



CARE International in Cambodia

**3 Day
Gender Awareness
Training
(Pilot)**



ERCE 00000064

JUNE 2006

**EDUCATION RESOURCE CENTER
ERC-HSL**

CARE International - 3 Day GAD Awareness Workshop

WORKSHOP SCHEDULE

Day 1: Monday 26 June	Day 2: Tuesday 27 June	Day 3: Wednesday 28 June
<p><i>Morning Sessions</i></p> <p>Welcome - Gender issues in Education</p> <p>Workshop Objectives</p> <p>GAD questionnaire</p> <p>Introduction to Gender</p>	<p><i>Morning Sessions</i></p> <p><i>Session 3: Introduction to Gender Analysis (Part 1)</i></p> <p><i>Session 4: Introduction to Gender Analysis (Part 2)</i></p> <p><i>Session 5: Exercise on 24 hours calendar</i></p>	<p><i>Morning Sessions</i></p> <p><i>Session 8: Practical Gender Needs and Strategic Gender Needs</i></p> <p><i>Session 9: Gender Concepts</i></p> <p>Clarification of outstanding issues</p>
<p><i>Afternoon Sessions</i></p> <p><i>Session 1: Exercise on the Social Origins of Gender and key Gender Concepts</i></p> <p><i>Session 2: Tree Exercise on socialization of gender</i></p> <p>Daily evaluation</p>	<p><i>Afternoon Sessions</i></p> <p><i>Session 6: Gender responsive Strategies</i></p> <p><i>Session 7: Access and Control Profile</i></p> <p>Daily evaluation</p>	<p><i>Afternoon Sessions</i></p> <p>Daily evaluation</p> <p>GAD questionnaire</p> <p>Workshop Evaluation</p> <p>Close the Workshop</p>

* Session times are 8am till 5pm with 30 minutes for tea breaks and 1 and a half hour for lunch

Gender Awareness Training – June 2006

Training Outline:

8.00-9.00am	Welcome to participants and “Introduction to Gender and Development in Education”
9.00-9.30am	Workshop objectives, norms and schedule
9.30-10.30am	Short GAD questionnaires
10.30-11.00am	<i>Morning Tea Break</i>
11.00-12.00noon	Introduction to Gender and Development
12.00-1.30pm	<i>Lunch Break</i>
1.30-1.45pm	<i>Ice breaker</i>
1.45-2.45pm	Social origins of Gender – Session 1 <i>Training Objective:</i> By the end of this exercise, participants will be able to: <ul style="list-style-type: none">• Discover how their perception of gender differences originated• Define what the terms sex and gender mean• Identify the differences between sex and gender• Define a number of basic gender concepts
2.45-3.15pm	<i>Afternoon Tea Break</i>
3.15-4.45pm	Tree Exercise – Session 2 <i>Training Objective:</i> By the end of this exercise, participants will be able to: <ul style="list-style-type: none">• Understand what gender discriminatory attitudes and values are,• Identify the surrounding organizations where men and women learn, experience and practice gender discrimination, and• Understand the resulting behaviors and actions which affect men and women differently
4.45-5.00	<i>Daily personal Assessment – Day 1</i>

