

# REFRESHING OUR MINDS

## **GENDER CONCEPTS**

# SEX

***Sex* refers to the biological differences between men and women, which are universal and determined at birth.**



# GENDER



*Gender* refers to the **roles and responsibilities** ascribed by the society to men and women.

It refers to the **economic, social, and cultural attributes and opportunities** associated with being a man or a woman in a given society.

**SEX**

**GENDER**

Universal

Unchanging

Given

Biological Determined

Differs

Dynamic

Learnt

Social Construct

..... there are  
some sex and  
gender  
differences

Are they due to  
NATURE OR  
NURTURE????



# NATURAL DIFFERENCES

## 3 broad areas of sex differences

- Biological
- Cognitive
- Personality



# Biological Differences

## Genes-Chromosomes

### Chromosomes

- each human cell contains **46** chromosomes, occurring in pairs
- **23** pairs of chromosomes
  - **22** autosomes (determines hair color, skin features etc)
  - **23rd** pair are the *sex chromosomes*
    - Male: XY
    - Female: XX

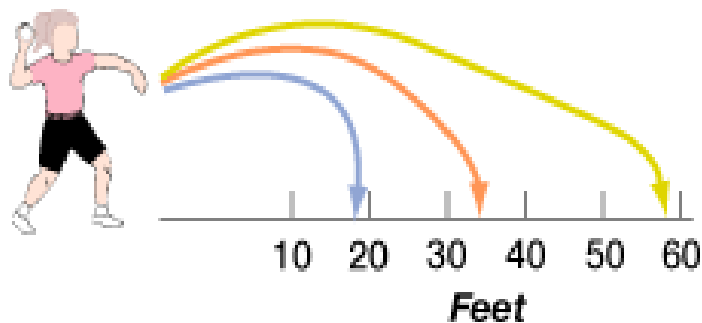
# Biological Differences

## Physical Attributes

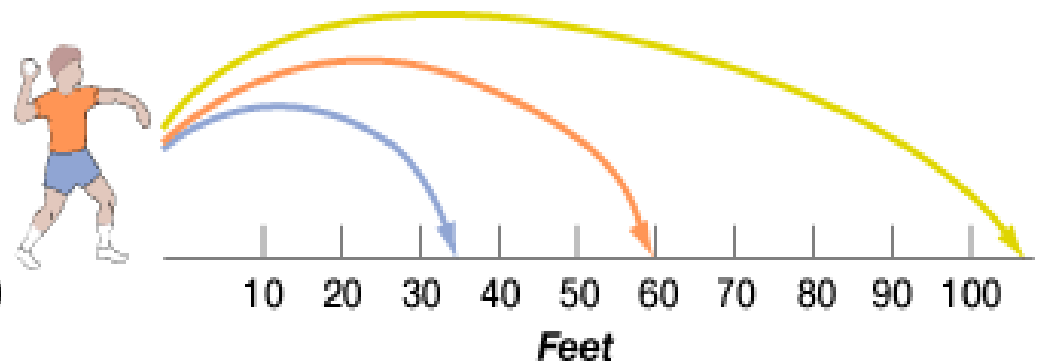
- **height**
- **strength**
- **percentage of body fat**
- **hemoglobin**
- **bones**
- **iron deficiency**

# Gender Differences in Physical Ability

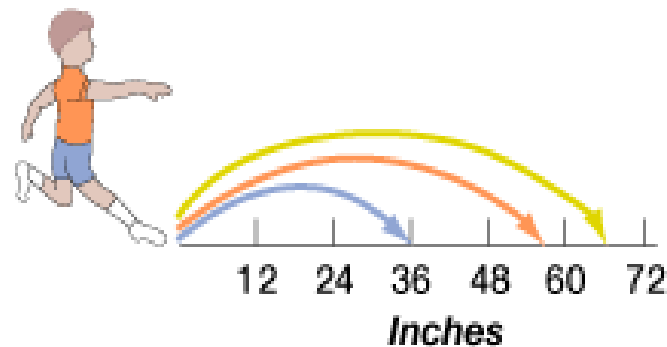
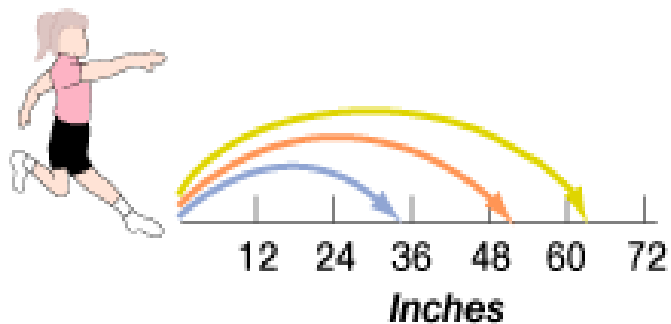
*Girls Throw a Ball*



*Boys Throw a Ball*



*Standing Long Jump*



■ Age 6 ■ Age 8 ■ Age 11

# Biological Differences

## Brain

- **Males 10-15% larger brains than females**
- **Body weight ratio is roughly equal**



# COGNITIVE DIFFERENCES

# Cognitive Differences

➤ **Verbal**

➤ **Mechanical**

➤ **Mathematical**

- **math abilities**
- **attitudes about math**

➤ **Perceptual**

# Cognitive Differences

## VERBAL

- Girls have greater verbal abilities than boys.
- Girls acquire language and develop verbal skills at an earlier age.
- Girls display small but consistent verbal advantage on tests of reading comprehension, grammar and speech fluency.
- As adults, women have fluency to produce words and sentences.
- Naming of colors and forms.

# Cognitive Differences

## MATHEMATICAL

- Boys acquire more mathematical problem-solving strategies..... enabling them to outperform girls on complex word problems, geometry, and the SAT math portion.
- More males than females are exceptionally talented in math.
- Negligible differences at the primary level, discrepancies grow with age.

