

Class- MSW, Sem-IV
Paper: III
Paper Code: RTSW403
Unit: III (3.2)

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GENDER ANALYSIS

- Examines the differences in women's and men's lives, including those which lead to social and economic inequity for women, and applies this understanding to policy development and service delivery
- Is concerned with the underlying causes of these inequities
- Aims to achieve positive change for women

The term 'gender' refers to the social construction of female and male identity. It can be defined as 'more than biological differences between men and women. It includes the ways in which those differences, whether real or perceived, have been valued, used and relied upon to classify women and men and to assign roles and expectations to them. The significance of this is that the lives and experiences of women and men, including their experience of the legal system, occur within complex sets of differing social and cultural expectations'.

Gender analysis recognizes that:

- Women's and men's lives and therefore experiences, needs, issues and priorities are different
- Women's lives are not all the same; the interests that women have in common may be determined as much by their social position or their ethnic identity as by the fact they are women
- Women's life experiences, needs, issues and priorities are different for different ethnic groups
- The life experiences, needs, issues, and priorities vary for different groups of women (dependent on age, ethnicity, disability, income levels, employment status, marital status, sexual orientation and whether they have dependants)
- Different strategies may be necessary to achieve equitable outcomes for women and men and different groups of women

*Gender analysis aims to achieve equity, rather than equality

.Gender equality:

Gender equality is based on the premise that women and men should be treated in the same way. This fails to recognise that equal treatment will not produce equitable results, because women and men have different life experiences.

Gender equity

Gender equity takes into consideration the differences in women's and men's lives and recognises that different approaches may be needed to produce outcomes that are equitable. Gender analysis provides a basis for robust analysis of the differences between women's and men's lives, and this removes the possibility of analysis being based on incorrect assumptions and stereotypes.

KEY ELEMENTS TO CONSIDER IN GENDER ANALYSIS:

A gender analysis in the development context can make use of different tools and concepts to better understand the gender equality situation in a given context. Below are some examples that can be combined and used in different ways.

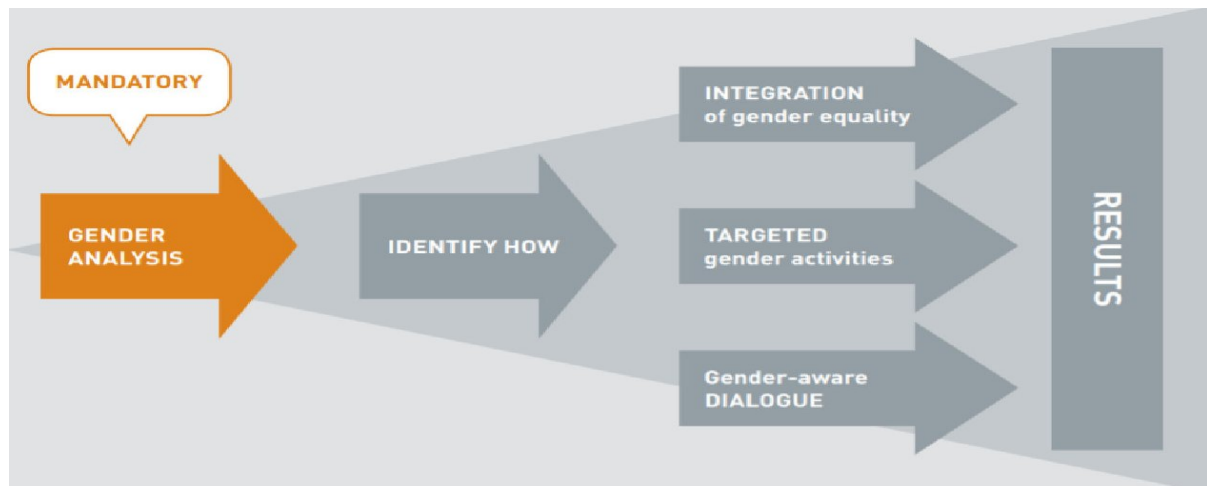
Sex and gender:

Sex and gender are concepts used to make a distinction between biologically given and socially constructed differences. Although this distinction has been criticized (saying that also the body is changing and depends on culture and norms) it is useful in practice.