DAY TWO

- 8.00-9.15am **Introduction to Gender Analysis (Part1) – Session 3**
Training Objective: By the end of the next two sessions, participants will be able to:
- Analyze who does what, with what resources?
 - Who has access to the resources, benefits and opportunities?
 - Who controls the resources, benefits and opportunities?
 - What opportunities and constraints exist around the activities?
- 9.15-10.15am **Introduction to Gender Analysis (Part 2) – Session 4**
Activity Profile and Division of Labor
Presentation of an Activity Profile. Discussion on the division of labor including productive, reproductive and community work.
- 10.15-10.45am *Morning Tea Break*
- 10.45-12 noon **Exercise on 24 Hour Calendar – Session 5**
Training Objective: By the end of this exercise, participants will be able to:
- Know how to draw up a 24 hour calendar
 - Understand why it is important to draw up time use profiles like this
 - Compare men's and women's activities in a 24 hour day
 - Discover the times that women and men are free to engage in project activities
 - Use the data from the 24 hour Calendar to assist in planning interventions that promote more equal participation and opportunities for women and men
- 12.00-1.30pm *Lunch*
- 1.30-1.45pm *Ice breaker*
- 1.45-2.45pm **Gender responsive Strategies – Session 6**
Training Objective: By the end of this session, participants will have:
- a list of simple gender responsive strategies to help increase women's participation in CARE education projects
- 2.45-3.15pm *Afternoon Tea Break*
- 3.15-4.45pm **Access and Control Profile – Session 7**
Training Objective: By the end of this session, participants will be able to:
- Identify the differences access and control of resources
 - Explain the importance of the difference between access and control
 - Show whether men or women have more access to, and control over, resources
 - Target those who make the decisions for sending children to school/education to help them become more gender-aware
 - Use the data from the Profile to assist in planning interventions that promote more equal participation and opportunities for women and men
- 4.45-5.00pm *Daily personal Assessment – Day 2*

DAY THREE

8.00-9.30am	Practical Gender Needs & Strategic Gender Needs – Session 8 Training Objective: By the end of this session, participants will be able to: <ul style="list-style-type: none">• Define what Practical and Strategic Gender Needs are• Identify the differences between practical and strategic gender needs• Understand gender responsive actions required to address these needs• Know some of the practical and strategic needs of women with regard to education.
9.30-10.00am	Morning Tea Break
10.00-11.00am	Defining Gender Concepts – Session 9 Training Objective: By the end of this exercise, participants will be <ul style="list-style-type: none">• Familiar with the terminology of gender concepts, and be able to distinguish between the different terms and their meanings and significance
11.00am-12noon	Clarification of any outstanding issues.
12.00-1.30pm	Lunch Break
1.30-1.45pm	Ice Breaker
1.45-2.00pm	Daily personal Assessment – Day 3
2.00-3.00pm	Short GAD questionnaire
3.00-3.30pm	Afternoon Tea Break
3.30-4.00pm	Workshop Evaluation
4.00-4.30pm	Close the workshop

CARE International in Cambodia - 3 Day Gender Awareness June 2006

DAY ONE

8.00-9.00am (60mins) Welcome and "Introduction to Gender and Development in Education"

Welcome participants, describe the main groups that are present, and thank them for coming to the workshop.

My name is Phon Tara and I work for CARE in the position of Consultant/Senior Technical Officer on Gender Mainstreaming, Teacher Training and Curriculum Development. I have been asked by CARE to provide Gender Awareness training to you all, so over the next 3 days I look forward to doing this. I am also here to help you appreciate how important it is to involve both men and women in CARE's project development activities and to help you understand how gender issues in education impact on the project beneficiaries. I feel very happy to be here with you to talk about the above and by way of introducing Gender Issues in Education, I would like to tell you two short stories about two Cambodian girls with similar backgrounds but very different expectations about their futures.

Story One:

On Sok Nay is a 14-year old Khmer girl with a thoughtful, timid manner who lives in the farming village of Phum Thom in Kandal Province. She entered primary school four years ago with hopes of becoming a teacher, but when her 20-year old sister married and left home, leaving her as the oldest daughter at home, she decided on her own to leave school. "My mother had nobody to help her in the field," she explained.

The On family's economic problems began several years ago when Sok Nay's father, On Ngan, who is now 58 years old, contracted a chronic illness while serving in the national guard along Cambodia's border with Thailand. He is still too weak to work - though Sok Nay said that he sometimes "tries to climb up palm trees to get the juice." His 36 year old wife, Van Ry, supports the family by growing vegetables, raising pigs and other animals, fishing for prawns and hiring herself out as a day labourer during the planting and harvesting seasons.