# Cognitive Differences

## MECHANICAL

- **Boys excel in puzzle boxes and assembling objects.**
- **Females use landmarks whilst males use directional arrows.**
- **Males surpasses females in their ability to transfer/apply skill and knowledge to new situations.**

# Cognitive Differences

## PERCEPTUAL

- **Females have greater sensitivity to four tastes (sweet, sour, bitter, salt) than males.**
- **Females can see more clear in dark.**



# PERSONALITY DIFFERENCES

# Personality Differences


 Body Space

 Touch

 Facial Expressions

☐ Smiling

☐ Eye Contact



# **DIFFERENCES DUE TO NUTURING**

# GENDER SOCIALIZATION

- **Process of learning cultural expectations of masculinity and femininity**
- From birth, parents treat girls and boys in “**gender appropriate**” ways. As they grow up, boys and girls face different expectations, are assigned different tasks, and learn about typical male and female domestic and occupational roles.



# AGENTS OF SOCIALIZATION: FAMILY

- **Learns to think and speak**
- **Internalizes norms, beliefs, and values**
- **Learns gender roles**
- **Develops capacity for intimate & personal relationships**
- **Begins to develop a self image.**



# AGENTS OF SOCIALIZATION: FAMILY

- ▶ **Gender Socialization**
- **Difference between how boy & girls are handled;**
- **Gender specific toys, chores, and colors;**
- **Girls are treated protectively, and boys given more freedom;**
- **Girls are valued for their femininity, boys for their masculinity;**
- **Housework and childcare are seen as responsibility of women.**



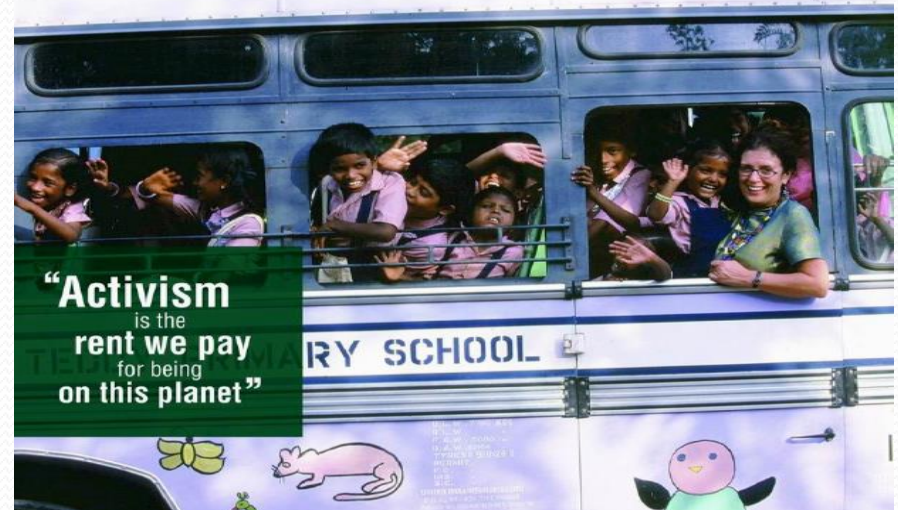
# AGENTS OF SOCIALIZATION: FAMILY

- **Socialization Affected by:**
  - Educational attainment of parents
  - Social class of parents
  - Parenting style
  - Preparedness of parents for parenting role
  - Psychological health of parents (e.g., neglect, abuse, or abandonment of child)
  - Family type (e.g., single parent family, blended family)



# AGENTS OF SOCIALIZATION: SCHOOL

- Build character through formal curriculum(textbooks) and “hidden curriculum”: Informal teaching that helps ensure students’ integration into society;
- Reinforce gender roles;
- Presents ‘Role Models’.



# Agents of Socialization:

## PEER GROUPS



- **Peer group**: Individuals usually of same age who enjoy approximately equal status;
- Between the ages of 2-3 children begin to sort themselves into same-sex peer groups;
- Girls' and boys' peer groups reinforce communication styles;

# AGENTS OF SOCIALIZATION: PEER GROUPS

- **Opportunities to engage in experiences not provided in family, including examining feelings, beliefs and ideas;**
- **Gendered norms and expectations are enforced through informal sanctions of inappropriate behavior by peers.**

# AGENTS OF SOCIALIZATION: MASS MEDIA

- May unintentionally perpetuate gender stereotypes;
- May teach individuals to become obedient consumers
- Exert powerful socializing influence but effects difficult to measure
- Mostly effects impersonal and transmitted in one direction

# **AGENTS OF SOCIALIZATION: RELIGION**



- ▣ **Misinterpretations of religious teachings spreads negative messages about the roles and responsibilities about men & women in the society.**

# Gender Socialization/Roles



**Leaves and Fruits:** People's attitude in society according to social norms, values etc.

**Trunks:** Social institutions (Family, religion, school, community, media etc) transferring social norms, values of society

**Roots:** Norms, values & beliefs of the society

# Gender Roles



***Gender roles are the activities that women and men are expected to do within the household or community.***

- ***Formed during the socialization phases of childhood and adolescence.***
- ***Continuously evolve over time throughout an individual's life.***
- ***Affected by the physical, social, and economic context and political processes (social movements, revolutions, wars, etc.)***

***Different cultures impose different expectations upon women and men.***

***In all cultures and societies, throughout history, individuals have challenged and changed established gender roles.***

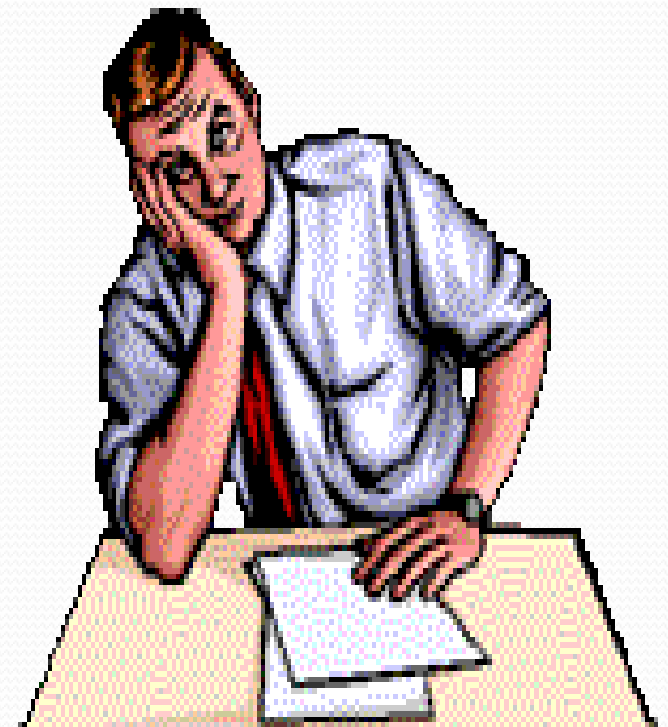
# Gender Role Development

- The expectations for behaviour and attitudes as appropriate for men and women are defined by **CULTURE**.
- Reward for gender typical behavior by:
  - Parents
  - Peers
  - Teachers



