> <li>- Part two of this exercise provides an opportunity for in-depth thinking on the evolution of gender mainstreaming and GAD.</li> <li>- References for various development approaches concerning women are in section 2 of this kit.</li> </ul>

<b>Procedure (continued)</b>	<p><b>Step 2: Distinguishing between two development approaches concerning women</b></p> <ul style="list-style-type: none"> <li>- In part two, participants acquire a deeper understanding of the two approaches, gender mainstreaming and GAD.</li> <li>1. Explain the evolution of the approaches, based on Table 2 (see section 2 of this kit), which has been distributed to the participants. (10 mins.)</li> <li>2. In the plenary, ask the participants to indicate which statements best reflect gender mainstreaming and GAD respectively. (10 mins.)</li> <li>3. Focus the discussions on how the two approaches have evolved, stressing strategies that target the empowerment of women. (10 mins.)</li> </ul>
<b>Note to trainer (cont'd)</b>	<ul style="list-style-type: none"> <li>- This exercise is based on the diamond grid developed in part one.</li> <li>- The study of gender (represented by statement M) is an important starting point for the application of each of these strategies.</li> <li>- The statements were taken from published articles or general comments. This exercise may be adapted to suit different cultural contexts and certain contexts may be replaced. However, we suggest that you keep the following statements: B, D, E, F, G, H, K, M, N, O, and Q.</li> <li>- Some people may have trouble achieving a consensus, but that is part of their learning process.</li> </ul>
<b>Materials</b>	A copy of Handout A and Table 2 (p. 25) for each participant; a copy of Handout B, a big sheet of paper, and a set of 16 cards for each sub-group.

Source: Adapted from Oxfam UK and Ireland, 1994.



## Handout (A) – Exercise 17

### Development approaches concerning women

#### Statements and approaches

<p><b>A</b></p> <p>A good development project will benefit the whole community, which will automatically include women.</p>	<p><b>B</b></p> <p>We aim to help the poorest of the poor. Poor women are particularly disadvantaged, so they should be given special help.</p>	<p><b>C</b></p> <p>I agree that Southern women have a hard time, but it's not up to us to change their culture.</p>	<p><b>D</b></p> <p>Women (in any society) often find it difficult to speak in the company of men. Therefore, it is important to devise ways of enabling their voices to be heard.</p>
<p><b>E</b></p> <p>Women do the main farming work. Therefore, women must be involved in any agricultural project if it is to succeed.</p>	<p><b>F</b></p> <p>There should be some aspect of income generation in all schemes for women. The aim should be that such schemes should be self-financing.</p>	<p><b>G</b></p> <p>True development for women would enable them to have the power to make meaningful choices and changes in their lives.</p>	<p><b>H</b></p> <p>Equal opportunities policy and practice in Northern NGOs should be directly relevant to, and can provide guidelines for, the projects we support in Southern countries.</p>
<p><b>I</b></p> <p>When the situation is serious, you can't afford the time to stop and think about gender issues.</p>	<p><b>J</b></p> <p>If a community is involved in a national liberation or class struggle, then this has to be the priority for both men and women. To focus on women's specific needs is divisive and disruptive.</p>	<p><b>K</b></p> <p>Women as wives and mothers are responsible for the health and well-being of the whole family. Therefore, we should help them to help the whole family.</p>	<p><b>M</b></p> <p>All aspects of development will affect women and men differently. Therefore, we need to look at everything for its different impact on men and women.</p>
<p><b>N</b></p> <p>Within each culture, women are subordinate to men. The aim should be to eliminate this inequality and subordination.</p>	<p><b>O</b></p> <p>If women had more education, they could catch up with men to become more economically self-sufficient.</p>	<p><b>P</b></p> <p>The important thing is to help the people most in need, not just the women.</p>	<p><b>Q</b></p> <p>Holding men accountable makes them commit to the process of transforming male-female relationships.</p>

Source: Adapted from Oxfam UK and Ireland, 1994.

## Handout (B) – Exercise 17

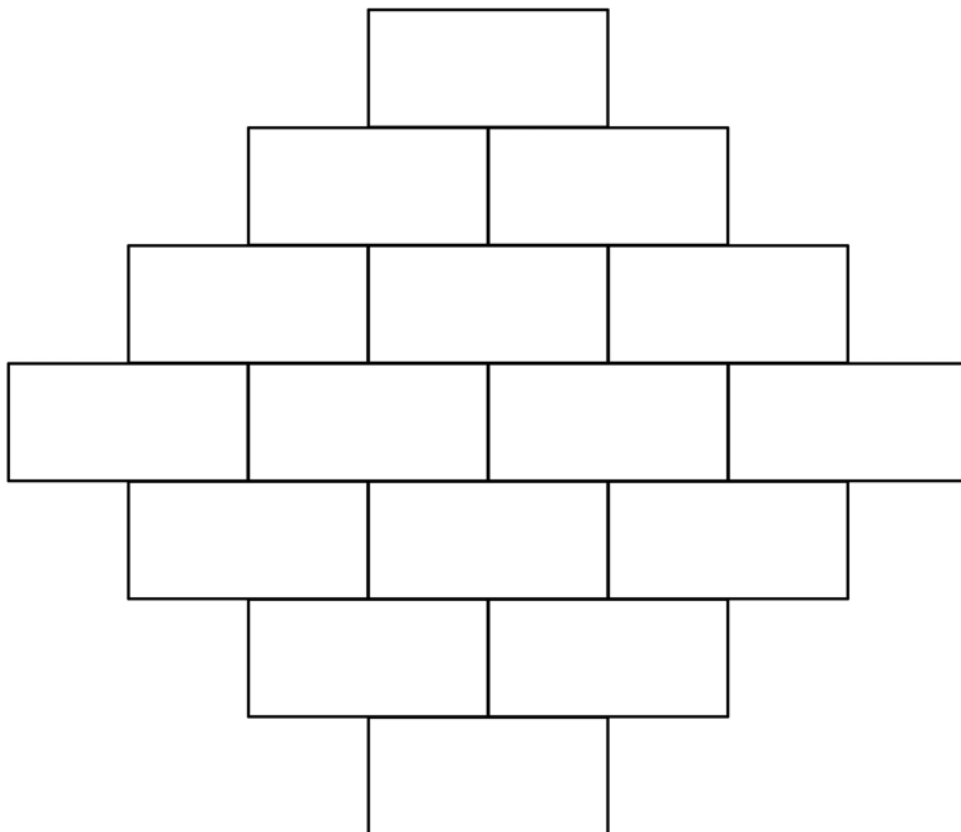
### Development approaches concerning women

#### STATEMENTS ABOUT GENDER AND DEVELOPMENT: DIAMOND RANKING

Please read the statements in Handout (A) carefully and decide whether you agree or disagree with each statement strongly or moderately, or disagree.

Then sort them into order in seven levels from level 1 (Agree most strongly) to level 7 (Disagree most strongly), so that they form a "diamond" shape as shown below.

- Lines 1 and 2: Agree most strongly (3 cards)
- Lines 3, 4, and 5: Agree moderately (10 cards)
- Lines 6 and 7: Disagree most strongly (3 cards)



## EXERCISE 18

### Organizational diagnosis using SWOT analysis

<b>Aim</b>	<ul style="list-style-type: none"> <li>- To identify the strengths, weakness, opportunities, and threats (SWOT) organizations and participants face in promoting gender and development.</li> <li>- To develop work strategies for gender-sensitive work.</li> </ul>
<b>Length</b>	90-120 minutes
<b>Target group</b>	Members of the organization, working groups, project team
<b>Procedure</b>	<ol style="list-style-type: none"> <li>1. In the plenary, briefly explain the SWOT analysis, based on <b>Handout (A)</b>. (10 mins.)</li> <li>2. Divide the participants into small groups and ask each group to discuss the strengths, weaknesses, opportunities, and threats they have encountered in mainstreaming gender within their organization or working group, writing the main points on the SWOT table – <b>Handout (B)</b>. (40 mins.)</li> <li>3. Based on that diagnosis, ask each small group to identify two gender and development strategies and write them on a big sheet of paper. (20 mins.)</li> <li>4. In the plenary, each small group presents their results and two integration strategies. The facilitators invites participants to react to each presentation. (30 mins.)</li> <li>5. If the participants belong to the same organization, the exercise should be completed by making a list of strategies to be considered a priority. (20 mins.)</li> </ol>
<b>Note to trainer</b>	<ul style="list-style-type: none"> <li>- This exercise is known in French as FFOM (forces, faiblesses, opportunités, and menaces) and in Spanish as FODA.</li> <li>- It is important for participants to have something in common (social group, organization, or country) so that they can properly identify the SWOTs in their structure.</li> <li>- This activity can be followed by exercises 19 and 20.</li> </ul>
<b>Materials</b>	<ul style="list-style-type: none"> <li>- A big sheet of paper or flip chart and markers.</li> <li>- Handouts (A) and (B)</li> </ul>

Source: Adapted from Oxfam UK and Ireland, 1994.