On Ngan received five years of schooling in a Buddhist Wat, but in keeping with family attitudes toward girls at the time Van Ry never learned to read and write. They sought education for their children because, as Van Ry told an interviewer, "knowledge is wealth for life." All of Sok Nay's three grown brothers as well as her married sister completed primary school, and one brother had a year of lower secondary school. While in school Sok Nay liked mathematics and literature, but her academic performance suffered because she was frequently absent for several days at a time when she was needed to help out in the home. Sok Nay's father resisted her decision to drop out because "ignorant people cannot earn a good living," but her mother went against his wishes. "We have no choice," she told her daughter.

Sok Nay says she feels "very ashamed" at having abandoned her education and heads in the other direction when she sees her former classmates approaching her on the street. At night she sometimes reads textbooks, hoping that she might be able to return to school in the dry season, but she has now lowered her career expectations from teaching to running a stall in the village market. "People who have knowledge can do everything", she said. "But I think I will not be able to do as I want".

Story Two:

Sar Samphoas, who is 15, lives in Spean Dek, another farming village in Kandal Province with a population of about 550 families. Residents grow rice and maize as cash crops and enjoy fruit from trees planted in their front yards. Samphoas's parents were divorced and abandoned their children, so she and her two younger sisters live with their grandparents. The family supports itself by gathering firewood and selling products from the family garden. Every day before school Samphoas carries water, cleans the house and prepares a meal for her grandparents.

Less than half of the residents of Spean Dek village can read and write, and most girls drop out of school by grade three or grade four, most boys after grade five. Samphoas, however, went all the way through primary school, and this year she will begin travelling to the secondary school. Her 12 year old sister has now completed three years of studying, and the six year old is just starting. Despite her duties at home Samphoas has rarely been absent from school, even during planting season. She expects to get married but also to maintain a job outside the home in order to "have a bright future". She wants to be able to read a newspaper and to know what is going on in the world. The family has been spending 110,000 riels a year on Samphoas's schooling, including 15,000 riels for uniforms and an equal amount for private tutoring. Samphoas has not yet figured out how she will get a bicycle to make the six-kilometre trip to secondary school in the dry season.

Neth Din, her 77 year old grandfather, is a friendly, wise man who, like most of his contemporaries in the late 1930's, received three years of schooling in a wat. He was greatly saddened by the divorce of the girls' parents, and despite the advancing age of himself and his wife, who is uneducated, he has devoted himself to the education of his three granddaughters. He would like to see them all go to the university but fears that a lower secondary education may be all that he will be able to afford. "He sees education as the best gift that he can bequeath to his granddaughters. "I have no fortune to give them, but I can support them in their studies."

The stories of these two girls tell volumes about the situation of women in education in Cambodia, starting with the fact that there are more On Sok Nays who drop out of school than there are Sar Samphoases who persist. Cambodian girls and boys start on an equal footing in school. They have roughly similar school enrolment rates up to age 10, but girls start falling behind boys in school enrolment after that age. Grade 4 and 5 in particular; see very high dropout rates for girls, and as education levels increase, enrolment rates of girls decrease. Some of the reasons girls drop out of school include poverty, caring for siblings, staying at home to help with duties in the home and field, going to urban areas to find work, and notably, the prevalent Cambodian attitude that it is not important to keep girls at school when they are only going to stay at home and get married!

By age 15, male enrolment is 50 percent higher, and by age 18, male enrolment rates are nearly three times as large as female enrolment rates. Adult Cambodian women are significantly disadvantaged compared to men with regard to literacy. Countrywide, adult literacy rates are significantly higher for men, 84.7 percent, than for women, 64.1 percent.

Such gender inequalities or gender gaps between boys and girls and men and women, are deeply rooted in cultural and social traditions. Khmer society has never been a "patriarchal" society in the sense that all financial and other power lay with men, but it is strongly hierarchical and men have greater status than women. At the same time, the family plays a central role in Cambodia, and women carry primary responsibility for its welfare. Thus women work at home, raising the children and managing household finances, while men work outside the home to earn money. Khmer girls begin to assume these roles at an early age.