# Effects of Gender Roles on Men

- ▣ Stereotypes men's roles, identities and attributes.
- ▣ Places on men expectations and roles not of his own choice and decision.
- ▣ Puts unnecessary burdens on men.
- ▣ Others??????????



# Effects of Gender Roles on Women

- ▣ Violence
- ▣ Exclusion
- ▣ Discrimination
- ▣ Marginalization
- ▣ Exploitation
- ▣ Others???????





# **GENDER STEREOTYPES**

# Female and Male Stereotypes



**Female**

- ***Viewed as weak and fragile.***
- ***Appreciated for beauty and cuteness.***
- ***Characterized by dependence, nurturing ability, and acquiescence.***



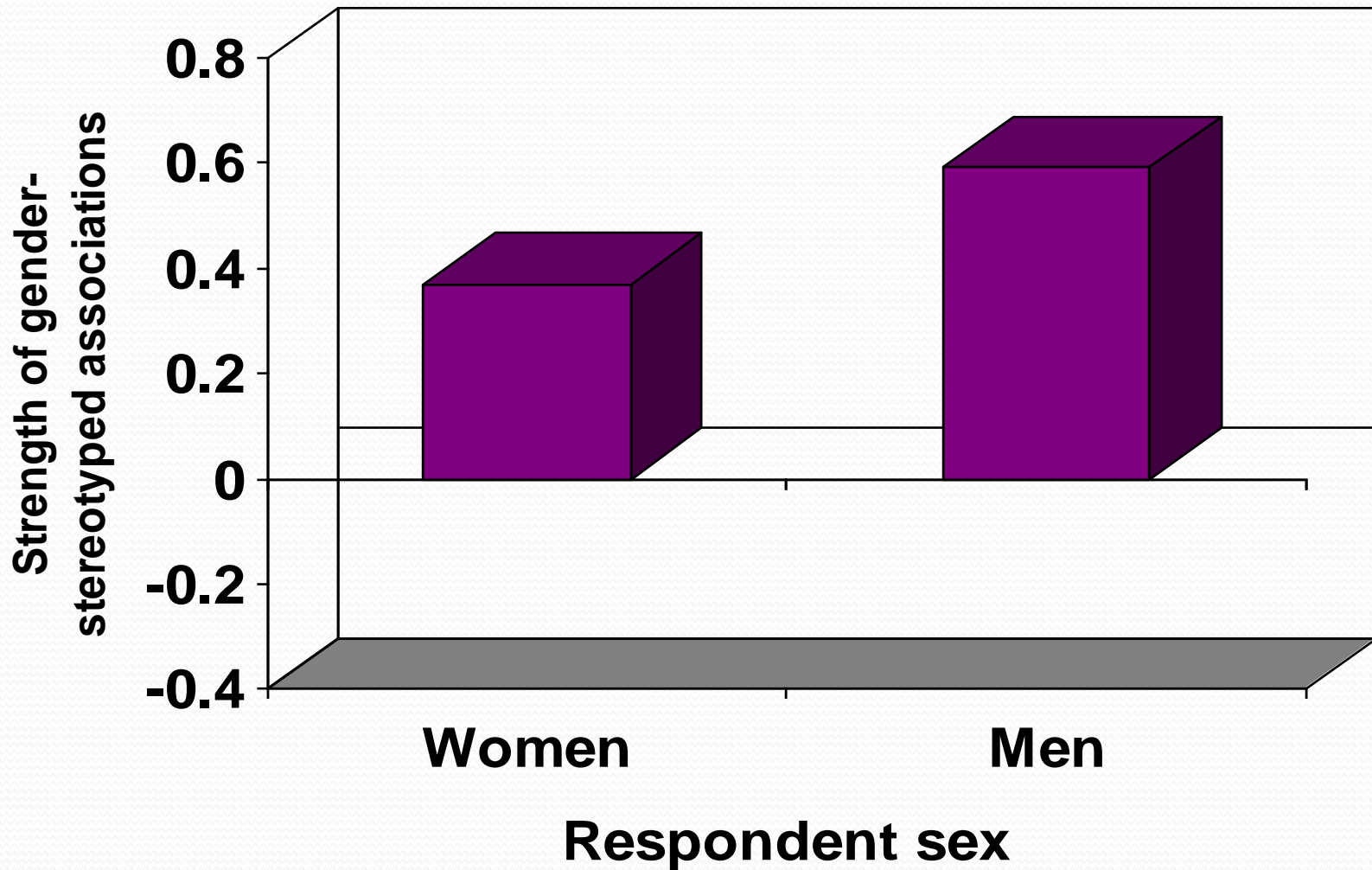
**Male**

- ***Viewed as strong and capable.***
- ***Appreciated for intelligence and achievements.***
- ***Characterized by independence, competitiveness, aggressiveness.***