## **Handout (A) – Exercise 18**

### **Organizational diagnosis using SWOT analysis**

#### **OBJECTIVES OF SWOT (STRENGTHS, WEAKNESSES, OPPORTUNITIES, AND THREATS) ANALYSIS**

1. The SWOT analysis is designed to help people to identify the internal strengths and weaknesses in their organization or group in relation to the opportunities and threats presented in the external environment. The point is to apply the analysis in relation to gender mainstreaming in development programs.

#### **Guide questions are the following:**

- What major **internal strengths** do we have?
  - What major **internal weaknesses** do we have?
  - What major **external opportunities** do we have?
  - What major **external threats** do we face?
2. This exercise is part of a strategic planning process, one of whose essential components is examining the relationship between internal and external environments. This should give organizations and groups the basis for identifying strategic issues and developing new strategies that will reflect the gender approach.

Source: Adapted from Oxfam UK and Ireland, 1994.

**Handout (B) - Exercise 18**  
**Organizational diagnosis using SWOT analysis**

What strengths, weaknesses, opportunities, and threats does the organization face in promoting gender in development programs?

Strengths	Weaknesses
Opportunities	Threats

## EXERCISE 19

## Recommendations for integrating gender

<b>Aim</b>	To formulate recommendations for integrating gender into the organization's programs.
<b>Length</b>	90 minutes
<b>Target group</b>	A work team
<b>Procedure</b>	<ol style="list-style-type: none"> <li>1. Begin by explaining the differences between <b>aims and objectives</b> and giving a precise definition of both terms. Then, explain the importance of clearly tying recommendations to aims and objectives. (15-20 mins.)</li> <li>2. Divide the participants into four thematic groups: <ol style="list-style-type: none"> <li>a) Assessment/monitoring of projects or programs</li> <li>b) Management and staff development issues – head office or the team on the ground</li> <li>c) Work with partners</li> <li>d) Methods for intervening and working with women in target groups.</li> </ol> <p>Ask each group to suggest <b>one aim</b> and <b>three objectives</b> for integrating gender. They should produce two recommendations to achieve each objective. (15 mins.)</p> </li> <li>3. Ask each group to put their discussions on a big sheet of paper on the wall and choose a presenter to speak for the group in the plenary. (40 mins.)</li> <li>4. Resume the discussion, picking out highlights and filling in gaps. (10 mins.)</li> </ol>
<b>Note to trainer</b>	<ul style="list-style-type: none"> <li>- This is not a training session, but a task force or working group.</li> <li>- Definitions of <b>aim</b> and <b>objective</b>, from the Canadian International Development Agency (CIDA), in the module on results-based management: <ul style="list-style-type: none"> <li>• <b>Aim.</b> A target level in program or project activities that explains <b>what</b> service is provided, <b>who</b> is the direct recipient of the service and <b>why</b>, and what higher objective the project contributes to.</li> <li>• <b>Objective.</b> A target level immediately above the aim of the program or project, which ties the program or project to a broader set of strategies applied to find a solution to a given problem.</li> </ul> </li> </ul>
<b>Materials</b>	Big sheet of paper or flip chart and markers.

Source: Adapted from Oxfam UK and Ireland, 1994.

## EXERCISE 20

### Action plans

<b>Aim</b>	<ul style="list-style-type: none"> <li>- To enable the participants to identify their aims and define their objectives.</li> <li>- To enable the participants to draw up action plans and/or analyze a proposed action plan.</li> </ul>
<b>Length</b>	2 hours
<b>Target group</b>	Working team, members of the same organization
<b>Procedure</b>	<ol style="list-style-type: none"> <li>1. Divide the participants into groups, from the same organization if possible. Otherwise, suggest that they form small groups of three or four. Next, ask them to define their aims and action plan individually, but in discussion with others in their group. Ask each group to discuss the following and list on a big sheet of paper: (60 mins.)               <ol style="list-style-type: none"> <li>a) What are your aims and objectives?</li> <li>b) What are (i) the obstacles and (ii) the positive forces that will hinder or help you achieve them? (If you have done the SWOT analysis, participants can refer back to it.)</li> <li>c) What can be done to decrease the obstacles and increase the positive forces? Consider these in terms of strategies you can adopt.</li> </ol> </li> <li>2. Ask the participants to formulate their action plans, which should outline the action they will take to achieve their aims and objectives. They should list the actions, clarify who will take each action, and at what time. Emphasize that the action plans should be realistic and include how and when they will be implemented. (30 mins.)</li> <li>3. In the plenary, each sub-group presents the results of their analysis and the other participants are encouraged to react. (30 mins.)</li> </ol>

<b>Note to trainer</b>	<ul style="list-style-type: none"> <li>- Remind the group that their objectives should be SMART: Specific, Measurable, Achievable, Relevant, and Timebound). See also the SWOT exercise, no. 18.</li> <li>- Exercise 19 would be a good introduction to this exercise.</li> <li>- For a variation on this exercise, give the group an action plan (or ask participants to bring in their own action plan). Then ask them to analyze the action plan in the light of the GAD approach. The following questions are to be discussed in the sub-groups:               <ul style="list-style-type: none"> <li>• Do the objectives of this action plan include the GAD dimension?</li> <li>• Do the anticipated results reflect the GAD dimension?</li> <li>• What impact will the proposed actions have on the women ?</li> </ul> </li> </ul>
<b>Materials</b>	<ul style="list-style-type: none"> <li>- Paper, markers, flip chart</li> <li>- Sample action plans</li> </ul>

Source: Adapted from Oxfam UK and Ireland, 1994.



## EXERCISE 21

### Leadership Styles

<b>Aim</b>	<ul style="list-style-type: none"> <li>- To identify leadership styles and analyze them from a gender perspective.</li> <li>- To identify strategies for strengthening the leadership style that promotes the integration of the GAD approach in organizations.</li> </ul>
<b>Length</b>	90 minutes
<b>Target group</b>	Members of the same organization, working group
<b>Procedure</b>	<p><b>Step 1</b></p> <p>Present <b>Handout (A)</b> on the three styles of leadership and discuss the different styles. Ask participants questions such as:</p> <ul style="list-style-type: none"> <li>- Do women typically adopt one or another of these styles more often than men?</li> <li>- Which styles do women tend to adopt?</li> <li>- Which styles do men tend to adopt?</li> <li>- Is it more acceptable for a woman to use a particular style or styles?</li> <li>- What would be the consequences if women were to adopt styles that are not considered appropriate for women?</li> </ul> <p><b>Step 2</b></p> <p>Ask participants to identify the style they use the least or the one they would like to develop. Divide them into groups based on the style selected. (Make note of whether any styles are dominated by men or women.)</p> <ul style="list-style-type: none"> <li>- Group A: Directing/Telling</li> <li>- Group B: Coaching/Participating</li> <li>- Group C: Delegating/Supporting</li> <li>- Group D: Doing Everything Yourself</li> </ul> <p>Ask the sub-groups to think about questions such as:</p> <ul style="list-style-type: none"> <li>- Who assumes power more than others?</li> <li>- What type of leadership would promote the integration of GAD?</li> <li>- What skill would be required to exercise this type of leadership and how can you develop that skill?</li> <li>- Is there such a thing as a feminist management style? If so, how would it be defined?</li> </ul>

