



Gender Awareness and Development Manual

Resource Material for Gender Trainers

**Ministry of Women's Affairs
Training and Advocacy Department**

**Kabul
May 2007**

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looking, collective-learning approach to institutional development. It involves self-awareness and self-reflection as well as group-awareness and group-reflection for the individuals carrying out the partnership's purpose and activities. Hence, a learning partnership is one in which the participants' interactions result in reflection, evaluation, and knowledge that enhances or accelerates reaching the partnership's objectives. Learning partnerships create dynamic, participatory, and highly productive working environments in which everyone gains knowledge while learning to increase their own and the partnership's capabilities.

Role of the Facilitator

An effective facilitator listens and learns along with the workshop participants. Your role is to organize the meetings and guide the participants through the workshop exercises. You do not need to be an expert on leadership or know all the answers. Successful discussions will result in input from all the group members.

Directing Conversation: Sometimes you may wish to steer the group's conversation in a new direction through thoughtful inquiry. Your job is not to direct the outcome of conversations but merely to steer the direction of the discussion while keeping in mind that there are no correct or more valid opinions. In this way you can ensure that everyone contributes to the learning and knowledge sharing. A good facilitator creates a trusting, neutral environment in which everyone feels safe to express her honest opinion without being judged or attacked. This includes helping participants to feel comfortable enough to disagree with others in a thoughtful and respectful manner. Do not be concerned if there are lengthy silences between comments. These periods are moments when participants can pause for reflection and summon the confidence to speak up.

Stimulating Discussion: Sessions and questions throughout this manual have been posed to stimulate discussion and debate. The questions are meant only as guidelines to lead the group to explore diverse topics and themes. As long as the group is engaging in relevant and valuable discussions, you should feel free to let conversations deviate from the posed questions. Moreover, you may decide to use different methods of setting up the exercises or tactics for posing questions than are described in this manual. If you have identified individual participants who may be shy or lack the courage to speak up, you can always suggest your own opinion and ask one of them to comment on what you said. So long as you remain sensitive to the needs of the individual participants and to those of the group, are tactful and affirming, and share the responsibility of learning, you are partaking in effective facilitation.

Keeping to the Agenda: At times, a facilitator can best guide a discussion by being an effective timekeeper and reminding the group of the session's agenda. Although workshop group sizes will vary, it is almost always helpful to encourage participants to keep their comments relatively short, not letting one person or a few people monopolize the conversation. This is particularly necessary for those exercises that involve interventions or storytelling from every participant. A diplomatic way to remind participants to keep their comments relevant to the topic being discussed is to direct your suggestions and instructions to the whole group rather than singling out

an individual. Also, consider encouraging participants to listen to what the others are saying and to build upon previous comments.

Sharing Responsibility: Although you are responsible for guiding each workshop session to completion, you do not need to be in charge of every activity or facilitate every discussion. Sharing responsibility can and should be part of organizing the workshop sessions. A simple step is to encourage participants to volunteer to take notes for the group, read aloud instructions or narratives from the manual, and/or to facilitate the discussions. Reassuring a participant that she should not worry about her spelling if she is taking notes, or her pronunciation if she is reading aloud, can go a long way toward making her feel comfortable and inspiring others to volunteer.

Joining In: It is up to you whether you want to join in discussions. However, keep in mind that because you are organizing each session and are to some extent “in control,” participants may give added weight to your opinions and suggestions. Therefore, it is important that you limit your interventions, and that when you do express an opinion you qualify it as your own perspective and not the *only* perspective.

Enjoying Yourself: Remember that you are also participating in the workshop to gain knowledge and to have fun. Enjoy yourself!

Role of the Participants

Participants come to workshops for a variety of reasons, with a wide spectrum of preconceptions and expectations about what will take place. Regardless of their level of experience or professional status, the participants’ role is to be both student and teacher, to learn as well as to share knowledge. Workshop sessions are most successful when participants listen attentively, ask questions, and challenge assumptions.

Participants are responsible for contributing to discussions, working collaboratively in partnerships or as part of a larger team, and evaluating the process and progress of the sessions. Everyone participating in the workshop will benefit by contributing to a gracious and respectful atmosphere during the workshop.