# Effect of Gender Stereotypes

- **Automatic gender associations**
- **Judgment**
- **Attribution**

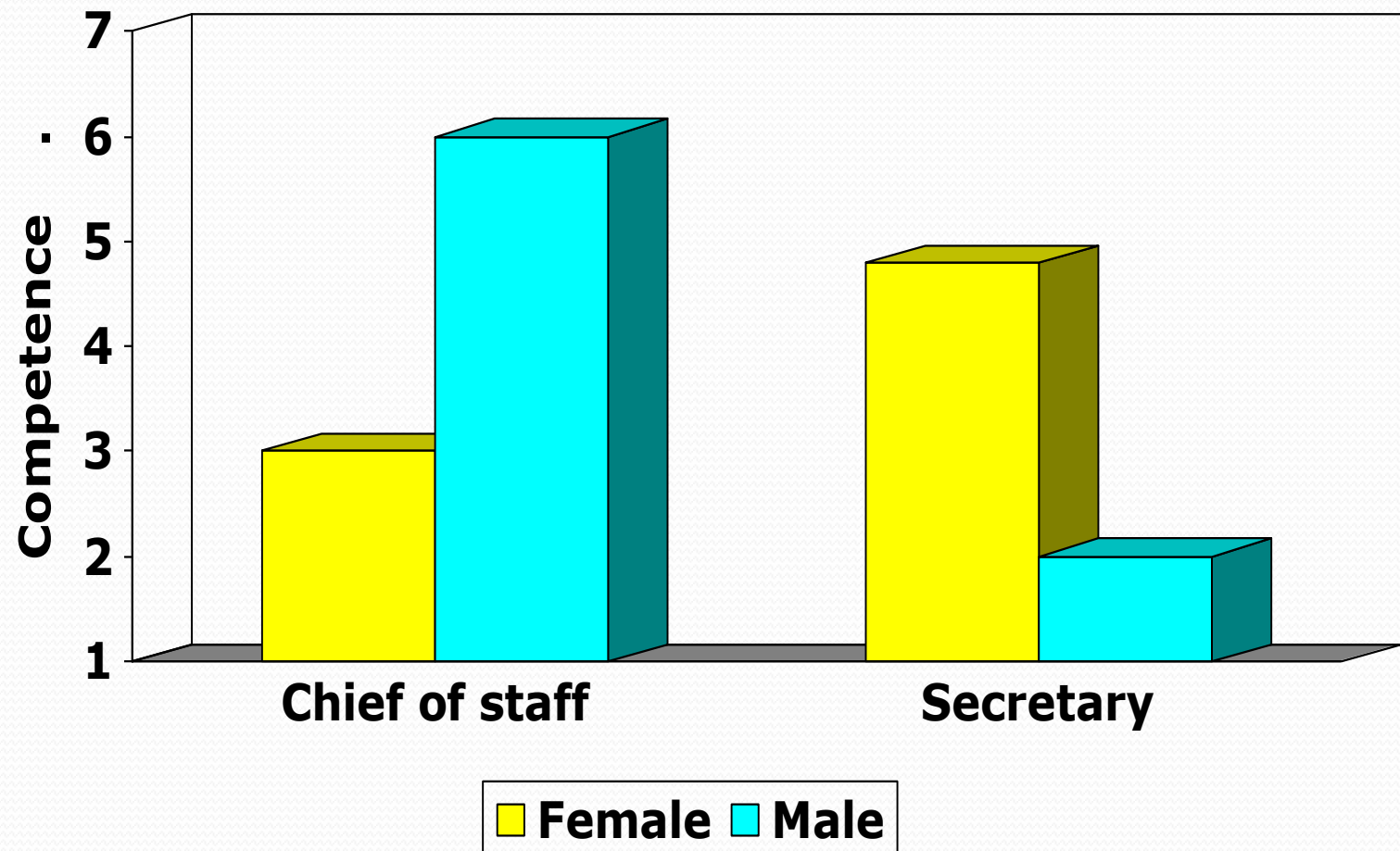
# 1. Automatically associate traits with gender categories *(Rudman & Glick, 2001)*



## 2. Gender stereotypes affect judgments of individuals

- We judge individual men and women consistently with group stereotypes (*assimilation*)
- Women as bad drivers.
- Men emotionally very strong.
- Men are supposed to be BEST managers /decision-makers.

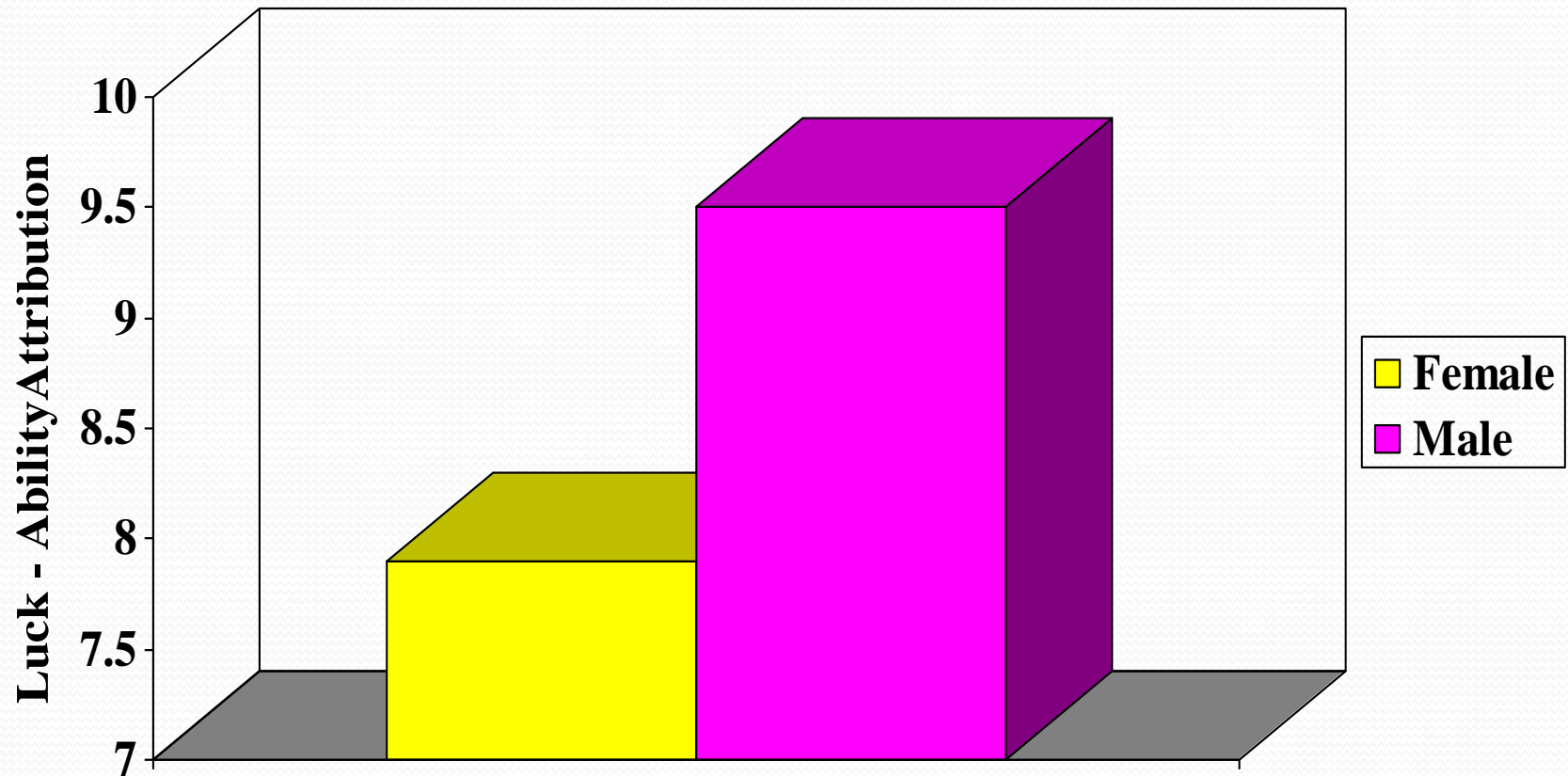
# Jobs judged most competent for Males & Females