<b>Procedure</b>	<p><b>Step 3</b></p> <p>Assign the groups the following tasks:</p> <ol style="list-style-type: none"> <li>1. Discuss the positive and negative aspects of the leadership style.</li> <li>2. Explain why you would like to develop this style.</li> <li>3. Develop a short role-play demonstrating a situation in which the style would be effective. (20 mins.)</li> </ol> <p><b>Step 4</b></p> <p>Conduct the role plays, asking the role players the following questions:</p> <ul style="list-style-type: none"> <li>- Did you feel comfortable using that style in that situation? Why or why not?</li> <li>- Would you describe that style as your typical style?</li> </ul> <p><b>Step 5</b></p> <p>Ask the rest of the participants:</p> <ul style="list-style-type: none"> <li>- Were you satisfied with the way in which the style was used? Why or why not?</li> <li>- Was it effective in that situation? Why or why not?</li> <li>- Might other styles have changed the outcome? Why or why not?</li> </ul> <p><b>Step 6</b></p> <p>Ask participants to discuss ways in which broadening their repertoire of leadership styles could strengthen their leadership roles in their work.</p>
<b>Note to trainer</b>	<ul style="list-style-type: none"> <li>- If you don't have enough time, do only steps 1 and 2 of this exercise.</li> <li>- It would be helpful to review the concept of empowerment and levels of participation (Table 3) in section 3 of this kit.</li> </ul>
<b>Materials</b>	<ul style="list-style-type: none"> <li>- Flip chart and markers</li> <li>- Photocopies of the handout for participants.</li> </ul>

Source: Adapted from CEDPA/ Gender and Development.

## Handout – Exercise 21

### Leadership styles

#### Four leadership styles

<b>Style 1: DIRECTING/TELLING</b>
The leader gives specific instructions and closely supervises the accomplishment of tasks.
<b>Style 2: COACHING/PARTICIPATING</b>
The leader explains the decisions, asks for advice, and encourages everyone to make progress. The leader facilitates and supports the efforts of his or her subordinates to accomplish tasks and shares responsibility for decision-making with them.
<b>Style 3: DELEGATING/SUPPORTING</b>
The leader gives responsibility for making decisions and solving problems to his or her subordinates. The leader is confident that they will make the right decisions and supports their efforts in decision-making.
<b>Style 4: DOING EVERYTHING YOURSELF</b>
The leader has no confidence in his or her subordinates and prefers to do most of the tasks necessary for the operation of the organization or the project by him or herself.

Source: Adapted from CEDPA/ Gender and Development.

## EVALUATION OF GENDER AND DEVELOPMENT TRAINING SESSION

*In the spirit of our commitment to constant improvement, your comments will be **carefully considered**. Thank you for sharing your thoughts with us.*

**Please make a check mark (✓) in the appropriate column to indicate your satisfaction with the following aspects of the session:**

Attainment of objectives for the session	Highly satisfactory	Satisfactory	Not really satisfactory	Unsatisfactory
- Learning about GAD and various approaches				
- Learning more about the foundations of CIDA's Policy on Gender Equality				
- Identifying possibilities for use in my milieu				

**Comments on attainment of objectives:**

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Content	Highly satisfactory	Satisfactory	Not really satisfactory	Unsatisfactory
- The session content was in line with what I expected				
- The session content met my expectations				
- The training documents were:				

**Comments on content:**

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Approach and sequence of events	Highly satisfactory	Satisfactory	Not really satisfactory	Unsatisfactory
- Time allotted to "theoretical" aspects				
- Time allotted to "practical" aspects				
- Pacing and sequence of events				
- Facilitator(s)				
- Length of session				
- Number of participants				
- Schedule for the session				
- Teaching tools used				
- Use of your knowledge and skills				

**Comments on approach and sequence of events:**

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**Please give us your opinion on how the trainer/facilitator handled the following:**

Trainer/facilitator	Highly satisfactory	Satisfactory	Not really satisfactory	Unsatisfactory
- Clearly conveyed the content				
- Clarified the objectives				
- Kept the session lively and conducive to learning				
- Answered participants' questions				
- Covered the content properly				
- Encouraged the group to get involved				
- Got me to participate				

**Comments on trainer/facilitator:**

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Organization	Highly satisfactory	Satisfactory	Not really satisfactory	Unsatisfactory
- Choice of location (room)				
- General organization and logistics				

**Comments on organization:**

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- ***How did you find the atmosphere of the session?***

Highly satisfactory	Satisfactory	Not really satisfactory	Unsatisfactory

- ***What are you taking away from this training session?***

- ☐ New things I've learned
- ☐ A new approach and ways of doing things I can put to use
- ☐ Changes in attitude that will be useful to me
- ☐ Something else – please specify:

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- ***To what extent will this session help you with your work?***

A great deal	Somewhat	Very little

**Please tell us in a few words how the session could be improved:**

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- **Would you advise other people to take this training session?**

☐ Yes      ☐ No

**Why or why not?**

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- **What is your overall opinion of the session ?**

Highly satisfactory	Satisfactory	Not really satisfactory	Unsatisfactory

- **Do you anticipate some follow-up to this training session?**

☐ Yes      ☐ No      ☐ Don't know

**If so, what?**

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- **Comments / Thoughts / Suggestions:**

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**Thank you for participating!**

### ***4.3 Strategies for integrating the GAD approach in institutions***

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There are many institutional policies based on the GAD approach to gender equality. Some international cooperation organizations (ICOs) that belong to AQOCI have such policies, which are available upon request or through the groups' Web sites (see the list of AQOCI member organizations at [www.aqoci.qc.ca](http://www.aqoci.qc.ca)). Most of these policies date from the 1990s and are currently being updated.

There are other documents that may be of interest, such as action plans and activity reports reflecting the gender dimension. Some documents produced by human resources managers in ICOs discuss ways of implementing such policies. Please go directly to the organizations to find out what documents are available.

The three documents included in this kit are samples that illustrate various ways the GAD approach has been integrated into three institutions. We hope that they will inspire further initiatives of this kind and promote the integration of this approach in various organizations and institutions.

Two of the documents (from Inter Pares and the CECI) discuss the integration of the GAD approach in ICOs. The third covers the integration of "Analyse différenciée selon les sexes" (gender-differentiated analysis, known by the French initials ADS) in regional development in the Montérégie region of Quebec. This third document shows how the objective of gender equality can be integrated at the institutional level in a para-governmental organization.

#### ***4.3.1 Sample GAD integration strategy – Inter Pares***

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Sylvie Perras of Inter Pares was among the speakers at an event held on May 7 and 8, 2003, at the Université du Québec à Montréal, the "journées d'étude sur l'analyse différenciée selon les sexes (ADS), l'analyse comparative entre les sexes (ACS), et l'analyse genre et développement (GED)" (study sessions on ADS, Gender-Based Analysis [GBA], and GAD), which was organized by Relais-femmes, the Alliance de recherche IREF/Relais femmes, and AQOCI's Comité québécois femmes et développement (Quebec committee on women and development). The presentations are available on the Web at <http://www.unites.uqam.ca/arir/arir.htm>. While this was a French-language event and the site is in French, several documents are available in English or Spanish from that address.



## **Integrating the GAD Approach at Inter Pares,<sup>24</sup> by Sylvie Perras [Translation]**

Inter Pares is an international social justice and development organization that was founded in 1975. Over the years, we have instituted the lengthy process of integrating Gender and Development into everything we do – our “shape,” our organizational structure, our working methodology, and our relationships with the outside world. Feminist values form the very essence of the Inter Pares philosophy, which is where the GAD approach comes in.

First of all, it is important to discuss how Inter Pares has evolved and trace the major steps in our development to see how this approach has become the route to take. Secondly, I feel it is important to look at the concept in relation to the feminist approach Inter Pares has made a priority. Next, the integration of GAD and feminist values will be illustrated through the organizational structure and working methodology espoused by Inter Pares, and in conclusion, I will mention several challenges we face.

### **1. HISTORY OF INTER PARES**

Inter Pares was founded in 1975 by a small group of militants, several of whom had volunteered to work in Third World countries. This experience had exposed them to the realities and ravages of poverty, and to men and women whose commitment and desire to transform these realities had a major impact on them. Inter Pares is a Latin expression that means “among equals.” The choice of name reflected the explicit desire of the founders to establish relationships founded on equity and equality with colleagues in the South, relationships that were meant to express a profound solidarity that would enable us to support the efforts of organizations and communities in various countries based on programs that they would define themselves to meet their own needs. These relationships were the fruit of a shared recognition of various forms of oppression and structural inequalities that are at the base of poverty and underdevelopment, and a commitment to a common cause to change the order of things.