Cambodia aims to achieve universal primary and lower secondary education by 2010, in keeping with the commitments under the Education For All (EFA) program. The EFA covers the nine year

basic education cycle, which includes primary schooling from grade 1 to 6 and lower secondary school from grade 7 to 9. Considerable attention and allocation for resources have been targeted to achieving the EFA goals. However, while education is supposed to be free to all citizens, in practice there is an unavoidable series of formal and informal fees. Offering opportunities for girls to access better education will bring brighter economic and social prospects that are fundamental to reducing poverty.

Research has shown that investment in girls' education is the best means to achieve sustainable development. Why is this so? Because educating women and girls is the key to improving health, nutrition, and better living standards for children and families, as well as the path to better income, job and food security, and self-empowerment. With better education for mothers, infant and maternal mortality as well as family size decreases, and knowledge about the prevention of HIV transmission increases. Importantly, educating the next generation becomes more guaranteed. Thus removing barriers to girls' equal access to education benefits both men and women, as well as future generations, as it guarantees women's and men's equal and full participation in the development process.

In order to respond to the many gender issues noted above, CARE's project SKII aims to contribute to the achievement of basic education, especially for girls. In Prey Veng, the target group of girls aged between 12 and 17 who have dropped out of school, have been identified as the most vulnerable group. For the past 3 years, SKII has provided relevant and quality education options in partnership with community groups, government, and other partner organizations. A gender-sensitive approach is the main strategy used by the SKII to achieve gender equality in education.

The SKII project's goal and objectives are in line with the RCG's commitment to ensuring that all children complete primary schooling by 2010, and nine years of basic schooling by 2015. The elimination of gender bias in education is at the forefront of the Government's agenda and is detailed in the National Education Plan for All. The Government has two crucial goals to promote education. Goal 1 is to attain equal enrolment of female and male students and for them to complete primary and secondary school level. Goal 2 is to improve basic education (universal primary education) as stated in the Cambodian Millennium Development Goals.

Recommendations to achieve these goals include:

- Providing scholarships to poor students, focusing on female students studying at all levels of education, especially female students in remote areas and aim to increase the retention of student from grade 1 to grade 2
- Eliminating the unofficial extra payments in school and building school dormitories in remote and rural areas
- Establishing classes on information technology for boys and girls as well as public relations programmes, and employment opportunities to draw female students back to school
- Disseminating and educating parents to encourage their daughters to access education and at least complete lower secondary school.
- Providing incentives for teachers to work in remote areas
- Educating and identifying female role models to raise awareness of the importance of girls in education.

- Integrating gender awareness into study programs and effectively implementing gender-sensitive initiatives, and
- Encouraging collaboration between school directors and local authorities to eliminate gambling, karaoke (night club) and guest houses around schools.

In conclusion, as Somphaos' grandfather so wisely stated:

“Cambodia has more women than men, and we must educate our girls as well as our boys. We have two hands, and if one hand is weak we can do nothing. The two hands must be strong. We must use both hands.”

9.00-9.30am (30 mins) Workshop Objectives, Rules and Training Schedule

Facilitator goes over the workshop objectives (show a flipchart or transparency) and rules before starting the training.

Workshop Objectives Flipchart or transparency

Workshop Goal

Provide Gender Awareness Training to selected target groups

Workshop Objectives

- Identify gender and development concepts
- Analyze gender issues in education and their implications
- Understand the importance of gender analysis and its implications for development programming
- Use gender-sensitive tools to analyze the different roles, needs and opportunities of men and women
- Devise gender-responsive strategies for target groups

Facilitator sticks a flip chart of these objectives on the wall so that participants can refer to them during the next 3 days. Then go over the training times:

- **8.00am start training**
- **5.00pm finish training**
- **Lunch one hour and a half from 12 - 1.30pm**
- **Morning/afternoon tea: 30 minutes each**
- **Ice-breaker after lunch for 15 minutes. Participants are asked to choose a partner and take turns to present a joke, or funny story each day from 1.30-1.45pm.**

Training Rules

- Attend all sessions
- Start/finish all sessions on time
- Active participation by all (a two way process)
- One person speaks at a time
- Mutual respect for others' ideas
- Have fun while working
- All mobile phones off
- No smoking in the classroom

Facilitator briefly goes over the summary of the training schedule with participants.