### 3. Stereotypes affect attributions for performance

- We may attribute stereotype-inconsistent information to temporary and/or situational causes
- “What is skill for the male is luck for the female” (*Deaux & Emswiller, 1974*)

# Attribution to Ability vs. Luck in performing a successful task



# Gender Division of Labour

- **Allocation of different jobs or types of work to men and women, usually by tradition and custom.**
- **Women are mostly confined to unpaid domestic work and unpaid food production, while men dominate in cash crop production and wage employment.**

# Gender Sensitization

- Process of changing the stereotype mindset of men and women, a mindset that strongly believes that men and women are 'unequal entities'.
- Its goal is essentially to create a value system in society that accords explicit and spontaneous recognition to the contribution of women in socio-economic development, and respects their wisdom; a system that makes women sensible and courageous enough to recognize their own contribution and make them feel proud of.
- Gender sensitization should seek to change not only the impression of men towards women i.e. the way men think of and treat women, but also the attitude of women i.e. the way women think of men and of themselves and their behaviour in this context.

# Gender Equality

Gender equality means that women and men have equal conditions for realizing their full human rights and for contributing to, and benefiting from, economic, social, cultural and political development.

Gender equality is therefore the equal valuing by society of the similarities and the differences of men and women, and the roles they play. It is based on women and men being full partners in their home, their community and their society. Gender equality starts with equal valuing of girls and boys.

## ***Gender Equality is achieved when:***

- ***Women and men have equal conditions to realize their full human rights.***
- ***Women and men have equal conditions to contribute to and benefit from economic, social, cultural, and political development.***
- ***The similarities and the differences of women and men and the different roles they play receive equal valuing by society.***



# Gender Equality Bird

- If one wing of the bird depicting the human race is large and the other wing is small, what will happen?
- The bird will not be able to fly
- What happens if the two wings are equally developed?
- The bird will be able to fly.
- The human race is a two-winged bird:
- one wing is female,
- the other is male.





***Gender Equity***  
**is the process of  
being fair to women  
and men.**

# Gender Equity

Gender Equity means “fairness of treatment for women and men, according to their respective needs, including the equal treatment or treatment considered equivalent in terms of rights, benefits, obligations and opportunities”. To ensure fairness, measures must often be put in place to compensate for the historical and social disadvantages that prevent women and men from operating on a level playing field.

# Sex-Disaggregated Data

Sex-disaggregated data is quantitative statistical information on differences and inequalities between women and men.

Sex disaggregated data might reveal, for example, quantitative differences between girls and boys in school attendance, retention and achievement; differences between men and women in access to and repayment of credit; or differences between men and women in voter registration, participation in elections and election to office.

# Why is Gender Mainstreaming important?

- ▶ Gender mainstreaming is an important aspect of good governance. It seeks to ensure that institutions policies and programs respond to the needs and interests of women as well as men, and distribute benefits equitably between women and men. It contributes to social economic and political progress. It leads to greater fairness, equity and justice for women and men, thus enhancing the accountability of governments to achieve results for all citizens.

# Definitions of GM (1)

*“It is the (re) organization, improvement, development and evaluation of policy processes, so that a gender equality perspective is incorporated in all policies, at all levels and at all stages, by the actors normally involved in policy making”*

Council of Europe, Gender Mainstreaming Conceptual Framework

# Definitions of GM (2)

*“This strategy seeks to ensure that:*

- The analysis of issues and the formulation of policy options are informed by consideration of gender differences and inequalities*
- Opportunities are sought to narrow the gender gaps and support gender equality between women and men.”*

*“Strategy for promoting gender equality through gender mainstream”*

*Beijing Platform for Action: UN Fourth World Conference on Women in Beijing 1995*

# Definitions of GM (3)

*“...the process of assessing the implications for women and men on any planned action, including legislation, policies or programmes. In all areas and at all levels. It is strategy for making women’s as well as men’s concerns and experiences an integral dimension of the design, implementation, monitoring and evaluation policies and programmes in all political, economic and social spheres...the ultimate goal is gender equality.”*

UN’s Economic and Social Council (ECOSOC)’s Agreed Conclusion 1997/2



# **Gender Mainstreaming in Organizations**

# How do we make organizations gender-responsive?

- Identification of factors that create and aggravate gender biases in an organization
  - its vision or mandate and the resulting organizational objectives;
  - its policies and organization structure
  - its organizational practices
  - its programs and services
  - in the beliefs, attitudes and practices of officials and personnel