***Women in Afghanistan*²**

Gender insecurities persist in Afghanistan despite the achievements of the past two years in opening schools and putting women back in public spaces. The context of gender relations in Afghanistan must be viewed through the prism of traditional Afghan culture, which is intensely patriarchal. It must be recognized that the primary social unit in Afghanistan is the family, extending to kin group and tribe. Most Afghan women do not want to be marginalized from their family unit, and the integrity of the family must be respected, particularly when targeting specific groups for assistance, especially women. Afghan culture is based on the code of honor, which is largely manifested in the behaviour of one’s “women”.

² Source: *Afghanistan National Human Development Report 2004 Security with a Human Face: Challenges and Responsibilities* United Nations Development Programme 2004

The foundation of gender roles is the division of space into the public/ community (men's) space and the private/domestic (women's) space, with corresponding roles and responsibilities for each. Many men and women, particularly in rural areas, are satisfied with this arrangement in relation to one another. What is not acceptable are their current social conditions. Basic needs for food, shelter, health and education are not being met, and the demand for these necessities transcends gender roles.

Deprivation of basic human needs affects –everyone – men, women and children. Two important developments challenge traditional gender roles and will serve as critical catalysts for change:

1. The inevitable advent of globalization, with the influx of large amounts of aid and opening up of markets and media, forces Afghanistan to join the international community, so it is to be expected that traditional gender roles will shift.
2. Decades of conflict have forced women to take on new roles as heads of household, following the death, displacement and participation in combat of their customary male providers. These women have managed lands, properties, agricultural activities and families. To see Afghan women only as victims grossly underestimates their growth and contributions.

Afghanistan's emergence from its long struggle after the defeat of the Taliban in November 2001 led to some notable positive changes and progress for women. They went from complete marginalization to greater freedom to participate in public life, access to education and employment, and participation in decision-making in the peace process and the reconstruction of the country. The re-emergence of media, the reopening of academic institutions and the formation of professional associations are increasingly expanding women's roles.

The NDF stressed the enhancement of women's status, for it saw progress towards gender equality as a critical issue for Afghanistan. As a result, important institutional changes have occurred. Women were guaranteed a quota in the constitutional process in 2003, a quota of reserved seats in Parliament (64 of 250 seats in the lower house), ministerial representation in the Cabinet (with a Ministry of Women's Affairs and a State Minister for Women), and a semiformal caucus in the government–donor aid structure. Afghan women began raising their voices, whether educated or not. Proof came in a projected participation of 11 per cent for women in the first Emergency Loya Jirgah, which was exceeded by almost half. Women also made up 44 per cent of the voters registered for the presidential elections. And women's publications have proliferated in spite of the prevalence of fear and the threat of retribution against women who dare to claim a public presence.

The most remarkable accomplishment with respect to women's position in Afghan society has been Afghanistan's new Constitution, which was ratified on 4 January 2004. Although Afghanistan's new Constitution deserves acclaim for granting women equal rights and a greater share in the country's political structure, its implementation is perhaps one of the most important challenges facing Afghanistan. A key issue relates to women's legal identity and access to legal resources, about which data are

mostly unavailable. In 2002, only one to two per cent of women had identity cards and 98 per cent had no formal papers, proof of citizenship or legal identity.

The lack of security across the country not only impedes progress in the rehabilitation of Afghanistan, but also in the advancement of women. Many girls, while having the legal right to education, do not attend school for fear of being kidnapped or attacked and raped on the way. But security is not the only challenge to women's full and equal participation in the rebuilding of their country. The prevalence of conservative attitudes limits their role in civil, cultural, economic, political and social life, at all levels of society.

Women continue to suffer from gender-based violence, both as a consequence of the past conflict and in the course of their domestic lives. There are incidents of early and forced marriages, domestic violence, kidnapping of young girls, and harassment and intimidation. In impoverished rural areas, families have been reported to sell their daughters to escape desperate conditions or to settle bad blood between families. An IOM report released in February 2004 claimed that Afghanistan was an important source for human trafficking, including that of women and children. Human rights violations related to trafficking take the form of forced labor, forced prostitution and sexual exploitation. Incidents of self-immolation by women to escape forced marriages and domestic violence are not rare. In the past year, the Afghan Independent Human Rights Commission (AIHRC) recorded at least 110 cases of self-immolation by women in just five parts of the country. According to Amnesty International, the criminal justice system is simply unwilling or unable to address issues of violence against women.

What the Constitution Says:

Article Twenty-Two Ch. 2, Art. 1

Any kind of discrimination and privilege between the citizens of Afghanistan are prohibited.

The citizens of Afghanistan have equal rights and duties before the law

Article Forty-Four Ch. 2, Art. 23

The state shall devise and implement effective programs for balancing and promoting of education for women, improving of education of nomads and elimination of illiteracy in the country.

