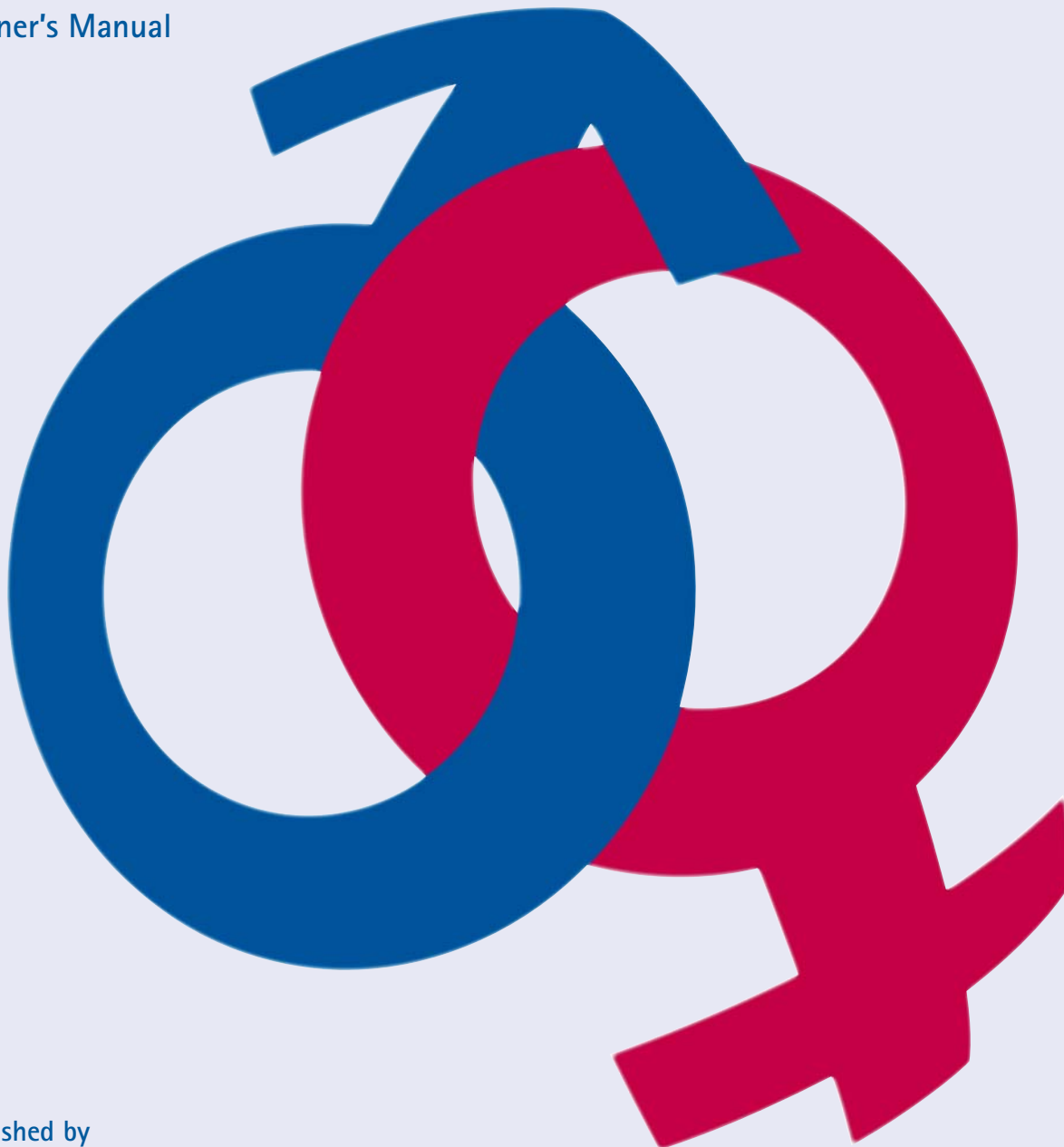


# Gender Analysis and Planning in Vocational Education and Training

Trainer's Manual



Published by

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**inWEnt**

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# **Gender Analysis and Planning in Vocational Education and Training**

## Trainer's Manual

Published by: InWEnt – Internationale Weiterbildung und Entwicklung gGmbH  
Mannheim

Author: Dr. Jutta Berninghausen<sup>1</sup>

Mannheim 2000

<sup>1</sup> Many of the presented tools have been developed in co-operation with Eva Engelhardt.

## **InWEnt – Internationale Weiterbildung und Entwicklung gGmbH Capacity Building International, Germany**

InWEnt – Capacity Building International, Germany, stands for the development of human resources and organisations within the framework of development cooperation. InWEnt offers courses that cater to skilled and managerial staff as well as decision makers from business, politics, administrations and civil societies worldwide.

With the education, exchange and dialog programmes for approximately 55,000 persons per year, InWEnt constitutes the largest joint initiative of the German Federal Government, the Länder (German federal states) and the business community. The centre in Bonn and 30 other locations in Germany and abroad employ roughly 850 staff.

The organisation commands a total annual budget of approximately €130 million. The Federal Government is main shareholder and represented by the Federal Ministry for Economic Cooperation and Development (BMZ), which is also the main financial contributor. Approximately 40 percent of the budget is from further commissioning bodies, in particular the Federal Ministry of Education and Research, the Foreign Office (AA), the Federal Ministry of Economics and Technology, and, increasingly, the European Union (EU) as well as various further multilateral organisations. Main cooperation partners are the KfW Bankengruppe (KfW banking group), the Deutsche Gesellschaft für Technische Zusammenarbeit (GTZ) GmbH (German Technical Cooperation) and private business foundations.

InWEnt was created in 2002 through the merger of Carl Duisberg Gesellschaft e.V. (CDG) and the German Foundation for International Development (DSE). In keeping with the tradition of the predecessor organisations, both Länder (German federal states) and German business are shareholders and thus ensure that InWEnt is firmly anchored in society.

Within its business fields, InWEnt amalgamates the decades of expertise and regional experience contributed by CDG and DSE. The methodological repertoire is structured along broad lines, making it possible to customise modules to fit the specific requirements of customers and tasks and provide appropriate solutions. The employment of new media permits the development and implementation of innovative knowledge management methods, the launching of international virtual learning communities and the promotion of multiplier systems.

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## **Technical and Vocational Education and Training (TVET)**

Under the Department for Sustainable Business Development InWEnt's projects and programmes promote technical and vocational education and training (TVET) and help businesses maximize their potential in terms of productivity, environmental awareness and social compatibility.

Today traditional education and vocational training systems are increasingly losing their clear outlines and rapid technological changes are devaluing skills at an ever faster rate. The upgrading of specialists is the key to competitiveness and employment at individual and corporate levels:

- > individuals are more likely to gain employment and thus generate income if they are better qualified,
- > the level of vocational training of staff affects the quality and economic efficiency of labour as a means of production.

Demand-driven vocational training and the availability of well trained specialists are thus important factors in making a state attractive as a location for industry, and influence competitiveness on national and international markets.

Modernisation, structural change and growing international interdependence require more than ever before lifelong learning and continuous upgrading for experts and executives from government institutions and companies. Demand-driven and employment-oriented upgrading is an indispensable element and a driving force in increasing the quality of products and services, productivity and competitiveness of industry.

We offer training and development for a wide range of target groups and topics in the field of Human Resources Development (HRD) and VET. We provide further training for

- > the management and executive level from companies and government institutions covering conceptual, technical and methodical training,
- > trainers and teachers from companies, private and public training providers (Training of Trainers).

The spectrum of topics we cover goes from the establishment and / or reform of national vocational training systems and policies to technology cooperation, building managerial competencies including Human Resources Management (HRM) / HRD in companies to the development of modern media, vocational training curricula and „train the trainer“ networks.

We offer training in the following fields:

- > Training of Trainers:
- > Technological skills, e.g. in metal- and automotive technology, electronics and information and communication technologies (ICT)
- > Vocational pedagogy
- > ICT-based development of teaching and training media
- > Competency-based training
- > Development of 'Train the Trainer'-networks
- > Management of training institutions / centres / schools
- > Gender in TVET
- > Employment-oriented modular curriculum development
- > Policy reform in vocational education and training
- > Tools for labour market analysis
- > HRM / HRD in companies

For further information please contact: [tvet@inwent.org](mailto:tvet@inwent.org)





## Preface by the Publisher

In its **mission statement** InWEnt emphasises the importance of gender equality for its actions - internally and externally:

"Equality between men and women, a cooperative approach, team spirit and loyalty are guiding principles for the way we work together."

InWEnt's **Capacity Building Concept** – the framework for our activities in the field of advanced professional training as well as in human resource and organisational development which is used as a guide for the conceptualisation and implementation of InWEnt's projects and programs - recognises the promotion of gender equality as one of InWEnt's core objectives:

"InWEnt systematically follows the Gender-Mainstreaming approach in the conceptualisation and design of its programmes as well as in the selection of partners and participants."

As part of InWEnt's Quality Management System, **PriME**, our **Programme-integrated Planning, Monitoring and Evaluation** system with its core-elements, i.e. outcome-monitoring and a uniform planning, monitoring and evaluation (PM+E) cycle, makes sure that gender-mainstreaming becomes a fully integrated part of all InWEnt projects.

For many years, InWEnt has organised advanced training programmes and projects for management and training staff from Africa, Asia and Latin America in technical and vocational education and training focusing on the promotion of gender equality. This publication is a result of the positive feedback we received from participants and partner organisations to these training activities.

The manual seeks to assist trainers, resource persons and partner institutions in the mainstreaming of gender in the field of technical and vocational education and training. It provides guidance on how to integrate gender throughout the project cycle. In line with InWEnt's Capacity Building concept it provides material for practice-oriented training (background information, session guides, training material, case studies). It is designed to provide not only 'tools' but to increase participants' problem-solving capacities and to enhance awareness for the importance of gender issues in technical and vocational education and training.

We hope you will find this training manual useful for your own activities and would welcome inputs, comments and suggestions for improvement and updating of this publication.

Heike Buerskens

Senior Project Manager

Technological Cooperation, System Development and Management in Vocational Training

### ACKNOWLEDGEMENTS

We would like to thank Prof. Dr. Jutta Berninghausen, Hochschule Bremen, for compiling and editing the training manual. Furthermore, we would like to express our appreciation to all former participants who contributed to the case studies.

The publication would not have been possible without the financial support from the German Federal Ministry for Economic Cooperation and Development (BMZ).



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Module



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Session



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Session



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# Introduction to the Manual

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## Objective

Overcoming the imbalances between women and men in vocational education and training still seems a long way off. Gender stereotypes “linking men with high technology” whereas women are “thought to be insufficiently professional and technically-oriented”<sup>1</sup> remain to persist in almost all parts of the world. Women “tend” to concentrate on a small range of mostly “typically female” or “female dominated” occupations. Even in new skilled jobs in the information and communication technologies the gender gap is a prevailing phenomenon.

Labour markets are characterised by women being employed on lower hierarchical levels, occupying low-quality jobs and belonging to the first to lose their jobs in particular during times of fast technological change and economic crisis. Apart from economic and technological developments the social and cultural environment influences gender segregation in technical vocational education and training (TVET).

The InWEnt training manual focuses on the relevance of a gender sensitive approach and the central strategic elements for the promotion of women in TVET. The manual provides instructions on how to incorporate a gender differentiated approach to training needs, as well as to planning, implementation and monitoring of training programmes. In practical exercises, participants are guided on how to apply gender analysis and planning tools to their own field of work.

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## Target Group

The manual has been designed for participants of InWEnt training programmes as well as for the use of our partner institutions in Africa, Asia and Latin America.

Target groups include

- > senior staff from government or non government organisations being in charge of a gender sensitive approach in TVET including needs analysis, planning, design and implementation of training programmes and projects promoting women in vocational education and training,
- > trainers and teachers (multipliers) from vocational schools and training centres as well as
- > management and operational staff from specialist ministries and institutions.

Likewise the manual can be applied for the training of staff of other national or international donor organisations.

<sup>1</sup> Nanda, Meera 2001: Post-Fordist Technology and the Changing Patterns of Women’s Employment in the Third World



## Introduction to the Manual

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### Contents

The manual covers the following major subjects:

- ▶ **Module 1** introduces participants and facilitators to each other. Objectives and contents of the workshop are explained.
- ▶ **Module 2** gives an introduction to the concept of gender. It starts creating an understanding why gender is a development issue in vocational education and training. The definition of the terms “gender” and “gender and development” is explained. The module describes the different policy approaches towards women and gender and the shift from “women in development” to “gender and development”.
- ▶ **Module 3** puts a focus on practical exercises to address the role stereotypes of men and women and to create an awareness for a gender-differentiated approach and its implications for vocational education and training.
- ▶ **Module 4:** The different stages and steps of a training programme cycle are related to a gender-differentiated approach. Participants develop gender-relevant questions to vocational education and training and relate them to the stages of a training programme. As explained in module 4.1, the four steps can also be used for a project programme cycle in general.
- ▶ **Module 5** introduces the rationale and instruments of gender analysis in the frame of training needs analysis and institution analysis. The categories and tools of the Harvard Analytical Framework are introduced and applied to the actual field of work of the participants as well as other useful tools of gender analysis, taken from Participatory Rural Appraisal (PRA) methodology.
- ▶ **Module 6** introduces the concept of gender planning, the development of practical and strategic gender needs and a gender planning matrix, which is again applied to the actual work of the participants.
- ▶ **Module 7** is concerned with the evaluation of the workshop.
- ▶ **Module 8** provides for further reading.



## Introduction to the Manual

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### How to use the Manual

The manual is published in a loose leaf form to allow for maximum flexibility. The individual modules may be regarded as building blocks, which enables them to be combined in different ways. The material provided can be selected, re-arranged and modified to suit conditions and the special needs of the participants.

At some points the session guides contain options for trainers, depending on whether the participants have already obtained working experience in the field of vocational education and training or they are still training for a future assignment in this field.

The overall training syllabus contains session hours (1 session hour – 45 minutes), which could be applied to approximately 3 1/2 training days..

---

### Organisation of the Manual

The sessions consist of:



#### Session guides

Session guides provide information on the objectives of the sessions, the time frame and materials to be used, as well as instructions for trainers. Possible outcomes or summaries of discussions and exercises are particularly highlighted.



#### Transparencies

These sheets can be copied on transparencies for an overhead projector.



#### Handouts

Handouts are to be distributed during the sessions and contain case studies, aids and instructions for working groups, to be used in the course.



#### Background information

The background information should only be distributed towards the end of the workshop for subsequent reading. It summarizes the contents of the workshop and contains the distributed transparencies, case studies, as well as other background material for further information.










#### Energiser

A few small exercises in between the sessions may be a welcome suggestion when energy is low. These exercises are not particularly mentioned in the manual.



# Overall Training Syllabus

Module	Session	Material	Time (min)
<b>1 Introduction</b> Module 	1.1 Introduction, Workshop Objectives and Participants' Expectations	Transparencies 1, 2	45
	1.2 Introduction of Participants and Facilitators	–	30
	1.3 Discussion Opinions about Gender Roles	Handout 1	30–40
<b>2 The Concept of Gender</b> Module 	2.1 Definition of the Term "Gender"	Transparencies 3, 4	45
	2.2 From "Women in Development" to "Gender and Development"	Trans. 5, 6, 7; Handout 2	90
<b>3 Gender Awareness in Vocational Education and Training</b> Module 	3.1 Typical Male and Female Gestures	–	30
	3.2 Role Play: "Acting like a Woman – Acting like a Man"	Handout 3	90
	3.3 Quiz on Division of Labour between Men and Women	Handout 4	30–40
	3.4 A Terrible Story	–	10
<b>4 Gender in the Training Programme Cycle</b> Module 	4.1 The Training Programme Cycle	Trans. 8, 9; Handout 5	90–120
	4.2 Gender-Related Questions to the Training Programme Cycle	Handout 6	90
<b>5 Gender Analysis in Vocational Education and Training</b> Module 	5.1 Gender Analysis – For which Purpose?	Trans. 10, 11	45
	5.2 Categories and Tools of the Harvard Framework	Trans. 12, 13, 14, 15; Hand. 7	60–90
	5.3 Additional Tools of Gender Analysis, useful for Voc. Education & Training	Transparencies 16, 17, 18	45–60
	5.4 Applying Gender Analysis	Handout 8	135
<b>6 Gender Planning in Vocational Education and Training</b> Module 	6.1 Practical and Strategic Gender Needs	Transparency 19; Handout 6	90
	6.2 Introduction to Gender Planning	Transparency 20; Handout 9	60–90
	6.3 Action Planning for Participants' Field of Work	Handout 10, 11	90–120
<b>7 Workshop Evaluation</b> Module 	7.1 Mountain Monitoring and Evaluation	–	10 - 15
	7.2 Feed Back and Closing	–	45
<b>Maximum duration:</b>			3.5 days





# Proposed Workshop Schedule

Day



## 1 Morning, 8.30 – 12.00 hrs (including 30 min coffee break)

Session



1.1 Introduction, Workshop Objectives and Participants' Expectations

Session



1.2 Introduction of Participants and Facilitators

Session



1.3 Discussions Opinions about Gender Roles

Session



2.1 Definition of the Term "Gender"

Day



## 1 Afternoon, 14.00 – 17.30 hrs



Energizer

Session



2.2 From "Women in Development" to "Gender and Development"

Session



3.1 Typical Male and Female Gestures

Session



3.3 Quiz on Division of Labour between Men and Women

Day



## 2 Morning, 8.30 – 12.00 hrs (including 30 min coffee break)

Session



3.4 A Terrible Story

Session



3.2 Role Play: "Acting like a Woman – Acting like a Man"

Session



4.1 The Training Programme Cycle



## Proposed Workshop Schedule

Day



### 2 Afternoon, 14.00 – 17.30 hrs



Energizer

Session



4.2 Gender-Related Questions to the Training Programme Cycle

Session



5.1 Gender Analysis – For which Purpose?

Session



5.2 Categories and Tools of the Havard Framework

Day



### 3 Morning, 8.30 – 12.00 hrs (including 30 min coffee break)

Session



5.3 Additional Tools of Gender Analysis, useful for Vocational Education and Training

Session



5.4 Applying Gender Analysis

Day



### 3 Afternoon, 14.00 – 17.30 hrs



Energizer

Session



6.1 Practical and Strategic Gender Needs

Session



6.2 Introduction to Gender Planning

Day



### 4 Morning, 8.30 – 12.00 hrs (including 30 min coffee break)

Session



6.3 Action Planning for Participants' Field of Work

Session



7.1 Mountain Monitoring and Evaluation

Session



7.2 Feed Back and Closing

# 1 Module 1 – Introduction

Session  
 1.1

Transparency  
 1

Transparency  
 2

Session  
 1.2

Session  
 1.3

Handout  
 1

Session  
 **1.1 Introduction, Workshop Objectives and  
Participants' Expectations**

Session  
 **1.2 Introduction of Participants and Facilitators**

Session  
 **1.3 Discussing Opinions about Gender Roles**

# 1.1 Introduction, Workshop Objectives and Participants' Expectations

## Objectives

- ▶ To learn about participants' work and their perceptions of gender
- ▶ To understand participants' expectations in the workshop
- ▶ To explain objectives and contents of the workshop and relate them to participants' expectations

## Time

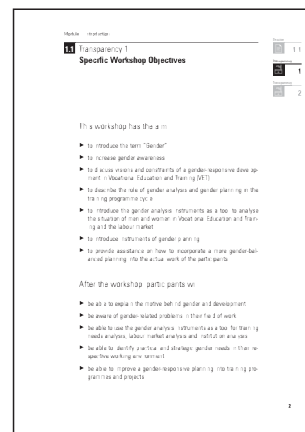
45 min

## Material

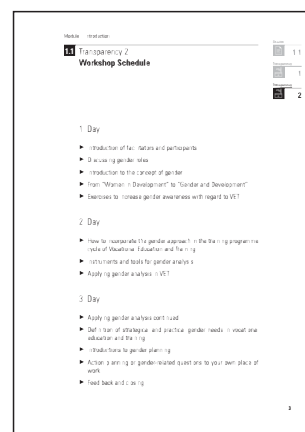
- ▶ Marker
- ▶ Pinboard
- ▶ Pinpoint Cards
- ▶ Flipchart
- ▶ Overhead Projector
- ▶ Transparencies 1, 2

## Session Guide

1. Welcome the participants and start the session by introducing yourself.
2. Prepare a pinboard with six categories:
  - ▶ Name, country
  - ▶ Place of work
  - ▶ Working position / and or tasks
  - ▶ How does the job relate to gender (the relation between men and women)
  - ▶ Does your organisation follow a certain Gender policy?
  - ▶ Expectation as regards this workshop
3. Ask the participants to take several cards and a pen each and fill in one card for each category.
4. Ask participants to pin up their cards onto the pinboard and present themselves by explaining what they have written on the cards.
5. After participants having introduced themselves, explain the workshop objectives and schedule of the workshop by showing **Transparencies 1 and 2**.
6. Ask participants if the objectives and planned time schedule are in accordance with their expectations and discuss changes if necessary.



Transparency 1



Transparency 2

## Facilitator's Notes

Instead of using an overhead projector, you may preferably write objectives and contents on large piece of paper.



## 1.1 Transparency 1 – Specific Workshop Objectives

.....

This workshop has the aim:

.....

- ▶ to introduce the term “Gender”
  - ▶ to increase gender awareness
  - ▶ to discuss visions and constraints of a gender-responsive development in Vocational Education and Training (VET)
  - ▶ to describe the role of gender analysis and gender planning in the training programme cycle
  - ▶ to introduce the gender analysis instruments as a tool to analyse the situation of men and women in Vocational Education and Training and the labour market
  - ▶ to introduce instruments of gender planning
  - ▶ to provide assistance on how to incorporate a more gender-balanced planning into the actual work of the participants
- .....

After the workshop, participants will:

.....

- ▶ be able to explain the motive behind gender and development
- ▶ be aware of gender-related problems in their field of work
- ▶ be able to use the gender analysis instruments as a tool for training needs analysis, labour market analysis and institution analysis
- ▶ be able to identify practical and strategic gender needs in their respective working environment
- ▶ be able to improve a gender-responsive planning into training programmes and projects

## 1.1 Transparency 2 – Workshop Schedule

.....

### 1. Day

.....

- ▶ Introduction of facilitators and participants
  - ▶ Discussing gender roles
  - ▶ Introduction to the concept of gender
  - ▶ From “Women in Development” to “Gender and Development”
  - ▶ Exercises to increase gender awareness with regard to VET
- .....

### 2. Day

.....

- ▶ How to incorporate the gender approach in the training programme cycle of Vocational Education and Training
  - ▶ Instruments and tools for gender analysis
- .....

### 3. Day

.....

- ▶ Applying gender analysis continued
  - ▶ Definition of strategical and practical gender needs in vocational education and training
- .....

### 4. Day

.....

- ▶ Introductions to gender planning
- ▶ Action planning or gender-related questions to the place of work
- ▶ Feed back and closing

## 1.2 Introduction of Participants and Facilitators<sup>1</sup>



### Objectives

### Time

30 min

- ▶ To introduce participants and facilitators to each other in an informal atmosphere.

### Session Guide

1. Ask the participants to stand up and gather in the middle of the room. Make sure there is sufficient space for all participants to stand in a row.
2. Ask the participants to imagine the room as a world map and position themselves to the place in the room where they have been born.

Divide the room into three parts, standing for village, small town, big city. Let the participants form three groups in accordance to their place of birth. Repeat the exercise by asking them where they live today.

3. Ask the participants to form a row according to their age. Tell them that it is not allowed to talk to each other during this exercise.
4. Repeat the exercise by using the criteria number of years of working experience, and number of children. Ask them who is taking care of the children during their absence, spouse, grandparents, servants (3 groups).
5. Let the participants divide into three groups, those with no knowledge about the gender approach, little knowledge or sufficient knowledge.
6. Ask them who has ever / never changed baby diapers.
7. After each display discuss and give participants the chance to talk about why they stand at this or another place.

### Facilitator's Notes

This exercise is only necessary if the participants do not know each other. If the gender workshop is placed in the middle of a program this exercise could be skipped.

The questions could be adapted to the actual situation and work experience of participants.

<sup>1</sup>Adapter from Eva Engelhardt, Gender in der DSE, DSE Mannheim 1996

## 1.3 Discussing Opinions about Gender Roles<sup>1</sup>



1.3

Handout



1

### Objectives

- ▶ To make participants aware of their own values regarding the specific roles of men and women
- ▶ To discuss participants' own and others' opinions of gender-specific roles

### Time

30 – 45 min

### Material

- ▶ Scale from one to ten
- ▶ Optionally Handout 1

### Session Guide

1. Tell participants that this exercise has the aim to assess their opinions about the specific roles of men and women. Point out that there is no wrong or right answer in this exercise, that different opinions are only subject to discussions.
2. Lay out a scale from one to ten on the floor. Tell the participants that the number one on the scale means "I totally agree" and number ten means "I totally disagree". Tell them that you will read out different statements and ask them to position themselves on the scale between one (I agree) and ten (I disagree).
3. Read out all or a selection of the statements below as follows:

#### Statements on role perceptions

- ▶ Men are more rational than women
  - ▶ Boys should have a better education than girls
  - ▶ Husband and wife should be equally involved in taking care of the children
  - ▶ The career of the man should always be given priority
  - ▶ A wife should never contradict her husband in public
  - ▶ The mother is the most important person for a child
  - ▶ Men do the heavier work involving their physical strength, while women get the easier share
  - ▶ The man should have a larger income than the woman
  - ▶ Women are not good in decision making
  - ▶ Women are not able to understand and handle machinery
  - ▶ Women can be good accountants but management is better with male guidance
4. After each statement ask some of the participants representing the "pro" and some representing the "contra" to explain their positions and allow a short discussion about the reasoning behind the majority and the minority opinions.

<sup>1</sup>Idea adapted from Adelstal, Berninghausen (editors), Kerstan (script), Gender Awareness and Planning Manual, ILO Co-operative Project, Jakarta 1993

# 1.3 Discussing Opinions about Gender Roles

5. Summarize the exercise as follows:

**Evaluation:**

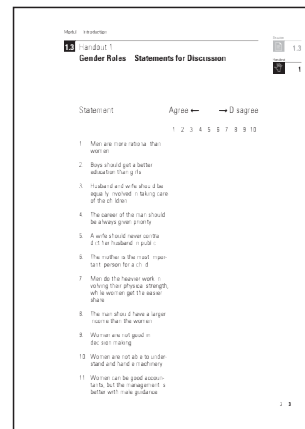
The game demonstrates that we all attach values to the roles of men and women. These values are not always the same, due to the fact that they are not determined by biological differences but are largely reflected by tradition and the socio-cultural conditions in society. The widening of women’s scope of activities is complemented by a change of definition concerning the roles of both sexes. Each member of the society can contribute to this change through her / his own actions.

## Facilitator’s Notes

Do not try to achieve a consensus about these issues – the purpose of the exercise is to get an impression of the range of opinions among the participants and allow them to compare their own position with those of other workshop members.

You may also use this exercise as a written exercise, but this is less interesting and less communicative than the version described above.




You may nevertheless decide to distribute **Handout 1** for participants’ information and self-evaluation.







Handout 1



## **2** Module 2 – **The Concept of Gender**

Session		<b>2.1</b>
Transparency		<b>3</b>
Transparency		<b>4</b>

Session		<b>2.2</b>
Transparency		<b>5</b>
Transparency		<b>6</b>
Transparency		<b>7</b>

Session		<b>2.1 Definition of the term “Gender”</b>
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Session		<b>2.2 From “Women in Development” to “Gender and Development”</b>
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Handout		<b>2</b>
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## 2.1 Definition of the Term "Gender"<sup>1</sup>

 2.1

Transparency

 3

Transparency

 4

### Objectives

- ▶ To arrive at a common understanding of the term "Gender"
- ▶ To enable the participants to explain the difference between gender and sex

### Time

45 min


### Material

- ▶ Flipchart
- ▶ Overhead Projector
- ▶ Transparencies 3, 4

### Session Guide

1. Ask the participants to brainstorm on the attributes which according to them are typical male or female. Start the brainstorming with the sentence "Women are ...", "Men are ...". Collect all answers given and write them on a flipchart, one sheet for male, another one for female characteristics.