# How do we make organizations gender-responsive

- Adoption of measures to eliminate causes of gender issues and biases through:
  - changes in organizational vision and objectives
  - policy reforms (e.g. compliance with gender-related laws and labor policies)
  - organizational restructuring
  - gender awareness seminars and relevant capacity building measures especially for women;
  - improve physical facilities and work arrangements to enhance security and safety

# Gender responsiveness of organizational vision and objectives

The vision of a gender-responsive organization articulates concern for the welfare of society, of females and males, through achievement of its organizational goals (e.g. economic productivity, social equity)

# Gender Responsiveness of Organizational Structure

A gender responsive organization must not have overt and covert or implicit, intended or unintended gender biases along the

- lines and locations of authority
- lines and locations of communication
- decision making must be democratic and participative

# A Gender-Responsive Organization must ensure that:

- Decisions, plans and programs should be guided by the principles of gender equity and equality:
- -- equity or affirmative action, when necessary to reduce the gap in access to benefits and resources between males and females;
- -- gender equality in decision making and access to opportunities

# CHALLENGES FOR MAINSTREAMING GENDER

- Limited adoption of gender mainstreaming approach from the beginning of policy processes i.e. from situation/ problem analysis, prioritization/ policy choices, implementation, M and E and impact tracking

## Challenges cont..

- **Limited and uncoordinated institutional mechanism for gender mainstreaming at national/ Sectoral levels.**
- **Information and knowledge gaps: Lack of Gender Disaggregated data in most of the Government sectors and Department such as Health and Education.**
- **Difficulty in developing tangible gender indicators because most of the gender indicators are qualitative.**

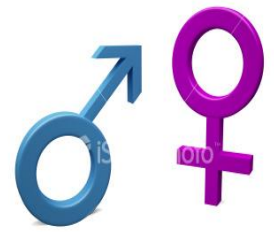
## Challenges cont..

- **Lack of technical backstopping to support on gender mainstreaming efforts at various levels.**
- **Unsustainable institutional gender capacity – including conceptual clarity on gender mainstreaming (skills, systems, tools, accountability) for effective implementation and monitoring at all levels.**

# Gender Fair Practices

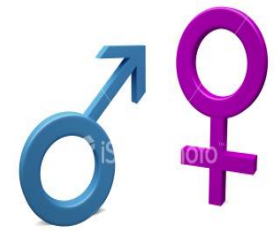
- Eliminate overt and covert biases in hiring, firing and promoting male and female employees;
- Promote gender equality in access to opportunities for training, education, participation in decision making;
- Develop organizational policies and personnel services that address gender issues (i.e. sexual harassment, harmonization of work and family life, domestic violence, etc.)
- Sex disaggregation of data
- Adoption of non-sexist practices (e.g. in language, interpersonal relations, communication)

# Practical Gender Needs (PGNs)



## Gender needs of women arising from existing gender roles

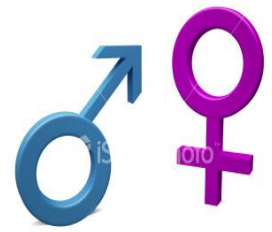
Are immediate, concrete and often essential for human survival – such as for food, water, shelter, fuel and health care, etc. Attention to practical needs can address immediate disadvantages and inequality, and can also reinforce the gender division of labour by helping women and men perform their traditional roles better. Addressing practical needs usually does not change traditional gender roles and stereotypes



# Actions towards PGNs:

- Potable water
- Housing and household facilities
- Community health centers/drugstores
- Labor-saving devices
- Food processing/preservation technologies
- Pre and post natal care for mothers
- Day care centers
- Literacy and skills development
- Accessible and adequate market facilities
- Provision of credit facilities
- Women's crisis centers
- Community kitchens and laundries

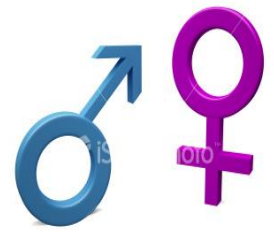
# Strategic Gender Needs (SGNs)



**Gender needs of women which change  
existing roles and status**

**Are those needs, that when met, will actually challenge the traditional gender division of labor which has relegated women to subordination and vulnerable roles in society. Programs addressing the strategic needs contribute to improved gender equality. They are more long term and less visible (than practical needs)**

# Actions towards SGNs:



- Women's representation in political structures and decision-making bodies
- Policies/legislations against sexual harassment in the workplace
- Paternity leaves
- Removal of legal obstacles such as discrimination in access to land and credit
- Training for women and men in non-traditional areas (carpentry for women, education for men)
- Men helping more equally with domestic work