Sex: Sex refers to biological differences between women and men regardless of age, ethnicity or other variables. Sex disaggregated statistics are a key element in any gender analysis.

Gender: Gender refers to socially constructed differences between the sexes, norms and cultural expectations on women/girls, men/boys; and how femininity and masculinity is defined. Gender is used when analysing the relationship between men and women, girls and boys, in regard to their different access to power, life opportunities, vulnerabilities and different strategies for change. Gender is also used when discussing differences between different groups of

women, men, boys and girls, e.g. with regards to age, ethnic background, social class, sexuality etc. Gender norms are expressed in laws, customary practice etc., which makes qualitative data central to any gender analysis.



Gender roles and responsibilities:

Gender defines the roles and responsibilities that women and men, girls and boys have in a given context and culture. It defines the role in the home/household, in the school, in the workplace, in the community, in the political organisation, in the government, etc.

As gender varies, such roles and responsibilities varies. In many contexts, women are expected to be the prime caregiver and for the children. However in some cultures men take more and more responsibility in the private arena, and women do likewise on the public. In agricultural work, women may be responsible for the rice production, whereas men are responsible for fishing. A gender analysis must highlight the differences in roles and responsibilities, to understand how men and women, girls and boys interact, what they do, can do and are expected to do.

Productive and reproductive work:

Women and men have several roles related to their work.

Productive work: Productive work relates to any work that generates an income. Men's productive work commonly takes place outside the sphere of the household and more commonly generates monetary income. Women's

productive work commonly occurs within the household sphere and is generally less valued, and often not even taken into account.

Reproductive work: Reproductive work relates to work in the household, raising children, cooking and cleaning. It is commonly assumed to be the responsibility of women, yet men also often perform reproductive work, for instance, taking care of machines or washing the car. Reproductive work generally does not generate any income, yet has an impact on family (and societal) economy. As it is associated with the women's sphere, it is less valued than productive work and often not considered. Girls often have to take on the reproductive tasks if the mothers are to engage in productive work.

Community work: Community work relates to work and time devoted to political, religious or social work in organisations, community work or other work that both women and men engage in. Commonly, men's engagement in community work is more valued than women's engagement, and therefore considered in planning.

Access to and control over resources:

Resources are means and goods, including:

- Economic (household income)
- Productive (land, equipment, tools, work, credit)
- Political (capability for leadership, information and organisation)
- Time

Access to resources:

Access to resources implies that women and men are able to use and benefit from specific resources (material, financial, human, social, political etc.).

Control over resources:

Control over resources implies that both men and women can obtain access to a resource and also make decisions about the use of that resource. For example, control over land means that women can access land (use it), own land

(can be the legal title-holders) and make decisions about whether to sell or rent the land.

Benefits:

Benefits refers to economic, social, political, and psychological benefits derived from the utilisation of resources, including the satisfaction of both practical needs (food, housing) and strategic interests (education and training, political power).

GENDER BUDGETING

Definition: “Gender budgeting is an application of gender mainstreaming in the budgetary process. It means a gender based assessment of budgets, incorporating a gender perspective at all levels of the budgetary process and restructuring revenues and expenditures in order to promote gender equality.”

What is Gender Budgeting?