Possible outcome of this exercise could be:

	<b>Men are:</b>	<b>Women are:</b>
	▶ aggressive	▶ attractive
	▶ ambitious	▶ dependent
	▶ clear thinking	▶ dreamy
	▶ courageous	▶ emotional
	▶ egoistic	▶ shy
	▶ strong	▶ weak
	▶ noisy	▶ talkative
	▶ jealous	▶ inconsequent

2. Read out the listed attributes for male and female and discuss whether they are mere stereotypes or whether the participants believe they are true.
3. Discuss which pictures of typical male and female attributes exist in the heads of women and men and which implications do these assumptions have in regard to professional performance and leadership positions. Note that many of the attributes associated with women are not seen as positive characteristics for leadership.
4. Now ask the participants if the attributes, describing the male characteristic could also be valid for women and reverse. Ask them if there are women possessing these "male" attributes and vice-versa. Ask them to identify which eventually could be applied to the opposite sex and those which cannot even be considered at all.

<sup>1</sup>Idea adapted from Adelstal, Berninghausen (editors), Kerstan (script), Gender Awareness and Planning Manual, ILO Co-operative Project, Jakarta 1993



**2.1** Definition of the Term "Gender"

- 6. Most likely you will come to the conclusion that there are only the biological functions which cannot be exchanged while all the other attributes do also characterise at least some men or some women.
- 7. Explain that all the other attributes, which are not biologically determined can be referred to as gender attributes, meaning the socially constructed differences between men and women.

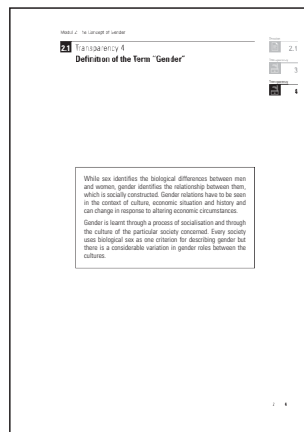
Explain that the distinction between sex and gender has been introduced to stress the fact that while our biological and physical conditions are given to us by nature, our gender is socially constructed and can therefore be changed if needed.

Important is the fact that we have the possibility to decide, whether we like our stereotyped gender roles or would like to change them.

- 8. Summarize by using **Transparencies 3 and 4:**



Transparency 3



Transparency 4

**Facilitator's Notes**

In this exercise participants very often ask whether they should name stereotypes of male and female attributes or tell their real opinion about the characteristics of men and women. Tell them that both is possible. Experience shows that there is not as much difference in stereotypes and real opinions as anticipated.

## 2.1 Transparency 3 – Sex versus Gender<sup>1</sup>



---

### Sex

#### **Biological**

Given by Birth

#### **Therefore:**

Cannot be Changed

#### **Example:**

Only women can give birth

### Gender

#### **Cultural**

Learned through Socialisation

#### **Therefore:**

Can be Changed

#### **Example:**

Women and men can work as teachers, engineers, labourers

Women and men can take care of children

<sup>1</sup>Adapted from Birgit Kerstan, Gender-Sensitive Participatory Approaches in Technical Co-operation, Trainers Manual for Local Experts, GTZ 1996

## 2.1 Transparency 4 – Definition of the Term “Gender”

While sex identifies the biological differences between men and women, gender identifies the relationship between them, which is socially constructed. Gender relations have to be seen in the context of culture, economic situation and history and can change in response to altering economic circumstances.

Gender is learnt through a process of socialisation and through the culture of the particular society concerned. Every society uses biological sex as one criterion for describing gender but there is a considerable variation in gender roles between the cultures.

## 2.2 From “Women in Development” to “Gender and Development”

Session	2.2
Transparency	5
Transparency	6
Transparency	7
Handout	2

### Objectives

- ▶ To understand why women’s subordination is seen as a development issue
- ▶ To become aware of the shift from “Women in Development” (WID) to “Gender and Development” (GAD) on the international discussion and understand the different policy approaches towards women and gender
- ▶ To start creating an understanding why gender is a development issue in Vocational Education and Training

**Time** 90 min

### Material

- ▶ Flipchart
- ▶ Overhead Projector
- ▶ Transparencies 5, 6, 7
- ▶ Handout 2

### Session Guide

1. Explain that this session will give a short theoretical overview on the development of WID-approaches and will discuss the difference between “Women in Development” and “Gender and Development”. Tell the participants that they will be asked to discuss why the gender perspective is important in Vocational Education and Training.
2. Explain why women’s subordination was seen as a development issue:



The concept of “Women in Development” coincides with the first UN-Women’s Conference, which took place 1975 in Mexico City. This conference marked the start of the UN-Decade for Women, in which funds and personnel were allocated to work for the promotion of women in development.

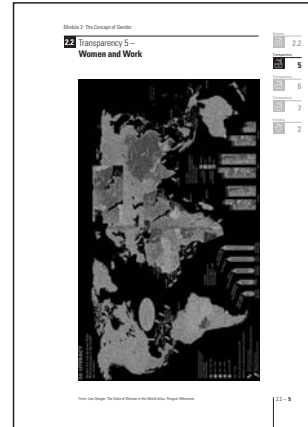
The core problem was seen as women’s exclusion from the development process and the unfair distribution of work and ownership of wealth.

Poverty is female.

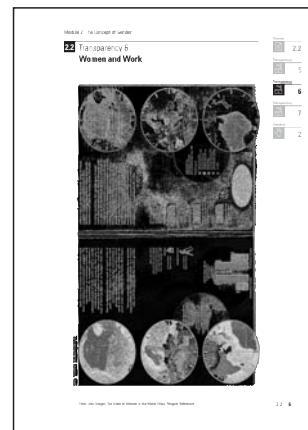
UNESCO statistics revealed: Women performed 75% of the work, earned 10% of the income and own 1% of all property. 66% of all illiterates were female. This situation has not changed considerably up to date. The UNDP Human Development Report of 1995 revealed that until today women world-wide perform more than 50% of all work counted, but only 30% of this work is remunerated (in comparison to 75% of men’s work). 70% of the poor world-wide are women, 80% of all refugees world-wide are women and children. The illiterate rate is still at 60% for women world-wide.

## 2.2 From “Women in Development” to “Gender and Development”

3. Display **Transparencies 5** and **6** to underline the disadvantaged situation of women in education and professional work.
4. Explain that the identification of women’s subordination as a problem led to a variety of efforts to correct the imbalance. The aim was to integrate women more effectively into the development process so that benefits to them would increase. This emphasis on women became a widespread development theme called “Women in Development” or WID.
5. Present briefly the history of the concept “Women in Development”, writing different approaches together with the year when they evolved, on a flipchart:
  - ▶ Welfare 1950
  - ▶ Equity 1975
  - ▶ Anti Poverty 1970
  - ▶ Efficiency 1980
  - ▶ Empowerment 1980
  - ▶ Gender 1985



Transparency 5



Transparency 6



Summary by Caroline Moser:

### Policy Approaches<sup>1</sup>

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

- ▶ **Welfare:** Earliest approach, 1950-70. Its purpose is to bring women into development as better mothers. Women are seen as passive beneficiaries of development. It recognizes the reproductive role of women and seeks to meet PGNs<sup>2</sup> in that role through top-down handouts of food aid, measures against malnutrition and family planning. It is non-challenging and therefore still widely popular.
- ▶ **Equity:** The original WID approach, used in the 1976-85 UN Women’s Decade. Its purpose is to gain equity for women, who are seen as active participants in development. It recognizes the triple role, and seeks to meet SGNs through di-

<sup>1</sup> Source: C. Moser and C. Levy, Training Materials Developed for Training in Gender Planning for Development, 1984-90

<sup>2</sup> PGN = Practical Gender Needs, SGN = Strategic Gender Needs

## 2.2 From “Women in Development” to “Gender and Development”

rect state intervention giving political and economic autonomy, and reducing inequality with men. It challenges women’s subordinate position. It is criticized as Western feminism, is considered threatening and is unpopular with governments.

- ▶ **Anti-poverty:** The second WID approach, a top-down version of equity, adopted from 1970s onwards. Its purpose is to ensure that poor women increase their productivity. Women’s poverty is seen as a problem of underdevelopment, not of subordination. It recognizes the productive role of women, and seeks to meet the PGN to earn an income, particularly in small-scale, income-generating projects. It is most popular with NGOs.
- ▶ **Efficiency:** The third, and now predominant, WID approach, adopted particularly since the 1980s debt crisis. Its purpose is to ensure that development is more efficient and effective through women’s economic contribution, with participation often equated with equity. It seeks to meet PGNs while relying on all three roles and an elastic concept of women’s time. Women are seen entirely in terms of their capacity to compensate for declining social services by extending their working day. Very popular approach.
- ▶ **Empowerment:** The most recent approach, articulated by Third World women. Its purpose is to empower women through greater self-reliance. Women’s subordination is expressed not only because of male oppression but also because of colonial and neo-colonial oppression. It recognizes the triple role and seeks to meet SGNs indirectly through bottom-up mobilization of PGNs. It is potentially challenging, although its avoidance of Western feminism makes it unpopular except with Third World women’s NGOs.
- ▶ **Gender and Development Approach<sup>1</sup>:** Gender approach has been developed from the empowerment approach as a reaction to the marginalisation of women-only programmes under the WID approach. The gender approach seeks to understand women’s subordination through analysis of relations between men and women within the framework of important and relevant factors like social class, race, religion, age, etc.

6. Invite the participants to ask and comment on the approaches.
7. Summarize the main differences between the WID approaches and the GAD approach with **Transparency 7**.

The slide titled 'Transparency 7' compares the Women in Development (WID) approach and the Gender and Development (GAD) approach. It lists six key differences:

- 1. The Approach:** WID is a top-down approach to development of women and their families, while GAD is an approach to development of women and their families.
- 2. The Focus:** WID focuses on relations between women and men, while GAD focuses on relations between women and men.
- 3. The Problem:** WID sees the lack of women's participation in development as the main problem, while GAD sees the lack of women's participation in development as the main problem.
- 4. The Goal:** WID aims to make women's participation in development more effective and efficient, while GAD aims to establish a sustainable development process that is based on women's participation.
- 5. The Strategy:** WID uses a top-down strategy to improve the material living conditions of women and their families, while GAD uses a bottom-up strategy to improve the material living conditions of women and their families.
- 6. The Strategies:** WID uses strategies like women's groups, women's cooperatives, and integrated projects. GAD uses strategies like women's groups, women's cooperatives, and integrated projects.

Transparency 7

<sup>1</sup> The GAD approach is not included with the policy approaches of C. Moser. It has been added by the author.

## 2.2 From “Women in Development” to “Gender and Development”

Session  
 2.2


Transparency  
 5

Transparency  
 6

Transparency  
 7

Handout  
 2

8. Discuss on what could be a gender-oriented approach for Vocational Education and Training. Distribute **Handout 2** and let the participants form groups of 3 persons (2 neighbours each). Let each group discuss for 15 minutes why the below mentioned cases are typical WID activities and how they could be embedded into a wider GAD approach. (See examples below). Collect the results of discussions in a brainstorming and visualize them on a flipchart making 2 columns, one for WID and one for GAD.

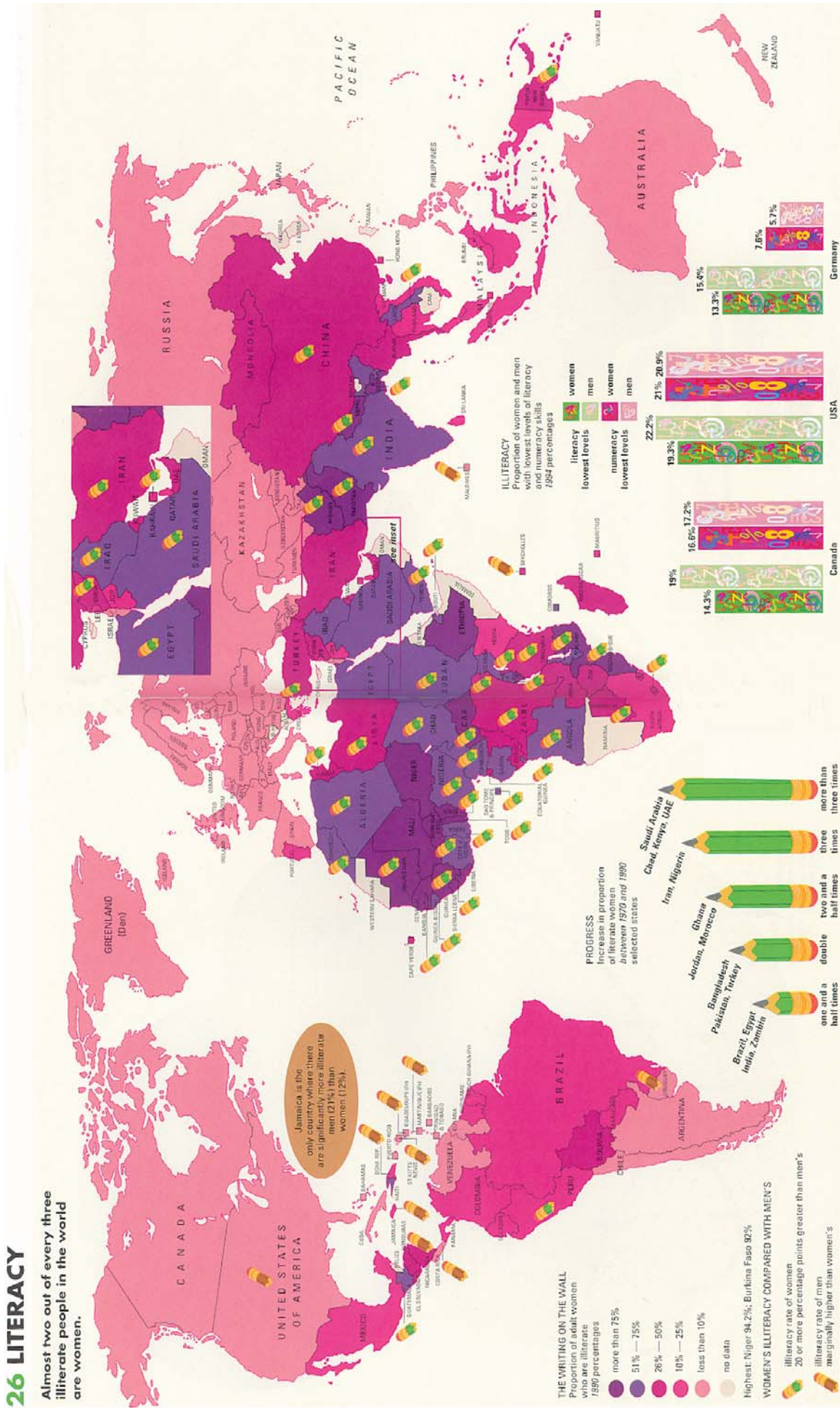
	<b>Possible GAD approaches to these projects:</b>
<b>Cases for typical WID approaches:</b>	
<p><b>Case 1:</b> A pottery project in Indonesia provides management and technical skill training for the mostly male members of a pottery co-operative. However, 10% of the project budget is allocated for a women’s component. The women’s component offers courses on poultry raising, home-gardening and sewing, particularly for women. Unfortunately the interest in these courses is not as high as expected. The women complain that they have not enough time to join the training.</p>	<p>If this project would have had applied a gender approach, a gender-differentiated analysis of the actually performed work and division of labour would have revealed, that the women were also involved in the pottery family businesses. In the business the women were responsible for the production and the marketing of the pots. It would have been more important to improve their skills in their actual field of work, rather than providing them with new skills in typical women activities.</p>
<p><b>Case 2:</b> A vocational school in Tanzania offers special training for women in male-dominated professions, like carpenters, car repair etc. Although the courses are running well, only very few of the graduated girls can find a job after the training, which is due to prejudices concerning the traditional division of labour.</p>	<p>With a gender approach this project would have included some supporting activities in order to sensitize men and women for gender issues and to raise the awareness for men and women in surroundings and enterprises where girls could possibly find a job.</p>

9. Close the session with the summary that a GAD approach always focuses on the analysis of the relation between men and women and their different roles, needs and potentials, while the WID approach is only concerned to improve women’s position without analysing their roles in relation to men.

### Facilitator’s Notes

It is suggested to keep the theoretical input about the different WID approaches very brief. Participants are not asked to fully understand each stage of WID approach. It is more important to give an overview of the development and make participants understand about the basic differences in the concepts of WID and GAD. They should understand that the GAD approach is a consequent further development of WID approaches. A more elaborated session on women’s role and constraints in vocational education and training should be subject to a separate module.

## 2.2 Transparency 5 – Women and Work



Session	2.2
Transparency	5
Transparency	6
Transparency	7
Handout	2

From: Joni Seager, The State of Women in the World Atlas, Penguin Reference



## 2.2 Transparency 6 – Women and Work

### 20 TIME BUDGETS

Both men and women do more total work than conventional measurements suggest. The unpaid labour of sustaining families and households, for example, represents a substantial part of daily work which is usually overlooked in official accounts. One way to measure the extent of this hidden work is to look at how people use, or 'budget', their time.

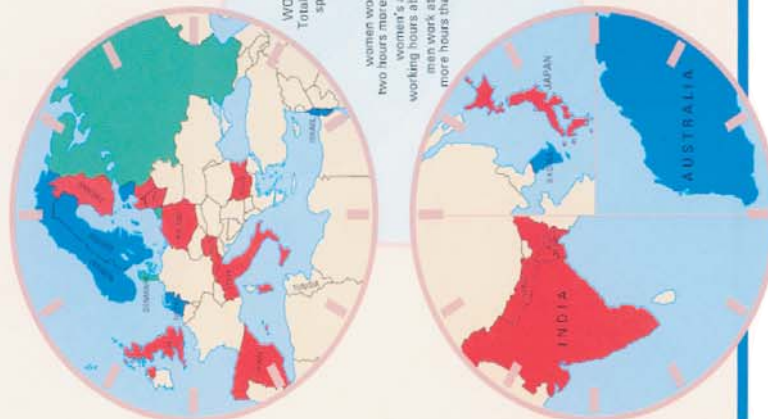
Time budgets show that most of men's work is paid, most of women's is not. Women work more than men, rest less and perform a greater variety of tasks. The pattern starts early in life: in most countries, girl children do more work, especially in the home, than boys.

Women and girls everywhere have greater responsibility for household work. It is women who tend the goats, till the family garden,



collect water, gather firewood, shop for food, prepare meals, wash clothes, look after children and aging parents, nurse sick family members and keep the home clean and safe.

In many countries, the gender gap in total work time has narrowed. But, in general, only one side of the traditional division of labour is breaking down: women are entering the paid workforce in increasing numbers, but no one is taking over at home. Where men are taking more responsibility for household work, the change is slow: by the late 1980s, married men in the USA were doing only six percent more housework than they did in the 1960s. Changes in the division of household labour are often deeply resisted and resented, and are at the centre of personal and political struggles over changing gender roles.



**WORKING HOURS**  
Total time per week spent in paid and unpaid work where known

- women work at least two hours more than men
- women's and men's working hours are equal
- men work at least one hour more than women
- no data

**GIRLS AND BOYS**  
Hours per day spent reading and doing household chores. Girls and boys aged 6 to 9 rural India, averages 1990



**UNPAID HOUSEWORK**  
Percentage share done by women and men latest available data since mid 1980s



**TIME SPENT ON HOUSEHOLD CHORES**  
latest available data since 1986

Women spend:

- nearly ten times as many hours as men
- three to five times as many hours as men
- about twice as many hours as men
- one and a half times as many hours as men
- no data

In Australia and the UK, women do more than three times as much childcare as men; in Japan and Spain, more than six times as much.

**UNPAID WORK, 1994-95**  
Proportion of work that is unpaid percentages



From: Joni Seager, The State of Women in the World Atlas, Penguin Reference

## 2.2 Transparency 7 – From “Women in Development” to “Gender and Development”<sup>1</sup>

Women in Development (WID)      ►      Gender and Development (GAD)

### 1. The Approach

An approach which views women as the center of a problem      ►      An approach to development of women and men

### 2. The Focus

Women      ►      Relations between women and men

### 3. The Problem

The exclusion of women (half of productive resources) from the development process      ►      Unequal relations of power (rich / poor, women / men) which prevent equitable development and women’s full participation

### 4. The Goal

More efficient, effective and just development      ►      Equitable, sustainable development with women and men as decision makers

### 5. The Solution

Integrate women into the existing development process      ►      Empower the disadvantaged women and transform unequal relations

### 6. The Strategies

- |   |   |   |
|---|---|---|
| <ul style="list-style-type: none"> <li>• Women’s projects</li> <li>• Women’s components</li> <li>• Integrated projects</li> <li>• Increase women’s productivity</li> <li>• Increase women’s income</li> <li>• Increase women’s ability to look after the household</li> </ul> | ► | <ul style="list-style-type: none"> <li>• Identify / address practical gender needs determined by men and women to improve their lives</li> <li>• Address women’s and men’s strategic gender needs</li> <li>• Address strategic interests of the poor through people-centered development</li> </ul> |
|---|---|---|

Session	2.2
Transparency	5
Transparency	6
Transparency	7
Handout	2

<sup>1</sup>Adapted from “Two Halves Make A Whole”, CIDA / MATCH International Centre, Ottawa 1991

## 2.2 Handout 2 – WID – GAD?

**D**iscuss in small groups the below mentioned cases of typical projects applying a “Women in Development” (WID) approach. Brainstorm on following questions:

1. Why is this approach a WID approach?
2. Give suggestions on what could be done to improve the project by using the GAD approach.

**Case 1:** A pottery project in Indonesia provides management and technical skill training for the mostly male members of a pottery co-operative. However, 10% of the project budget is allocated for a women’s component. The women’s component offers courses on poultry raising, home-gardening and sewing, particularly for women. Unfortunately the interest in these courses is not as high as expected. The women complain that they have not enough time to join the training.

**Case 2:** A vocational school in Tanzania offers special training for women in male-dominated professions, like carpenters, car repair etc. Although the courses are running well, only very few of the graduated girls can find a job after the training, which is due to prejudices concerning the traditional division of labour.

Session



2.2

Transparency



5

Transparency



6

Transparency



7

Handout



2

# 3 Module 3 – Gender Awareness in Vocational Education and Training

Session  
 3.1

Session  
 3.2

Handout  
 3

Session  
 3.3

Handout  
 4

Session  
 3.1 Typical Male and Female Gestures

Session  
 3.4

Session  
 3.2 Role Play: “Acting like a Woman – Acting like a Man”

Session  
 3.3 Quiz on Division of Labour between Men and Women

Session  
 3.4 A Terrible Story

## 3.1 Typical Male and Female Gestures<sup>1</sup>

### Objectives

### Time

30 min

- ▶ To become aware of typical gestures and movements of women and men
- ▶ To discuss which implications do these typical male or female gestures have in regard to professional competence, leadership positions and self confidence

### Session Guide

1. Ask the participants to stand up and form two rows, one for the women and one for the men.
2. Let the women row start without speaking, demonstrating one gesture each, which they think is typical by male (for example standing with hands on the hips, sitting with legs wide open).
3. After that ask the men to do the same but with a gesture which according to them is typical by female (sitting legs crossed, laughing with hands before the mouth etc.).
4. Now ask the women to show a gesture which is in their mind typical for their own gender. Then ask the men to do the same exercise.
5. Sit down again and discuss the following questions:
  - ▶ What was the difference between male and female gestures?
  - ▶ Was there anything in common with the gestures typical for one gender?
  - ▶ Which roles are associated with the gestures?
  - ▶ Which implications do these typical male or female appearances have in regard to professional competence, leadership positions and self-confidence.



Note that most gestures typical for women are related to attributes like weak, soft, shy, while men's behaviour is more possessive and aggressive and self-confident. Many of the attributes associated with women are not seen as positive characteristics for leadership and professional competence.

### Facilitator's Notes

This exercise can also be used as an energiser when the level of energy and concentration is low.

<sup>1</sup>This exercise was developed within the gender trainer association "Interkultur"

## 3.2 Role Play: "Acting like a Woman – Acting like a Man"

### Objectives

- ▶ To become aware of specific gender roles and their implications for Vocational Education and Training

### Time

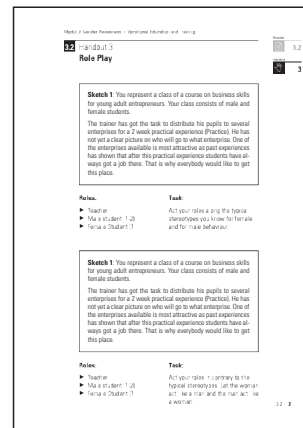
90 min

### Material

- ▶ Handout 3

### Session Guide

1. Divide the participants into 2 or 4 groups depending on the size of the course (each group should consist of 3 to 4 members).
2. Cut **Handout 3** into pieces, so that each group can receive one instruction for the role play. If there are only 2 groups, make sure that the groups receive one instruction asking to act along the typical roles of men and women, and another asking to act along the untypical roles of men and women.
3. Give the groups half an hour to prepare a small sketch of ca. 5 -10 minutes following the instructions.
4. After that, each group will present its sketch. Ask the audience to note on a piece of paper:
  - ▶ What are the typical male and female roles they observe?
  - ▶ What are the untypical male and female roles they observe?
  - ▶ What had been the intentions of the male and female actors in the sketch? Did they reach their aim and why / why not.



Handout 3 – Page 1 of 2

Which actor could best fight for his / her aims and why?



## 3.2 Handout 3 – Role Play

**Sketch 1:** You represent a class of a course on business skills for young adult entrepreneurs. Your class consists of male and female students.

The trainer's task is to distribute his pupils to several enterprises for a two week practical course. He has not yet a clear picture of who will go to which enterprise. One of the enterprises available is most attractive as past experiences have shown that after this practical course students had always acquired a job there. That is why everybody would like to get this place.

### Roles:

- ▶ Teacher
- ▶ Male student (1-2)
- ▶ Female Student (1)



.....

### Task:

Act your roles along the typical stereotypes you know for female and for male behaviour.

**Sketch 2:** You represent a class of a course on business skills for young adult entrepreneurs. Your class consists of male and female students.

The trainer's task is to distribute his pupils to several enterprises for a two week practical course. He has not yet a clear picture of who will go to which enterprise. One of the enterprises available is most attractive as past experiences have shown that after this practical course students had always acquired a job there. That is why everybody would like to get this place.

### Roles:

- ▶ Teacher
- ▶ Male student (1-2)
- ▶ Female Student (1)

### Task:

Act your roles contrary to the typical stereotypes. Let the women act like a man and the men act like a woman.

**3.2 Handout 3 – Role Play**

3.2

Handout



3

**Sketch 3:** A female and a male graduate from a vocational course on electronics apply for a job in a well known company. They react to an advertisement for a vacancy in the newspaper.

**Roles:**

- ▶ Interviewer. He / she is part of the division of personnel of the company (1 or 2 persons)
- ▶ Male applicant (1 person)
- ▶ Female applicant (1 person)

**Task:**

Act your roles along the typical stereotypes you know for female and for male behaviour.



**Sketch 4:** A female and a male graduate from a vocational course on electronics apply for a job in a well known company. They react to an advertisement for a vacancy in the newspaper.

**Roles:**

- ▶ Interviewer. He / she is part of the division of personnel of the company (1 or 2 persons)
- ▶ Male applicant (1 person)
- ▶ Female applicant (1 person)

**Task:**

Act your roles contrary to the typical stereotypes. Let the women act like a man and the men act like a woman.