Inter Pares opted to approach development from the social justice angle, by attacking the structures and process of oppression, including the patriarchy and the dominant economic system. This means taking a political position, since we believe that there is nothing neutral about development.

For the first five years, Inter Pares operated with a hierarchical structure, like most other organizations. The arrival of new colleagues with a feminist analytical viewpoint highlighted the contradiction between the recommended values and that hierarchical structure, and thus the need to resolve that inconsistency. This collective reflection led to a complete reorganization of the organization so that the new structure would better reflect feminist values and our desire to work among equals. The Board of Directors passed a resolution in 1985 that turned Inter Pares into an organization whose actions and commitments were motivated by its values and with a structure based on participatory management assumed by members of the team. Our mission remained supporting social change among equals, and the organizational structure became the first manifestation of that change.

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<sup>24</sup> Seminar on ADS, GBA, and GAD, May 7 and 8, 2003.

Today, the Inter Pares team comprises 15 staff members, including four men, and still operates according to the same principles and structure.

## **2. THE GAD APPROACH, BORN OF FEMINISM**

Inter Pares defines itself as a feminist organization. Our philosophy, methodology, and programming are determined by an in-depth analysis that combines race, class, and gender relationships. Our analysis of poverty and injustice is rooted in the understanding of unequal power relationships between and within nations, North and South alike, between rich and poor, among ethnic groups, and between men and women. That recognition and our rejection of these unequal power relationships underlie our social transformation efforts. For us, this in-depth transformation is essential to the development of an authentically democratic political culture and social culture. That objective applies to all social spaces – public institutions, political parties, NGOs and people's groups.

For Inter Pares, feminism is a dynamic process that aims to transform power relationships between women and men, and includes the concepts of autonomy, consciousness-raising, parity, and accountability. To overcome the subordination to which women have historically been subject, women must be able to get involved in a personal and collective development process that allows them to defy various forms of that subordination. Women must be able to develop their abilities with the aim of controlling their lives, their organizations, and exerting an influence on the cultural, political, economic, and social environments that are specific to them.

Feminism puts women in the forefront, primarily by promoting their autonomy, in the sense of acquiring the freedom to think, make decisions, and take action. Women's autonomy is the result of a process that humanizes relationships that were previously characterized by subordination, oppression, and domination. For women, the term means having an authentic possibility to define herself for herself and by herself and not as an appendage of others – the State, the Church, political parties, or any other organization that governs the lives of women without considering them as full-fledged human beings or sees them as a simple depersonalized function of the family and the community.

My colleague Karen Seabrooke, one of the pioneers of Inter Pares in its current form, says that she has always understood the GAD approach to be a concept born of feminism. As with feminism, the proposed approach and framework aim to transform power relationships between men and women based on strengthening women's autonomy and on a consciousness-raising process. However, while putting women and their oppression in the forefront, the GAD approach does use the concept of "gender," which developed from the recognition of women's social, political, and economic oppression and the fact that this exclusion is the result of constructing identities and roles assigned to men and women in a system of masculine values based on the dynamics of power and domination. The concept of gender has helped to make the subordination of women and the discrepancy in power between men and women visible, and pave the way for establishing new relationships between men and women. In this sense, the GAD approach is complementary to feminism in its pursuit of a common aim to achieve in-depth structural transformation.

### 3. THE INTER PARES ORGANIZATIONAL STRUCTURE

The current structure of Inter Pares was born of a conviction that the shape of the organization should reflect its values and its mission to work among equals to promote social justice. Therefore, promoting participatory development, seeking negotiated solutions to conflicts, equity, cooperation, and justice should translate into concrete action. Just as feminists questioned the distinction between what is private and what is public with the slogan “the personal is political,” we at Inter Pares have questioned the distinction between the organization’s mission and its structure. To be consistent with our values, our decision-making authorities and our salaries should express our political and ethical positions, for example, in women’s participation within an organization (they should not be confined to supporting roles) and in poverty (up to what point can we make money working on behalf of the poor?). We have chosen to institutionalize a democratic management structure that is efficient yet allows us to avoid certain inconsistencies.

Inter Pares has therefore put in place a non-hierarchical and cooperative institutional structure based on the principles of parity and accountability. The parity principle applies equally to responsibilities, rights, and privileges. All the members of a team share responsibility for their work and for the smooth operation of the organization. The monthly staff meeting is the supreme decision-making authority and decisions are made by consensus. All team members are required to attend the meeting. In the same vein, the monthly program meeting is where decisions are made, with everyone expected to attend. Specific committees that run certain aspects of the organization, including finance, fundraising, personnel, and administration, operate in a regular manner, but with a smaller number of people, and are required to report to the whole group at staff meetings. At certain times of year, the finance and fundraising committees require broader participation from the entire group. Finally, a coordination group chaired by the Executive Director is in charge of solving problems that involve matters that do not come under specific committees and for the overall operation of the organization between group meetings.

Various standards have been put in place to make sure that responsibilities are shared and that information on every aspect of Inter Pares’ work is disseminated and understood by everyone. The composition of specific committees is reevaluated every year so that people can diversify their participation in the organization while making sure that every organizational function is represented. Administrative tasks such as opening mail, processing donations, and answering the telephone are handled on a rotating basis. Fundraising is also seen as an integral and crucial part of the organization, and related tasks are shared by the entire staff. All forms of work are considered to be of equal value, why is why Inter Pares has no support staff. However, over the years, we have made this standard somewhat more flexible to meet specific needs at very busy times of the year. For example, we have a person who works on processing donations part-time and handles some reception-related duties.

Job titles describe duties, without in any way limiting the person’s role to these aspects of the work. Some positions, such as Executive Director, are clearly defined. However, while she performs the duties normally associated with that title – representing Inter Pares outside the office, and liaison with the Board of Directors and the outside world – she also participates fully in internal management in the broader sense and has a global sense of responsibility. Accountability is another directing principle, and applies between members of the team and our Board of Directors, our donors, and our colleagues and counterparts in the South.

Another Inter Pares standard involves seeking to have women in the majority on the collective team and on the Board of Directors. The board also plays a role in promoting feminist values. Overall administration has also been systematically entrusted to women. Decision-making by consensus is our chosen decision-making mode, both on the Board of Directors and relations between the Board and the collective.

Parity also applies to benefits. Everyone earns the same salary, and benefits include extremely good medical coverage, RRSP contributions, and four weeks of vacation per year. Those who have dependents are given an additional amount up to a maximum of four dependents, but an effort is always made to keep the salary differential within acceptable limits. In the beginning, salaries were based on average salaries in the Canadian labour market, with annual adjustments based on the increase in the cost of living. We made a substantial adjustment in 2001 to reflect the more complex and demanding nature of our work, but we remain within a limit that is in line with our ethical concerns. All privileges and responsibilities are written down in a sort of collective agreement that is really more of a “social contract” and is binding on all members of the collective.

The internal operations of Inter Pares are based on precise structures and systems, and every member of the collective is expected to understand and apply the group procedures. Decision-making by consensus is highly effective, as responsibilities are also shared and decisions are fully accepted by everyone. However, it takes a certain level of maturity, commitment, honesty, and respect for minority positions to make sure that everyone is accommodated in the consensus. It is not always easy to achieve consensus, of course, and there are mechanisms for anticipating conflicts and settling differences that appear to be irreconcilable. Conflict remains inevitable, as in any other organization. Seeking constructive solutions to conflicts is an important aspect of the organization’s development and is based on our own practices and experiences.

The way Inter Pares runs gives everyone the opportunity to develop their full potential, and the structure means that we value everyone’s skills and abilities. It has also taught us a great deal about all aspects of running an organization – knowledge that we can share with our counterparts and colleagues in the South.

#### **4. THE GAD APPROACH AS A PROGRAM METHODOLOGY**

Gender analysis presupposes an explicit acknowledgement that unequal power relationships between men and women and the historic subordination of women constitute a fundamental feature of social organization. In other words, work with women and gender analysis cannot be considered an isolated issue or a separate component of our programming. Instead, the gender perspective must be incorporated as a crucial element of every action and intervention related to our programs, pursuing the twofold objective of achieving justice and equity between men and women.