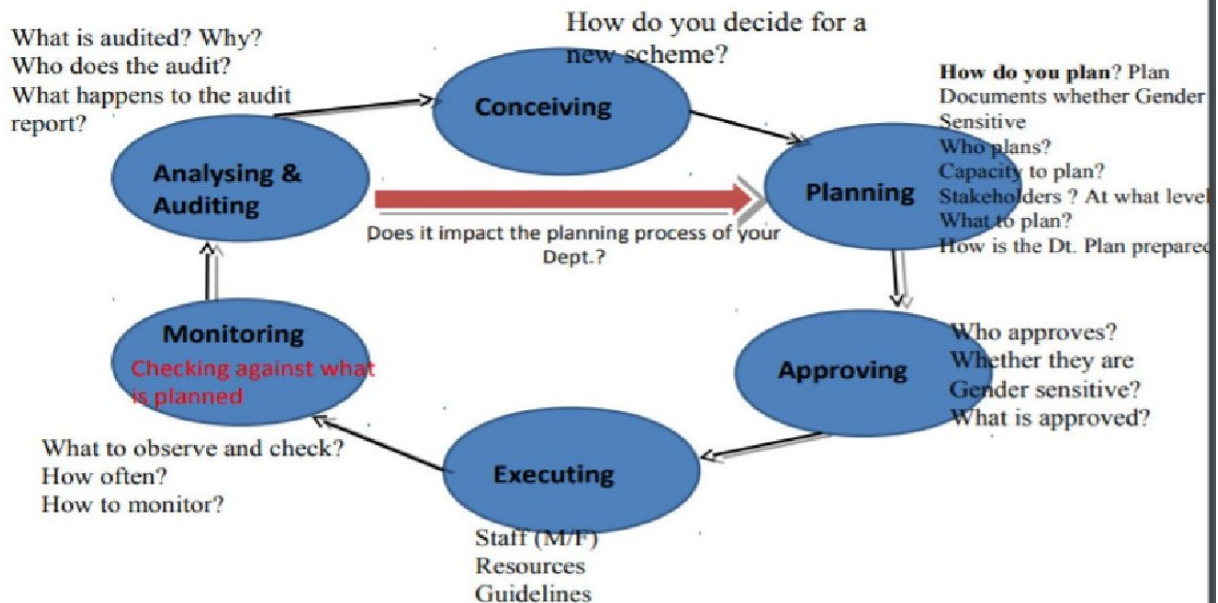
Gender Budgeting is a process of incorporating a gender perspective at all stages of policy making: -

- Legislation
 - Policy formulation
 - Planning
 - Programme and Scheme formulation
 - Resource allocation
 - Implementation and
 - Review and impact assessment.
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- It tries to determine corrective actions that are required so that Government Policies, Plans, Programmes, Schemes and Budgets meet the needs of women and girls as well as men and boys.
 - Gender Budgets are not separate budgets for women or for men.
 - Policies have different outcomes for men and women.
 - Gender Budgeting analyses any budget in terms of its impact on women & men, girls & boys. And beyond that for its impact on the rich and poor, caste, tribe, etc
 - It is not about setting aside x% for gender/women or 50% for men and 50% for women
 - It is an approach to developing plans in a participatory way, based on identifying priority needs – not just of those with voice.

- It requires that women are treated as equal partners in decision making and implementation rather than only as beneficiaries.
- It challenges gender biases in social norms
- It seeks to attain equity in outcomes



Processes of GB



Stages of Gender Budgeting:

Gender Budgeting can be taken up at various stages:

- Budget preparation
- Post – budget preparation
- Implementation
- Post-implementation.

GENDER-SENSITIVE PLANNING

Gender-sensitive planning ensures that gender issues and considerations identified in gender analysis are taken into account in the planning, design and implementation phase. This includes the process of formulating appropriate gender equality results and developing corresponding strategies and activities.

Gender-sensitive planning helps to demonstrate changes in gender relations (i.e. relations between women and men) in a given society over a period of time through gender-sensitive indicators. The indicators are used to assess progress in achieving gender equality by measuring changes in the status of women and men over a period of time.

Need for Gender-sensitive Planning:

Gender-sensitive planning seeks to ensure equitable opportunities and equal outcomes for women and men.