### 3.3 Quiz on Division of Labour between Men and Women<sup>1</sup>

#### Objectives

- ▶ To enable participants to be aware of their own (often hidden) impression of men and women
- ▶ To start to look at roles and stereotypes in a non-confrontational way

#### Time

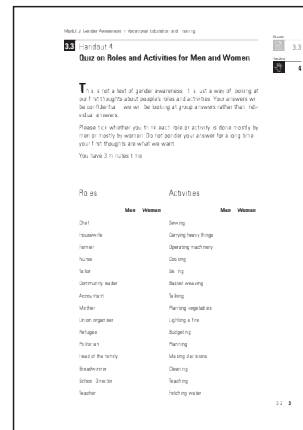
30 – 40 min

#### Material

- ▶ Flipchart
- ▶ Pens
- ▶ Handout 4

#### Session Guide

1. Prepare a flipchart reproducing the quiz sheet, and copies of **Handout 4** for the group.
2. Explain that the group is going to do a quiz. It is important to stress that:
  - a. It is not a test of gender awareness.
  - b. There are no right and wrong answers.
  - c. Answers will be confidential.
  - d. First impressions are required, not thought-out answers.
3. Hand out the quiz. Each person completes it individually as quickly as possible.
4. Shuffle quiz sheets and distribute them again so each person gets a different sheet.
5. Ask the group to raise hands for answers to the quiz. They indicate the answer on the paper in front of them, not their own answer. Write up on the flipchart the total number of answers "men" or "women" for each role and activity.
6. Discuss agreements and ask why all (or most) saw men and women in a particular role or activity.
7. Discuss disagreements and ask why some thought an activity to be male, others female.



Module 3 Gender Awareness – Vocational Education and Training

3.3  
3.3  
4

**Quiz on Roles and Activities for Men and Women**

This is not a test of gender awareness. It is just a way of seeing what you think about gender roles and activities. Your answers will be confidential and we will be looking at group answers rather than individual answers.

Please tick whether you think each role or activity is done mostly by men or mostly by women. Do not put both your answer for a role or activity. You have 3 minutes to fill in.

Roles	Activities	
	Men	Women
Chef		Sewing
Housewife		Changing heavy fridges
Teacher		Operating machinery
Nurse		Carrying
Farmer		Skating
Community worker		Shaver shaving
Accountant		Shopping
Miner		Planting vegetables
Carer organ donor		Lighting a fire
Politician		Budgeting
Musician		Painting
Head of the family		Making car seats
Breadwinner		Cleaning
Police Officer		Teaching
Teacher		Working in a bar

11

Handout 4

<sup>1</sup>This exercise was adapted from The Oxfam Gender Training Manual, Oxfam, UK and Ireland, 1994

### 3.3 Quiz on Division of Labour between Men and Women



3.3



4

8. Discuss roles and stereotypes. Point out the contradictions and ask participants to discuss.



#### Outcome

It seems that where there is money, power or status attached to a role, and where it is performed outside the home, then men are more likely to be seen in that role.

Mostly men are assumed to be the ones to carry heavy loads, although in most countries a common sight is women carrying huge burdens.

Point out that all roles and activities could be performed by both men and women, and it is the cultural and social norms which determine who does what. In fact roles can be changed.

#### Facilitator's Notes

The reason for stressing that this is not a test of gender awareness and for making the answer confidential, is to avoid participants becoming defensive or trying to prove that they are gender aware. The aim is to get a first impression not well-thought answers.

**3.3** Handout 4 – **Quiz on Roles and Activities for Men and Women**



**T**his is not a test of gender awareness. It is just a way of looking at our first thoughts about people’s roles and activities. Your answers will be confidential – we will be looking at group answers rather than individual answers.

Please tick whether you think each role or activity is performed mostly by men or mostly by women. Do not ponder on your answer for a long time – your first thoughts are what we want.

You have 3 minutes time.

Roles

Activities

	Men	Women		Men	Women
Chef			Sewing		
Housewife			Carrying heavy things		
Farmer			Operating machinery		
Nurse			Cooking		
Tailor			Selling		
Community leader			Basket weaving		
Accountant			Talking		
Mother			Planting vegetables		
Union organizer			Lighting a fire		
Refugee			Budgeting		
Politician			Planning		
Head of the Family			Making decisions		
Breadwinner			Cleaning		
School Director			Teaching		
Teacher			Fetching water		

## 3.4 A Terrible Story



3.4

### Objectives

### Time

10 min

- ▶ To arise awareness on our own stereotypes of men's and women's professional roles

### Session Guide

1. Read out the following story:



#### This is a terrible story:

A father once drove to a football match with his son. The car broke down in the middle of a railway crossing. Father and son could hear the train whistle blowing in the distance, as the father desperately tried to start the engine again. He was so excited that he could not manage to turn the ignition key in the right direction. The car was hit by the approaching train.

An ambulance rushed to the scene of the accident and picked up both father and son. The father died on the way to the hospital. The son was still alive but in such critical condition that he immediately required surgery. Upon arrival at the hospital the son was wheeled into the emergency operating room where a team of surgeons bent over the boy. One of them said, aghast: "You will have to operate without me – this is my son."

Story from Christine Martins, in: Eva Engelhardt, Karin Oswald, *Toolbook for Gender-Sensitive Participatory Extension Approaches*, Manila, 1995

2. Ask the participants how they explain this horrible brain twister. It might very well be that they do not pick up on the fact that the doctor is the son's mother. Discuss how it is possible that we automatically associate some professions with male or female attributes.

### Facilitator's Notes

This exercise is a good starter for a day or after lunch break.

# 4 Module 4 – Gender in the Training Programme Cycle

Session  
 4.1

Transparency  
 8

Transparency  
 9

Handout  
 5

Session  
 4.2

Handout  
 6

Session  
 4.1 The Training Programme Cycle

Session  
 4.2 Gender-Related Questions to the Training  
Programme Cycle

## 4.1 The Training Programme Cycle

Session

**4.1**

Transparency

**8**

Transparency

**9**

Handout

**5**

### Objectives

- ▶ To recognize the four different stages of a training programme and its related tasks
- ▶ To comprehend how a gender-differentiated approach can be incorporated into the different stages of a training programme

### Time

90 – 120 min

### Material

- ▶ Flipchart
- ▶ Pin Board
- ▶ Large Paper
- ▶ Pinpoint Cards
- ▶ Transparencies 8 + 9
- ▶ Handout 5

### Session Guide

1. Explain that this session is thought to discuss how the gender approach can be related to Vocational Education and Training.
2. Emphasize that project management is a dynamic process going in a cycle as an interactive process, mainly consisting of four different stages:
  - ▶ Identification of training needs
  - ▶ Design of training programme
  - ▶ Implementation of planned setting and conduct of training courses
  - ▶ Monitoring and evaluation of the training programme and conducted courses
3. Explain that the management of a VET programme can be analysed accordingly.
4. Write these stages on a large wall paper in a cycle:
 

```

graph TD
    A[Identification of Training Needs] --> B[Design of Training Programme]
    B --> C[Implementation of Planned Setting and Conduct of Courses]
    C --> D[Monitoring, Evaluation]
    D --> A
            
```
5. Invite the participants to brainstorm on the tasks to be undertaken during these four stages.
6. Write the answers on cards and pin them adjacent to the respective training stage on the pin board.
7. Discuss if all participants agree to the logical order of the listed activity and adjust it, if necessary.

**4.1** The Training Programme Cycle

8. If time is limited, you may also present the different stages and tasks of the training programme cycle on overhead, using **Transparency 8** which shows a possible outcome of the training programme cycle:

Module 4: Gender in the Training Programme Cycle

**4.1** Transparency 8 –  
**The Training Programme Cycle**

- Situation analysis / local market analysis
- Target group analysis (trainees)
- Occupation analysis and analysis of occupation performance
- Institution Analysis

- Monitoring of programme process
- Evaluation of programme impact
- Evaluation of course (trainers assessment, trainees assessment)

- Development of training programme, curricula and syllabus
- Development of training manuals, materials and methods
- Development of evaluation instruments
- Budgeting

- Selection of trainers
- Selection of trainees
- Choice of training methodology
- Timing of training (length and daily schedule)
- Location and venue of training
- Preparation of session plans
- Preparation of training material
- Conduct of training courses

Session	<b>4.1</b>
Transparency	<b>8</b>
Transparency	<b>9</b>
Handout	<b>5</b>

4.1 – 5

**Transparency 8**

## 4.1 The Training Programme Cycle

9. Ask participants if everybody knows what is meant by the terms “Situation Analysis”, “Target Group Analysis”, “Occupation Analysis and Analysis of Occupation Performance” and “Institution Analysis”. Explain their definitions and purposes by using **Transparency 9**:

Axis	What it means	Purpose
<b>Situation Analysis</b> Social, legal, economic, educational, institutional, needs, etc.	To assess the labour market and identify the gaps and educational needs.	What sort of training is needed for men and women?
<b>Target Group Analysis</b> Gender, education, occupation, etc.	To assess the background, education, occupation, and needs of the user.	To be able to act on the training needs to the potential and needs of the user.
<b>Occupation Analysis</b> Job, tasks, etc.	To assess the current and future needs of a specific job.	Identify the tasks and duties of a specific job.
<b>Analysis of Occupation Performance</b> Group, etc.	To assess the actual knowledge and performance of the target group.	To identify the training needs and to identify the subjects of the training.
<b>Institution Analysis</b>	To analyse the specific institution, e.g. training institution, an enterprise, a company.	To identify the different functions to be undertaken and to identify the needs of the institution.

Transparency 9

10. Discuss why it is important to set a focus on gender relations in the process of the different stages of a training programme.

Explain that:



Since the shift from WID to GAD the difference between target groups has been given more emphasis. Categories such as “the family”, “micro entrepreneurs”, “poor farmer” have been dismissed as not being specific enough. A more detailed differentiation is needed to reflect the high degree of heterogeneity within such groups.

Men and women do live under different conditions. Therefore they also have different training needs, capacities, wishes and expectations in training. In order to meet the respective needs of both men and women, their needs have to be considered separately.

11. Give an example of a training project where a lack of gender awareness leads to the failure of the project:



**Case:** A training course in financial management was held for members of a saving and credit co-operative in Indonesia to improve the business. Those invited to attend the training were the men as heads of the families.

A follow up after the training showed that the financial management of the business was still lacking effectiveness. A careful analysis of the target group would have disclosed the fact that it was actually the women in the area who were responsible for the finances. Due to this, they were therefore more qualified for the training than the men.



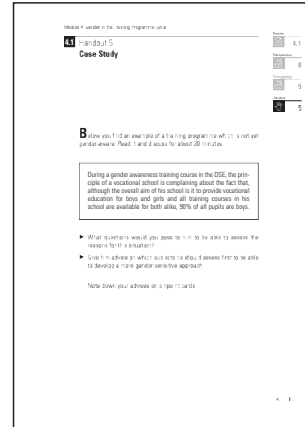
## 4.1 The Training Programme Cycle

12. Distribute **Handout 5** and give the example of the contained case. Explain that this is an example of a training programme which is not yet gender aware.

13. Divide the class in small groups of three to four and ask each group to discuss the case for 20 minutes. Ask them to note down their advice on pinpoint cards.

14. After meeting again in the plenary session, collect the answers and visualize them on a pinboard. Discuss which of the different steps to be conducted in the frame of a training programme cycle the respective advises belongs to.

15. Summarize that there are no right or wrong answers in this exercise. Various strategies could lead to a more gender-aware approach. Explain that the next module will provide some tools and instruments on how to conduct a gender-sensitive training needs analysis.



Handout 5

### Facilitator's Notes

If time is limited, you may skip the last group work from point 11 onwards. This would save approximately 45 minutes.

## 4.1 Transparency 8 – The Training Programme Cycle

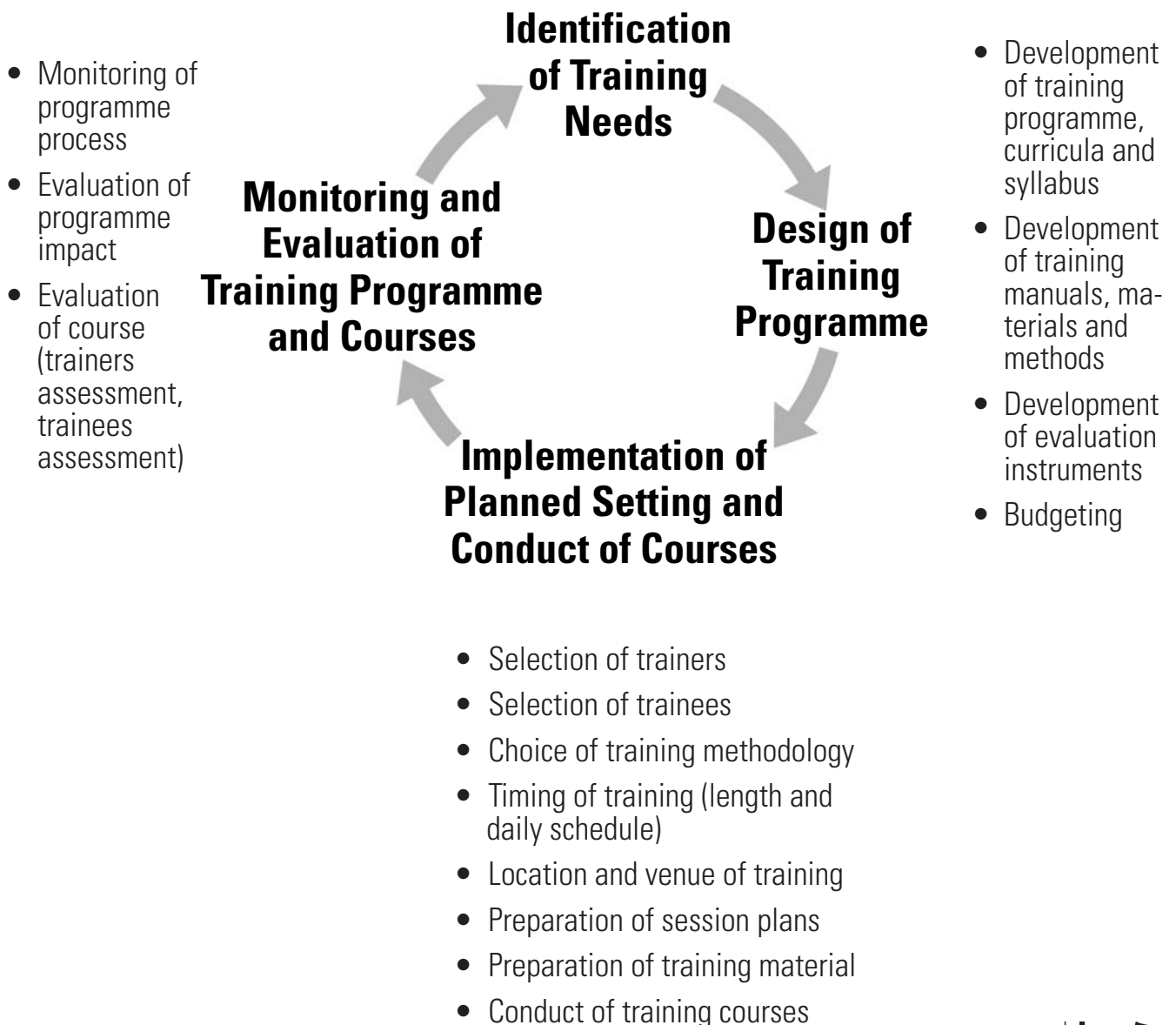
Session  
4.1

Transparency  
8

Transparency  
9

Handout  
5

- Situation analysis / local market analysis
- Target group analysis (trainees)
- Occupation analysis and analysis of occupation performance
- Institution Analysis



## 4.1 Transparency 9 – Aspects of Training Needs Assessment

Session  4.1

Transparency  8

Transparency  9

Handout  5

Tasks	What it means	Purpose
<b>Situation Analysis</b> (Local market analysis)	To examine the labour market and existing training and educational resources available	What sort of training is required for men and women
<b>Target Group Analysis</b> (Trainees analysis)	To examine the background (education, qualification, workload) of the trainees	To be able to adjust the training subjects to the potentials and needs of trainees
<b>Occupation Analysis</b> and <b>Analysis of Occupation Performance</b>	To examine the different requirements of a specific job  To analyse the actual knowledge and performance of the target group	Identify all tasks and duties of one specific training  To determine the training subjects and to identify the contents of the required subjects
<b>Institution Analysis</b>	To analyse one specific institution (e.g. a training institution, an enterprise, a ministry)	To identify the different functions, roles, tasks, potentials and needs of the institution

## 4.1 Handout 5 – Case Study

Session	4.1
Transparency	8
Transparency	9
Handout	5

**B**elow you find an example of a training programme which is not yet gender-aware. Read it and discuss for about 20 minutes:

During a gender awareness training course in the DSE, the principle of a vocational school is complaining about the fact that, although the overall aim of his school is it to provide vocational education for boys and girls and all training courses in his school are available for both alike, 90% of all pupils are boys.

- ▶ What questions would you pose to him to be able to assess the reasons for this situation?
- ▶ Give him advice on which subjects he should assess first to be able to develop a more gender-sensitive approach.

Note down your advices on pinpoint cards.

## 4.2 Gender-Related Questions to the Training Programme Cycle

### Objectives

- ▶ To develop gender-relevant questions to Vocational Education and Training and relate them to the four stages of a training programme

### Time

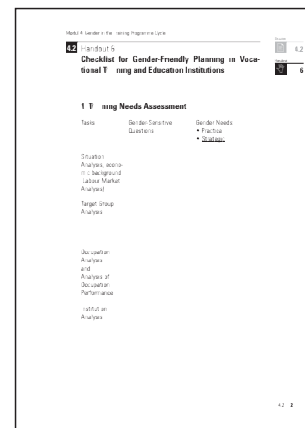
90 min

### Material

- ▶ Pinboard with the Training Programme Cycle
- ▶ Pinpoint Cards
- ▶ Pens
- ▶ Handout 6

### Session Guide

1. Invite the participants to develop gender-relevant questions to be posed in the context of the training programme cycle.
2. Ask them to split up into four groups. Each group will develop questions for one stage of the training programme cycle. The groups are asked to note their questions on pinpoint cards and pin them on the wall to the field of their respective stage. They may first note them down for their own reference, using **Handout 6**. Tell them that the column for gender needs will be filled in later in Session 6.1.



Handout 6 – Page 1 of 4

3. After all cards are pinned on the board, ask each group to present their questions (as example see: Module 8 – Background Information, page 15).
4. Discuss. Make sure that each question relates to the gender relation. Ask for additions and comments and adjust.

### Facilitator's Notes

If you have a PC or laptop available, note down the stages and questions and distribute them to the participants.

Leave the board with the cards pinned on visible in the room over the duration of the workshop. You will later refer to the questions again.



## 4.2 Handout 6 – Checklist for Gender-Friendly Planning in Vocational Training and Education Institutions

### 1. Training Needs Assessment

Tasks	Gender-Sensitive Questions	Gender Needs: • Practical • <u>Strategic</u>
Situation Analysis, economic background (Labour Market Analysis)		
Target Group Analysis		
Occupation Analysis and Analysis of Occupation Performance		
Institution Analysis		



**4.2 Handout 6 – Checklist for Gender-Friendly Planning in Vocational Training and Education Institutions**

**2. Design of Training Programme and Courses**

Tasks	Gender-Sensitive Questions	Gender Needs: • Practical • <u>Strategic</u>
Development of training programme, curricula, syllabus		
Development of training manuals, materials, methods		
Development of evaluation instruments		
Budgeting		



**4.2 Handout 6 – Checklist for Gender-Friendly Planning in Vocational Training and Education Institutions**

**3. Implementation of Training Courses**

Tasks	Gender-Sensitive Questions	Gender Needs: <ul style="list-style-type: none"> <li>• Practical</li> <li>• <u>Strategic</u></li> </ul>
Selection of trainers		
Selection of trainees (number & educational level)		
Choice of training methodology		
Training (length and daily schedule)		
Location and venue of training		
Preparation of session plans		
Preparation of training materials, facilities		
Conduct of training course		





**4.2 Handout 6 – Checklist for Gender-Friendly Planning in Vocational Training and Education Institutions**

**4. Monitoring and Evaluation**

Tasks	Gender-Sensitive Questions	Gender Needs: • Practical • <u>Strategic</u>
Monitoring of programme process		
Evaluation of programme impact		
Evaluation of the courses (assessment of trainers and trainees)		

**5**

# Module 5 – Gender Analysis in Vocational Education and Training

Session



## 5.1 Gender Analysis in Vocational Education and Training – For which Purpose?

Session



## 5.2 Categories and Tools of the Harvard Framework

Session



## 5.3 Additional Tools of Gender Analysis, useful for Vocational Education and Training

Session



## 5.4 Applying Gender Analysis

Session



5.1

Transparency



10

Transparency



11

Session



5.2

Transparency



12

Transparency



13

Transparency



14

Transparency



15

Handout



7

Session



5.3

Transparency



16

Transparency



17

Transparency



18

Session



5.4

Handout



8

# 5.1 Gender Analysis in Vocational Education and Training – For which Purpose?

## Objectives

- ▶ To introduce the purpose and instruments of gender analysis
- ▶ To be able to relate the purpose of gender analysis to the different steps of training needs assessment in Vocational Education and Training

## Time

45 min

## Material

- ▶ Overhead Projector
- ▶ Transparencies 10, 11

## Session Guide

1. Explain the purpose of gender analysis by using **Transparency 10**:
2. Refer back to the pinboard of session 4.1. “The Training Programme Cycle”. Ask the participants at which stages of the training programme a gender analysis should be carried out.
3. Summarize the discussion by explaining that a gender analysis is mainly used to conduct training needs assessments. But, as the training programme is an interactive process, going in cycles, a training needs assessment may also be repeated during the implementation and monitoring stages. Therefore gender analysis may be used during the whole training programme cycle.
4. Use **Transparency 11** to explain how gender analysis can be used in the different aspects of a training needs assessment. Refer briefly to the instruments to be used in the gender analysis. Tell the participants that you will refer to the instruments of gender analysis in detail within the next sessions.

Transparency 10

Transparency 11

## 5.1 Gender Analysis in Vocational Education and Training – For which Purpose?



5.1

Transparency



10

Transparency



11

5. Give examples for the benefit of a gender analysis in the different aspects of a training needs assessment.



### Example 1: **Benefits of a Gender-Based Institution Analysis**

It is a fact that in Indonesia less than 12% of all enterprises which more than 5 employees are registered as owned by women. Accordingly, most vocational training programmes for the small and medium enterprise sector also address men as small entrepreneurs in the first place. One reason for this is that, as women's enterprises grow in scale and capitalisation, quite commonly husbands who previously played only a minor if any role in the enterprise insert themselves as managers, the women then regressing to the status of unpaid family helpers.

The ADB funded SME Development project in Jakarta conducted a gender-based institution analysis of 300 enterprises. This study revealed that, although not officially registered, very often wives and daughters of the male entrepreneurs are also involved in the management of the business. Their contribution is often invisible until detailed observations are made. Therefore the project recommended that business owners who ask for assistance (credit or vocational training) have to give precise information on the economic activities of their wives or other non-paid family members. In case of real family enterprises both partners, whether they are both registered as owners or not, have to participate in the training programme and sign the loan agreement together.

### Example 2: **Benefits of a Gender-Based Target Group Analysis**

A vocational training project in South Africa focussed particularly on poor single mothers. A gender-differentiated target group analysis revealed that lack of education was only one factor of their gender specific marginalisation. Illness (particularly Aids), as well as insecure housing conditions, problems with child care, and last not least the threat of male violence influenced their daily life.

Therefore the project combined skill training preferably in non-traditional occupations with health care and Aids campaigns, housing support, legal advice and assistance in child care. This double strategy offered the participating women not only alternative job opportunities but also supported them in their needs to cope with their daily problems. The approach empowered them to the extent that they could perform in their new jobs more effectively.

## 5.1 Gender Analysis in Vocational Education and Training – For which Purpose?



5.1

Transparency



10

Transparency



11

### Example 3: **Benefits of a Gender-Based Situation Analysis**

An NGO in Middle Java was wondering why their training courses for poor rural women in fishbreeding, poultry and homegardening were not as successful as expected. They hired an external consultant to undertake a gender-focussed situation analysis. This study revealed that the women simply had no time to start additional activities like poultry or homegardening. In the village concerned nearly all women were working the whole day as homeworkers in the embroidery sector. However, their daily income was too small to earn a living. Following the recommendations of this study the NGO changed its training focus, concentrating now on management, bookkeeping and leadership training. After one year the women could set up their own embroidery cooperative which made them independent from middlemen and increased their income considerably.

### Example 4: **Benefits of a Gender-Based Analysis of Occupation Performance**

A gender-based analysis of occupation performance of unemployed foreigners living in Berlin showed that female foreigners are disadvantaged on the job market in comparison to their male colleagues. Not only that their language competence is less and their educational level is often lower than that of men they also lack self-confidence, risk-taking, presentation skills, and general information about political, social and cultural issues. Therefore the government of Berlin is sponsoring special qualification projects for foreign unemployed women with the goal to upgrade their knowledge and enable them to compete with their male colleagues on the job market. One of these projects is "TIO-Qualification Project". TIO offers vocational training for women who are particularly prepared for professions in the social and nursery sector, combining basic education and language training with courses in social skills, and providing special skills to prepare the participants for their future jobs. After they have passed the examination TIO assists the course participants to find a job in the above mentioned sector.

6. Discuss the cases, ask for other examples where similar approaches could be useful.

### Facilitator's Notes

If enough time is available, you may also distribute the examples, asking the participants to relate them to the different aspects of training needs assessment. If you wish to do so you would need at least 45 minutes more.

## **5.1** Transparency 10 – **The Purpose of Gender Analysis in Vocational Education and Training**

Session



**5.1**

Transparency



**10**

Transparency



**11**

Women and men live under different conditions. They perform different work, they have a different access to resources and education, they dispose of different ways of communication and decision-making. Therefore they also have different training needs and potentials in Vocational Education and Training.

The purpose of gender analysis in Vocational Education and Training is to analyse the different positions of men and women in all aspects of the community and to identify the specific strengths and needs of each.

## 5.1 Transparency 11 – Gender Analysis in Training Needs Assessment

Aspects of Training Needs Assessment	Purpose of Gender Analysis	Instruments of Gender Analysis to be used
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<p><b>Situation Analysis</b> (Local market analysis)</p>	<ul style="list-style-type: none"> <li>▶ To assess the gender division of labour, work and occupations on the local market.</li> <li>▶ To assess the gender-specific patterns of access and control over resources (natural resources and capital as well as education, training and health etc.).</li> <li>▶ To assess the social position of men and women and their roles in participation and decision-making at household level and in the community.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Harvard Analytical Framework</li> </ul>
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<p><b>Target Group Analysis</b> (Trainees analysis)</p>	<ul style="list-style-type: none"> <li>▶ To assess the occupations and work burden of the target group differentiated by gender.</li> <li>▶ To assess the target groups' gender-specific access to resources, particularly education, information and their role in decision-making.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Harvard Analytical Framework</li> <li>▶ Daily Activity Profile</li> <li>▶ Seasonal Calendar</li> <li>▶ Analysis of Occupation Performance</li> </ul>
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<p><b>Occupation Analysis and Analysis of Occupation Performance</b></p>	<ul style="list-style-type: none"> <li>▶ To identify the requirements for a specific occupation.</li> <li>▶ The requirements for a specific occupation have to be set in relation to the actual knowledge available for the male and female target group separately.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Analysis of Occupation Profile</li> </ul>
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<p><b>Institution Analysis</b></p>	<ul style="list-style-type: none"> <li>▶ A gender-differentiated institution analysis can be done either as a part of a training needs analysis, for example as an analysis of the division of gender roles in a typical enterprise for which the training is designed.</li> <li>▶ It can also be a part of the implementation phase to look into the training institution itself or into the structure of the respective ministries (e.g. Ministry of Education, Ministry of Labour), and to assess the role of male and female trainers, employees and decision makers in the training institution.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Harvard Analytical Framework</li> </ul>
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## 5.2 Categories and Tools of the Harvard Analytical Framework

Session **5.2**

Transparency **12**

Transparency **13**

Transparency **14**

Transparency **15**

Handout **7**

### Objectives

- ▶ To introduce the core categories and tools of the Harvard Analytical Framework
- ▶ To demonstrate how these tools can be used

**Time** 60 – 90 min

### Material

- ▶ Pinboard with Large Sheet of Paper
- ▶ Overhead Projector
- ▶ Transparencies 12, 13, 14, 15
- ▶ Handout 7

### Session Guide

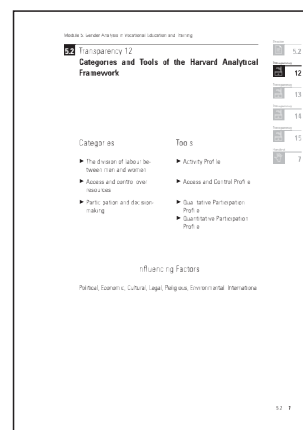
1. Prepare a pinboard with large paper and draw the three profiles
  - ▶ Activity Profile
  - ▶ Access and Control Profile
  - ▶ Qualitative and Quantitative Participation Profile



See point 4. for samples on how to prepare the profiles.