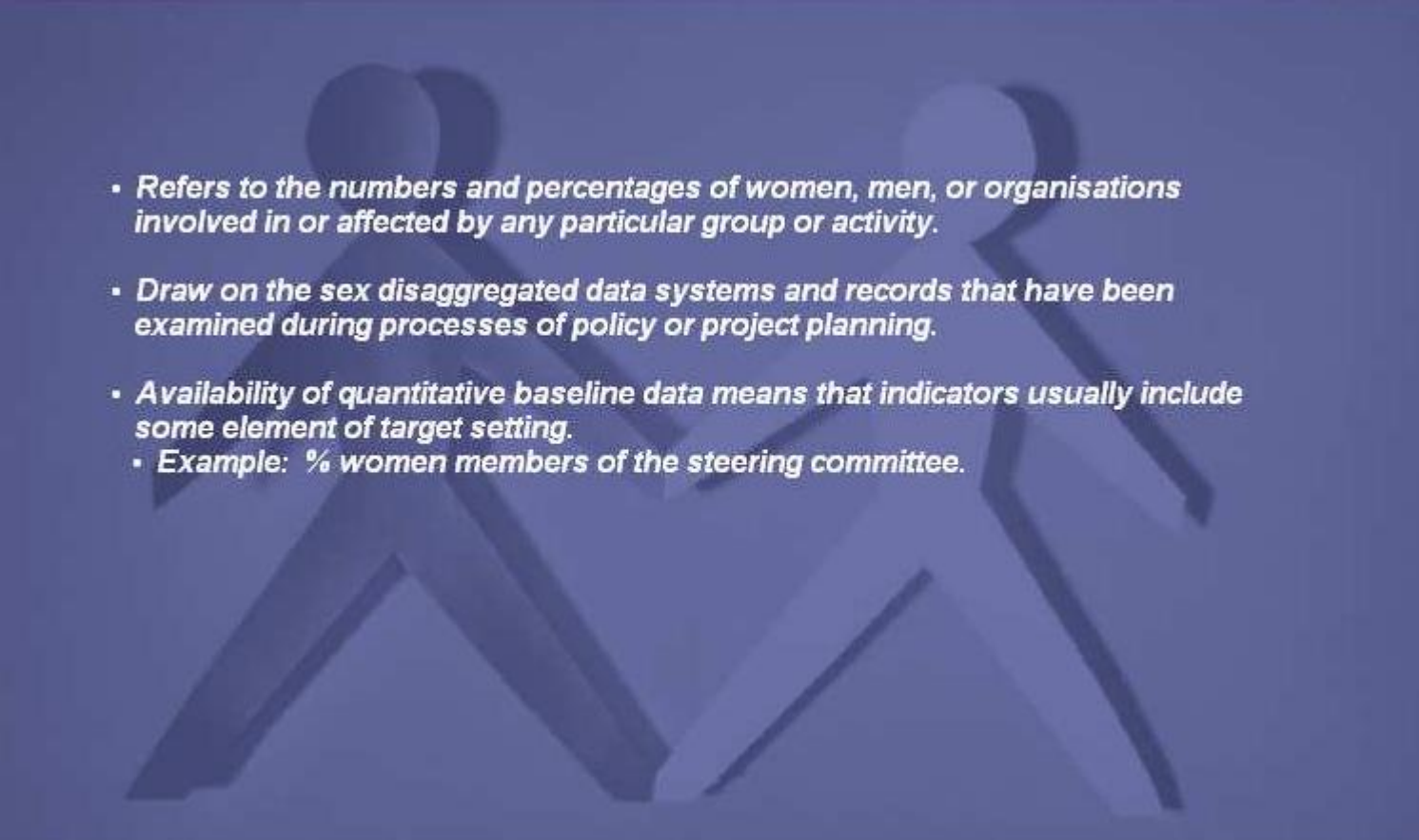
# Gender Sensitive Indicators



## *Reminders about Gender-Sensitive Indicators:*

- *Measure and monitor the achievement of Expected Results.*
- *Address the gender gaps and inequalities you are seeking to redress.*
- *Require the collection of data, disaggregated by sex, as well as by age and socio-economic and ethnic groups.*
- *Good indicators are realistic, meaningful, time-bound.*
- *They are quantitative and qualitative.*

# Quantitative Gender Sensitive Indicators

- 
- *Refers to the numbers and percentages of women, men, or organisations involved in or affected by any particular group or activity.*
  - *Draw on the sex disaggregated data systems and records that have been examined during processes of policy or project planning.*
  - *Availability of quantitative baseline data means that indicators usually include some element of target setting.*
    - *Example: % women members of the steering committee.*

# Qualitative Gender Sensitive Indicators

- *They are crucial.*
- *Not enough to know women are participating in an activity - the quality of their participation and experience, whether in community level meetings, primary school classes, or as users of public services, is vital.*
- *Should be developed in conjunction with beneficiary groups.*
- *Only possible to set targets for qualitative change if baseline data is available.*
- *When baseline data is not available or is not easily aggregated into numbers and percentages, it is necessary to resort to general statements of improvement.*
  - *Example: % of women members of the steering committee actively taking part in the decision-making process of the committee.*

# Gender Analysis

- Gender Analysis is the collection and analysis of sex-disaggregated information. Men and women perform different roles. So do girls and boys. This leads to males and females having different experience, knowledge, needs, access to and control over resources.
- Gender roles can result in one sex having an unequal role in decision-making or being denied the benefits from development. Gender analysis explores these differences so policies, programmes and projects can identify and meet the different needs of women, men, girls and boys.

# Gender Analysis: Definition



- *Gender Analysis is the first and most important step in gender-responsive planning and programming.*
- *It involves the collection and analysis of sex-disaggregated data.*
- *It examines women's and men's specific activities, conditions, needs, access to and control over resources, and access to development benefits and decision-making.*
- *It explores the differences, commonalties, and interactions between women and men so that policies, programmes, and projects can identify and meet the different needs of women and men and thus, remedy gender unequal situations.*
- *It identifies how policies and projects affect women and men differently.*
- *It is an integral component of policy analysis.*

# Gender Analysis: Purpose



- *Demonstrates that policy and implementation cannot be gender neutral.*
- *Reveals the connections between Gender relations and development issues.*
- *Introduces Gender Relations as likely having an impact on the solution to the problem.*
- *Indicates exactly what that impact is likely to be and alternative courses of action to correct the inequalities - in this sense - informing your strategy.*
- *Helps formulate realistic and meaningful expected results and targets.*
- *Helps ensure strategy is culturally relevant, increasing the chance of its success of the community in which it is being implemented.*

***Gender unaware (gender blind) policies and interventions do not differentiate needs, aspirations, and capacities of each gender ; perpetuate dominant policies, practices, ideas, and beliefs that foster gender inequality and sustain hetero-norms.***

## EXAMPLE

The subject matter, illustrations and language used in textbooks reproduce gender stereotypes; give separate tasks to female and make pupils.



**Gender  
Unaware**

**(Gender Blind)**

***Gender Aware / Gender Responsive policies and interventions differentiate and address the similar and different needs, aspirations, and capacities of each gender; but do not challenge dominant biased and discriminatory policies. Existing practices, ideas, and beliefs are left in place.***

### EXAMPLE

School textbooks and learning materials would avoid portrayal of women and men in stereotypical roles and avoid using "he" or "his" generic terms, and would have an equal balance of illustrations of women and men but would not address gender equality issues in that particular society.