Article Fifty- Three Ch. 2, Art. 31

The state guarantees the rights of pensioners and renders necessary assistance to needy elders, women without caretakers, and needy orphans in accordance with the law.

Article Fifty- Four Ch.2, Art. 32

Family is a fundamental unit of society and is supported by the state.

Article Eighty -Four Ch. 5, Art. 4

Members of the Meshrano Jirga are elected and appointed as follows:

- 1- From among the members of each provincial council, the respective council elects one person for a period of four years.
- 2- From among the district councils of each province, the respective councils elect one person for a period of three years.
- 3- The President from among experts and experienced personalities appoints the remaining one-third of the members for a period of five years.

The president appoints 50% of these people from among women.

What the Afghanistan Compact says:

Gender

By end-2010: the National Action Plan for Women in Afghanistan will be fully implemented; and, in line with Afghanistan's MDGs, female participation in all Afghan governance institutions, including elected and appointed bodies and the civil service, will be strengthened.

Primary and Secondary Education

By end-2010: in line with Afghanistan's MDGs, net enrolment in primary school for girls and boys will be at least 60% and 75% respectively; a new curriculum will be operational in all secondary schools; female teachers will be increased by 50%...

Higher Education

By end 2010: enrolment of students to universities will be 100,000 with at least 35% female students; and the curriculum in Afghanistan's public universities will be revised to meet the development needs of the country and private sector growth.

Skills Development

A human resource study will be completed by end-2006, and 150,000 men and women will be trained in marketable skills through public and private means by end-2010.

Vulnerable Women

By end-2010, the number of female-headed households that are chronically poor will be reduced by 20%, and their employment rates will be increased by 20%.

Why We Need Gender Equality in Development Cooperation?³

- **Everyone has human rights.** International human rights concern everybody in the world: men, women, girls and boys. But in no country in the world are human rights completely realized, nor do women and men have mutual equality of status. Gender inequality can be seen in all areas of life. Women still have a very low status in many developing countries. Women are not able to take part in political and social decision-making in society. They are more often undervalued and overworked than men and more susceptible to discrimination and violence.

³ Source: CEDPA Gender and Development Training Manual.

- **Poverty is a gender issue.** Poverty affects the lives of both men and women. All the same, the problems that are caused by poverty throughout the world affect women more often than men: 70% of the world's poor are women or girls. In many societies women suffer as a result of poverty through, for example, population growth, lack of education and low social status. These problems are intertwined and feed off each other: poverty reduction and gender equality go hand-in-hand. Men, too, suffer the consequences of gender inequality. They may feel that they cannot live up to the stereotypical expectations of gender roles and status imposed upon them by society or the local power structure.

- **A gender perspective improves the quality and sustainability of projects.** A more equal status for women and men is an essential condition for achieving sustainable people-centered development. Attention must be paid to gender equality issues in all development projects, not just in those that specifically deal with gender matters. Consideration must be given in every project as to how the project benefits men on the one hand and women on the other. A project that no one imagines as having any influence on gender status may in practice discriminate against some group of society, for example against women. The project may then unwittingly deepen the inequality between women and men. Projects may also fail if attention is not paid to the gender roles and gender-based division of tasks practiced in society. Development cooperation is thus neither of good quality nor sustainable if it does not help reduce gender inequality. Gender equality and the improvement of women's status can no longer be seen as an additional optional benefit to be considered in development work only when there is time, or resources or sympathy for it. Well-being is not increased nor is poverty reduced if the equal rights of women and men to participation and development are not promoted at the same time.

- **Commitments involve obligations.** All states in the world have recognised human rights and are committed to gender equality and the promotion of the status and rights of women. The Beijing Platform for Action, drawn up at the UN's Fourth World Conference on Women in Beijing in 1995, and the UN's Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW), signed by Afghanistan in 2003, are particularly important examples of agreements that bind countries throughout the world.

Improving Gender Equity

Most development specialists agree that sustainable development is not possible without the full participation of both halves, female and male, of the world's population. Development policies that incorporate gender as a factor reflect a growing understanding of the necessity for women's and men's full and equal participation in civil, cultural, economic, political, and social life.

Gender-focused development means that female and male infants are given equal opportunities to survive, boys and girls are equally nourished and educated, and women and men have equal opportunities to contribute to and benefit from social, economic, and political processes. With equity, women and men will enjoy full and

equal legal rights and access to and control over resources. Together, women and men can participate in building more equitable, secure, and sustainable societies.