As with defending human rights and fighting poverty, Inter Pares believes that it is of great importance to develop an advanced understanding of the material and cultural contexts in which power structures and gender-differentiated dynamics operate. Such an understanding is indispensable if we want to support women and men in the analyses and choices they make and in the risks they take in opposing the status quo. In cases where women oppose the dominant male power, the methodology of the program should allow for and promote the participation of women so that they themselves can determine the right time and way to face these challenges for maximum safety and effectiveness. Programs should also enable women

to decide when and how they want to make male participants part of the process to understand and challenge masculine power and attitudes.

Since women's experience of the world is often "shadowy," the methodological approach based on understanding gender relations should seek to highlight women's perspectives on access to and management of local resources, Aboriginal knowledge, and local technologies. Since discrimination against women makes it difficult for them to participate in the actions we support on an equal-to-equal partnership basis, it is necessary to develop interventions that meet women's specific needs in terms of health care, education, independent organization, and autonomy.

The methodological approach that Inter Pares applies therefore seeks first to identify the unique role and contribution women make in a particular society. This involves making a critical assessment of women's living conditions: their formal and informal work, their efforts in the private sphere, their health care and access to education and resources, and their participation in the decision-making process within their communities.

Inter Pares' first significant experience with the GAD approach goes back to the early 1980s, before the reorganization, when we organized a tour for two women who were militants in feminist organizations in Bangladesh. The idea was to put them in contact with community groups and women's groups in Canada to share experiences and exchange their thoughts on various issues. The exchange was a great success and was a determining factor in directing Inter Pares' work on the issue of women's health, primarily reproductive health. This experience also helped to raise awareness of such issues as the medicalization of women's health, issues related to reproduction methods and experiments with various drugs on Third World women, forced sterilization, and other rights violations. It also formed the basis for relationships that still exist today, forming a "conspiracy" with our colleagues in Bangladesh and other countries, and with Canadian organizations like Interaction Femmes Santé and the Canadian women's movement.

In the next stage, this critical appropriation of contexts leads to another important aspect of the methodological approach – fuelling a process of affirmation and self-esteem for women individually, and promoting a collective social project that brings about a transformation of the established order.

Here I would like to give an example of an exchange organized by Inter Pares this year between Guatemalan women returning from exile and Burmese women refugees on the Thai-Burmese border. The Guatemalan women had been in exile for about 15 years and had a hard time returning to their country. The organizations they had succeeded in setting up in the camps, which Inter Pares had supported, had become very fragile upon their return. The Burmese women are still in exile but beginning to anticipate their return. Inter Pares has been working for years with these women's organizations in the two regions, and we hoped to set up a space for these women to exchange their experiences and learn from one another. An initial exchange brought two Burmese women to Guatemala last August. The second exchange took place in February, when two Guatemalan women visited their Burmese sisters. This experience taught the women that their realities were similar. Their efforts to transform their realities have been reinforced by the knowledge they have shared and also by the sense of solidarity they now feel.

A third aspect of the methodology involves establishing strategies and actions that take into account the specific needs of women to enable them to be full and creative participants in th

social, cultural, political, and economic lives of their community and their society. Initiatives designed to meet women's essential needs in health care, including mental health care in the event of trauma, and in education, are indispensable services if women are to be in a position to build the bases for political, social, and economic autonomy. That autonomy guarantees their capacity to articulate their own strategies to defend their interests, and their capacity to identify the mixed groups they could work with to transform power relationships in their society.

For example, we have developed our program in Peru with our counterpart Project Counselling Service to strengthen women's organizations in one of the poorest departments, one of those most affected by the war. The women's groups have succeeded in rebuilding the social fabric and participating in efforts to establish local strategies through the Huancavelica round table, where they have been able to advance their viewpoints and have their needs and interests recognized. Over the past year, Inter Pares has supported the participation of these women's groups in the national congress of women affected by political violence to develop proposals on human rights, cultural diversity, and economic solutions. These proposals, which have been presented to the Truth and Reconciliation Commission, shed light on their testimony of the impact the conflict has had on women and the potential solutions they have put forward.

Finally, the methodological approach needs to take a critical look at the different impact all these interventions designed to support community development have on women and men. The approach must also apply to all the efforts to ensure that women participate actively and on an equal footing in these initiatives and benefit from them.

Here I would like to mention that Inter Pares has been working for more than 20 years with an international consortium in Latin America called the PCS, and one in Africa called ACORD. In both cases, Inter Pares has contributed to the organizations' gender policy, which is found in all their programs.

## **5. CURRENT CHALLENGES**

I would like to discuss two of the major challenges we face. The first is directly connected to the Gender and Development approach and the concerns that have been raised at this seminar. According to the Inter Pares analysis, the Gender and Development approach, and primarily its application as it has evolved over the years, does leave some uncertainty as to its finality. That evolution comes in the framework of a desire to institutionalize this approach (Gender Mainstreaming) in government and multilateral groups. While recognizing that this desire to see the Gender and Development approach adopted by as many groups as possible is well founded, we do see here some potential for derailing the Gender and Development approach from its initial essence. The risk lies primarily in the possibility of overshadowing women's perspective by placing the accent on the broader concept of gender (thereby eliminating any reference to women), and depoliticizing or neutralizing feminism by purging the Gender and Development approach of its political content. In development, this often translates into the proliferation of gender training workshops without necessarily being attached to building and strengthening women's movements. In this we see a risk of disconnecting from feminism as a personal pathway and a collective process.

For international development organizations, the challenge is even more acute than for the government apparatus, in the sense that this sector should be the agent of change, while we are often faced with financial constraints and the production of results that take us away from

our initial aims. There is a risk of losing meaning in all the confusion that arises from mainstreaming.

The second challenge that I would like to mention in passing and which we are trying to do at Inter Pares has to do with bringing along the new generation. The question is how to ensure the changing of the guard in militant groups and how to transmit the values and principles that we defend while remaining open to the young generation. This is a question of great importance, and the answer requires awareness and a serious commitment. This applies both to Inter Pares as an organization and to the women's movement in general. Feminism is a dynamic process that must be supported and fuelled by a solidarity that involves every one of us, women and men alike.

### ***4.3.2 A sample strategy for integrating ADS, by the Conseil régional de développement de la Montérégie***

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This Power Point presentation was given by Annie Morin of the Conseil régional de développement de la Montérégie at the study sessions on ADS, GBA, and GAD, as noted above.

1

The challenge of building a strategy to integrate ADS in regional development  
by Annie Morin, May 8, 2003

2

The Montérégie region  
Territory and population  
Framework agreement 2001-2006  
Development commissions

3

Development commissions  
Aim  
Development themes  
Mandate  
Action plans

4

Status of Women committee  
in regional development  
Development priority  
Women participating in all sectors



5

Status of Women committee  
In regional development

Objectives

Women participating in local economic development  
Women in agriculture

6

CCFDRM

Objectives (cont'd)

Diversification of women's career and training choices

Presence of women in local and regional decision-making structures

International networking by women from the Montérégie

7

Equity policy

Passed in 1994

Intensifying women's participation in regional development

Integration of ADS

8

Eight conditions for success

Management on board

Professional support

Professional staff on board

Support from CCFDRM

9 Eight conditions for success (cont'd)

Establishing clear and detailed application strategy

Backing from decision-making authorities

Consent from promoting groups

Development of alliances

10

Hiring a consultant (1<sup>st</sup> mandate)

Reflection exercise with key individuals

Gradual ADS integration strategy

- |   |   |
|---|---|
| <p>11<br/>Hiring a consultant (2<sup>nd</sup> mandate)<br/>Selecting model projects<br/>Analyzing four target projects<br/>Supporting promoters of model projects<br/>Accompanying CRDM team of professionals<br/>Writing progress reports<br/>Producing guidelines</p> | <p>12<br/>Model projects targeted by three Commissions<br/>Economic project<br/>Profile of needs and resources for collective transit system<br/>Social project<br/>Regional action plan for children and families<br/>Knowledge project<br/>Agreement to lower school dropout rate</p> |
| <p>13<br/>Professionals on board<br/>Responsibility for liaison with consultant on at least one model project<br/>Assignment to another model project to learn more<br/>Accompanying consultant to working meetings with promoting organizations</p>                    | <p>14<br/>Establishing clear and detailed application strategy<br/>Providing personalized support for four model projects<br/>Recognition and visibility</p>  |
| <p>15<br/>Backing from decision-making authorities<br/>Board of Directors (Nov. 02)<br/>Commissions</p>   | <p>16<br/>Consent from promoting organizations<br/>Full and complete consent<br/>ADS considered added value<br/>Free technical support</p>  |