Gender mainstreaming is important because inequalities in the access to development resources and opportunities hamper economic efficiency and sustainability. Women and men have different roles, rights and responsibilities. Rural women often have less access to productive natural resources and opportunities such as education and training, credit, capital, land and decision-making authority.

Gender mainstreaming requires a planning process that promotes the well-being and empowerment of both women and men. Gender should be mainstreamed at the earliest possible point in the project or programme cycle, since it can fundamentally influence the entire project/programme concept and structure. It is not a one-time exercise during the project or programme planning phase but rather an integral part of the entire planning and implementation process and continues throughout the life of the project or programme. The utilization of gender-sensitive indicators in planning allows for effective monitoring and evaluation of project or programme activities, which, in turn, will feed into more effective future planning and programme delivery. Gender-

sensitive planning will be formulated through gender analysis. It helps to address specific gender issues and gender-based inequalities identified in gender analysis.

Terminology used in Gender-sensitive planning



Gender-sensitive planning helps to achieve gender equality. Figure 12.1 illustrates the gender equality cycle.

Gender-sensitive Indicators:

Gender-sensitive indicators play an important role in achieving gender equality. Gender-sensitive indicators are indicators disaggregated by sex, age and socio-economic background. They are designed to demonstrate changes in relations between women and men in a given society over a period of time. The indicators are tools to assess the progress of a particular development intervention towards achieving gender equality. Sex-disaggregated data demonstrates whether both rural women and men are included in the programme or project as agents/project staff, and as beneficiaries at all levels. The approach allows for effective monitoring and evaluation.

Examples of gender-sensitive indicators are:

Quantitative:

- Participation of all stakeholders in project identification and design meetings (attendance and level of participation/contribution by sex, age, and socio-economic background).
- Degree of rural women's and men's inputs into project activities, in terms of labour, tools, money, etc.
- Benefits (e.g. increased employment, crop yields, etc.) going to women and men, by socioeconomic background and age.

Qualitative:

- Level of participation as perceived by stakeholders through the different stages of the project cycle (by sex, age, and socio-economic background).
- Degree of participation of an adequate number of women in important decision making (adequacy to be mutually agreed by all stakeholders) — to be measured through stakeholder responses and by qualitative analysis of the impact of different decisions.

Gender Planning:

Gender planning involves a critical analysis of the gaps between women's and men's access to economic, social, political and cultural resources. This analysis enables the development of policy initiatives to correct the imbalances – including cases where men are not benefiting equally from the development planning approaches currently in use.

Gender planning proponents see traditional planning as not only technically driven and gender-blind but as part of the problem of development. Traditional planning limits the types of interventions that could be formulated by planning authorities to address strategic gender concerns. In contrast, gender planning is socio-political and technical in nature, assumes conflict in the planning process, involves transformative processes, characterizes planning as dialogue and critically examines current planning assumptions.

GENDER TRAINING

As defined by UN Women, gender training is a 'tool, strategy, and means to effect individual and collective transformation towards gender equality through consciousness raising, empowering learning, knowledge building, and skill development'. It is part of a wider set of tools, instruments and strategies.

Gender Training (GT):

Gender training provides participants with the relevant knowledge, skills and values that allow them to contribute to the effective implementation of the gender-mainstreaming strategy in their field, organisation, institution or country.

In order to effectively mainstream gender, civil servants should be able to:

- Identify gender inequalities in their field of activity
- Define gender-equality objectives
- Take account of gender when planning and implementing policies
- Monitor progress
- Evaluate programmes from a gender perspective

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All these actions require adequate theoretical knowledge, practical skills and sometimes also a change in attitude and behaviour. Recognising that no political or organisational practice is gender neutral is a learning process.

A well-designed legal and institutional framework as well as good organisational management are essential for gender mainstreaming to bring about the expected results. But it is equally important to equip individual staff members with the understanding and tools that will enable them to perform their gender-mainstreaming duties well.

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