The international conferences on population and development in Cairo and on women in Beijing laid the foundation for incorporating gender in development:

Advancing gender equality and equity and the empowerment of women...are cornerstones of population and development-related programmes...The full and equal participation of women in civil, cultural, economic, political and social life, at the national regional and international levels, and the eradication of all forms of discrimination on grounds of sex, are priority objectives of the international community.

International Conference on Population and Development, 1994

Equality between women and men is a matter of human rights and a condition for social justice and is also a necessary and fundamental prerequisite for equality, development and peace. A transformed partnership based on equality between women and men is a condition for people-centred sustainable development.

The Fourth World Conference on Women, 1995

The Role of Government Officials⁴

Government officials play a very strategic role in mainstreaming gender in policies, programs and projects. However, few realize how their views on gender affect their work and fewer still understand the meaning and process of gender mainstreaming. Gender is often understood as referring to women and is thus often dismissed as the work of the Ministry of Women's Affairs or the Departments of Women's Affairs. Or they are assigned to "gender focal points." Thus instead of gender mainstreaming becoming everybody's task, it becomes somebody's "special assignment" and eventually gender disappears and becomes invisible.

Gender concerns and issues are often overlooked because we often think that our work has nothing to do with gender. The common arguments are:

- Policies, programs and projects are equal for women and men.
- My work only relates to economic or technical expertise, not women.
- Let the Ministry of Women's Affairs or the Departments of Women's Affairs at provincial level take care of gender issues.

The truth is whether or not we are aware of it, our work has gender implications and will impact differently on women and men due to their different life situations determined by gender-based roles and responsibilities. Our work can change gender relations by creating equal access to opportunities and capacity development for both women and men, expand their choices and exercise their rights. Without addressing

⁴ Source: UNDP Pakistan *Gender Sensitivity and Awareness-Raising: Step by Step Training Manual for the Civil Service* 2004

the needs and concerns of 50% of the population, no human development, much less sustainable development can take place.

Handout 2A – Sex and Gender

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

“**Sex**” refers to the biological differences between women and men. They are generally permanent and universal.

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

What are some of the situations in which we see gender differences?

- **Social** Different perceptions of women’s and men’s social roles: the man seen as head of the household and chief bread-winner who deals with the public sphere; the woman seen as nurturer and care-giver who deals with the private sphere
- **Political** Differences in the ways in which women and men assume and share power and authority: men more involved in national- and higher-level politics; women more involved at the local level in activities linked to their domestic roles. Men have been using violence and weapons as tools to further their own power from family level upwards. Women do not have access to such tools and are often the victims.
- **Educational** Differences in educational opportunities and expectations of girls and boys: family resources directed to boy’s rather than girl’s education; girls streamed into less-challenging academic tracks. One of the first casualties when the Taliban came to power was girls’ education.
- **Economic** Differences in women’s and men’s access to lucrative careers and control of financial and other productive resources: credit and loans; land ownership. Most communities in Afghanistan say that it is shameful for a women to pursue inheritance claims. In a number of cases when a woman has a more lucrative job than her husband she is forced to give up her job if he feels humiliated in the eyes of his family and community.

Training Option 2 – Gender Terms and Definitions¹³

The following terms of definitions can be read by participants individually from the handout. This can be followed with general discussion and examples. Alternatively, participants can discuss the terms and definitions in pairs or small groups and the groups can then present the terms to others. Another option is for the trainer can review and explain each to the participants orally.

¹³ Source: Introductory Gender Analysis & Gender Planning Training Module for UNDP Staff (2001)

The trainer may wish to modify the handout if it is considered inappropriate for the needs of the group being trained.

Handout: Glossary of Gender Terms

Sex Identifies the biological differences between men and women e.g. women can become pregnant.

Gender Identifies the social relations between men and women. It refers to the relationship between men and women, boys and girls, and how this is socially constructed. Gender roles are dynamic and change over time.

Gender Mainstreaming Gender mainstreaming is the process of ensuring that women and men have equal access and control over resources, development benefits and decision-making, at all stages of the development process and projects, programmes and policy.

Gender-blind Gender blindness is the failure to recognize that gender is an essential determinant of social outcomes impacting on projects and policies. A gender blind approach assumes gender is not an influencing factor in projects, programmes or policy.