2. Tell the participants that you will now introduce the Harvard Analytical Framework, which was developed by Catherine Overholt at Harvard University in the eighties. The Harvard Framework was the first tool for gender analysis and has remained the basis and most important tool for gender analysis up to date.
3. Give an overview over the core categories and tools of the Harvard Framework by using **Transparency 12**. Explain that the three categories refer to the key questions of gender analysis, namely:

- ▶ Who plays which roles in family and society?  
(Division of labour)
- ▶ Who does what?  
(Division of labour)
- ▶ Who has what?  
(Access and control over resources)
- ▶ Who participates and how?  
(Participation and decision-making in institutions and at household level)
- ▶ How is the position of women and men in society?  
(Participation and decision making in the community)
- ▶ What factors influence the general arrangements?  
(Influencing factors)




Transparency 12



## 5.2 Categories and Tools of the Harvard Analytical Framework

4. Give an introduction to the tools, related to the three categories, by referring to the profiles you prepared on large paper:

				<h3>Activity Profile</h3> <table border="1"> <thead> <tr> <th rowspan="2">Activities</th> <th colspan="2">Use</th> <th colspan="2">Income</th> </tr> <tr> <th>Men</th> <th>Women</th> <th>Men</th> <th>Women</th> </tr> </thead> <tbody> <tr> <td><b>Productive Activities</b></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td><b>Reproductive Activities</b></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td><b>Social Activities</b></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>								Activities	Use		Income		Men	Women	Men	Women	<b>Productive Activities</b>					<b>Reproductive Activities</b>					<b>Social Activities</b>																																																																						
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## 5.2 Categories and Tools of the Harvard Analytical Framework

- Demonstrate the use of the tools with the example of an institution analysis of a vocational school in Namibia with **Transparencies 13, 14, and 15**.

Explain how to use the **Activity Profile** and make sure the participants understand the meaning of the terms productive and reproductive activities.



**Reproductive Activities:** Child-bearing / rearing responsibilities, and domestic tasks done by women, required to guarantee the maintenance and reproduction of the labour force. It includes not only biological reproduction but also the care and maintenance of the workforce (male partner and working children) and the future workforce (infants and school-going children).

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

Activities	Use		Income	
	Men	Women	Men	Women
<b>Productive Activities</b>				
• Head of Institution	0000	0	0000	0
• Teacher	0000	0	0000	0
• Head of Department	0000	0	0000	0
• Head of School	0000	0	0000	0
• Training Staff	0000	0	0000	0
• Transporter	0000	0	0000	0
<b>Reproductive Activities</b>				
• Day Labor	0000	0	0000	0
• Manager	0000	0	0000	0
• Trainee / Student	0000	0	0000	0
• Housewife	0000	0	0000	0
• Security	0000	0	0000	0
<b>Sex in Activities</b>				
• Male	0000	0	0000	0
• Female	0000	0	0000	0
• Total	0000	0	0000	0

Transparency 13

Transparency 14

- Explain the use of the **Access and Control Profile** and make sure the participants understand the difference of access and control. Explain, that when coming to the social resources it may not be useful to differentiate between access and control and that it might be sufficient to use the term access.




Access means to have the opportunity to use resources without having the authority to decide about the produce / output and the exploitation methods (example: a landless worker who cultivates the land of somebody else and receives a share of the produce for his work, or: a trainer has access to training material but cannot decide on what material to use).

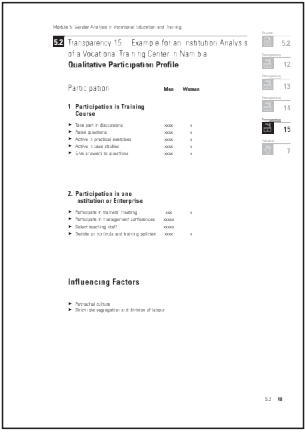
Control means to have full authority to decide about the use and output of resources (example: a landowner, factory owner etc.)

## 5.2 Categories and Tools of the Harvard Analytical Framework

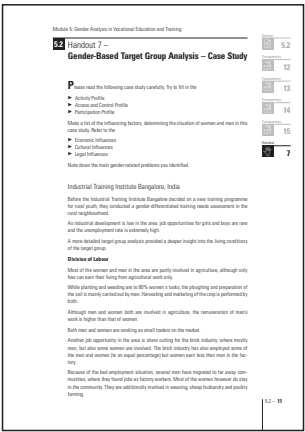
- Explain the use of the **Participation Profile** and the difference between qualitative and quantitative participation. Explain that participation will be mainly evaluated at institutional level, while decision-making can be evaluated at community level, at household level and for the society at large.
- Explain that it is always important to look at the **influencing factors** which touch all aspects of life.

 **Influencing factors could be:**

- ▶ Political – the political system
- ▶ Economic – economic conditions
- ▶ Cultural – race, skin colour and ethnic affiliation  
– the historic context  
– cultural traditions  
– social norms  
– religion  
– language differentiation  
– folk beliefs
- ▶ Educational – the educational system
- ▶ Environmental – the natural geographical conditions  
– the demographic structure
- ▶ Legal – existing laws and regulations
- ▶ International – international regulations
- ▶ Others



Transparency 15



Handout 7 – Page 1 of 2

- Demonstrate the application of using the profiles with a case study or a local market analysis.

For this exercise you may use:

- ▶ The case study in **Handout 7**.
- ▶ A local market analysis or situation analysis of one of the participants' countries. You would then interview the respective participant to provide information on the local market of his / her country. This will provide a very general picture of the gender division of labour, resources and participation in this country.

- If you choose the case study, distribute **Handout 7** and give the participants 15 minutes to read it carefully. Tell them that they are going to be your informants and that you will interview them, in order to make a situation analysis.

## 5.2 Categories and Tools of the Harvard Analytical Framework

11. Fill in the given answers into the profiles and discuss how to do it best. Explain that it is not important to generate exact data, but for the purpose of gender planning it is sufficient to show tendencies. Suggest to make crosses from x to xxxxx to show the tendencies. This is an example on how to fill in the profiles with the information provided in the case study:

### Training Institute Bangalore, India. Example for a gender-based target group analysis:

Activity Profile				Access and Control Profile					
Activities	Use		Income		Resources	Access		Control	
	Men	Women	Men	Women		Men	Women	Men	Women
<b>Productive Activities</b>				<b>Material Resources</b>					
▶ Agriculture	xx	xxx	xx	x	▶ House	xxx	xxx	xxx	
▶ Ploughing	xxx				▶ Assets	xxx	xxx	xxx	
▶ Preparing the soil	xxx				▶ Animals	xxx	xxx	xxx	
▶ Planting		xxx			▶ Vehicles	xxx		xxx	
▶ Weeding		xxx							
▶ Harvesting	xxx	xxx			<b>Natural Resources</b>				
▶ Marketing	xxx	xxx			▶ Land	xx	xxx	xxx	
▶ Stone Cutting	xxx	xx	xx	x	▶ Water				
▶ Brick Industry	xxx	xxx	xx	x	▶ Wood				
▶ Factory Work	xxx	x	xx						
▶ Market Trading	xxx	xxx	x	x	<b>Social Resources</b>				
▶ Poultry Farming		xxx		x	<b>1. Information</b>				
▶ Animal Husbandry (Sheep)		xxx		x	Access				
▶ Weaving		xxx		x	Men	Women	Men	Women	
<b>Reproductive Activities</b>				<b>2. Education</b>					
▶ Child Care		xxx			Access				
▶ Housework		xxx			Men	Women	Men	Women	
▶ House Repairing	x				Use				
<b>Social Activities</b>				<b>3. Vocational Training</b>					
▶ Visiting Family	xx	xxx			Men	Women	Men	Women	
▶ Festivities	xxx	x			Access				
▶ Going to Market, Visiting Friends	xxx	x			Men	Women	Men	Women	
<b>Participation Profile</b> Quantitative Participation				<b>Participation Profile</b> Quantitative Participation					
Participation				Participation					
Men				Men					
Women				Women					
<b>1. Participation in Training Course</b>				<b>1. Information</b>					
▶ Take part in discussions				▶ Village Council					
▶ Raise questions				▶ Farmers' Group					
▶ Active in practical exercises				▶ Rural Cooperative					
▶ Active in case studies				▶ Water Committee					
▶ Give answers to questions				▶ Saving and Credit Group					
<b>2. Participation in one institution or Enterprise</b>				<b>Influencing Factors</b>					
▶ Participate in trainers' meeting				<b>Economic Situation</b>					
▶ Participate in management conferences				▶ High unemployment rate					
▶ Select teaching staff				▶ Low industrialisation					
▶ Decide on curricula and training policies				<b>Cultural / Religious Influences</b>					
<b>3. Decision-Making</b>				▶ Women are not allowed to inherit land					
▶ At Household Level				▶ Women are treated as property of their husbands					
▶ Or household budget				xx					
▶ Or time schedule				xxx					
▶ Or investments				xxx					
▶ Or household expenditures				xxx					
▶ Or participation in training courses				xxx					
▶ Or divorce				xxx					
▶ Or belonging of children				xxx					
▶ Or children's education				xx					
▶ Or children's education				xxx					
▶ At Community Level				xxx					
▶ In Society at Large				xxx					
<b>Main Problems Identified</b>				▶ High unemployment rate					
				▶ Women are working very hard but income opportunities for women are less than for men					
				▶ Access to formal and informal education is low, particularly for women					

## 5.2 Categories and Tools of the Harvard Analytical Framework

### Facilitator's Notes

Experience has shown that it is quite important that the facilitator demonstrates this exercise with an example, in order to give the participants a clearer picture on how to carry out the exercise in their own group work later.

The analysis of influencing factors can also be done using a "problem tree". This method allows the active participation of key informants, e.g. representatives of the target groups and collaborating institutions.

If this method is used the problems identified through Gender Analysis are written on cards and pinned on a pinboard. The causes and effects of these problems which are determined by political, economic, cultural factors etc. are also written on cards. The causes of the problems are grouped on the levels below the problem cards, the effects on the levels above. By connecting the cards with lines, the participants indicate the cause-effect relationship between each problem and its influencing factors as well as among different problems.

Depending on the subject, the Activity Profile may also be divided into men/boys and women/girls. These additional categories are left out here, in order not to confuse the participants.

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## 5.2 Transparency 12 – Categories and Tools of the Harvard Analytical Framework

### Categories

- ▶ The division of labour between men and women
- ▶ Access and control over resources
- ▶ Participation and decision-making

### Tools

- ▶ Activity Profile
- ▶ Access and Control Profile
- ▶ Qualitative Participation Profile
- ▶ Quantitative Participation Profile

### Influencing Factors

Political, Economic, Cultural, Legal, Religious, Environmental, International

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## 5.2 Transparency 13 – Example for an Institution Analysis of a Vocational Training Center in Namibia<sup>1</sup>

### Activity Profile

Activities	Use		Income	
	Men	Women	Men	Women
<b>Productive Activities</b>				
▶ Management				
• Board of Directors	XXXX	X	XXXX	X
• Managers	XXXX	X	XXXX	X
• Principals	XXXXX		XXX	
• Head of Department	XXXX	X	XXX	
▶ Teaching Staff	XXXX	X	XXX	
▶ Supporting Staff	XXXX	X	XX	
▶ Trainees	XXXX	X		
<b>Reproductive Activities</b>				
▶ Care Taker		XXXXX	X	
▶ Canteen		XXXXX	X	
▶ Hostel	X	X	X	X
▶ Cleaning Services	XX	XXX	X	X
▶ Maintenance	XXXXX		XX	
▶ Security	XXXXX		X	
<b>Social Activities</b>				
▶ Sports	XXXX	X		
▶ Gatherings	XXXXX	XXXXX		
▶ School Cooperatives	XXXX	X		
▶ Visits (when colleagues are sick, died, married, etc.)	X	XXXX		

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<sup>1</sup> This example was given by one of the participants during the training course: "Planning, Organisation and Implementation of Technical and Vocational Education and Training for Women", held from 19.6.-14.7.2000 in the DSE, ZGB Mannheim

## 5.2 Transparency 14 – Example for an Institution Analysis of a Vocational Training Center in Namibia

### Access and Control Profile

Resources	Access		Control	
	Men	Women	Men	Women
<b>Material Resources</b>				
▶ Equipment	XXXXX	XXXXX	XXXX	X
▶ Building	XXXXX	XXXXX	XXXX	X
<b>Natural Resources</b>				
▶ Land				
▶ Water				
▶ Wood				
<b>Human Resources</b>				
▶ Skills and Knowledge				
• Education of Trainers	XXXXX	XXXXX	XXXX	X
• Manpower Development	XXXXX	XXXXX	XXXX	X
▶ Policies (Training Standard, Scheme of Work, etc)	XXXXX	XXXX	XXXX	X
▶ Curricula Development	XX		XX	
▶ Training Recruitments	XXXXX	XXXXX	XXXX	X
▶ Remuneration	XXXXX	XXX		
<b>Social Resources</b>				
<b>1. Information</b>				
▶ TV				
▶ Radio				
▶ Newspaper				
▶ Internet				
<b>2. Education</b>				
▶ Primary				
▶ Secondary				
▶ University				
<b>3. Vocational Training in</b>				
▶ AM – Auto Mechanic	XXXXX	XXXXX	XXXX	X
▶ JCM – Joinery Cab. Making	XXXXX	XXXXX	XXXXX	
▶ RTV – Radio Television	XXXXX	XXXXX	XXXX	X
▶ AC – Air-Conditioning	XXXXX	XXXXX	XXXX	X
▶ PPF – Plumbing P. Fitting	XXXXX	XXXXX	XXXXX	
▶ WF – Welding Fabric	XXXXX	XXXXX	XXXXX	
▶ EG – Electrical Gen.	XXXXX	XXXXX	XXXX	X
▶ FT – Fitter, Turner	XXXXX	XXXXX	XXXXX	
▶ TM – Turner Machine	XXXXX	XXXXX	XXXXX	

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## 5.2 Transparency 15 – Example for an Institution Analysis of a Vocational Training Center in Namibia

### Qualitative Participation Profile

#### Participation

##### 1. Participation in Training Course

	Men	Women
▶ Take part in discussions	XXXX	X
▶ Raise questions	XXXX	X
▶ Active in practical exercises	XXXX	X
▶ Active in case studies	XXXX	X
▶ Give answers to questions	XXXX	X

##### 2. Participation in one Institution or Enterprise

	Men	Women
▶ Participate in trainers' meeting	XXX	X
▶ Participate in management conferences	XXXXX	
▶ Select teaching staff	XXXXX	
▶ Decide on curricula and training policies	XXXX	X

#### Influencing Factors

- ▶ Patriachal culture
- ▶ Strict role segregation and division of labour

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## 5.2 Handout 7 – Gender-Based Target Group Analysis – Case Study

**P**lease read the following case study carefully. Try to fill in the

- ▶ Activity Profile
- ▶ Access and Control Profile
- ▶ Participation Profile

Make a list of the influencing factors, determining the situation of women and men in this case study. Refer to the

- ▶ Economic Influences
- ▶ Cultural Influences
- ▶ Legal Influences

Note down the main gender-related problems you identified.

### Industrial Training Institute Bangalore, India

Before the Industrial Training Institute Bangalore decided on a new training programme for rural youth, they conducted a gender-differentiated training needs assessment in the rural neighbourhood.

As industrial development is low in the area, job opportunities for girls and boys are rare and the unemployment rate is extremely high.

A more detailed target group analysis provided a deeper insight into the living conditions of the target group.

#### Division of Labour

Most of the women and men in the area are partly involved in agriculture, although only few can earn their living from agricultural work only.

While planting and weeding are to 80% women's tasks, the ploughing and preparation of the soil is mainly carried out by men. Harvesting and marketing of the crop is performed by both.

Although men and women both are involved in agriculture, the remuneration of men's work is higher than that of women.

Both men and women are working as small traders on the market.

Another job opportunity in the area is stone cutting for the brick industry, where mostly men, but also some women are involved. The brick industry has also employed some of the men and women (to an equal percentage) but women earn less than men in the factory.

Because of the bad employment situation, several men have migrated to far away communities, where they found jobs as factory workers. Most of the women however do stay in the community. They are additionally involved in weaving, sheep husbandry and poultry farming.

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## 5.2 Handout 7 – Case Study Gender Analysis

Housework and the education of children is exclusively a women's job, with men only sometimes assisting in house repairing.

In social activities more men are involved. They can go to the market place, meet friends and join festivities, while the women mostly stay at home or visit relatives and neighbours. They only join at formal ceremonies, like weddings or funerals.

### Access and Control over Resources

In the research area, boys have access to the inheritance of their parents. After marriage, girls are treated as the property of their husbands. Therefore, land, house, animals, assets, vehicles and TV or radio are always under the control of men.

Women do however have access to land, house, animals, assets and TV or radio. In the case of land, animals and assets, they even have more access than men as they are the ones mostly involved in agricultural work. However, women do not use vehicles. Only men have access to vehicles.

Both men and women have access to information, as they both may listen to radio and TV, but the educational situation is much better for men than for women. While several boys have graduated from high school and many of them have at least terminated primary school, the drop-out rate from primary school is extremely high among girls. Only very few girls finish high school.

### Participation

Participation in the public sphere, no matter if it's the village council, farmers' group, rural cooperative or water committee, is supposed to be within men's responsibility only. Women do not participate in community politics.

However, a women NGO is active in the target area, organising several women's savings and credit groups.

### Decision-Making

Decision making in the community is exclusively reserved for men. Women have no power to decide on community politics or even to oppose against sexual harassment in public or at their place of work.

In the family, a young woman has a very low status, as she is positioned at the lower end of the family hierarchy. She has no right to divorce her husband or to take her children with her in case she wants to leave him.

However, in the practical day to day business in the family, women have the final word. It is for them to decide about the household budget, children's education, time schedule or the household expenditures. For more important decisions, concerning for example large investments or her participation in a training course, she has to ask her husband for permission.

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## 5.3 Additional Tools of Gender Analysis useful for Vocational Education and Training

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### Objectives

- ▶ To introduce additional tools of gender analysis which are useful, particularly in the field of Vocational Education and Training

**Time** 45 – 60 min

### Material

- ▶ Flipchart
- ▶ Overhead Projector
- ▶ Transparencies 16, 17, 18

### Session Guide

1. Explain that, although the Harvard Framework was the first and best known instrument for gender analysis, various other tools were developed later. Explain further that you will introduce three of these, of which two were developed within the frame of the “Participatory Rural Appraisal (PRA)” method. They are considered particularly useful for training needs assessment in Vocational Education and Training.
2. As a first tool, introduce the Daily Activity Profile, using **Transparency 16**. Explain that this tool is useful to assess the actual daily work burden of men and women and to count their actual daily working hours, by counting all activities of a typical day of women and men separately from morning to sleeping time.
3. Write the scheme for the profile on a flipchart and invite one of the participants to act as an informant to demonstrate the tool.

Ask him or her to tell the group about the division of work in the family of his or her parents at a time where he or she was still a child.

Produce a daily activity profile of the mother and the father of the informant at the flipchart and count the working hours of the mother and the father respectively.


Hour	Woman	Man
7:00	Wakes up	
8:00	Prepares breakfast	
9:00	Washes up, dresses and tidies up	Washes up
9:30	Breakfast	Breakfast
10:00	Washes up & dresses	
10:30	Go to work	Bring up child to school
11:00	Go to work	Go to work
12:00	Prepares dinner	Shops for food
13:00	Shops	Go to school
14:00	Washes up & dresses	Washes up & dresses
15:00	Washing, sweeping and other household work	Take care of child, bath, etc. (on work)
16:00	Go to sleep	Enter to school (TV, video)
17:00	Go to sleep	Go to sleep
18:00	Go to sleep	Go to sleep
19:00	Go to sleep	Go to sleep
20:00	Go to sleep	Go to sleep
21:00	Go to sleep	Go to sleep
22:00	Go to sleep	Go to sleep
23:00	Go to sleep	Go to sleep
Working hours: Woman 13.75h, Man 9.75h, Total 23.5h		

Transparency 16

## 5.3 Additional Tools of Gender Analysis useful for Vocational Education and Training

- Let the participants discuss on the possible benefit of a daily activity profile in the context of a training needs assessment.

Summarize:



The daily activity profile can be used to identify the daily work burden of the target group in order to see whether they have spare time for training or not.

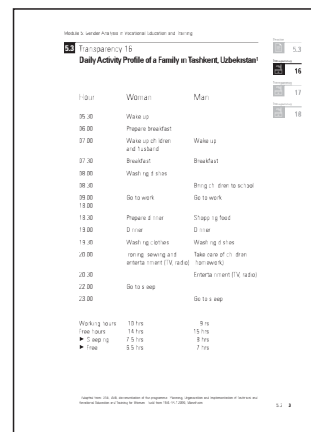
It also shows what time of the day would be most convenient for training.

- Introduce now the Seasonal Calendar with **Transparency 17**.

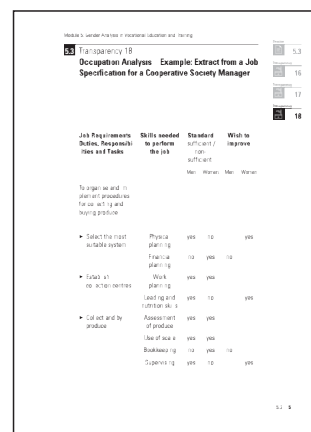
Explain that the work burden of men and women is often dependant on the season. At certain times of the year they might be very occupied with the harvesting and planting of crops so that training courses should be planned accordingly. This tool can also be used to allocate the best time of the year for school holidays of men and women.

- Introduce the third tool, Analysis of Occupation, with **Transparency 18**. Explain that this tool can be used to carry out an occupation analysis.

Explain that after having identified the requirements, duties and tasks of a specific occupation as well as the knowledge and skills needed to perform these duties you have to assess the actual standard of knowledge of your target group. This may vary considerably between women and men. If the target group has the wish to improve its knowledge, you may consider different training offers for men and women.



Transparency 17




Transparency 18

## 5.3 Transparency 16 – Daily Activity Profile of a Family in Tashkent, Uzbekistan<sup>1</sup>

Hour	Woman	Man
05.30	Wake up	
06.00	Prepare breakfast	
07.00	Wake up children and husband	Wake up
07.30	Breakfast	Breakfast
08.00	Washing dishes	
08.30		Bring children to school
09.00 – 18.00	Go to work	Go to work
18.30	Prepare dinner	Shopping food
19.00	Dinner	Dinner
19.30	Washing clothes	Washing dishes
20.00	Ironing, sewing and entertainment (TV, radio)	Take care of children (homework)
20.30		Entertainment (TV, radio)
22.00	Go to sleep	
23.00		Go to sleep

Working hours:	10 hrs	9 rs
Free hours:	14 hrs	15 hrs
▶ Sleeping:	7.5 hrs	8 hrs
▶ Free:	6.5 hrs	7 hrs

Session  5.3

Transparency  16

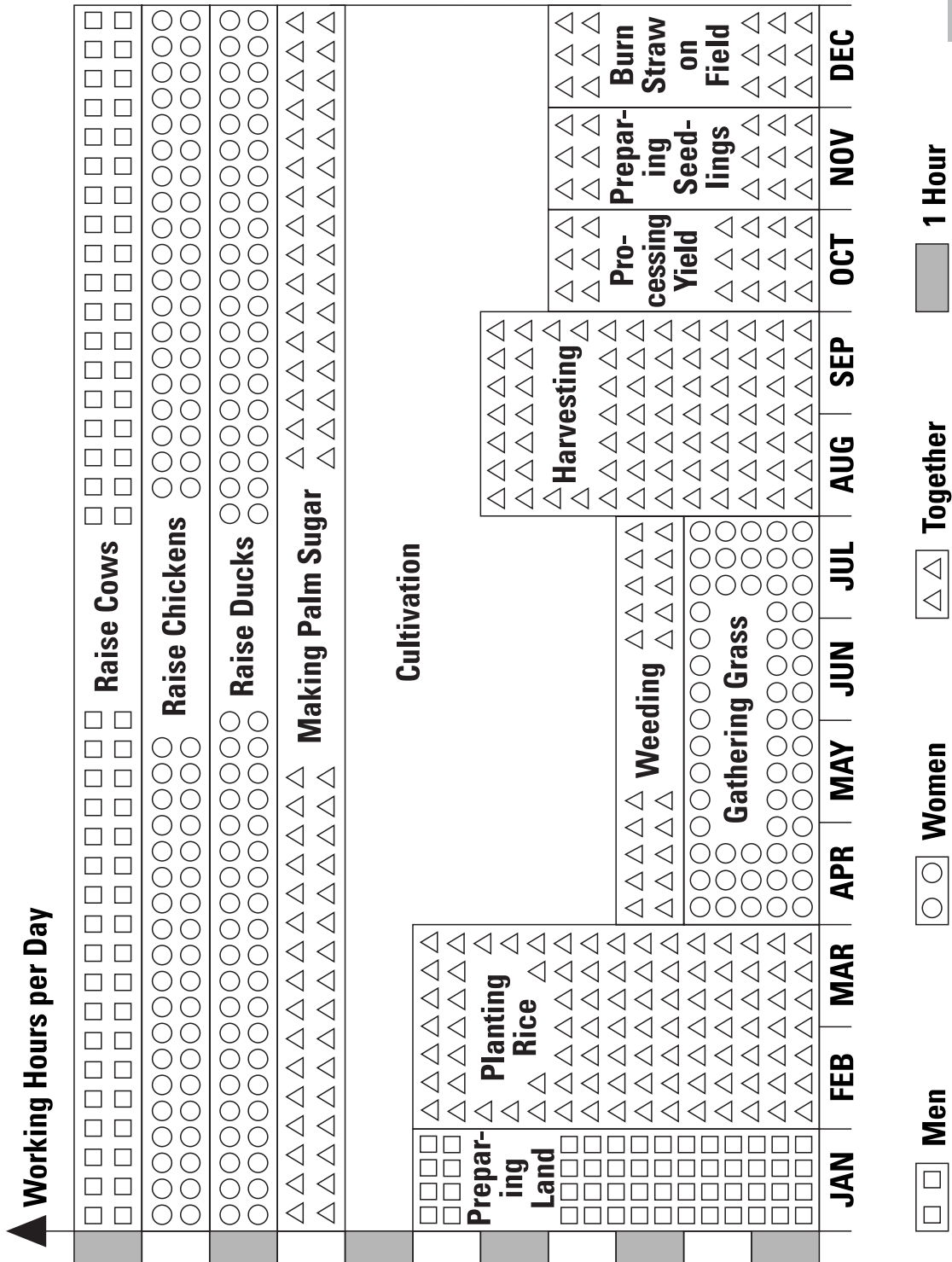
Transparency  17

Transparency  18

<sup>1</sup> Adapted from: DSE, ZGB, documentation of the programme "Planning, Organisation and Implementation of Technical and Vocational Education and Training for Women", held from 19.6.-14.7.2000, Mannheim

### 5.3 Transparency 17 – Seasonal Calendar of Economic Activities<sup>1</sup>

Village, South Kalimantan – Indonesia



<sup>1</sup> Source: Kerstan, Gender-Sensitive Participatory Approches in Technical Cooperation, Trainer's Manual, GTZ 1996

Session	5.3
Transparency	16
Transparency	17
Transparency	18

### 5.3 Transparency 18 – Occupation Analysis – Example: Extract from a Job Specification for a Cooperative Society Manager

Job Requirements – Duties, Responsibilities and Tasks	Skills needed to perform the job	Standard (sufficient / non-sufficient)		Wish to improve	
		Men	Women	Men	Women
To organize and implement procedures for collecting and buying products					
▶ Select the most suitable system	Physical planning	yes	no		yes
	Financial planning	no	yes	no	
▶ Establish collection centres	Work planning	yes	yes		
	Leading and nutrition skills	yes	no		yes
▶ Collect and buy product	Assessment of production	yes	yes		
	Use of scale	yes	yes		
	Bookkeeping	no	yes	no	
	Supervising	yes	no		yes



## 5.4 Applying Gender Analysis



### Objectives

- ▶ To apply the tools of the Gender Analysis in group work with examples from participants' field of work

### Time

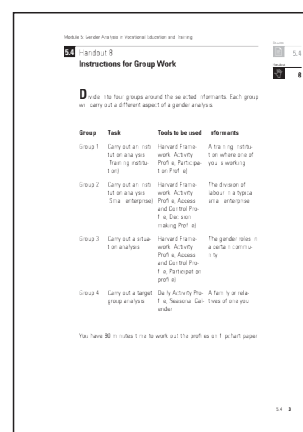
135 min

### Material

- ▶ Flipchart Paper
- ▶ Marker Pens
- ▶ Pinboards
- ▶ Handout 8

### Session Guide

1. Invite the participants to try out the tools of gender analysis themselves.
2. Dependent on the size of the group, select several volunteers who are willing and able to provide information about their own field of work. Make sure that each of them can cover a different aspect. This could be:
  - ▶ The division of labour in a typical small enterprise, for which training programmes are designed.
  - ▶ The gender roles in a certain community from where the target group of a training programme is recruited.
  - ▶ A family or relatives of one of the informants, preferably a family where the parents are still involved in agriculture as a full time or additional occupation.
3. Divide the other participants in small groups around the selected volunteers. Explain that each group will have to carry out a different aspect of a gender analysis.
4. Distribute **Handout 8** and give each group 90 minutes time to work out their profiles on flipchart paper.
5. The group results are presented in a plenary session. Invite the other participants to ask questions and comment each presentation.