17	18
Initial difficulties and strategies	More...
Poor understanding of concept and resistance encountered	Cumbersome decision-making
Fear of unknown (heavy workload)	Positive impacts
Association with feminist movement	Interest shown by other promoters
	Domino effect... or “contamination”

19	20
To find out more...	ADS in Sweden
Trip to Sweden	All official statistics arranged by gender
May 12 to 22	Equal opportunity internships for ministers, political attachés, political advisors, top civil servants
International exchange network	Official commissions of inquiry include impact studies (women and men)
Comparative profiles	
Identification of conditions that promoted equity	
Meeting with ministry for equal opportunity	

21	22
ADS in Sweden (cont'd)	Conclusion: ADS
Regional scale	Bringing everyone on board
Expert in equal opportunity appointed (prefecture and local level)	Gradual integration strategy

### ***4.3.3 Sample strategy for integrating the Gender and Development approach by the Canadian Council for International Co-operation (CCIC)***

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This document produced by the CCIC discusses the strategies the CCIC used for integrating the GAD approach. Other international cooperation organizations have also developed integration strategies at the institutional level. The best way to consult these documents is to request them directly from the organizations.



## **HOW TO BUILD GENDER AND DEVELOPMENT INTO OUR ORGANIZATION AND OUR PROGRAMMING**

**ASK THE RIGHT QUESTIONS... AT THE RIGHT TIME...  
AT EVERY LEVEL!**

**Nikunja Nepal  
Hélène Lagacé**

**February 2003**

**Acknowledgments:**

Special thanks go to Nikunja Nepal for her participation and contribution to the conception of this document, which is based on the *Gender and Development* seminar on mainstreaming at the CECI, held in August 2001.

Originally from Nepal and a former CECI-Nepal staffer, Nikunja Nepal came to Quebec two years ago with the support of the CECI to study for her Master's degree in sociology. While in Canada, she is doing a "stage" or internship with the *Gender and Development Committee* at CECI-Montreal.

We would also like to thank Élisabeth Germain, a GAD resource person in Guinea, for her careful reading of the manuscript and valuable suggestions on ways to make it clearer and more consistent.

## INTRODUCTION

### The CECI commitment

The CECI considers equity and equality between men and women to be an essential condition for development. The policy adopted on this matter in 1992, which is based on the Gender and Development approach, still today confirms our willingness to promote egalitarian and equitable relationships between women and men in a vision of development that centres on the individual and seeks to fight poverty and exclusion.

The policy, which was established more than a decade ago, provides a general framework for implementation and has generated a series of interventions that aimed at **mainstreaming** it within the CECI.

### What we mean by “mainstreaming”

Mainstreaming may be defined as the full integration of policies and procedures that promote gender equality and equity in the organization itself and in the process of planning, implementing, following up on, and evaluating an organization's development programs<sup>25</sup>.

At the programming level, mainstreaming seeks to ensure that women's and men's needs and interests are “visible” and are reflected in basic analyses, project implementation strategies, and reports on results. Mainstreaming also means the development of specific programs for women that contribute to promoting women's rights and fighting the systemic discrimination women suffer. Finally, mainstreaming seeks to provide Gender and Development expertise across all programs in order to promote the process of planning and implementing programs.

At the level of the organization itself, mainstreaming means putting in place institutional policies and practices (internal and external communications, human resource management, accountability mechanisms, etc.) to promote a role and the equitable and egalitarian participation of women and men at all levels of the organization.

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<sup>25</sup> Peters, Nancy, *Gender Mainstreaming in Development Organizations*, Nepal, October 2000 (former volunteer cooperant working in Gender and Development in Nepal)

## Mainstreaming at the CECI

The CECI decided to put in place through mainstreaming a set of mechanisms designed to ensure consistency between the stated objectives of equity and equality and the practices. These measures - which still need some reinforcement and polishing - particularly affected planning mechanisms and program implementation. They also made it possible to create a pool of Gender and Development resources on the ground, set up an accountability structure, and develop institutional policies that would be sensitive to gender and development issues. Mainstreaming also meant the willingness to set up integrated training procedures for staff apart from those at head office and in the field.

## The objective of this guide

This guide was inspired by Nancy Peters' Gender Mainstreaming in Development Organizations, as noted above, and developed with the aim of pursuing the process of mainstreaming at the CECI. In developing this tool, the CECI hopes to promote the more effective integration of the GAD dimension in everyone's sphere of work, both in the organization and in its programs. It is also intended as a response to frequent requests from staff for a **practical guide** for integrating the Gender and Development dimension.

We all, in different ways, have a role to play in the process of mainstreaming. This guide is intended to facilitate the process across the board at all levels of the organization and depending on the respective responsibilities of those staff members who are involved.

## Who is the target audience?

This guide is intended for all CECI staff, more specifically those who hold executive and management positions at the following levels:

- development programs
- formulation and implementation of institutional policies
- training
- recruitment
- study and research activities
- communications and public education activities.



## Guide structure

This guide starts with a **checklist**, and is then divided into **five information sheets** that take the analysis somewhat deeper. Some are further divided into subsections.

**The checklist** provides an overview of the degree to which the Gender and Development dimension has been mainstreamed in our organization.

Each of the **info sheets** is in two parts: the first lists aspects that are conducive to mainstreaming, and the second gives potential obstacles. A series of questions on each info sheet provides food for thought on the degree of mainstreaming. Finally, each info sheet includes a column showing who can answer questions and another column with room for responses and comments.

**Info sheet 1** covers the operational structure dimension. This level includes such operational considerations as the number of men and women holding various positions (management, administration, support staff, etc.), the physical space in the office, practices in organizational units, headquarters, and regional offices, e.g. the MAS (Management by Achievement) objectives for CECI-Nepal.

**Info sheet 2** is useful for analyzing institutional politics, such as CECI's general policies and country-specific policies.

**Info sheet 3** focuses on programming and is sub-divided into four sub-sections: projects, training, networking, and research.

**Info sheet 4** explores the level of material, human, and financial resources earmarked for the "GAD cause." These resources may be human, financial, or documentary in nature.

**Info sheet 5** makes the link to the CECI productivity framework.

## **When should you use this guide?**

The info sheets should prove useful for assessing the current status of a department or program, or as part of the planning, implementation, and follow-up/evaluation process for a project. They should also be helpful in the assessment/programming process for the CECI productivity framework.

## **What comes next? An invitation...**

We hope that everyone will use this guide – not as a judgmental tool, but rather as a tool for thinking about the Gender and Development dimension in our work. Think of it as a dynamic tool to be used for reference and orientation purposes. It should be used creatively (adding or deleting questions), depending on the work setting and current needs, rather than rigidly.

We hope that this document will help you to draw up a status profile and identify challenges for mainstreaming the Gender and Development dimension in your organization and programs. It should also serve as a collective learning document through the sharing of experiences, observations, and expectations of our various programs. We plan to offer it to everyone at the CECI at strategic intervals. We look forward to receiving your comments!

The Gender and Development Committee  
CECI

## **CHECKLIST**

### **For mainstreaming in programming and within the organization**

#### **OPERATIONAL STRUCTURE AND POLICIES OF THE ORGANIZATION**

- ☐ A mission that includes GAD
- ☐ A GAD policy
- ☐ Functional accountability mechanisms
- ☐ GAD objectives included in staff objectives and evaluation process
- ☐ GAD training program for staff
- ☐ GAD unit or focal point in the organization
- ☐ Policies on juggling family/private life and work
- ☐ Internal and external communications that include the Gender and Development dimension

#### **PROGRAMMING**

##### **Concept**

- ☐ Analysis of external environment and local context (opportunities and barriers)
- ☐ Data arranged by gender
- ☐ Analysis of effects of project/program on women and men
- ☐ Analysis of women's and men's participation levels
- ☐ Assessment of roles and responsibilities, gender-based needs and interests, access to and control over resources, participation in decision-making (household and community)
- ☐ Consultation with local women's groups

##### **Implementation**

- ☐ GAD strategy, results, and indicators
- ☐ Male/female balance in project/program team, GAD training, promoting women's participation, mechanisms for attenuating resources
- ☐ GAD training for local and expatriate staff
- ☐ Links with local women's groups

##### **Follow-up and evaluation**

- ☐ Analysis of results of project/program, participation, access to/control over spin-offs by women and men, number of women leaders, change in men's attitudes
- ☐ Follow-up/evaluation team that includes GAD expertise

#### **HUMAN AND FINANCIAL RESOURCES**

- ☐ Financial resources set aside for this dossier
- ☐ Existing policies on access to equality
- ☐ Descriptions of duties that include the GAD dimension
- ☐ Male/female balance in management positions: at head office ☐ and abroad ☐
- ☐ Positive approach to recruiting women for management positions.