Gender Awareness Gender awareness is an understanding that there are socially determined differences between women and men based on learned behavior. These affect their ability to access and control resources. This awareness needs to be applied through gender analysis into projects, programmes and policies.

Gender-sensitivity Gender sensitivity encompasses the ability to acknowledge and highlight existing gender differences, issues and inequalities and incorporate these into strategies and actions.

Gender equality Gender equality is the result of the absence of discrimination on the basis of a person's sex in opportunities and the allocation of resources or benefits or in access to services.

Gender equity Gender equity entails the provision of fairness and justice in the distribution of benefits and responsibilities between women and men. The concept recognizes that women and men have different needs and power and that these differences should be identified and addressed in a manner that rectifies the imbalances between the sexes.

Gender Analysis Is the methodology for collecting and processing information about gender. It provides disaggregated data by sex, and an understanding of the social construction of gender roles, how labor is divided and valued. Gender Analysis is the process of analyzing information in order to ensure development benefits and resources are effectively and equitably targeted to both women and men, and to successfully anticipate and avoid any negative impacts development may have on

women or on gender relations. Gender analysis is conducted through a variety of tools and frameworks, including those listed below.

Sex disaggregated data For a gender analysis, all data should be separated by sex in order to allow differential impacts on men and women to be measured.

Gender Planning Gender Planning refers to the process of planning developmental programmes and projects that are gender sensitive and which take into account the impact of differing gender roles and gender needs of women and men in the target community or sector. It involves the selection of appropriate approaches to address not only women and men's practical needs, but which also identifies entry points for challenging unequal relations (i.e. strategic needs) and to enhance the gender-responsiveness of policy dialogue.

GENDER ROLES

Gender roles are learned behaviors in a given society/community, or other special group, that condition which activities, tasks and responsibilities are perceived as male and female. Gender roles are affected by age, class, race, ethnicity, religion and by the geographical, economic and political environment. Changes in gender roles often occur in response to changing economic, natural or political circumstances, including development efforts.

Both men and women play multiple roles in society. The gender roles of women can be identified as reproductive, productive and community managing roles, while men's are categorized as either productive or community politics. Men are able to focus on a particular productive role, and play their multiple roles sequentially. Women, in contrast to men, must play their roles simultaneously, and balance competing claims on time for each of them.

Productive roles Refer to the activities carried out by men and women in order to produce goods and services either for sale, exchange, or to meet the subsistence needs of the family. For example in agriculture, productive activities include planting, animal husbandry and kitchen gardening.

Reproductive roles Refer to the activities needed to ensure the reproduction of society's labor force. This includes child bearing, rearing, and care for family members such as children, the elderly and workers. These tasks are done mostly by women.

Community managing role These are 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 These are activities undertaken primarily by men at the community level, organizing at the formal political level, often within the framework of national politics. This work is usually undertaken by men and may be paid directly or result in increased power and status.

Triple role/ multiple burden These terms refer to the fact that women tend to work longer and more fragmented days than men as they are usually involved in three different gender roles —reproductive, productive and community work.

GENDER NEEDS

Leading on from the fact that women and men have differing roles based on their gender, they will also have differing gender needs. These needs can be classified as either strategic or practical needs.

Practical Gender Needs (PGN) Practical gender needs are the needs women identify in their socially accepted roles in society. PGNs do not challenge, although they arise out of, gender divisions of labor and women's subordinate position in society. PGNs are a response to immediate and 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) Strategic gender needs are the needs women identify because of their subordinate position in society. They vary according to particular contexts, related to gender divisions of labor, power and control, and may include issues such 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. They are more long term and less visible than practical gender needs.

ACCESS AND CONTROL OVER RESOURCES

Access and Control Productive, reproductive and community roles require the use of resources. In general, women and men have different levels of both access (the opportunity to make use of something) to the resources needed for their work, and control (the ability to define its use and impose that definition on others) over those resources.

Resources Resources can be economic: such as land or equipment; political: such as representation, leadership and legal structures; social: such as child care, family planning, education; and also time — a critical but often scarce resource.

WID and GAD: What are the Differences Women in Development (WID) and Gender and Development (GAD) are sometimes used interchangeably, but there are some basic differences. The WID approach was developed in the 1970s, with the objective of designing actions and policies to integrate women fully into development. The GAD approach was developed in the 1980s with the objective of removing disparities in social, economic and political equality between women and men as a pre-condition for achieving people-centered development. Both approaches are still in use and are applicable in different situations. The chart below highlights the main differences.