Handout 8 – Page 1 of 7

**5.4** Applying Gender Analysis**5.4**

Handout

**8**

6. Ask the participants if they can see for what purpose a gender analysis could be used. Discuss.

Summarize:



A gender analysis enables project planners to identify gender-related problems.

The identified problems should relate to the project objective (for example: the project objective is vocational training in electronics for young rural women, the problems identified could be young women who have not had the adequate education for the training, electronics is a male-dominated profession, women are overworked etc.).

7. Try to identify the problems to be identified through the cases analysed in the group work.
8. Close the session with an evaluation of the instruments of gender analysis. Ask the participants whether they think it could be useful to carry out a gender analysis in their own field of work.

**Facilitator's Notes**

If the participants do not work yet in the field of Vocational Education and Training (for example if they are still studying), you may ask them to use the case study of session 5.2. as a group exercise. In this case you would have to choose one of the other options for demonstrating the Harvard Framework, mentioned in session 5.2.

The other possibility would be to ask each group to choose the family of one of the group members and carry out a target group analysis.



## 5.4 Handout 8 – Instructions for Group Work

**D**ivide into four groups around the selected informants. Each group will carry out a different aspect of a gender analysis.

Group	Task	Tools to be used	Informants
Group 1	Carry out an institution analysis (Training institution)	Harvard Framework (Activity Profile, Participation Profile)	A training institution where one of you is working
Group 2	Carry out an institution analysis (Small enterprise)	Harvard Framework (Activity Profile, Access and Control Profile, Decision-making Profile)	The division of labour in a typical small enterprise
Group 3	Carry out a situation analysis	Harvard Framework (Activity Profile, Access and Control Profile, Participation profile)	The gender roles in a certain community
Group 4	Carry out a target group analysis	Daily Activity Profile, Seasonal Calendar	A family or relatives of one of you

You have 90 minutes time to work out the profiles on flipchart paper.

**5.4 Handout 8 – Instructions for Group Work**

## Activity Profile

Activities	Use		Income	
	Men	Women	Men	Women
<b>Productive Activities</b>				
<b>Reproductive Activities</b>				
<b>Social Activities</b>				



**5.4 Handout 8 – Instructions for Group Work**

## Access and Control Profile

Resources	Access		Control	
	Men	Women	Men	Women
<b>Material Resources</b>				
<b>Natural Resources</b>				
<b>Human Resources</b>				
<b>Social Resources</b>				
1. Information	Access Men	Women	Use Men	Women
2. Education	Access Men	Women	Use Men	Women
3. Vocational Training in	Access Men	Women	Use Men	Women

**5.4 Handout 8 – Instructions for Group Work**

## Participation Profile – Qualitative Participation

Participation	Men	Women
<b>1. Participation in Training Course</b>		
<b>2. Participation in one Institution or Enterprise</b>		
<b>3. Decision-Making</b> <ul style="list-style-type: none"> <li>▶ At Household Level</li>   <li>▶ At Community Level</li> <li>▶ In Society at Large</li> </ul>		



**5.4 Handout 8 – Instructions for Group Work**



## Participation Profile – Quantitative Participation

.....

Institution	Member		Lead. Function		Staff	
	Men	Women	Men	Women	Men	Women
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.....						
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## Influencing Factors

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## Main Problems Identified

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**5.4 Handout 8 – Instructions for Group Work**

## Daily Activity Profile

<b>Mother</b>	<b>Father</b>
Time	Time
01.00	01.00
02.00	02.00
03.00	03.00
04.00	04.00
05.00	05.00
06.00	06.00
07.00	07.00
08.00	08.00
09.00	09.00
10.00	10.00
11.00	11.00
12.00	12.00
13.00	13.00
14.00	14.00
15.00	15.00
16.00	16.00
17.00	17.00
18.00	18.00
19.00	19.00
20.00	20.00
21.00	21.00
22.00	22.00
23.00	23.00
24.00	24.00
Total Working Hours:	Total Working Hours:





**5.4 Handout 8 – Instructions for Group Work**



## Seasonal Calendar

.....  
**Men**

Work to be done  
(in hours)

J | F | M | A | M | J | J | A | S | O | N | D

**Agriculture**

**Time for Training**

.....  
**Women**




Work to be done  
(in hours)




J | F | M | A | M | J | J | A | S | O | N | D

**Agriculture**

**Time for Training**

# 6 Module 6 – Gender Planning in Vocational Education and Training




Session		6.1
Transparency		19
Handout		6

Session		6.2
Transparency		20
Handout		9

Session		6.1 Practical and Strategic Gender Needs
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Session		6.2 Introduction to Gender Planning
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Session		6.3 Action Planning for Participants' Field of Work
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Session		6.3
Handout		10
Handout		11

## 6.1 Practical and Strategic Gender Needs

### Objectives

- ▶ To be able to reformulate gender-related problems into gender needs
- ▶ To be able to distinguish between practical and strategic gender needs

### Time

90 min

### Material

- ▶ Overhead projector
- ▶ Flipchart
- ▶ Transparency 19
- ▶ Handout 6 (Session 4.2)

### Session Guide

1. Refer to the last session where we could see that a gender analysis enables the project planners to identify the gender-related problems. Explain that the question now is how to deal with these problems, what to do about them?

Explain that, to get an answer to this question, Caroline Moser has put a focus on the method of gender planning:



For C. Moser Gender Planning is an approach that recognizes the fact that because women and men play different roles in society they often have different needs.

2. Explain that in this course only a selection of Moser's planning instruments will be presented, dependant on how useful they are for vocational education and training.
3. Tell the participants that one of the most important categories for Moser's approach is the term "practical and strategic gender need".

Explain that these categories are useful to classify the findings of a gender analysis and to determine the necessary measures to address the identified problems.

4. Try to give examples for gender needs by reformulating the problems identified in the cases of gender analysis in the last session into gender needs.
5. Invite the participants to brainstorm on the difference between practical and strategic gender needs.

**6.1** Practical and Strategic Gender Needs

6. Summarize the difference with **Transparency 19**.

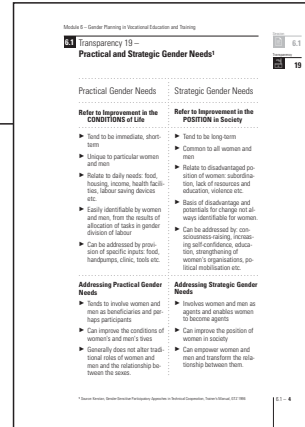
Summarize:

### Gender Needs

Women have particular needs that differ from those of men, not only because of their triple role, but also because of their subordinate position in terms of men. It is useful to distinguish between two types:

**Practical Gender Needs (PGN)** are the needs women identify in their socially accepted roles in society. PGNs do not challenge, although they arise out of gender divisions of labour and women's subordinate position in society. PGNs are a response to immediate perceived necessity, identified within a specific context. They are practical in nature and often concern inadequacies in living conditions such as water provision, health care and employment.

**Strategic Gender Needs (SGN)** are the needs women identify because of their subordinate position in society. They vary according to particular contexts, related to gender divisions of labour, power and control, and may include such issues as legal rights, domestic violence, equal wages, and women's control over their bodies. Meeting SGNs assists women to achieve greater equality and change existing roles, thereby challenging women's subordinate position. <sup>1</sup>



Transparency 19

7. Invite the participants to find more examples for practical and strategic gender needs in the field of Vocational Education and Training.

Examples:

Type of Activity	Gender Needs met	
	Practical Gender Need	Strategic Gender Need
Skill Training:		
▶ Dressmaking, cooking	x	
▶ Masonry or carpentry	x	x
		(changing the gender division of labour)
Access to Credit:		
▶ Allocated to household	x	
▶ Allocated to women	x	x
		(control over financial services)

<sup>1</sup> Moser, Gender Planning and Development, Theory, Practice and Training, London, New York 1993 :230

## 6.1 Practical and Strategic Gender Needs



8. Refer back to the group work of session 4.2 and ask the participants to look again into handout 6 of topic 4.2. Ask them to transfer the “gender-sensitive questions” they have developed in session 4.2 into gender needs. Ask them to distinguish the gender needs into practical and strategic gender needs, underlining the strategic gender needs.
9. Invite the participants to go back into the working groups of session 4.2. and give them 30 minutes time to develop related gender needs to their questions. Each working group will develop gender needs for questions of one step of the training programme cycle.
10. After meeting back in the plenary session ask the participants to present the gender needs identified and visualize them on a flipchart. Discuss and agree upon each of the identified needs.

### Facilitator’s Notes

If the participants have developed too many questions it might be necessary to restrict the number to the 5-7 main gender needs identified.



## 6.1 Transparency 19 – Practical and Strategic Gender Needs<sup>1</sup>

### Practical Gender Needs

#### Refer to Improvement in the CONDITIONS of Life

- ▶ Tend to be immediate, short-term
- ▶ Unique to particular women and men
- ▶ Relate to daily needs: food, housing, income, health facilities, labour saving devices etc.
- ▶ Easily identifiable by women and men, from the results of allocation of tasks in gender division of labour
- ▶ Can be addressed by provision of specific inputs: food, handpumps, clinic, tools etc.

#### Addressing Practical Gender Needs

- ▶ Tends to involve women and men as beneficiaries and perhaps participants
- ▶ Can improve the conditions of women's and men's lives
- ▶ Generally does not alter traditional roles of women and men and the relationship between the sexes.

### Strategic Gender Needs

#### Refer to Improvement in the POSITION in Society

- ▶ Tend to be long-term
- ▶ Common to all women and men
- ▶ Relate to disadvantaged position of women: subordination, lack of resources and education, violence etc.
- ▶ Basis of disadvantage and potentials for change not always identifiable for women.
- ▶ Can be addressed by: consciousness-raising, increasing self-confidence, education, strengthening of women's organisations, political mobilisation etc.

#### Addressing Strategic Gender Needs

- ▶ Involves women and men as agents and enables women to become agents
- ▶ Can improve the position of women in society
- ▶ Can empower women and men and transform the relationship between them.

<sup>1</sup> Source: Kerstan, Gender-Sensitive Participatory Approches in Technical Cooperation, Trainer's Manual, GTZ 1996

## 6.2 Introduction to Gender Planning

### Objectives

- ▶ To introduce the concept of gender planning and a methodological tool to translate this into practice
- ▶ To demonstrate how to apply this tool

### Time

60 – 90 min

### Material

- ▶ Large Sheet of Paper
- ▶ Transparency 20
- ▶ Handout 9

### Session Guide

1. Explain that the objective of this session will be to provide tools to transfer the outcome of a gender analysis into planning. Tell the participants that this exercise will provide them with an opportunity to apply the gender planning tool to a selected case.
2. Explain the planning matrix of Caroline Moser with **Transparency 20**.

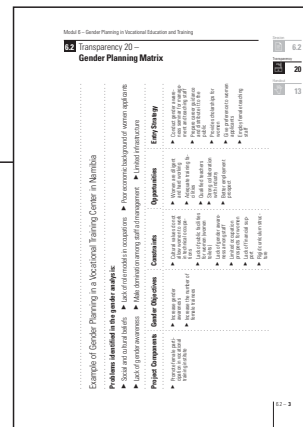
Summarize:



1. Based on the main problems identified in the gender analysis, key priority “gender objectives” have to be identified to start the process of making the intervention more gender-aware (the gender objectives often correspond to the gender needs identified).

2. Second step is the identification of the major constraints and opportunities these gender objectives are expected to encounter (what to do).

3. The last step is the development of an “entry strategy” to achieve the gender objectives and the steps necessary to overcome the constraints and assets (how to do it). Stress that it is important that the participants choose strategies which they themselves can initiate – no matter how small they are.



Transparency 20

## 6.2 Introduction to Gender Planning



- Distribute the case study of **Handout 9**. Provide 15 minutes time to read the case study carefully.

Assist the group to fill in the planning matrix by asking them about the gender objectives, the constraints and opportunities mentioned in the text. Brainstorm together on a possible gender strategy. Fill in the matrix according to your findings.

A possible matrix could look like the following:

**Handout 9 – Case Study Gender Planning**

- Read the target group analysis in the next area in Bangalore (section 5.2).
- Read the following case study carefully.
- Identify the gender needs of the training programme, based on the project component which the gender analysis of the gender analysis case study, as in section 5.2.
- Fill in the constraints and opportunities based on the gender needs.
- Design a possible entry strategy.

**Industrial Training Institute Bangalore, India**

One of the main project components of the Industrial Training Institute Bangalore is to **impart formal and non-formal skill training for economically poor rural youth**. The unemployment rate in this area had been proven to be extremely high for both men and women. Specific challenges were identified and discussed in the text. The identified gender issues are mentioned below. Your gender analysis should also take the needs of men. Access to formal and informal training and education is also restricted, particularly for girls.

The existing training programme of the institute already offered training courses in the following areas: computer training and carpentry. In the district there had been a gap in these courses. Therefore the training institute planned to incorporate a special training programme for girls. They offered a number of training courses for girls, where male participants were restricted to 20%. The **courses for girls** were offered in:

- Computer training
- Electronics
- Automechanics
- Bus Driving

Offering these courses offered a great challenge for the girls, several negative aspects became evident, e.g.:

- The formal education of girls is often low. This prevents them from accessing these courses.
- It is very unusual for girls to seek an apprenticeship or to do a job, they might not have the required skill level.
- Due to the traditional division of labour, only a few girls dare to apply for these courses.

There were however also **opportunities** the training institute could use:

- Due to the local economic situation, girls and their parents are highly motivated to find a job for their daughters.
- Experience has shown that girls are usually more diligent and eager to learn than boys.
- There exists a close cooperation with a local women NGO, which has offered its support to the institute. The NGO is already working with and women in the area and has lots of experience in gender awareness training.

Overall, when entry strategy training institute could have chosen to meet the gender needs and to overcome the listed problems.

Handout 9

Project Components	Gender Objectives	Constraints	Opportunities	Entry Strategy
▶ Formal and non-formal skill training for poor rural youth.	▶ To conduct special courses for girls in computer learning, electronics, automechanics and bus driving.	▶ Formal education of girls is too low. ▶ Traditional customs do not accept girls in men's jobs such as automechanics or bus drivers. ▶ Only few girls apply for courses.	▶ Girls have high motivation to find a job. ▶ Girls are normally hard learning and diligent. ▶ There exist close cooperation links with the local women's NGO.	▶ Develop special training curricula for girls, which cope with the low formal education. ▶ Install a recruitment programme with extension workers, going to the families to promote the training courses. ▶ Use the co-operation with women's NGO. NGO can assist in job finding. ▶ Supporting women in male dominated work places. ▶ Organising gender awareness training for employees and employers of automechanic workshops and bus enterprises.



## 6.2 Transparency 20 – Gender Planning Matrix

Session	6.2
Transparency	20
Handout	9

### Example of Gender Planning in a Vocational Training Center in Namibia

#### Problems identified in the gender analysis:

- ▶ Social and cultural beliefs ▶ Lack of role models in occupations ▶ Poor economic background of women applicants
- ▶ Lack of gender awareness ▶ Male domination among staff and management ▶ Limited infrastructure

Project Components	Gender Objectives	Constraints	Opportunities	Entry Strategy
▶ Promote female participation in vocational training institute	<ul style="list-style-type: none"> <li>▶ Increase gender awareness</li> <li>▶ Increase the number of female trainees</li> </ul>	<ul style="list-style-type: none"> <li>▶ Cultural values do not allow women to work in technical occupations</li> <li>▶ Lack of public facilities for women (women toilets)</li> <li>▶ Lack of gender awareness among staff</li> <li>▶ Limited occupation prospects for women</li> <li>▶ Lack of financial support</li> <li>▶ Rigid curriculum structure</li> </ul>	<ul style="list-style-type: none"> <li>▶ Women are diligent and hard working</li> <li>▶ Adequate training facilities</li> <li>▶ Qualified teachers</li> <li>▶ Strong collaboration with industry</li> <li>▶ Better employment prospect</li> </ul>	<ul style="list-style-type: none"> <li>▶ Conduct gender awareness seminar for management and teaching staff</li> <li>▶ Prepare career guidance and distribute it to the public</li> <li>▶ Provide scholarships for women</li> <li>▶ Give preference to women applicants</li> <li>▶ Employ female teaching staff</li> </ul>

## 6.2 Handout 9 – Case Study Gender Planning

Session	6.2
Transparency	20
Handout	9

- ▶ Recall the target group analysis in the rural area in Bangalore (session 5.2).
- ▶ Read the following case study carefully.
- ▶ Identify the gender needs of the training programme, based on the project component and on the problems identified in the gender analysis (see case study in session 5.2).
- ▶ Fill in the constraints and opportunities faced to meet the gender needs.
- ▶ Design a possible entry strategy.

### Industrial Training Institute Bangalore, India

One of the main project components of the Industrial Training Institute Bangalore **is to impart formal and non-formal skill training for economically poor rural youth**. The unemployment rate in this area had been proven to be extremely high for both, men and women. A gender-differentiated target group analysis (session 5.2) has revealed, that although women are working very hard, their income opportunities are less than those of men. Access to formal and informal training and education is also restricted, particularly for girls.

The existing training programme of the institute already offered training courses in mechanics, electronics, computer technique and carpentry, but so far mostly boys had participated in these courses. Therefore the training institute planned to incorporate a special training programme for girls. They offered a number of training courses for girls, where male participants were restricted to 20%. The **courses for girls** were offered in:

- ▶ Computer Learning
- ▶ Electronics
- ▶ Automechanics
- ▶ Bus Driving

Although these courses offered a great challenge for the girls, certain negative aspects became evident, e.g.:

- ▶ The formal education for girls is often too low, they cannot follow the courses.
- ▶ It is very unusual for girls to work as automechanics or as bus drivers, they might not easily find an employment in these jobs.
- ▶ Due to the traditional division of labour, only a few girls dare to apply for these courses.

There were however also good **opportunities** the training institute could use:

- ▶ Due to the bad economic situation, girls and also their parents are highly motivated to find a job for their daughters.
- ▶ Experience has shown that girls are usually more diligent and eager to learn than boys.
- ▶ There exists a close cooperation with a local women NGO, which has offered its support for the programme. The NGO is already working with rural women in the area and has lots of experience in gender awareness training.

Discuss, what entry strategy the training institute could have chosen to meet the gender needs and to overcome the faced problems.

## 6.3 Action Planning for Participants' Field of Work

 **6.3**

Handout

 **10**

Handout

 **11**

### Objectives

- ▶ To apply gender planning tools to the participants' organizations, programmes or projects
- ▶ Or to develop gender-relevant questions to the participants' organizations, programmes or projects

**Time** 90 – 120 min

### Material

- ▶ Flipchart
- ▶ Marker Pens
- ▶ Handout 10 or 11

### Session Guide

Explain that once the participants have grasped the principles of gender analysis and gender planning it is time to turn to the reality of the planning practice of their own working experience.

If most of the participants are already working in the sector of Vocational Education and Training choose option 1.

If participants are only prepared for an appointment in the Vocational Education and Training sector choose option 2.

#### Option 1:

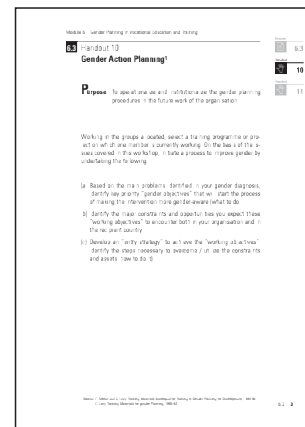
1a. Distribute **Handout 10**.

1b. Form small groups, which should be based on common interests (see facilitator's notes). Explain that each group is asked to identify the gender objectives, constraints and opportunities, as well as the entry strategy they intend to adopt so as to integrate gender planning tools in their work.

Tell each group to select one member on whose work the gender planning matrix will be applied. The rest of the group is asked to help this group member work on his or her gender entry strategy. Each group will present their findings on flipchart paper.

Provide 45 - 60 minutes for discussion.

1c. Back in the plenary session discuss each proposed planning matrix .



Handout 10 – Page 1 of 2

## 6.3 Action Planning for Participants' Field of Work

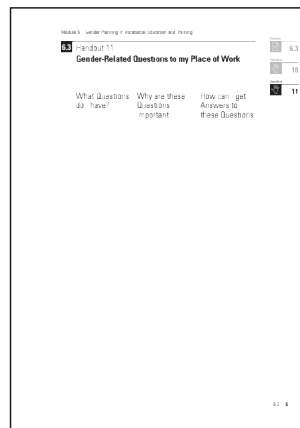


### Option 2:

2a. Distribute **Handout 11**.

2b. Divide participants to pairs of two. Tell them that they will get the task to interview each other on:

- ▶ What gender-related questions they have for their future place of work?
- ▶ Why these questions are important?
- ▶ How they can get an answer to these questions (whom will they ask and what methodology will they apply)?



Handout 11

Provide 45 minutes time for both interviews. Ask them to write the answers on pinpoint-cards.

2c. Prepare a pinboard with the three columns and ask each group to pin their cards on the board after coming back to the plenary session.

2d. Let each person present the questions of his / her interview partner.

2e. Discuss.

### Facilitator's Notes

Participants often have little information about their future place of work, if they have not yet started working in an institution for Vocational Education and Training. In these cases it might be more useful to develop some crucial questions on the gender issue, rather than imagine constraints and opportunities they have not yet experienced.

In this exercise the selection of groups is critical. As far as possible the working groups should be based on common sectoral interests. Bring together participants at similar levels or positions within their organisations.

Make sure that you provide enough time for each participant to discuss the proposals. This discussion provides the entry point for the follow up of the workshop that is an essential part of the training process.

## 6.3 Handout 10 – Gender Action Planning<sup>1</sup>

**Purpose:** To operationalize and institutionalize the gender planning procedures in the future work of the organisation.

Working in the groups allocated, select a training programme or project on which one member is currently working. On the basis of the issues covered in this workshop, initiate a process to improve gender by undertaking the following:

- (a) Based on the main problems identified in your gender diagnosis, identify key priority “gender objectives” that will start the process of making the intervention more gender-aware (what to do)
- (b) Identify the major constraints and opportunities you expect these “working objectives” to encounter both in your organisation and in the recipient country
- (c) Develop an “entry strategy” to achieve the “working objectives”, identify the steps necessary to overcome / utilize the constraints and assets (how to do it)

Session	6.3
Handout	10
Handout	11

<sup>1</sup> Source: C. Moser and C. Levy: Training Materials developed for Training in Gender Planning for Development, 1984-90  
C. Levy, Training Materials for gender Planning, 1990-92

# 6.3 Handout 10 – Gender Action Planning

Session	<b>6.3</b>
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Handout	<b>10</b>
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Handout	<b>11</b>
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Chart to accompany the Redesigning of the Organization's Programmes or Projects incorporating Gender Planning Procedures:

<b>Project Components</b>	<b>Gender Objectives</b>	<b>Constraints</b>	<b>Opportunities</b>	<b>Entry Strategy</b>

Source: C. Levy, Training Materials for gender Planning, 1990-92 in: Moser 1993



**6.3** Handout 11 –  
**Gender-Related Questions to my Place of Work**

What Questions do I have?	Why are these Questions important	How can I get Answers to these Questions
.....	.....	.....
.....	.....	.....
.....	.....	.....
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# **7** Module 7 – **Workshop Evaluation**

Session  
 **7.1**

Session  
 **7.2**

Session  
 **7.1 Mountain Monitoring and Evaluation**

Session  
 **7.2 Feed Back and Closing**



## 7.1 Mountain Monitoring and Evaluation<sup>1</sup>

### Objectives

- ▶ To enable participants and facilitators to monitor progress on the main aims of the course
- ▶ To provide a visual method of evaluation

### Time

10 – 15 min

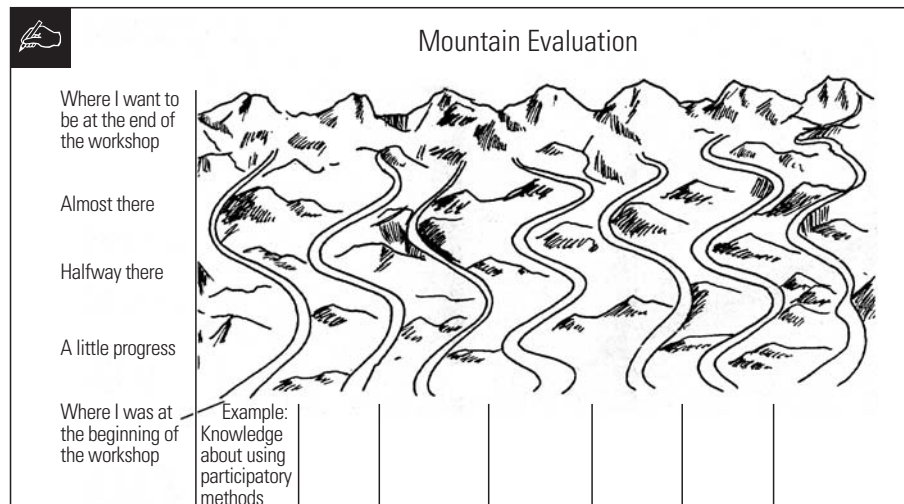
### Material

- ▶ Flipchart

### Session Guide

1. Draw a large mountain range on a flipchart, with each mountain representing one course aim. Each mountain should have a path going from the bottom to the top. The bottom of each path represents “Where I was at the beginning of the workshop” on that aim. The top of the mountain represents “Where I want to be at the end of the workshop” on that aim.

Example:



2. Prepare a list of the main aims of the course.
3. The participants are requested to imagine themselves walking up the different paths leading to the top of the mountain. Each person is then asked to mark his or her position on the paths thus allowing an individual indication of how close to the main aims of the course each person has come.

### Facilitator's Notes

This tool can be used as a monitoring as well as an evaluation tool. You may ask to fill it in at the end of each day. Different symbols or colours should be used for each day then.