## OPERATIONAL STRUCTURE

## INFO SHEET 1

**To gain a better understanding of mainstreaming  
and identify measures for strengthening the process**

<b>Who can answer these questions?</b>		<i>Comments</i>
<ul style="list-style-type: none"> <li>• management</li> <li>• regional office managers</li> <li>• country managers</li> <li>• human resources</li> <li>• person in charge of GAD at head office</li> <li>• GAD resource people on the ground</li> </ul>	Does the productivity framework include GAD?	
	Is GAD built into the mandates of all staff members?	
	Is GAD performance taken into account in staff evaluations?	
	Do employees have annual GAD objectives?	
	Does the organization (head office and country offices) have a GAD Committee? Does it hold regular meetings?	
	How many men and how many women hold decision-making positions?	
	How many men and how many women hold administrative and logistical support positions?	
	Are there different practices for men and women in the organization (allocation of office space, work schedule, holidays, etc.)?	

**To identify barriers to the mainstreaming process**

<b>As above</b>	Are there problems or barriers to integrating Gender and Development into staff objectives?	
	Are there problems in the organization when it comes to putting in place equity and equality practices?	
	Has there been an institutional analysis on the existence of problems and barriers in the implementation of equity and equality practices?	
	Has the organization developed mechanisms for overcoming these problems?	

## INSTITUTIONAL POLICIES

## INFO SHEET 2

To gain a better understanding of mainstreaming  
and identify measures for strengthening the process

Who can answer these questions?		<i>Comments</i>
<ul style="list-style-type: none"> <li>• management</li> <li>• regional office managers</li> <li>• country managers</li> <li>• human resources</li> <li>• person in charge of GAD at head office</li> <li>• GAD resource people on the ground</li> </ul>	Is a GAD dimension built into the mission?	
	Is a GAD dimension built into the selection/recruitment process?	
	Do job descriptions include GAD responsibilities?	
	Is a GAD dimension built into the security policy?	
	Does HR management understand concerns about juggling work and home life?	
	Does the institution have a positive approach to promoting the recruitment of women to management positions?	
	Does the institution have a pay equity policy?	
	Does the institution have a policy on sexual harassment?	
	Does the institution have a policy on gender-neutral writing in official documents?	
	Is a GAD dimension built into internal and external communications? Does the fundraising project portfolio include some GAD projects? How many?	

To identify barriers to the mainstreaming process

<b>As above</b>	Has there ever been any resistance to implementing these policies?	
	Are GAD aspects of policies ever not really taken into account in the implementation process?	

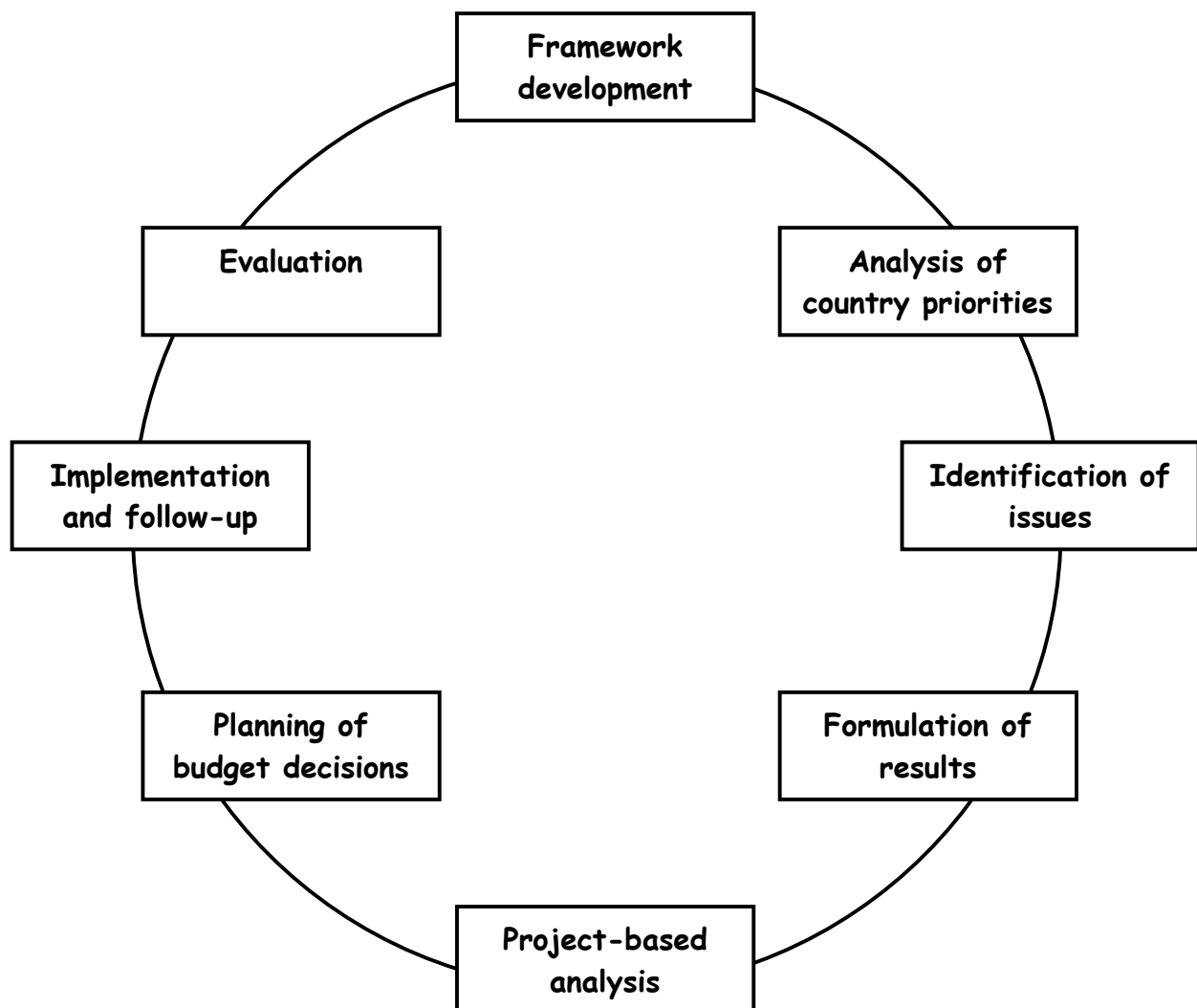
**PRELIMINARY REMARKS:**

The programming info sheet is subdivided as follows:

- **Projects (Info sheet 3.1):** This sheet covers mainstreaming the GAD dimension at every stage: project design, implementation (including staff awareness, capacity-building, and relationships with partners), and follow-up/evaluation.
- **Training/workshops and awareness programs (Info sheet 3.2):** This sheet covers employees' involvement in organizing and participating in training sessions/workshops/awareness programs that focus on the GAD dimension.
- **Networking (Info sheet 3.3):** This level includes all work on setting up a network for discussion and exchanges on GAD.
- **Research (Info sheet 3.4):** This level covers all aspects of studies, analyses, research, etc., carried out by the Centre for Training, Study and Consultancy (CTSC) at the CECI, and other groups.

When should the *GAD* dimension be included in the programming process<sup>26</sup> ?

Note: Projects come under regional and country programming. The *GAD* dimension should therefore be included at both the broader programming level and at the level of each project in the programming process.



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<sup>26</sup> Adapted from "Navigating Gender," Ministry for Foreign Affairs, Finland, 1999.