**Gender Aware/  
Gender  
Responsive**

***Gender transformative policies and interventions go beyond addressing the needs, aspirations and capacities of each gender. They also challenge biased and discriminatory policies, practices, ideas, and beliefs, and attempt to change them.***

***There must be a conscious effort to integrate Gender Equality in all programmes and to have and apply gender-transformative policies.***

### **EXAMPLE**

Learning practices where teachers would address gender equality issues, would use the lessons they provide to pupils to engage in a debate about gender to challenge gender stereotypes.



**Gender  
Transformative**

# Gender Lens

*Gender Lens is a checklist to guide you through issues or questions in applying or implementing Gender Equality in your project.*

# Some Thoughts.....



## ***The Story of the Fox and the Crane Equal treatment does not mean the same treatment***

***The Fox invited the Crane to dinner. He served the food on a large flat dish. The crane with long, narrow beak could not eat.***

***The Crane invited the Fox to dinner. She served the food in a deep vase, and so the Fox with his short, wide face could not eat.***

***Both friends had an equal opportunity for nourishment, but each time one of them could not take advantage of this opportunity.***

***The development challenge in every case is to identify barriers to the opportunities that exist, and custom design the adjusted interventions that will lead to equality of outcome.***



# GENDER APPROACHES TO DEVELOPMENT



# BACKGROUND

- In the 1940s, 1950s and 1960s, within development policies and programmes, women were only viewed as mothers and housewives... their economic activities and contributions were ignored and not valued.
- Development theorists and planners saw men as the agents and actors of development.
- Men were seen to be the breadwinners of their families. Women were invisible.

# Events heightening Women's issues

- The Feminist Movements in various parts of the world (in both developing and developed countries) advocated for the elimination of all kinds of gender discrimination.
- Women in the North lobbied for change in the legal and administrative structures to ensure that women would be better integrated into economic systems.

# Events heightening Women's issues

- The UN Decade for Women (1975 – 1985): Emphasized Gender Equality, Development and Peace. The conferences themes provided a space where women around the world discuss about issues that specifically affect them .
- In these conferences, women from developing countries have challenged the western feminist global sisterhood ideology (that all women share and experience similar oppressions and marginalization, not taking into account cultural and other factors).

# Approaches to Gender Related Development

- **Women & Development Approach**
- **Welfare Approach**
- **Gender Equity Approach**
- **Anti-Poverty Approach**
- **Empowerment Approach**
- **Gender & Development Approach**

# Women & Development Approach (WID)

- Up till mid 1980s, the dominant approach to development initiatives was the Women in Development (WID) approach.
- WID focused primarily on women, without considering their relationship to men.
- WID calls for the full integration of women into development as workers and producers.

# WID.....

- It stresses on women's inclusion into economic systems, through necessary legal and administrative changes.
- Strategies should be developed to minimize women's disadvantages in the productive sector.
- WID focused exclusively on productive aspects of women's work, ignoring or minimizing the reproductive aspects of women's lives.

# WID....

- Five distinct **WID Approaches** have been identified reflecting policy evolution:
  - Welfare
  - Equity
  - Antipoverty
  - Efficiency
  - Empowerment

# Welfare Approach(1950s-70s)

<b>Purpose</b>	Seeks to meet <b>practical needs</b> (e.g., food, health, etc.)
<b>Attitudes Towards Role of Women</b>	Recognizes <b>reproductive role</b> of women Does not challenge established roles or seek to change them.
<b>Examples of Strategies</b>	Food aid, family planning devices, measures against malnutrition, etc.
<b>Advantages</b>	Meets immediate needs, helps people survive
<b>Weaknesses</b>	Does not change issues in the long run.

# Gender Equity Approach

<b>Purpose</b>	Seeks to meet <b>strategic needs</b> of women
<b>Attitudes towards Role of Women</b>	Recognizes women as active participants in development Challenges established roles and seeks to change them.
<b>Examples of Strategies</b>	Seeks to provide women with equal economic and political opportunities Recognizes that overcoming inequalities may require the application of unequal or different measures for men and women
<b>Advantages</b>	Can be effective for redressing inequalities Provides opportunities to women that they would not normally have.
<b>Weaknesses</b>	Can create tension between men and women

# Anti Poverty Approach

<b>Purpose</b>	<b>Seeks to overcome poverty, particularly women, the majority of the poor.</b>
<b>Attitudes towards Role of Women</b>	<b>Recognizes <b>productive</b> role of women, but does not change their reproductive role.</b>
<b>Examples of Strategies</b>	<b>Income generation projects, savings and credit, seeks to help poor women earn more money for themselves and their families</b>
<b>Advantages</b>	<b>Can help decrease poverty of individuals and families.</b>
<b>Weakness</b>	<b>Places an added burden on women. It increases their productive role, but does not reduce their other responsibilities in the home.</b>

06-May-16

Ra'ana Malik, PhD

# Empowerment Approach

<b>Purpose</b>	<b>Seeks to help women become more self-reliant</b>
<b>Attitudes Towards Role of Women</b>	<b>Recognizes the <b>triple roles of women</b> (reproductive, productive and community)</b>
<b>Examples of Strategies</b>	<b>Bottom up mobilization Collective action</b>
<b>Advantages</b>	<b>Long-term transformation of roles and relationships.</b>
<b>Weaknesses</b>	<b>Women who commit themselves to change may face risks in their homes and communities.</b>

# Gender & Development Approach (GAD)

- “Gender and Development” is an approach to development that became popular in the mid **1980s**.
- The GAD approach includes the participation of **both women and men**.
- It emphasizes **gender balance** in access to the resources and benefits of society, and in participation in decision-making.

# GAD ...

- When **changes** are made in a society, there can be **winners and losers**. Sometimes the winners are women and the losers are men, and vice versa.
- The aim of gender and development is to **ensure that change benefits both women and men**.

# Importance of WID,GAD and other Approaches to Development

- Enable us to interrogate the development processes as gendered processes.
- Their analytical focus is on the male bias and gendered relations of development and the inequality of those relations that require transformation.

# Importance of WID, GAD and other Approaches to Development

- They provide gender analysis on development policies of states, international development and financial institutions like IMF, WB and the UN.
- They criticize the measures of economic development such as GNP which ignore the contribution of women to social and economic production.
- They advocate for the creation of gender sensitive development programs.