<sup>1</sup> Adapted from: The Oxfam Gender Training Manual, Oxfam UK and Ireland 1994

## 7.2 Feed Back and Closing

### Objectives

- ▶ To evaluate the learning process and the results of the workshop
- ▶ To formulate recommendations for the improvements of future workshops

### Time

45 min

### Material









- ▶ Pinboard
- ▶ Pinpoint-Cards

### Session Guide

1. Start this last round by repeating the workshop objectives and schedule you presented the first day of the workshop. Refer also to the participants' expectations to the workshop they have mentioned the first day. Tell them that you would like to know if their expectations could be fulfilled and what recommendations they have to the trainer.
2. Prepare a pinboard with the following questions as a workshop evaluation:
  - ▶ What do I see clearer now?
  - ▶ How can I apply the things learned at my place of work?
  - ▶ What suggestions do I have for the trainer?
3. Distribute pinpoint-cards among the participants.
4. Ask participants to write answers to the questions on the cards and pin them on the board.
5. Ask each participant to read aloud his or her comments and give the facilitator a short feed back concerning the workshop.
6. Thank the participants for their active participation and give a short feed back yourself concerning your impression of the workshop.
7. Close the workshop.

<sup>1</sup> Adapted from: The Oxfam Gender Training Manual, Oxfam UK and Ireland 1994

## **8** Module 8 – **Background Information for Participants**

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Author: Dr. Jutta Berninghausen  
Mannheim 2001



# **Module 8 – Background Information for Participants**

## **Introduction**



## Introduction

.....

This workshop has the aim:

.....

- ▶ to introduce the term “Gender”
  - ▶ to increase gender awareness
  - ▶ to discuss visions and constraints of a gender-responsive development in Vocational Education and Training (VET)
  - ▶ to describe the role of gender analysis and gender planning in the training programme cycle
  - ▶ to introduce the gender analysis instruments as a tool to analyse the situation of men and women in Vocational Education and Training and the labour market
  - ▶ to introduce instruments of gender planning
  - ▶ to provide assistance on how to incorporate a more gender-balanced planning into the actual work of the participants
- .....

After the workshop, participants will:

.....

- ▶ be able to explain the motive behind gender and development
- ▶ be aware of gender-related problems in their field of work
- ▶ be able to use the gender analysis instruments as a tool for training needs analysis, labour market analysis and institution analysis
- ▶ be able to identify practical and strategic gender needs in their respective working environment
- ▶ be able to improve a gender-responsive planning into training programmes and projects



## Introduction

.....

### 1. Day

.....

- ▶ Introduction of facilitators and participants
  - ▶ Discussing gender roles
  - ▶ Introduction to the concept of gender
  - ▶ From “Women in Development” to “Gender and Development”
  - ▶ Exercises to increase gender awareness with regard to VET
- .....

### 2. Day

.....

- ▶ How to incorporate the gender approach in the training programme cycle of Vocational Education and Training
  - ▶ Instruments and tools for gender analysis
- .....

### 3. Day

.....

- ▶ Applying gender analysis continued
  - ▶ Definition of strategical and practical gender needs in vocational education and training
- .....

### 4. Day

.....

- ▶ Introductions to gender planning
- ▶ Action planning or gender-related questions to the place of work
- ▶ Feed back and closing



## **Module 8 – Background Information for Participants**

### **The Concept of Gender in Development**



## The Concept of Gender in Development

### Why Gender is a Development Issue

The roles that women play are different in any given society, and their situation is determined by the legislation, religious norms, economic status or class, cultural values, ethnicity and types of productive activity of their country, community and household. Women are usually responsible for domestic work; the care of children, family health, cooking and providing food and other household services. In most societies they also play a major role in the productive activities of the family; in farming, paid domestic labour, services, industries and income-generating activities. In some societies they also have clear community roles.

In each of these areas – reproduction, production and the community women have often been adversely affected by the development process. There is a wide gap between women's high, yet unrecognized, economic participation and their low political and social power, and development strategies have usually taken the needs of the most vocal and politically active as their starting point. To understand gender, the activities of men and women need to be addressed separately. The reproductive, productive and social or community roles women are playing must be looked at, as well as the roles played economically and socially by men. By examining men's and women's roles, a greater understanding of their needs and involvement in power and decision-making around specific tasks and issues will be reached.

### How to approach Gender in Development

It is of vital importance in development work not to use imported notions of gender, nor regard "the community" and "the household" as the basic units. One must go beyond the household and break it down into its component parts. By assessing and understanding the gender roles in a given society the specific needs of women (and men) can be ascertained and addressed within projects (Moser and Levy 1986).

The primary practical requirement for incorporating a gender analysis into development is to consult with and listen to women so that their roles and resulting needs are better understood. How the issues of gender are actually addressed depends upon the policy direction envisaged. One approach is to design projects and programmes to make life "easier" for women and help them in their given gender tasks. For example, an agricultural project could include provision of support for female agricultural tasks, as well as those carried out by men. Women's needs for better equipment, improved seeds, and advice would be taken into consideration. In health projects, the particular concerns of the women would be elicited from them and their priorities addressed in the project. On the domestic front, projects could aim to alleviate the drudgery and heavy physical demands of women's work by providing more efficient grinders or stoves, or improving women's access to water. Whether working with women alone or within the community as a whole the primary objective would be to enable women to perform their existing roles better.

An alternative but complementary approach is to challenge the status quo or address the perceived inequalities between men and women. This could involve, for example, working for change in laws that discriminated against women; increasing women's access to land; giving women decision-making power within projects, etc. The aim is social change and

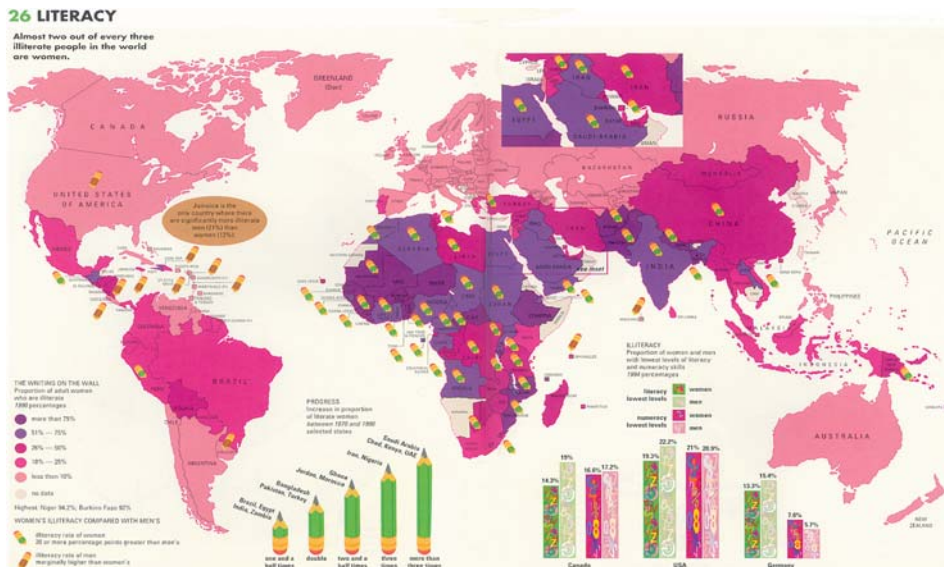




# The Concept of Gender in Development

the empowerment of women. For agencies such as Oxfam, which espouse social change, justice, and empowerment in their rhetoric, meeting women’s needs for more radical change should be within the adopted policy approach to gender.

Why is it that addressing gender inequalities is taboo and yet tackling inequalities in terms of wealth and class is not? It is often argued that by addressing gender the traditions or culture of a society are being tampered with. This is not necessarily the case and the attitudes to gender may be no more “traditional” than attitudes to class or power. When the traditions and cultural attitudes to gender are clarified, then the actual gender relations can be assessed and addressed within a programme or project. Development is a process that should involve all members of a society to the same extent, according to their individual needs.



From: Joni Seager, The State of Women in the World Atlas, Penguin Reference

Source: Based on “Why gender is a development issue”, by April Brett in *Changing Perceptions*, Oxfam



## The Concept of Gender in Development

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### Sex versus Gender<sup>1</sup>

---

#### Sex

##### **Biological**

Given by Birth

##### **Therefore:**

Cannot be Changed

##### **Example:**

Only women can give birth

#### Gender

##### **Cultural**

Learned through Socialisation

##### **Therefore:**

Can be Changed

##### **Example:**

Women and men can work as teachers, engineers, labourers

Women and men can take care of children

While sex identifies the biological differences between men and women, gender identifies the relationship between them, which is socially constructed . Gender relations have to be seen in the context of culture, economic situation and history and can change in response to altering economic circumstances.

Gender is learnt through a process of socialisation and through the culture of the particular society concerned. Every society uses biological sex as one criterion for describing gender but there is a considerable variation in gender roles between the cultures.

<sup>1</sup> Adapted from Birgit Kerstan, Gender-Sensitive Participatory Approaches in Technical Co-operation, Trainers Manual for Local Experts, GTZ 1996



## The Concept of Gender in Development

### Policy Approaches<sup>1</sup>

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

- ▶ **Welfare:** Earliest approach, 1950-70. Its purpose is to bring women into development as better mothers. Women are seen as passive beneficiaries of development. It recognizes the reproductive role of women and seeks to meet PGNs<sup>2</sup> in that role through top-down handouts of food aid, measures against malnutrition and family planning. It is non-challenging and therefore still widely popular.
- ▶ **Equity:** The original WID approach, used in the 1976-85 UN Women's Decade. Its purpose is to gain equity for women, who are seen as active participants in development. It recognizes the triple role, and seeks to meet SGNs through direct state intervention giving political and economic autonomy, and reducing inequality with men. It challenges women's subordinate position. It is criticized as Western feminism, is considered threatening and is unpopular with governments.
- ▶ **Anti-poverty:** The second WID approach, a top-down version of equity, adopted from 1970s onwards. Its purpose is to ensure that poor women increase their productivity. Women's poverty is seen as a problem of underdevelopment, not of subordination. It recognizes the productive role of women, and seeks to meet the PGN to earn an income, particularly in small-scale, income-generating projects. It is most popular with NGOs.
- ▶ **Efficiency:** The third, and now predominant, WID approach, adopted particularly since the 1980s debt crisis. Its purpose is to ensure that development is more efficient and effective through women's economic contribution, with participation often equated with equity. It seeks to meet PGNs while relying on all three roles and an elastic concept of women's time. Women are seen entirely in terms of their capacity to compensate for declining social services by extending their working day. Very popular approach.
- ▶ **Empowerment:** The most recent approach, articulated by Third World women. Its purpose is to empower women through greater self-reliance. Women's subordination is expressed not only because of male oppression but also because of colonial and neo-colonial oppression. It recognizes the triple role and seeks to meet SGNs indirectly through bottom-up mobilization of PGNs. It is potentially challenging, although its avoidance of Western feminism makes it unpopular except with Third World women's NGOs.
- ▶ **Gender and Development Approach<sup>3</sup>:** Gender approach has been developed from the empowerment approach as a reaction to the marginalisation of women-only programmes under the WID approach. The gender approach seeks to understand women's subordination through analysis of relations between men and women within the framework of important and relevant factors like social class, race, religion, age, etc.

<sup>1</sup> Source: C. Moser and C. Levy, Training Materials Developed for Training in Gender Planning for Development, 1984-90

<sup>2</sup> PGN = Practical Gender Needs, SGN = Strategic Gender Needs

<sup>3</sup> The GAD approach is not included with the policy approaches of C. Moser. It has been added by the author.



## The Concept of Gender in Development

Approach	Period Most Popular	Origins	Purpose	Needs Met and Roles Recognized	Comment
Welfare	1950-1970, but still widely used	- Residual model of social welfare under colonial administration - Modernization / accelerated growth economic model	To bring women into development as better mothers	To meet PGN* in reproductive role, relating particularly to improvement of nutrition and family planning	Women seen as passive beneficiaries of development with focus on reproductive role
Equity	1975-1985 during and since women's decade	Original WID approach: failure of modernization development policy, influence of world feminist movement	To gain equity for women in the development process: women seen as equal participants	To meet SGN**; reduce political and economic inequality with men through state interventions	Identifying subordinate role of women in relationship to men; criticized as Western feminism
Anti-Poverty	1970s onwards, still limited popularity	Second WID approach: linked to redistribution and growth and basic needs approach	To ensure poor women increase their productivity: women's poverty seen as problem of underdevelopment, not of subordination	To meet PNG in productive role: to earn income, particularly in small-scale income generating projects	Pure economic approach: focus only on women's productive role
Efficiency	Post 1980s, now most popular	Third WID approach: - Deterioration in world economy - Policy of economic stabilization rely on women's economic contribution	To ensure women's participation is more efficient and effective for the overall development process	To meet PNG regarding all 3 roles of women: reproductive, productive and community management work	Women seen entirely in term of delivery capability and fulfillment of functions
Empowerment	1975 onward, accelerated during 1980s, still limited popularity	Failure of equality approach influence of Third World women's grassroots of organizations	To empower women through greater self-reliance: to strengthen bargaining and claim-making power	To reach SGN in triple role through bottom-up mobilization of PNG as means to confront oppression	Women's subordination not only seen in relationship to men, but also as result of colonial and neo-colonial oppression: largely unsupported by government and development agencies
Gender-Specific	Late 1980s onward, growing popularity among development agencies and governments	Most recent approach: limited success of women-specific projects and projects with women components decreasing acceptance of pure WID approach in governments and agencies	To integrate women into development according to their specific potentials and needs	Women's position in society in relationship to men is thoroughly analyzed and taken as basis for the design of development projects	Non-confrontive approach: objective criteria ensure consideration of gender-specific situation: but determination of dev. goals depends on political will / national ideology / culture

\* PGN = Practical Gender Needs  
\*\* SGN = Strategic Gender Needs



## The Concept of Gender in Development

### From Women in Development to Gender and Development

Women in Development (WID)      ►      Gender and Development (GAD)

#### 1. The Approach

An approach which views women as the center of a problem      ►      An approach to development of women and men

#### 2. The Focus

Women      ►      Relations between women and men

#### 3. The Problem

The exclusion of women (half of productive resources) from the development process      ►      Unequal relations of power (rich / poor, women / men) which prevent equitable development and women's full participation

#### 4. The Goal

More efficient, effective and just development      ►      Equitable, sustainable development with women and men as decision makers

#### 5. The Solution

Integrate women into the existing development process      ►      Empower the disadvantaged women and transform unequal relations

#### 6. The Strategies

- |   |   |   |
|---|---|---|
| <ul style="list-style-type: none"> <li>• Women's projects</li> <li>• Women's components</li> <li>• Integrated projects</li> <li>• Increase women's productivity</li> <li>• Increase women's income</li> <li>• Increase women's ability to look after the household</li> </ul> | ► | <ul style="list-style-type: none"> <li>• Identify / address practical gender needs determined by men and women to improve their lives</li> <li>• Address women's and men's strategic gender needs</li> <li>• Address strategic interests of the poor through people-centered development</li> </ul> |
|---|---|---|

<sup>1</sup>Adapted from "Two Halves Make A Whole", CIDA / MATCH International Centre, Ottawa 1991



## The Concept of Gender in Development

### Differences of a WID Approach and a GAD Approach

A “Gender and Development” (GAD) approach always focusses on the analysis of the relation between men and women and their different roles, needs and potentials, while the “Women in Development” (WID) approach is only concerned to improve women’s position without analysing their roles in relation to men.

#### Cases for typical WID approaches:

**Case 1:** A pottery project in Indonesia provides management and technical skill training for the mostly male members of a pottery co-operative. However, 10% of the project budget is allocated for a women’s component. The women’s component offers courses on poultry raising, home-gardening and sewing, particularly for women. Unfortunately the interest in these courses is not as high as expected. The women complain that they have not enough time to join the training.

**Case 2:** A vocational school in Tanzania offers special training for women in male-dominated professions, like carpenters, car repair etc. Although the courses are running well, only very few of the graduated girls can find a job after the training, which is due to prejudices concerning the traditional division of labour.

#### Possible GAD approaches to these projects:

If this project would have had applied a gender approach, a gender-differentiated analysis of the actually performed work and division of labour would have revealed, that the women were also involved in the pottery family businesses. In the business the women were responsible for the production and the marketing of the pots. It would have been more important to improve their skills in their actual field of work, rather than providing them with new skills in typical women activities.

With a gender approach this project would have included some supporting activities in order to sensitize men and women for gender issues and to raise the awareness for men and women in surroundings and enterprises where girls could possibly find a job.



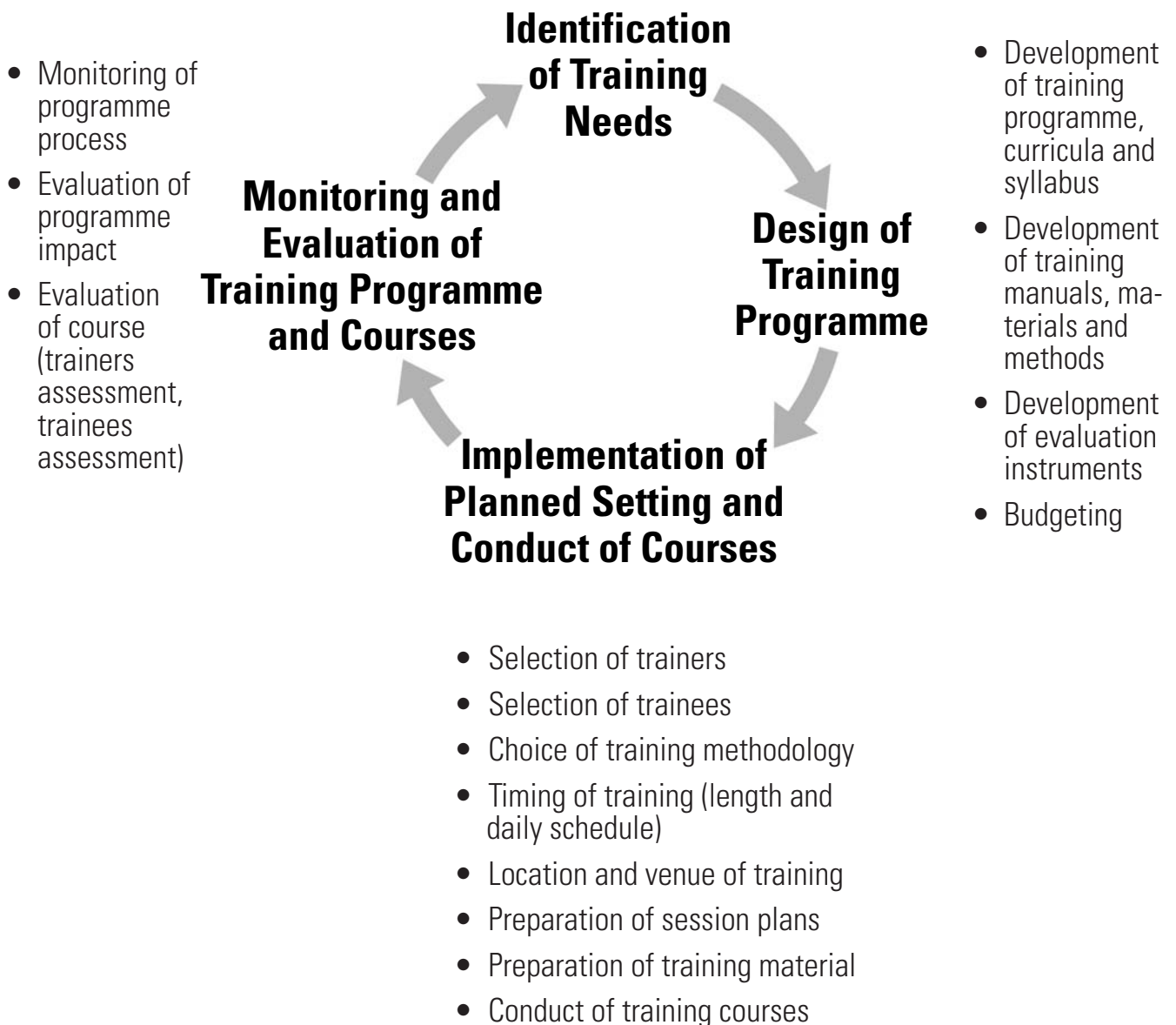
## **Module 8 – Background Information for Participants**

### **Gender in the Training Programme Cycle**

## Gender in the Training Programme Cycle

### The Training Programme Cycle

- Situation analysis / local market analysis
- Target group analysis (trainees)
- Occupation analysis and analysis of occupation performance
- Institution Analysis







## Gender in the Training Programme Cycle

# Checklist for Gender-Friendly Planning in Vocational Education and Training Institutions<sup>1</sup>

## 1. Training Needs Assessment

Tasks	Gender-Sensitive Questions	Gender Needs: <ul style="list-style-type: none"> <li>• <u>Strategic</u></li> <li>• <u>Practical</u></li> </ul>
<ul style="list-style-type: none"> <li>▶ <b>Situation Analysis, Social Economic Background</b> (Labour Market Analysis)</li> </ul>	<ul style="list-style-type: none"> <li>▶ Do you have conducted a gender-differentiated market survey before?</li> <li>▶ What occupations are preferred by women and men?</li> <li>▶ Will women be accepted in every occupation they choose?</li> <li>▶ What is the educational situation for men and women in the area?</li> <li>▶ What training courses have been already offered for men and women in the area?</li> </ul>	<ul style="list-style-type: none"> <li>▶ <u>To consider the different socio-economic background of men and women</u>, with the aim to create equal opportunities and participation of men and women and to promote more career options for women</li> </ul>
<ul style="list-style-type: none"> <li>▶ <b>Target Group Analysis</b></li> </ul>	<ul style="list-style-type: none"> <li>▶ What is the ratio of male and female students?</li> <li>▶ What is the educational background of men and women trainees?</li> <li>▶ How is the normal work burden of male and female students?</li> </ul>	<ul style="list-style-type: none"> <li>▶ Refer to the different training needs of male and female trainees.</li> </ul>
<ul style="list-style-type: none"> <li>▶ <b>Occupation Analysis and Analysis of Occupation Performance</b></li> </ul>	<ul style="list-style-type: none"> <li>▶ Are there different training needs by men and women for one training subject?</li> </ul>	<ul style="list-style-type: none"> <li>▶ Take into account that men and women may have different levels of knowledge and skills which have to be trained accordingly</li> </ul>
<ul style="list-style-type: none"> <li>▶ <b>Institution Analysis</b></li> </ul>	<ul style="list-style-type: none"> <li>▶ Do we have capacity and ability to conduct gender training?</li> <li>▶ Does the institute have a mandate to promote women?</li> <li>▶ What is the ratio of male and female students?</li> <li>▶ What is the ratio of male/female staff?</li> <li>▶ Do the superiors back up the measure to promote women?</li> <li>▶ Is the male staff motivated to support women's promotion?</li> <li>▶ Do the data segregate between male and female students?</li> <li>▶ Do social partners accept women trainees?</li> <li>▶ In which programmes are women under-represented?</li> </ul>	<ul style="list-style-type: none"> <li>▶ <u>Both men and women are involved in the planning and implementation of training programmes and courses</u></li> <li>▶ Gender friendly environment in the institution</li> </ul>

<sup>1</sup> This checklist was developed, together with the participants of the training course: "Planning , Organisation and Implementation of Technical and Vocational Education and Training for Women", from 19.6.-14.7.2000, in the DSE, ZGB, Mannheim



## Gender in the Training Programme Cycle

# Checklist for Gender-Friendly Planning in Vocational Education and Training Institutions<sup>1</sup>

## 2. Design of Training Programme and Courses

Tasks	Gender-Sensitive Questions	Gender Needs: <ul style="list-style-type: none"> <li>• Practical</li> <li>• <u>Strategic</u></li> </ul>
<ul style="list-style-type: none"> <li>▶ <b>Design of Training Programme</b></li> <li>▶ <b>Development of Curricula</b></li> <li>▶ <b>Design of Syllabus</b></li> </ul>	<ul style="list-style-type: none"> <li>▶ Is there a special teacher for counselling social problems?</li> <li>▶ Does the curriculum include social topics such as gender roles?</li> <li>▶ Have you checked course objectives, topics, subjects to be dealt and target group under a gender perspective?</li> </ul>	<ul style="list-style-type: none"> <li>▶ <u>Training curricula includes gender sensitive subjects and methods</u></li> <li>▶ <u>Training syllabus have a gender component</u></li> </ul>
<ul style="list-style-type: none"> <li>▶ <b>Design of Training Manuals, Materials, Methods</b></li> </ul>	<ul style="list-style-type: none"> <li>▶ Are teaching methods foreseen, (such as ice breakers, simulation exercises, introduction, group discussions, group work and the ratio between theoretical and practical input) gender sensitive?</li> <li>▶ Have you included handouts and audio-visual aids for women?</li> </ul>	<ul style="list-style-type: none"> <li>▶ Training manuals and material content gender-relevant subjects</li> <li>▶ Training methods are also reflecting women's specific needs (e.g. case studies, examples, tasks)</li> </ul>
<ul style="list-style-type: none"> <li>▶ <b>Development of Evaluation Instruments</b></li> </ul>	<ul style="list-style-type: none"> <li>▶ Are the evaluation tools gender sensitive?</li> <li>▶ Do you have developed gender differentiated indicators?</li> <li>▶ Do the data segregate between male and female students?</li> </ul>	<ul style="list-style-type: none"> <li>▶ <u>Evaluation instruments with gender differentiated indicators</u></li> </ul>
<ul style="list-style-type: none"> <li>▶ <b>Budgeting</b></li> </ul>	<ul style="list-style-type: none"> <li>▶ What is the ratio of budget allocation between men and women?</li> </ul>	<ul style="list-style-type: none"> <li>▶ <u>Sufficient budget allocation for women training</u></li> <li>▶ <u>Same remuneration for male and female trainers</u></li> </ul>

<sup>1</sup> This checklist was developed, together with the participants of the training course: "Planning , Organisation and Implementation of Technical and Vocational Education and Training for Women", from 19.6. - 14.7.2000, in the DSE, ZGB.