## PROJECTS

## INFO SHEET 3.1

### a) Project design

**To gain a better understanding of mainstreaming  
and identify measures for strengthening the process**

<b>Who can answer these questions?</b>		<i>Comments</i>
<ul style="list-style-type: none"> <li>• project managers*</li> <li>• people in charge of providing technical expertise</li> <li>• person in charge of GAD at head office</li> <li>• GAD resource people on the ground</li> </ul>	Does the planning team include someone with GAD expertise?	
	Was the information arranged by gender collected when the analyses were performed?	
	Is the GAD component reflected in the choice of partner organizations?	
	Have differences between women's needs and interests and men's needs and interests been identified?	
	Have the GAD strategy, results, and indicators been clearly stated?	
	Are partners consulted on GAD strategies before they are finalized?	

**To identify barriers to the mainstreaming process**

<b>As above</b>	Has pressure been exerted on the design team to align GAD policies with a financial backer's policies rather than CECI policies?	
	Have any partners opposed a GAD proposal in the past?	
	If so, has the reason for their opposition been identified?	

\* Project officers, project heads, country managers, volunteers in charge of projects, etc.



## PROJECTS

## INFO SHEET 3.1

### b) Implementation

**To gain a better understanding of mainstreaming  
and identify measures for strengthening the process**

<b>Who can answer these questions?</b>		<i>Comments</i>
<ul style="list-style-type: none"> <li>• project managers</li> <li>• people in charge of providing technical expertise</li> <li>• GAD resource people on the ground</li> </ul>	Are GAD objectives built into project staff's objectives? Are people evaluated on their GAD objectives?	
	Is a GAD analysis included in project reports?	
	Does the project team include someone with GAD expertise?	
	Have GAD training or awareness sessions been organized as part of the project to discuss the issue of GAD? Are partners participating in this?	
	How is staff interest in GAD kept up?	
	Are partners regularly consulted on the GAD dimension?	
	<b>Are the different realities of male and female beneficiaries taken into consideration in order to facilitate maximum participation by women?</b>	

**To identify barriers to the mainstreaming process**

<b>As above</b>	Have barriers to implementing the GAD strategy been identified?	
	Has an analysis been conducted to evaluate whether GAD strategies and related practices run counter to the local culture and values?	
	Has there been poor attendance at workshops/training sessions even though time and resources have been allocated for them?	
	Have there been any challenges or resistance to the content of the training sessions?	
	Have partners encountered any problems or barriers in including the GAD strategy in their work?	
	Have the partners made any comments or suggestions on how to change existing strategies?	
	What steps can be taken to overcome resistance from partners?	

## PROJECTS

## INFO SHEET 3.1

### c) Follow-up/Evaluation

To gain a better understanding of mainstreaming  
and identify measures for strengthening the process

Who can answer these questions?		Comments
<ul style="list-style-type: none"> <li>• project managers</li> <li>• people in charge of providing technical expertise</li> <li>• human resources</li> <li>• GAD resource people on the ground</li> </ul>	Does the follow-up and evaluation team include someone with GAD expertise?	
	Does the analysis methodology provide information arranged by gender?	
	Are results evaluated at every stage of the project by taking the GAD dimension into account?	
	Has the initial GAD strategy been implemented and regularly re-evaluated?	
	Are there mechanisms for integrating new aspects and modifying the existing GAD structure if need be?	

To identify barriers to the mainstreaming process

As above	Are employees' performance evaluations affected for employees who are very successful in other areas but don't meet their GAD objectives? In what way?	
	Is there regular follow-up to the evaluation process?	

## GAD TRAINING SESSIONS

## INFO SHEET 3.2

To gain a better understanding of mainstreaming  
and identify measures for strengthening the process

Who can answer these questions?		<i>Comments</i>
<ul style="list-style-type: none"> <li>• management</li> <li>• regional and country office managers</li> <li>• human resources</li> <li>• person in charge of GAD at head office and GAD resource people on the ground</li> </ul>	Do employees get help in formulating and implementing their GAD objectives?	
	Is at least one GAD workshop for staff held every year?	
	Is at least one GAD workshop for volunteers held every year?	
	Do staff members attend major GAD training workshops outside the organization?	

To identify barriers to the mainstreaming process

<b>As above</b>	Has there been poor attendance at workshops/training sessions even though time and resources have been allocated for them?	
	Have there been any challenges or resistance to the content of the training sessions?	

## NETWORKING

## INFO SHEET 3.3

To gain a better understanding of mainstreaming  
and identify measures for strengthening the process

Who can answer these questions?		<i>Comments</i>
<ul style="list-style-type: none"> <li>• management</li> <li>• regional office managers</li> <li>• country managers</li> <li>• human resources</li> <li>• person in charge of GAD at head office</li> </ul>	Is the organization in contact with other organizations that work on GAD issues?	
	Does the organization participate in coalitions that work to promote women's interest or women's rights?	
	Is there a mechanism for circulating GAD information (newsletter, e-mail list, etc.)?	
	Is the organization recognized for its work on the GAD dimension?	

To identify barriers to the mainstreaming process

<b>As above</b>	Has the organization had the flexibility to allocate space and time to these efforts?	
	Has the organization been criticized by other organizations for its GAD policy?	
	Have these problems/criticisms been discussed and analyzed by the organization?	

## STUDIES AND RESEARCH

## INFO SHEET 3.4

To gain a better understanding of mainstreaming  
and identify measures for strengthening the process

Who can answer these questions?		<i>Comments</i>
<ul style="list-style-type: none"> <li>CTSC members</li> <li>Person in charge of GAD at head office</li> </ul>	Is there a specific mechanism for compiling information on the GAD dimension?	
	Are human and financial resources specifically allocated to GAD studies and research?	
	Have links been formed with the Canadian women's movement and feminist research?	
	What lessons have been learned?	

To identify barriers to the mainstreaming process

As above	Have there been any barriers to integrating the GAD dimension into the CECI's studies and research function?	
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## RESOURCES

## INFO SHEET 4

**To gain a better understanding of mainstreaming  
and identify measures for strengthening the process**

<b>Who can answer these questions?</b>		<i><b>Comments</b></i>
<ul style="list-style-type: none"> <li>• management</li> <li>• regional office managers</li> <li>• country managers</li> <li>• person in charge of GAD at head office</li> <li>• GAD resource people on the ground</li> </ul>	Does a GAD expert (volunteer, expatriate, national employee) work for the organization on a regular basis? Have transfer mechanisms for national GAD resources been provided for?	
	Does the organization keep an accessible collection of GAD documents and resources?	
	Are GAD "lessons learned" documented on a regular basis?	
	Do staff have access to sufficient financial resources to achieve their GAD objectives?	
	Is a budget set aside for implementing the organization's GAD policy?	

**To identify barriers to the mainstreaming process**

<b>As above</b>	Has there been resistance by the organization to allocating financial resources to the GAD dossier?	
	Has there been resistance by the organization to allocating human resources to the GAD dossier?	
	Is GAD documentation accessible only to or through one person (such as an expert)?	

## LINKS TO CECI PRODUCTIVITY FRAMEWORK

### INFO SHEET 5

**To gain a better understanding of mainstreaming  
and identify measures for strengthening the process**

<b>Who can answer these questions?</b>		<i>Comments</i>
<ul style="list-style-type: none"> <li>• management</li> <li>• regional office managers</li> <li>• country managers</li> <li>• human resources</li> <li>• GAD resource people on the ground</li> <li>• GAD Committee at head office</li> </ul>	Has the GAD dimension been integrated at all the relevant levels of the productivity framework?	
	What priorities are being targeted, by region and by country? Does the GAD dimension appear on the priority list? In what terms?	
	What GAD issues are targeted, by region and by country?	
	Does the overall programming strategy for the region or country make it easy to take the GAD issues targeted into account?	
	Is the formulation of results and GAD indicators from the productivity frameworks precise enough to perform a real evaluation?	
	What lessons have been learned?	
	<b>Are GAD resources built into the wrap-up/planning process for the productivity framework of the region or country?</b>	
	<b>Do follow-up mechanisms fully capture GAD results?</b>	
	<b>Generally speaking, what lessons have been learned at the institutional level and at the program level?</b>	

**To identify barriers to the mainstreaming process**

<b>As above</b>	Are there problems with building GAD into the productivity framework for the region or country? If so, what problems?	
	Has the organization developed mechanisms to overcome these problems?	