## Gender in the Training Programme Cycle

# Checklist for Gender-Friendly Planning in Vocational Education and Training Institutions

## 3. Implementation of Training Course

Tasks	Gender-Sensitive Questions	Gender Needs: <ul style="list-style-type: none"> <li>• Practical</li> <li>• <u>Strategic</u></li> </ul>
▶ <b>Selection of Trainers</b>	<ul style="list-style-type: none"> <li>▶ Are the teachers competent in methods which encourage women's active participation or prevent male domination?</li> <li>▶ What is the ratio between male and female trainers?</li> <li>▶ Is there a special teacher for counselling social problems?</li> </ul>	▶ <u>Equal participation of male and female trainers</u>
▶ <b>Selection of Trainees</b> (Number and Educational Level)	▶ What is the ratio between male and female trainees?	▶ <u>Equal participation of male and female trainees</u>
▶ <b>Choice of Training Methodology</b>	<ul style="list-style-type: none"> <li>▶ Are the teachers competent in the methods which encourage women's active participation or prevent male domination?</li> <li>▶ How is the communication style about gender issues?</li> </ul>	▶ Gender-friendly training materials and methods
▶ <b>Training</b> (Length & Daily Schedule)	▶ Do the training hours consider the specific needs of male and female participants?	▶ Training hours and timing consider the special situation and needs of women trainees
▶ <b>Venue and Location of Training</b>	<ul style="list-style-type: none"> <li>▶ Is the training place located in the target area which is accessible for women?</li> <li>▶ Does the training institutions provide child care for mother trainees?</li> </ul>	▶ Training venues and locations consider gender needs (e.g. not far from home, transport facilities, etc)
▶ <b>Preparation of Session Plans and Supporting Materials, Facilities</b>	<ul style="list-style-type: none"> <li>▶ Are the training methods and materials gender friendly?</li> <li>▶ Is there a venue for feedback / evaluation concerning gender issue during the training course?</li> </ul>	▶ <u>Feed-back on training issues includes gender issues</u>
▶ <b>Conduct of Training Course</b>	<ul style="list-style-type: none"> <li>▶ Have the teachers got a special input on how to behave gender-aware in class?</li> <li>▶ Are there rules and sanctions with regard to behaviour between male and female staff and students?</li> </ul>	▶ Support of extra counselling for women problems



## Gender in the Training Programme Cycle

# Checklist for Gender-Friendly Planning in Vocational Education and Training Institutions

## 4. Monitoring and Evaluation

Tasks	Gender-Sensitive Questions	Gender Needs: <ul style="list-style-type: none"> <li>• Practical</li> <li>• <u>Strategic</u></li> </ul>
<ul style="list-style-type: none"> <li>▶ <b>Monitoring Programme Process</b></li> </ul>	<ul style="list-style-type: none"> <li>▶ Was the identification of the target group done correctly?</li> <li>▶ Were the specific needs of men and women considered in the design of the program?</li> <li>▶ Does the institution uses supporting measures and does it collaborate with other partners to support the acceptance of women training?</li> </ul>	<ul style="list-style-type: none"> <li>▶ <u>Consider the specific focuses on male and female trainees in the monitoring and evaluation process under following aspects:</u> <ul style="list-style-type: none"> <li>• Was there equal opportunities and access of women and men?</li> <li>• Does the programme fulfill specific gender needs?</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>▶ <b>Evaluation of Training Course</b></li> </ul>	<ul style="list-style-type: none"> <li>▶ Evaluation of training course</li> <li>▶ Trainers assessment</li> <li>▶ Trainees assessment</li> <li>▶ Was the design suitable and gender friendly concerning content, duration, methodology?</li> <li>▶ How was the level of understanding of the participants?</li> <li>▶ Was there an equal gender participation during the program?</li> <li>▶ Were there adequate facilities for men and women (dormitories, bathrooms, etc.)?</li> <li>▶ Was there equal representatives of men and women in the target group?</li> </ul>	<ul style="list-style-type: none"> <li>▶ The monitoring also focus on gender friendly methodology and gender friendly environments of the training course</li> </ul>
<ul style="list-style-type: none"> <li>▶ <b>Evaluation of Programme Impact</b></li> </ul>	<ul style="list-style-type: none"> <li>▶ What is percentage of men and women who got jobs after the training?</li> <li>▶ How do women and men perform in their jobs?</li> <li>▶ What are the problems of men and women in finding a job?</li> <li>▶ What are the gender issues which must be considered in future programs?</li> </ul>	<ul style="list-style-type: none"> <li>▶ <u>To measure the impact of training with a gender differentiated perspective</u></li> </ul>



## **Module 8 – Background Information for Participants**

### **The Concept of Gender Analysis**



## The Concept of Gender Analysis

### The Purpose of Gender Analysis in Vocational Education and Training

Women and men live under different conditions. They perform different work, they have different access to resources and education, they have different ways of communication and decision-making. Therefore they also have different training needs and potentials in Vocational Education and Training.

The purpose of gender analysis in Vocational Education and Training is to analyse the different position of men and women in all aspects of the community and to identify the specific strengths and needs of each.

### Gender Analysis in Training Needs Assessment

Aspects of Training Needs Assessment	Purpose of Gender Analysis	Instruments of Gender Analysis to be used
<b>Situation Analysis</b> (Local market analysis)	<ul style="list-style-type: none"> <li>▶ To assess the gender division of labour, work and occupations on the local market.</li> <li>▶ To assess the gender-specific patterns of access and control over resources (natural resources and capital as well as education, training and health etc.).</li> <li>▶ To assess the social position of men and women and their roles in participation and decision-making at household level and in the community.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Harvard Analytical Framework</li> </ul>
<b>Target Group Analysis</b> (Trainees analysis)	<ul style="list-style-type: none"> <li>▶ To assess the occupations and work burden of the target group differentiated by gender.</li> <li>▶ To assess the target groups' gender-specific access to resources, particularly education, information and their role in decision-making.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Harvard Analytical Framework</li> <li>▶ Daily Activity Profile</li> <li>▶ Seasonal Calendar</li> <li>▶ Analysis of Occupation Performance</li> </ul>
<b>Occupation Analysis and Analysis of Occupation Performance</b>	<ul style="list-style-type: none"> <li>▶ To identify the requirements for a specific occupation.</li> <li>▶ The requirements for a specific occupation have to be set in relation to the actual knowledge available for the male and female target group separately.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Analysis of Occupation Profile</li> </ul>
<b>Institution Analysis</b>	<ul style="list-style-type: none"> <li>▶ A gender-differentiated institution analysis can be done either as a part of a training needs analysis, for example as an analysis of the division of gender roles in a typical enterprise for which the training is designed.</li> <li>▶ It can also be a part of the implementation phase to look into the training institution itself or into the structure of the respective ministries (e.g. Ministry of Education, Ministry of Labour), and to assess the role of male and female trainers, employees and decision makers in the training institution.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Harvard Analytical Framework</li> </ul>



## The Concept of Gender Analysis

### Example 1: **Benefits of a Gender-Based Institution Analysis**

It is a fact that in Indonesia less than 12% of all enterprises which more than 5 employees are registered as owned by women. Accordingly, most vocational training programmes for the small and medium enterprise sector also address men as small entrepreneurs in the first place. One reason for this is that, as women's enterprises grow in scale and capitalisation, quite commonly husbands who previously played only a minor if any role in the enterprise insert themselves as managers, the women then regressing to the status of unpaid family helpers.

The ADB funded SME Development project in Jakarta conducted a gender-based institution analysis of 300 enterprises. This study revealed that, although not officially registered, very often wives and daughters of the male entrepreneurs are also involved in the management of the business. Their contribution is often invisible until detailed observations are made. Therefore the project recommended that business owners who ask for assistance (credit or vocational training) have to give precise information on the economic activities of their wives or other non-paid family members. In case of real family enterprises both partners, whether they are both registered as owners or not, have to participate in the training programme and sign the loan agreement together.

### Example 2: **Benefits of a Gender-Based Target Group Analysis**

A vocational training project in South Africa focussed particularly on poor single mothers. A gender-differentiated target group analysis revealed that lack of education was only one factor of their gender specific marginalisation. Illness (particularly Aids), as well as insecure housing conditions, problems with child care, and last not least the threat of male violence influenced their daily life.

Therefore the project combined skill training preferably in non-traditional occupations with health care and Aids campaigns, housing support, legal advice and assistance in child care. This double strategy offered the participating women not only alternative job opportunities but also supported them in their needs to cope with their daily problems. The approach empowered them to the extent that they could perform in their new jobs more effectively.



## The Concept of Gender Analysis

### Example 3: **Benefits of a Gender-Based Situation Analysis**

An NGO in Middle Java was wondering why their training courses for poor rural women in fishbreeding, poultry and homegardening were not as successful as expected. They hired an external consultant to undertake a gender-focussed situation analysis. This study revealed that the women simply had no time to start additional activities like poultry or homegardening. In the village concerned nearly all women were working the whole day as homeworkers in the embroidery sector. However, their daily income was too small to earn a living. Following the recommendations of this study the NGO changed its training focus, concentrating now on management, bookkeeping and leadership training. After one year the women could set up their own embroidery cooperative which made them independent from middlemen and increased their income considerably.

### Example 4: **Benefits of a Gender-Based Analysis of Occupation Performance**

A gender-based analysis of occupation performance of unemployed foreigners living in Berlin showed that female foreigners are disadvantaged on the job market in comparison to their male colleagues. Not only that their language competence is less and their educational level is often lower than that of men they also lack self-confidence, risk-taking, presentation skills, and general information about political, social and cultural issues. Therefore the government of Berlin is sponsoring special qualification projects for foreign unemployed women with the goal to upgrade their knowledge and enable them to compete with their male colleagues on the job market. One of these projects is "TIO-Qualification Project". TIO offers vocational training for women who are particularly prepared for professions in the social and nursery sector, combining basic education and language training with courses in social skills, and providing special skills to prepare the participants for their future jobs. After they have passed the examination TIO assists the course participants to find a job in the above mentioned sector.





## The Concept of Gender Analysis

### Categories and Tools of the Harvard Analytical Framework

#### Categories

- ▶ The division of labour between men and women
- ▶ Access and control over resources
- ▶ Participation and decision-making

#### Tools

- ▶ Activity Profile
- ▶ Access and Control Profile
- ▶ Qualitative Participation Profile
- ▶ Quantitative Participation Profile

### Influencing Factors

Political, Economic, Cultural, Legal, Religious, Environmental, International



## The Concept of Gender Analysis

### Gender Roles

Gender planning recognizes that in most societies low-income women have a triple role: women undertake reproductive, productive and community managing activities, while men primarily undertake productive and community politics activities.

- ▶ **Reproductive Role:** Child-bearing / rearing responsibilities, and domestic tasks done by women, required to guarantee the maintenance and reproduction of the labour force. It includes not only biological reproduction but also the care and maintenance of the workforce (male partner and working children) and the future workforce (infants and school-going children).
- ▶ **Productive Role:** Work done by both women and men for pay in cash or kind. It includes both market production with an exchange-value, and subsistence / home production with actual use-value, and also potential exchange-value. For women in agricultural production this includes work as independent farmers, peasant wives and wage workers.
- ▶ **Community Managing Role:** Activities undertaken primarily by women at the community level, as an extension of their reproductive role, to ensure the provision and maintenance of scarce resources of collective consumption, such as water, health care and education. This is voluntary unpaid work, undertaken in “free” time.
- ▶ **Community Politics Role:** Activities undertaken primarily by men at the community level, organizing at the formal political level, often within the framework of national politics. This is usually paid work, either directly or indirectly, through status of power.

<sup>1</sup> Moser, Caroline, Gender Planning and Development, Theory, Practice and Training, London, New York, 1993



## The Concept of Gender Analysis

### Activity Profile

Activities	Use		Income	
	Men	Women	Men	Women
<b>Productive Activities</b>				
<b>Reproductive Activities</b>				
<b>Social Activities</b>				



## The Concept of Gender Analysis

### Access to and Control over Resources<sup>1</sup>

Reproductive, Productive, Community Management and Politics activities all require the use of resources. Engaging in work and using resources usually generates benefits for individuals, households and communities. Access to and control over resources are key factors determining the benefit people can receive from their work. Access to and control over resources are part of the conditions people live under. Lack of information on access to and control over resources had led to many incorrect assumptions about women's likely participation in and benefit from development projects. Access to and control over resources therefore are important factors of project assessments and gender analysis:

► **Access means:**

To have the opportunity to use resources without having the authority to decide about the produce / output and the exploitation methods.

**Example:** A landless worker who cultivates the land of somebody else and receives a share of the produce for his work. Women may earn an income from productive activities, but have no control over how the money can be spent. A trainer has access to training material but cannot decide on what material to use.

► **Control means:**

To have full authority to decide about the use and the output of resources and impose that definition on others.

**Example:** A land owner, factory owner, owner of land machinery, leading positions in training institutions or ministries, etc.

The resources to be included in an access and control profile can be distinguished into:

- Natural resources, such as land, water, forests, etc.
- Physical (man-made) resources, such as production tools and inputs, credit, buildings, etc.
- Social-cultural resources, such as information, education, training, etc.
- Human resources (skills and knowledge, labour policies, remuneration of recruitment proceeding, etc.)

The analysis of access to and control over resources helps to identify:

- Deficits which might be alleviated or counter-balanced through project activities
- Potentials which might be used and enhanced through project activities
- Imbalances between men and women to be considered for the design of project activities

<sup>1</sup> Adapted from: Kerstan, Gender-Sensitive Participatory Approaches in Technical Cooperation, Trainer's Manual for Local Experts, GTZ, Eschborn, 1996



## The Concept of Gender Analysis

### Access and Control Profile

Resources	Access		Control	
	Men	Women	Men	Women
<b>Material Resources</b> <ul style="list-style-type: none"> <li>▶ Equipment</li> <li>▶ Building</li> <li>▶ Capital</li> </ul>				
<b>Natural Resources</b> <ul style="list-style-type: none"> <li>▶ Land</li> <li>▶ Water</li> <li>▶ Wood</li> </ul>				
<b>Human Resources</b> <ul style="list-style-type: none"> <li>▶ Skills and Knowledge</li> <li>▶ Recruitment of Personnel</li> <li>▶ Labour Policies</li> <li>▶ Curricula Development</li> <li>▶ Remuneration</li> </ul>				
<b>Social Resources</b> <ol style="list-style-type: none"> <li> <b>1. Information</b> <ul style="list-style-type: none"> <li>▶ TV</li> <li>▶ Radio</li> <li>▶ Newspaper</li> <li>▶ Internet</li> </ul> </li> <li> <b>2. Education</b> <ul style="list-style-type: none"> <li>▶ Primary</li> <li>▶ Secondary</li> <li>▶ University</li> </ul> </li> <li> <b>3. Vocational Training in</b> <ul style="list-style-type: none"> <li>▶ Technical Skills</li> <li>▶ Management Skills</li> <li>▶ Teaching Skills</li> <li>▶ Others</li> </ul> </li> </ol>	Access Men      Women	Use Men      Women	Access Men      Women	Use Men      Women



## The Concept of Gender Analysis

### Participation Profile – Qualitative Participation

Participation	Men	Women
<p><b>1. Participation in Training Course</b></p> <ul style="list-style-type: none"> <li>▶ Take part in discussions</li> <li>▶ Raise questions</li> <li>▶ Active in practical exercises</li> <li>▶ Active in case studies</li> <li>▶ Give answers to questions</li> </ul>		
<p><b>2. Participation in one Institution or Enterprise</b></p> <ul style="list-style-type: none"> <li>▶ Participate in trainers’ meeting</li> <li>▶ Participate in management conferences</li> <li>▶ Select teaching staff</li> <li>▶ Decide on curricula and training policies</li> </ul>		
<p><b>3. Decision-Making</b></p> <ul style="list-style-type: none"> <li>▶ At Household Level                             <ul style="list-style-type: none"> <li>• On household budget</li> <li>• On time schedule</li> <li>• On investments</li> <li>• On household expenditures</li> <li>• On participation in training courses</li> <li>• On children’s education</li> </ul> </li> <li>▶ At Community Level</li> <li>▶ In Society at Large</li> </ul>		



## The Concept of Gender Analysis

### Participation Profile – Quantitative Participation

Institution for example:	Member		Lead. Function		Staff	
	Men	Women	Men	Women	Men	Women
▶ Training Institute						
▶ Ministry of Education						
▶ Ministry of Manpower						
▶ Trade Union						
▶ Cooperative						
▶ Saving or Credit Group						

### Influencing Factors

#### Political and Economic Situation

#### Cultural / Religious Beliefs and Rules

#### Legal Situation

- ▶ Educational System
- ▶ Environmental Conditions
- ▶ International Regulations
- ▶ Others

### Main Problems Identified



## The Concept of Gender Analysis

### Influencing Factors<sup>1</sup>

For any population, there are two classifications which are most important to distinguish: class and gender. Class, for the purpose of Gender Analysis, is defined as groupings which have a common power relationship to the control of inputs of production, and consumption or distribution of outputs (goods and services). The importance of other classifications or influencing factors in Gender Analysis vary from one society / group to another.

Influencing factors are factors which influence the relationship between women and men. Different influencing factors have a different impact on the gender arrangement, depending on the society and point in time in question. All influencing factors are interrelated.

The analysis of influencing factors has to be part of the gender analysis because these factors determine the position of women and men in the project environment. The analysis reveals the determinants of super-structures and traditions influencing the behaviour of the people, and it helps also to identify entry points and options for change.

In project planning with the Project Planning Matrix (= Logical Framework) the analysis of influencing factors provides an input for the formulation of outputs and activities. Besides this, it helps to formulate the conditions which influence the project progress and its potential impacts, but which cannot always be influenced by the project (these conditions are formulated as positive assumptions in the project planning matrix).

#### **Influencing factors could be:**

- ▶ Political – the political system
- ▶ Economic – economic conditions
- ▶ Cultural – race, skin colour and ethnic affiliation  
– the historic context  
– cultural traditions  
– social norms  
– religion  
– language differentiation  
– folk beliefs
- ▶ Educational – the educational system
- ▶ Environmental – the natural geographical conditions  
– the demographic structure
- ▶ Legal – existing laws and regulations
- ▶ International – international regulations
- ▶ Others

<sup>1</sup> Source: The Harvard Analytical Framework, see Overholt et al. 1985





## The Concept of Gender Analysis

### Daily Activity Profile

#### Mother

Time

01.00

02.00

03.00

04.00

05.00

06.00

07.00

08.00

09.00

10.00

11.00

12.00

13.00

14.00

15.00

16.00

17.00

18.00

19.00

20.00

21.00

22.00

23.00

24.00

Total Working Hours:

#### Father

Time

01.00

02.00

03.00

04.00

05.00

06.00

07.00

08.00

09.00

10.00

11.00

12.00

13.00

14.00

15.00

16.00

17.00

18.00

19.00

20.00

21.00

22.00

23.00

24.00

Total Working Hours:



## The Concept of Gender Analysis

### Seasonal Calendar

#### Men

Work to be done  
(in hours)

J	F	M	A	M	J	J	A	S	O	N	D

#### Agriculture

#### Time for Training

#### Women

Work to be done  
(in hours)

J	F	M	A	M	J	J	A	S	O	N	D

#### Agriculture

#### Time for Training

 **The Concept of Gender Analysis**

## Occupation Analysis – Example: Extract from a Job Specification for a Cooperative Society Manager

Job Requirements – Duties, Responsibilities and Tasks	Skills needed to perform the job	Standard (sufficient / non- sufficient)		Wish to improve	
		Men	Women	Men	Women
To organize and implement procedures for collecting and buying products					
▶ Select the most suitable system	Physical planning	yes	no		yes
	Financial planning	no	yes	no	
▶ Establish collection centres	Work planning	yes	yes		
	Leading and nutrition skills	yes	no		yes
▶ Collect and buy product	Assessment of production	yes	yes		
	Use of scale	yes	yes		
	Bookkeeping	no	yes	no	
	Supervising	yes	no		yes



## The Concept of Gender Analysis

### Example for an Institutional Analysis of a Vocational Training Center in Namibia

#### Activity Profile

Activities	Use		Income	
	Men	Women	Men	Women
<b>Productive Activities</b>				
▶ Management				
• Board of Directors	XXXX	X	XXXX	X
• Managers	XXXX	X	XXXX	X
• Principals	XXXXX		XXX	
• Head of Department	XXXX	X	XXX	
▶ Teaching Staff	XXXX	X	XXX	
▶ Supporting Staff	XXXX	X	XX	
▶ Trainees	XXXX	X		
<b>Reproductive Activities</b>				
▶ Care Taker		XXXXX	X	
▶ Canteen		XXXXX	X	
▶ Hostel	X	X	X	X
▶ Cleaning Services	XX	XXX	X	X
▶ Maintenance	XXXXX		XX	
▶ Security	XXXXX		X	
<b>Social Activities</b>				
▶ Sports	XXXX	X		
▶ Gatherings	XXXXX	XXXXX		
▶ School Cooperatives	XXXX	X		
▶ Visits (when colleagues are sick, died, married, etc.)	X	XXXX		



## The Concept of Gender Analysis

### Access and Control Profile

Resources	Access		Control	
	Men	Women	Men	Women
<b>Material Resources</b>				
▶ Equipment	XXXXX	XXXXX	XXXX	X
▶ Building	XXXXX	XXXXX	XXXX	X
<b>Natural Resources</b>				
▶ Land				
▶ Water				
▶ Wood				
<b>Human Resources</b>				
▶ Policies (training curricula, training standard, scheme of work, etc.)	XXXXX	XXXX	XXXX	X
▶ Manpower Development	XXXXX	XXXXX	XXXX	X
▶ Training Recruitment	XXXXX	XXXXX	XXXX	X
▶ Compensation Benefit	XXXXX	XXXXX	XXXX	X
<b>Social Resources</b>				
<b>1. Information</b>				
▶ TV				
▶ Radio				
▶ Newspaper				
<b>2. Education</b>				
▶ Primary				
▶ Secondary				
▶ University				
<b>3. Vocational Training in</b>				
▶ AM – Auto Mechanic	XXXXX	XXXXX	XXXX	X
▶ JCM – Joinery Cab. Making	XXXXX	XXXXX	XXXXX	
▶ RTV – Radio Television	XXXXX	XXXXX	XXXX	X
▶ AC – Air-Conditioning	XXXXX	XXXXX	XXXX	X
▶ PPF – Plumbing P. Fitting	XXXXX	XXXXX	XXXXX	
▶ WF – Welding Fabric	XXXXX	XXXXX	XXXXX	
▶ EG – Electrical Gen.	XXXXX	XXXXX	XXXX	X
▶ FT – Fitter, Turner	XXXXX	XXXXX	XXXXX	
▶ TM – Turner Machine	XXXXX	XXXXX	XXXXX	



## The Concept of Gender Analysis

### Qualitative Participation Profile

Participation	Men	Women
<b>1. Participation in Training Course</b>		
▶ Take part in discussions	XXXX	X
▶ Raise questions	XXXX	X
▶ Active in practical exercises	XXXX	X
▶ Active in case studies	XXXX	X
▶ Give answers to questions	XXXX	X
<b>2. Participation in one Institution or Enterprise</b>		
▶ Participate in trainers meeting	XXX	X
▶ Participate in management conferences	XXXXX	
▶ Select teaching staff	XXXXX	
▶ Decide on curricula and training policies	XXXX	X



## The Concept of Gender Analysis

### 1. Example for a Gender-Based Target Group Analysis:

#### Industrial Training Institute, Bangalore – India

Before the Industrial Training Institute Bangalore decided on a new training programme for rural youth, they conducted a gender-differentiated training needs assessment in the rural neighbourhood.

As industrial development is low in the area, job opportunities for girls and boys are rare and the unemployment rate is extremely high.

A more detailed target group analysis provided a deeper insight into the living conditions of the target group.

#### Division of Labour

Most of the women and men in the area are partly involved in agriculture, although only few can earn their living from agricultural work only.

While planting and weeding are to 80% women's tasks, the ploughing and preparation of the soil is mainly carried out by men. Harvesting and marketing of the crop is performed by both.

Although men and women both are involved in agriculture, the remuneration of men's work is higher than that of women.

Both men and women are working as small traders on the market.

Another job opportunity in the area is stone cutting for the brick industry, where mostly men, but also some women are involved. The brick industry has also employed some of the men and women (to an equal percentage) but women earn less than men in the factory.

Because of the bad employment situation, several men have migrated to far away communities, where they found jobs as factory workers. Most of the women however do stay in the community. They are additionally involved in weaving, sheep husbandry and poultry farming.

Housework and the education of children is exclusively a women's job, with men only sometimes assisting in house repairing.

In social activities more men are involved. They can go to the market place, meet friends and join festivities, while the women mostly stay at home or visit relatives and neighbours. They only join at formal ceremonies, like weddings or funerals.



## The Concept of Gender Analysis

### Access and Control over Resources

In the research area, boys have access to the inheritance of their parents. After marriage, girls are treated as the property of their husbands. Therefore, land, house, animals, assets, vehicles and TV or radio are always under the control of men.

Women do however have access to land, house, animals, assets and TV or radio. In the case of land, animals and assets, they even have more access than men as they are the ones mostly involved in agricultural work. However, women do not use vehicles. Only men have access to vehicles.

Both men and women have access to information, as they both may listen to radio and TV, but the educational situation is much better for men than for women. While several boys have graduated from high school and many of them have at least terminated primary school, the drop-out rate from primary school is extremely high among girls. Only very few girls finish high school.

### Participation

Participation in the public sphere, no matter if it's the village council, farmers' group, rural cooperative or water committee, is supposed to be within men's responsibility only. Women do not participate in community politics.

However, a women NGO is active in the target area, organising several women's savings and credit groups.

### Decision-Making

Decision making in the community is exclusively reserved for men. Women have no power to decide on community politics or even to oppose against sexual harassment in public or at their place of work.

In the family, a young woman has a very low status, as she is positioned at the lower end of the family hierarchy. She has no right to divorce her husband or to take her children with her in case she wants to leave him.

However, in the practical day to day business in the family, women have the final word. It is for them to decide about the household budget, children's education, time schedule or the household expenditures. For more important decisions, concerning for example large investments or her participation in a training course, she has to ask her husband for permission.





## The Concept of Gender Analysis

### Example for a Target Group Analysis of an Industrial Training Institute, Bangalore – India

#### Activity Profile

Activities	Use		Income	
	Men	Women	Men	Women
<b>Productive Activities</b>				
▶ Agriculture	XX	XXX	XX	X
• Ploughing	XXX			
• Preparing the soil	XXX			
• Planting		XXX		
• Weeding		XXX		
• Harvesting	XXX	XXX		
• Marketing	XXX	XXX		
▶ Stone Cutting	XXX	XX	XX	X
▶ Brick Industry	XXX	XXX	XX	X
▶ Factory Work	XXX	X	XX	
▶ Market Trading	XXX	XXX	X	X
▶ Poultry Farming		XXX		X
▶ Animal Husbandry (Sheep)		XXX		X
▶ Weaving		XXX		X
<b>Reproductive Activities</b>				
▶ Child Care		XXX		
▶ Housework		XXX		
▶ House Repairing	X			
<b>Social Activities</b>				
▶ Visiting Family	XX	XXX		
▶ Festivities	XXX	X		
▶ Going to Market, Visiting Friends	XXX	X		



## The Concept of Gender Analysis

### Access and Control Profile

Resources	Access		Control	
	Men	Women	Men	Women
<b>Material Resources</b>				
▶ House	xxx	xxx	xxx	
▶ Assets		xxx	xxx	
▶ Animals		xxx	xxx	
▶ Vehicles	xxx		xxx	
<b>Natural Resources</b>				
▶ Land	xx	xxx	xxx	
▶ Water				
▶ Wood				
<b>Social Resources</b>				
<b>1. Information</b>				
▶ TV	xxx	xxx		
▶ Radio	xxx	xxx		
▶ Newspaper				
<b>2. Education</b>				
▶ Primary				
▶ Secondary	xxx	x		
▶ University				
<b>3. Vocational Training</b>				



## The Concept of Gender Analysis

### Qualitative Participation Profile

Participation	Men	Women
<p><b>1. Participation in Training Course</b></p> <ul style="list-style-type: none"> <li>▶ Take part in discussions</li> <li>▶ Raise questions</li> <li>▶ Active in practical exercises</li> <li>▶ Active in case studies</li> <li>▶ Give answers to questions</li> </ul>		
<p><b>2. Participation in one Institution or Enterprise</b></p> <ul style="list-style-type: none"> <li>▶ Participate in trainers’ meeting</li> <li>▶ Participate in management conferences</li> <li>▶ Select teaching staff</li> <li>▶ Decide on curricula and training policies</li> </ul>		
<p><b>3. Decision-Making</b></p> <ul style="list-style-type: none"> <li>▶ At Household Level                             <ul style="list-style-type: none"> <li>• On household budget</li> <li>• On time schedule</li> <li>• On investments</li> <li>• On household expenditures</li> <li>• On participation in training courses</li> <li>• On divorce</li> <li>• On belonging of children</li> <li>• On children’s education</li> </ul> </li> <li>▶ At Community Level</li> <li>▶ In Society at Large</li> </ul>	<p>XXX</p> <p>XXX</p> <p>XXX</p> <p>XXX</p> <p>XXX</p> <p>XXX</p> <p>XXX</p> <p>XXX</p> <p>XXX</p> <p>XXX</p>	<p>XX</p> <p>XXX</p> <p>XXX</p> <p>XXX</p> <p>XXX</p> <p>XXX</p> <p>XXX</p> <p>XXX</p>



## The Concept of Gender Analysis

### Quantative Participation Profile

Institution	Member		Lead. Function		Staff	
	Men	Women	Men	Women	Men	Women
▶ Village Council	xxx		xxx			
▶ Farmer's Group	xxx		xxx			
▶ Rural Cooperative	xxx		xxx		xx	
▶ Water Committee	xxx		xxx			
▶ Saving and Credit Group		xxx		xxx		

### Influencing Factors

#### Economic Situation

- ▶ High unemployment rate
- ▶ Low industrialisation

#### Cultural / Religious Influences

- ▶ Women are not allowed to inherit land
- ▶ Women are treated as property of their husbands

#### Legal Influences

- ▶ Women have no right to divorce
- ▶ Children always stay with the father

### Main Problems Identified

- ▶ High unemployment rate
- ▶ Women are working very hard but income opportunities for women are less than for men
- ▶ Access to formal and informal education is low, particularly for women



## The Concept of Gender Analysis

### 2. Example for a Gender-Based Situation Analysis (Local Market Analysis)<sup>1</sup>

Mary Help of Christians School, Technology Center for Women,  
Mabiga, Mabalacat, Pampanga – Philippines

The Labour Market Analysis on gender-related issues upon which Mary Help of Christians School based its programme was taken from the findings done by TESDA-GTZ, 1998 on the Promotion of Dual Training and Education. According to this study, generally, men have dominated administrative, production and agriculture occupations. In the production sector, men prevail in the heavier jobs found in transport, energy, utilities construction and machinery industries. While women also work in factories, they are found largely in garment, electronics assembly and food processing. The administrative / executive occupation absorbed only 1.2% of women.

Women are still concentrated in “traditionally” female occupations. The ratio of female to total workers rose from 49.5% in 1953 to 63.1% in 1990 for the professional technical occupation, from 19.4% to 54.8% for clerical, from 62% to 65% for sales. As much as 80% of women in professional / technical jobs were in teaching, nursing and accounting work while 50% of the women in production jobs were in textile / garment and electronics.

The “discrimination” of gender groups appears to exist in the higher-level management / administrative jobs. Top management positions in large businesses and higher political positions are still predominantly male. While women dominate the professional and technical jobs in private business, figures show that only 16.9% get to the very top positions. Only 8.5% of corporate presidents and only 15.4% of vice-presidents are women. In government services, 42% of positions at the first level (routine and support activities) were held by women; 59% at the second level (middle management) functions and 29% in third level. In political settings women continue to be the minority compared to men.

The Philippine Country Report on Women (1995) housed the following inventory of women in career positions: in national government agencies, 24.9% of positions are held by women; in government corporations 31.7%; in local government offices 20%; in state colleges and universities 50.1%. The distribution of women in different agencies indicates some tendency toward stereotyping, with heavy female concentrations in social welfare, health, education and labour, and minimal representation in national defense, energy, transportation, public works and highways.

A striking element of the Philippine labour force is the increasing share of workers with partial and completed secondary education. Between 1976 and 1987, this increased from 21.9% to 29.9%. Moreover, employed women exhibit higher educational backgrounds, compared to their male counterparts (1988 and 1994 Labour Force Survey results). The



## The Concept of Gender Analysis

proportion of employed Filipino women who have completed higher education is 43%, whereas for employed men it is a lower 38%. The proportion of employed women who graduated from college is 16.5% or more than twice the proportion of employed men who are college graduates (7.2%).

In Mabalacat, Pampanga where the Salesian Sisters are doing their apostolic works the composition of the labour force is much the same as in the general trends of the workforce in the country. It is a rural-urban sector due to the fact that it is near the central commercial area of Angeles City, San Fernando and Clark Industrial Zone. The major sources of income for the female are agricultural work, professional, clerical, sales services and manufacturing concentrated in garment, textile, food processing and electronics semiconductor.

A major factor to consider in this area, with regards to the poor, is their mentality of working right away after secondary education. They believe that it is only in concrete work that they can help support the family regardless of being prepared by training or not. They had to be convinced of the value of being educated in order to be fully equipped in mastering work requirements. Parental participation in training should also be inculcated in terms of re-awakening their consciousness once more of the importance of sending their children even for short skills training.

More technical-vocational schools should also be established in order to serve the poor and marginalized of Pampanga particularly those still suffering the effects of the volcanic eruption. If they know where they can go for development, they would be more hopeful for the future.

<sup>1</sup> This case study was kindly provided by the Mary Help Christians School



## The Concept of Gender Analysis

### 3. Example for a Gender Based Institution Analysis<sup>1</sup>

#### Mary Help of Christians School, Technology Center for Women, Mabiga, Mabalacat, Pampanga – Philippines

Fortunately, the Mary Help of Christians School – Technology Center for Women is an educational institution which aims to promote women through short skills training in keeping with demands of industry and value formation. It is composed of an Educating Community (sisters, parents, teachers and staff) who collaborate towards the integral formation of the young with preference to the poor and underprivileged. To complete the training, this Technical School helps them too to find a dignified place in society through honest and productive employment. In fact, the school already saw the discrimination and inequality against Filipino women in terms of occupations, professions, family roles and political positions. Therefore, it is providing strong women empowerment in order for women to rise up and show her potentials in society dominated by men.

The school is already made up of four female trainers and two male trainers, three female staff and three sisters. It is an utmost “all women” endeavor allowing female educators to be role models for the trainees to dream and shape her own future in the vocational and technical field.

The situation analysis for a gender-differentiated market was done initially in cooperation with a number of industries who gave basic information on occupations generally given to men and women. According to sources, more women were taken in the production line because of their patience, accuracy and industry. Since many companies were beginning to be established at the nearby industrial zone, therefore, technical courses could be offered to women in order to enhance their skills. Surely, the poor sector world avail of this short training courses because of financial difficulties and an immediate need to support the family.

With the existence of a clear vision-mission statement, the whole staff even male teachers are motivated to support women promotion. The design of the training programme itself include sociological topics on gender roles and the formulation of objectives, topics and activities are prepared under a gender perspective always. However, training manuals and other materials for technical subjects are not always gender-sensitive, therefore, the need for revising and creating tools which are gender-conscious, like visual aids of female technicians and the like. Facilities of the training center provide for both male and female needs and the environment itself is gender-friendly.

However, in general, there should be more information given to the trainees and trainers themselves on gender-related issues in order to reinforce awareness and desire for change and thus improve women participation and development in society and culture.

<sup>1</sup> This case study was kindly provided by the Mary Help Christians School



## **Module 8 – Background Information for Participants**

### **The Concept of Gender Planning**





## The Concept of Gender Planning

### Practical and Strategic Gender Needs<sup>1</sup>

Women have particular needs that differ from those of men, not only because of their triple role, but also because of their subordinate position in terms of men. It is useful to distinguish between two types:

**Practical Gender Needs (PGN)** are the needs women identify in their socially accepted roles in society. PGNs do not challenge, although they arise out of gender divisions of labour and women's subordinate position in society. PGNs are a response to immediate perceived necessity, identified within a specific context. They are practical in nature and often concern inadequacies in living conditions such as water provision, health care and employment.

**Strategic Gender Needs (SGN)** are the needs women identify because of their subordinate position in society. They vary according to particular contexts, related to gender divisions of labour, power and control, and may include such issues as legal rights, domestic violence, equal wages, and women's control over their bodies. Meeting SGNs assists women to achieve greater equality and change existing roles, thereby challenging women's subordinate position.

<sup>1</sup> Source: Moser, Caroline, Gender Planning and Development, Theory, Practice and Training, London, New York, 1993

 **The Concept of Gender Planning**

<p>..... 1</p> <p>Practical Gender Needs</p> <p>.....</p> <p><b>Refer to Improvement in the CONDITIONS of Life</b></p> <p>.....</p> <ul style="list-style-type: none"> <li>▶ Tend to be immediate, short-term</li> <li>▶ Unique to particular women and men</li> <li>▶ Relate to daily needs: food, housing, income, health facilities, labour saving devices etc.</li> <li>▶ Easily identifiable by women and men, from the results of allocation of tasks in gender division of labour</li> <li>▶ Can be addressed by provision of specific inputs: food, handpumps, clinic, tools etc.</li> </ul> <p>.....</p> <p><b>Addressing Practical Gender Needs</b></p> <ul style="list-style-type: none"> <li>▶ Tends to involve women and men as beneficiaries and perhaps participants</li> <li>▶ Can improve the conditions of women's and men's lives</li> <li>▶ Generally does not alter traditional roles of women and men and the relationship between the sexes.</li> </ul>	<p>Strategic Gender Needs</p> <p>.....</p> <p><b>Refer to Improvement in the POSITION in Society</b></p> <p>.....</p> <ul style="list-style-type: none"> <li>▶ Tend to be long-term</li> <li>▶ Common to all women and men</li> <li>▶ Relate to disadvantaged position of women: subordination, lack of resources and education, violence etc.</li> <li>▶ Basis of disadvantage and potentials for change not always identifiable for women.</li> <li>▶ Can be addressed by: consciousness-raising, increasing self-confidence, education, strengthening of women's organisations, political mobilisation etc.</li> </ul> <p>.....</p> <p><b>Addressing Strategic Gender Needs</b></p> <ul style="list-style-type: none"> <li>▶ Involves women and men as agents and enables women to become agents</li> <li>▶ Can improve the position of women in society</li> <li>▶ Can empower women and men and transform the relationship between them.</li> </ul>
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<sup>1</sup> Source: Kerstan, Gender-Sensitive Participatory Approches in Technical Cooperation, Trainer's Manual, GTZ 1996



## The Concept of Gender Planning

### Determining the Project Purpose and Selecting the Project Strategy

#### Determining the project purpose

When reviewing the list of possible project objectives derived from the analysis of problems and potentials, the following questions should be considered:

- ▶ Which objective is the most relevant to the needs of the target groups, but cannot be achieved by their own means?
- ▶ Does the objective respond to the practical and / or strategic gender needs of the target groups?
- ▶ Can it be expected that the target groups will become actively involved in achieving the objective?
- ▶ Which potentials can be tapped to effect the intended changes?
- ▶ Is the objective in line with the development policy of country?
- ▶ Can any negative impacts of the intended changes be expected?
- ▶ Are the socio-political and economic framework conditions of the country conducive for the achievement of the objective?
- ▶ Does the objective correspond to the policy principles of possible funding agencies?
- ▶ Is it realistic to achieve the objective with the available financial and human resources?

#### Selecting the project strategy

After the project purpose has been determined (“the right thing to do”), the planners have to decide about the ways and means of achieving it (“how to do things right”). They identify alternative strategies to tackle the problem, e.g. labour-intensive versus a capital-intensive strategy, hi-tech versus appropriate technology, building a model school versus upgrading existing schools, etc. These alternatives are then weighed against each other according to criteria which the planners agree upon. In most cases, the main criteria are predetermined by the policy and the institutional framework of the implementing institutions. Additional criteria could be

- ▶ The priorities of the target groups
- ▶ The political feasibility of the project strategy
- ▶ Its economic efficiency
- ▶ Environmental impacts
- ▶ Follow-on costs
- ▶ Etc.

The alternative which the planners consider most appropriate, becomes the selected project strategy.

<sup>1</sup> Source: Moser, Caroline, Gender Planning and Development, Theory, Practice and Training, London, New York, 1993



## The Concept of Gender Planning

### Gender Planning Matrix

#### Example of Gender Planning in a Vocational Training Center in Namibia

##### Problems identified in the gender analysis:

- ▶ Social and cultural beliefs ▶ Lack of role models in occupations ▶ Poor economic background of women applicants
- ▶ Lack of gender awareness ▶ Male domination among staff and management ▶ Limited infrastructure

Project Components	Gender Objectives	Constraints	Opportunities	Entry Strategy
<ul style="list-style-type: none"> <li>▶ Promote female participation in vocational training institute</li> </ul>	<ul style="list-style-type: none"> <li>▶ Increase gender awareness</li> <li>▶ Increase the number of female trainees</li> </ul>	<ul style="list-style-type: none"> <li>▶ Cultural values do not allow women to work in technical occupations</li> <li>▶ Lack of public facilities for women (women toilets)</li> <li>▶ Lack of gender awareness among staff</li> <li>▶ Limited occupation prospects for women</li> <li>▶ Lack of financial support</li> <li>▶ Rigid curriculum structure</li> </ul>	<ul style="list-style-type: none"> <li>▶ Women are diligent and hard working</li> <li>▶ Adequate training facilities</li> <li>▶ Qualified teachers</li> <li>▶ Strong collaboration with industry</li> <li>▶ Better employment prospect</li> </ul>	<ul style="list-style-type: none"> <li>▶ Conduct gender awareness seminar for management and teaching staff</li> <li>▶ Prepare career guidance and distribute it to the public</li> <li>▶ Provide scholarships for women</li> <li>▶ Give preference to women applicants</li> <li>▶ Employ female teaching staff</li> </ul>



## The Concept of Gender Planning

### Case Study Gender Planning

- ▶ Recall the target group analysis in the rural area in Bangalore (session 5.2).
- ▶ Read the following case study carefully.
- ▶ Identify the gender needs of the training programme, based on the project component and on the problems identified in the gender analysis (see case study in session 5.2).
- ▶ Fill in the constraints and opportunities faced to meet the gender needs.
- ▶ Design a possible entry strategy.

### Industrial Training Institute Bangalore, India

One of the main project components of the Industrial Training Institute Bangalore **is to impart formal and non-formal skill training for economically poor rural youth**. The unemployment rate in this area had been proven to be extremely high for both, men and women. A gender-differentiated target group analysis (session 5.2) has revealed, that although women are working very hard, their income opportunities are less than those of men. Access to formal and informal training and education is also restricted, particularly for girls.

The existing training programme of the institute already offered training courses in mechanics, electronics, computer technique and carpentry, but so far mostly boys had participated in these courses. Therefore the training institute planned to incorporate a special training programme for girls. They offered a number of training courses for girls, where male participants were restricted to 20%. The **courses for girls** were offered in:

- ▶ Computer Learning
- ▶ Electronics
- ▶ Automechanics
- ▶ Bus Driving

Although these courses offered a great challenge for the girls, certain negative aspects became evident, e.g.:

- ▶ The formal education for girls is often too low, they cannot follow the courses.
- ▶ It is very unusual for girls to work as automechanics or as bus drivers, they might not easily find an employment in these jobs.
- ▶ Due to the traditional division of labour, only a few girls dare to apply for these courses.

There were however also good **opportunities** the training institute could use:

- ▶ Due to the bad economic situation, girls and also their parents are highly motivated to find a job for their daughters.
- ▶ Experience has shown that girls are usually more diligent and eager to learn than boys.
- ▶ There exists a close cooperation with a local women NGO, which has offered its support for the programme. The NGO is already working with rural women in the area and has lots of experience in gender awareness training.

Discuss, what entry strategy the training institute could have chosen to meet the gender needs and to overcome the faced problems.



## The Concept of Gender Planning

### Gender Planning Matrix

Gender need identified: Girls participate to an equal share in the training programme (strategic need, as it questions the traditional role of men and women)

Project Components	Gender Objectives	Constraints	Opportunities	Entry Strategy
<ul style="list-style-type: none"> <li>▶ Formal and non-formal skill training for poor rural youth.</li> </ul>	<ul style="list-style-type: none"> <li>▶ To conduct special courses for girls in computer learning, electronics, automechanics and bus driving.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Formal education of girls is too low.</li> <li>▶ Traditional customs do not accept girls in men's jobs such as automechanics or bus drivers.</li> <li>▶ Only few girls apply for courses.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Girls have high motivation to find a job.</li> <li>▶ Girls are normally hard learning and diligent.</li> <li>▶ There exist close cooperation links with the local women's NGO.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Develop special training curricula for girls, which cope with the low formal education.</li> <li>▶ Install a recruitment programme with extension workers, going to the families to promote the training courses.</li> <li>▶ Use the co-operation with women's NGO. NGO can assist in job finding.</li> <li>▶ Supporting women in male dominated work places.</li> <li>▶ Organising gender awareness training for employees and employers of automechanic workshops and bus enterprises.</li> </ul>



## **Module 8 – Background Information for Participants**

### **Key Questions and Action Points in the Project Cycle**



## Key Questions and Action Points in the Project Cycle

### Gender Issues in Secondary Education

#### Key Questions

- ▶ Are education and training opportunities for girls in all available programs widely publicized? Is secondary education offered in rural communities?
- ▶ What are the constraints on girls' enrollment in secondary education?
- ▶ Are their sufficient facilities at secondary training institutions (e.g., secure women's dormitory accommodation, study facilities for women where sex segregation is a cultural norm) to allow women to enroll?
- ▶ Are female teachers available at this level?

#### School projects should:

- address the causes of low participation rates among women;
- remove gender stereotypes in textbooks;
- train more female teachers; and
- reshape social attitudes toward the education of women

#### Key Strategies

- ▶ Consider providing career counseling at the stage where boys and girls make career choices, and using successful female role models to help them make better choices.
- ▶ Include in the project specific measures to address identified constraints on female participation.
- ▶ Assess the need for remedial actions at lower secondary levels or upgrading programs (such as extension and continuing education) for marginally qualified people, especially women, to prepare them for entry into professional schools and higher education.
- ▶ Establish quota systems or stipends to encourage female participation in science and technical subjects.
- ▶ Provide hostel facilities for girls to facilitate their completion of the secondary level.
- ▶ Hire more female teachers. Encourage educated women to become teachers through affirmative action plans, a female-friendly work environment, etc.
- ▶ Design specific mechanisms to involve more women in school management, teacher organizations, etc.





## Key Questions and Action Points in the Project Cycle

### Gender Issues in Tertiary Education

#### Key Questions

- ▶ How are women students distributed within various subject fields in tertiary education?
- ▶ What are the constraints on women's enrollment in tertiary education?
- ▶ Are there sufficient facilities at tertiary training institutions (secure women's dormitory accommodation, study facilities for women, etc.) for women to enroll?
- ▶ Are female teachers available at this level?

Are poor women informed about opportunities in non-formal education and are they encouraged to participate?

#### Key Strategies

- ▶ Establish quota systems for female students at the tertiary level. Establish quota systems for female participation abroad, by offering stipends and other incentives.
- ▶ Establish affirmative action and other programs to encourage female students to enter math and science courses.
- ▶ Develop staff opportunities and ensure that a certain proportion of places is allocated to female candidates.
- ▶ Provide the necessary support (proper training facilities, stipends and funds, etc.) to ensure that seats are reserved for females in staff development programs.
- ▶ Provide for the training of guidance counselors in gender-sensitive counseling.



## Key Questions and Action Points in the Project Cycle

### Gender Issues in Non-Formal Education and Training

#### Key Questions

- ▶ Do women in the client population have enough free time to participate in training?
- ▶ Are courses offered at times when women with family responsibilities or jobs can attend? Did women help to choose the training programs?
- ▶ Are the courses or training sessions, held in locations accessible to women as well as men, considering cultural norms and mobility? Are child-care services needed to facilitate women's participation?
- ▶ Are there plans to ensure that poor women in particular receive information about non-formal education / training opportunities? Are there networks being used to inform women about project opportunities and encourage them to participate?
- ▶ Will the cost of such training permit the participation of women without independent sources of income? Is there a need for scholarships, adequate physical facilities, and other special arrangements to ensure female participation?
- ▶ Will training improve women's productive capacity and increase their marketable skills and income-earning potential? Will it address health and population issues or other issues relevant to women?
- ▶ Does the project's monitoring and evaluation measure its effect on women?

#### Key Strategies

- ▶ Ensure equal access to project training for males and females.
- ▶ Assess whether the executing agency needs additional funds to develop strategies for increasing poor women's participation.
- ▶ Assess the possibility of including health, environment, and other issues in the training programs.
- ▶ Consider the possibility of skills-based training for women, to expand their income-generating opportunities.
- ▶ Ensure that monitoring and evaluation explicitly measures the impact of the project on social groups, disaggregated by gender.

Mainstream gender equality in education through more accessible schools, more and better-quality female teachers, reduced costs, relevant curricula, responsive delivery, community participation, and decentralized educational administration.



## Key Questions and Action Points in the Project Cycle

### Strategies for Gender Mainstreaming in Education

#### Make schools more accessible

Shortening the distance to school will encourage girls' enrollment in particular. Girls' safety and social reputation are less at risk when schools are closer to communities. Ensure that separate facilities and closed latrines are available.

#### Improve the quality of teachers and increase the number of female teachers

Set minimum quotas for female teachers. Because relatively few women meet standard teaching requirements, active local recruitment is essential, especially in rural areas. Bringing training closer to communities often attracts women who might otherwise not consider teaching because of cultural constraints on female mobility, lack of housing, or family responsibilities. Incorporate gender awareness in the teacher-training curriculum.

#### Lower the costs to parents

In many societies, parents regard schooling for girls to be less affordable than that for boys. In their view, the direct costs (e.g., tuition and textbooks), hidden costs (e.g., uniforms and supplies), and opportunity costs (e.g., for girls' household tasks, agriculture responsibilities) of educating girls outweigh the benefits. Scholarship programs can be introduced to cover certain costs, such as tuition, textbooks, uniforms, and boarding facilities. Stipends can lessen opportunity costs (see Secondary Education Development Project, Bangladesh 1993).

#### Develop relevant curricula

Girls will be attracted to and benefit from a curriculum that is relevant to their lives, that links education with agriculture and productive activities, addresses health and nutrition issues, employs the local language, seeks out the potential in the given setting, and at the same time eliminates gender stereotyping.



## Key Questions and Action Points in the Project Cycle

### Increase parental and community understanding through participatory approaches

In many communities, there is a need to change attitudes toward the education of girls. The support of influential community members and religious leaders can be harnessed to encourage parents to send both male and female children to school. The involvement of parents and communities in planning, management, decision-making, and advocacy efforts has a positive effect on girl's education.

### Promote decentralization in administration and management

When school management functions are transferred from the state / provincial level down to the district / local levels through education or development committees and other local management mechanisms, there is usually also an attempt at fairer distribution of female and male membership in the school committees.

### Design systems that meet students' gender-specific needs

The specific cultural and other issues that constrain girls' and boys' educational activities and achievements should be studied so that meaningful programs can be designed. Flexible forms of schooling, such as half-day primary schools, part-time primary schools, and primary schools established in poverty-stricken areas, could make schools more accessible to girls with domestic responsibilities as well as boys with competing activities in the marketplace.

### Design multiple delivery systems

Formal education alone cannot achieve the objective of providing universal basic education. Education for boys and girls, men and women should be delivered through a variety of channels. Non-formal educational alternatives are often also useful.



## **Module 8 – Background Information for Participants**

### **Gender Guidelines for the DSE Programme Activities as of 7.2.1997**



## Gender Guidelines for the DSE Programme Activities as of 7.2.1997

### 1. Basic Principles

1. The process of social development has to take account of the needs, interests and viewpoints of both men and women alike. Therefore, to formulate a development policy geared to the principles of quality and efficiency and the promotion of human rights, it is first vital to analyse the gender-specific roles and tasks assumed by men and women in their respective cultures.
2. Women's needs, interests and viewpoints have not been given adequate consideration in the past. And yet, if the living conditions of disadvantaged population groups are to be improved, this target group in particular has to be given greater priority in the development process. The promotion of women is thus an integral component of poverty reduction and, at the same time, a key factor affecting all development efforts.
3. DSE support for processes of change in developing countries aims to ensure women's equal participation in the political, social and economic processes affecting their lives, whilst enhancing their ability to access decision-making positions and gain greater control over resources. In this context, efforts to secure women's legal status and inform them about their rights need to be strengthened.
4. Upgrading for female expert and management staff will help eliminate discrimination at the workplace whilst ensuring that women's needs, interests and viewpoints are accorded a higher status in the decision-making process. Making the most of these women's potential will enhance the performance capacity of the institutions concerned.
5. Wherever possible, the DSE cooperates on a long-term, participatory basis with partner institutions in developing countries. The dialogue and training measures organized by the DSE and its partners for expert and management-level personnel, including decision-makers, are not only geared to the transfer of knowledge, but are intended to influence personal opinions and behavioural patterns as well as institutional and political decisions, the overall aim being to improve the living conditions of disadvantaged population groups.

For this reason, the DSE engages in dialogue with its partners and participants on the various ways and means of promoting women's equitable participation in the development process. The different actors thus work together to find solutions to their conflicts in line with their respective cultural background.

6. DSE credibility with regard to these principles depends largely on the extent to which they are reflected in the DSE's own institutional structure and action.



## **Gender Guidelines for the DSE Programme Activities as of 7.2.1997**

### **II. Programme Concepts**

7. In view of the varying real-life situations confronting men and women, programme design must be based on a gender-differentiated analysis of the problems, objectives and target groups. DSE dialogue and training measures are able to cater for women's various needs, interests and perspectives.
8. DSE support for processes of change in developing countries is provided within the framework of a systems approach. Exchanges of dialogue and experience between decision-makers in education, industry, administration, vocational training, rural development and health-care are intended to promote gender-oriented policy decisions. Specialized skills are also taught that can help strengthen women's role in society and institutions, ultimately leading to improvements in their living conditions.

### **III. Implementation of the Gender Approach in Programme Activities**

9. The gender approach with its gender-oriented analysis of problems, targets and target groups has consequences for each phase of programme development and implementation:
  - Target group selection
  - Selection of the partner organizations
  - Planning of programme contents
  - Selection of participants
  - Choice of method
  - Choice of teaching materials
  - Recruitment of external staff
  - The conditions under which the programme is actually carried out (time schedule, location, etc.)
  - Monitoring and evaluation

(See hand-out on "implementation").



## Gender Guidelines for the DSE Programme Activities as of 7.2.1997

### IV. Institutional Implications

#### DSE Headquarters

10. DSE policy to actively upgrade the political, economic and social role of women in the development process has impacts on internal DSE procedures:
11. When prioritizing areas of work in future, existing short-comings deriving from a lack of gender differentiation have to be identified and eliminated. The Programme Coordination Section will support the implementation of Gender Guidelines.
12. The next revisions of basic DSE policy papers, such as the Basic Didactic Concept, the Programme Handbook, the DSE Evaluation Concept and the DSE Centre Concept Papers, will bring them into line with the Gender Guidelines.

#### DSE Centres

13. The DSE Centres are in charge of sector-specific implementation of the Gender Guidelines in programme activities. Decentralized staff training and appropriate preparation of temporary staff (in the event of long-term cooperation) are designed to facilitate the application of these guidelines.
14. DSE Centre Directors have the overall responsibility for implementing the Gender Guidelines. They are supported in this task, and particularly in the initiation of cooperation networks and the development of innovative approaches, by the contact persons at the respective Centres.
15. The contact persons for gender issues (gender CP) provide gender-theme counselling, on request, and help their colleagues implement the Gender Guidelines. They organize exchanges of experience in the Centres, together with the Centre Directors. The gender CP is allocated sufficient time to accomplish the given tasks. The time frame may vary from one Centre to another but must not take up more than one fourth of the total working hours. Gender-related inputs are incorporated into the respective staff member's job description.
16. Each gender CP has the chance to participate in individual staff training on gender issues within the accepted DSE norm.
17. As stipulated by the DSE Directorate, the Centres regularly exchange experience on Gender Guideline implementation (at least twice a year); these meetings are attended by the gender CP and staff members from Sections 01 and 10.

#### Responsibility for Implementation

18. The DSE Directorate actively pursues the principle of gender-oriented programme activities as part of DSE corporate policy, both internally and externally. The responsibility of DSE lecturers and DSE Centre Directors for implementation of the Gender Guidelines remains unaffected.





## **Module 8 – Background Information for Participants**

### **References**



## References

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### Gender Trainers:

- ▶ **Prof. Dr. Jutta Berninghausen**, Donandtstrasse 81, 28209 Bremen – Germany  
Tel: +49 - (0)421 - 303 22 10
- ▶ **Netzwerk Gendertraining** is a network of gender trainers in Germany, which was formed in the framework of a women's NGO conference in 1997 (NRO Frauenforum) The members of this network offer training courses and coaching on gender issues for private or public institutions and organizations. Members are: Heide Trommer, Saskia Morell, Edda Kirleis, Gerrit Kaschuba, Regina Frey, Eva Engelhardt-Wendt, Jutta Berninghausen, Angela König, Birgitta M. Schulte.  
Contact: NRO Frauenforum, Moserstr. 10, 70182 Stuttgart, [www.gender-netzwerk.de](http://www.gender-netzwerk.de)
- ▶ **Interkultur**, Gesellschaft für internationale Kultur und Bildungsarbeit offer gender training for development organizations. Training courses are conducted with male and female trainers. Trainers are: Eva Engelhardt-Wendt, Johannes Morschl, Daniel Orellana, Regina Frey, Jutta Berninghausen.

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