9.30-10.30am (60mins) GAD questionnaires

Give out the handout on the GAD questionnaire and attitude survey and ask participants to fill in their name at the top and write what they think the Gender concepts mean. They are given 60 minutes to do this. If participants do not know an answer to any question, please leave a blank space. Inform participants they will be given the same questionnaire at the end of the workshop so that they can see their difference in understanding at that time. Collect the GAD questionnaires so that facilitator can look at it later and understand participants' knowledge gaps. The facilitator will then know which lessons need to be emphasised during the workshop. Give participants the handout on Gender Concepts so they know the definitions.

ATTITUDES ABOUT GENDER

Please circle the number indicating how much you agree or disagree with the statements below, e.g. if you agree very much circle 5, if you disagree very much, circle 1.

1. Gender roles make up our tradition. We should try to change them.

Agree

Disagree

5

4

3

2

1

2. Some wives are stronger than their husbands while others are subordinate to their husbands. It is up to the man and the woman to solve the problem of women's subordination.

Agree

Disagree

5

4

3

2

1

3. I think all jobs can be done by women.

Agree

Disagree

5

4

3

2

1

4. Raising gender issues causes conflict between men and women.

Agree

Disagree

5

4

3

2

1

5. If I hear someone making a discriminatory comment against women, I challenge them.

Agree

Disagree

5

4

3

2

1

6. I feel confident to raise gender issues with women.

Agree

Disagree

5

4

3

2

1

7. I feel confident to raise gender issues with men.

Agree

Disagree

5

4

3

2

1

Name:

8. Women are very busy with productive, reproductive, and community work, so we should not overburden women by encouraging them to participate in decision making.

Agree

Disagree

5

4

3

2

1

9. True development can only be achieved with gender equality.

Agree

Disagree

5

4

3

2

1

Name:

Short Gender and Development Awareness Test and Evaluation

What do the following words/concepts mean? Please write a few words in the space below to show your level of understanding.	Please rank your level of knowledge of each gender concept on a ranking of 1 to 5 by circling the number you feel matches your current understanding (1=the lowest level of understanding and 5=the highest)										
Gender:	<table><tr><td>Low</td><td></td><td>Medium</td><td></td><td>High</td></tr><tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr></table>	Low		Medium		High	1	2	3	4	5
Low		Medium		High							
1	2	3	4	5							
Sex:	<table><tr><td>Low</td><td></td><td>Medium</td><td></td><td>High</td></tr><tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr></table>	Low		Medium		High	1	2	3	4	5
Low		Medium		High							
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Gender Issues:	<table><tr><td>Low</td><td></td><td>Medium</td><td></td><td>High</td></tr><tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr></table>	Low		Medium		High	1	2	3	4	5
Low		Medium		High							
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Gender Equality:	<table><tr><td>Low</td><td></td><td>Medium</td><td></td><td>High</td></tr><tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr></table>	Low		Medium		High	1	2	3	4	5
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Gender Analysis:	<table><tr><td>Low</td><td></td><td>Medium</td><td></td><td>High</td></tr><tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr></table>	Low		Medium		High	1	2	3	4	5
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Gender Mainstreaming:	<table><tr><td>Low</td><td></td><td>Medium</td><td></td><td>High</td></tr><tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr></table>	Low		Medium		High	1	2	3	4	5
Low		Medium		High							
1	2	3	4	5							

		Name:				
Women In Development Approach:	Low 1	Medium 2	3	High 4	5	
Gender and Development Approach:	Low 1	2	Medium 3	4	High 5	
Practical Gender Needs	Low 1	2	Medium 3	4	High 5	
Strategic Gender Interests	Low 1	2	Medium 3	4	High 5	
Give the names of 2 Gender Tools used in a Gender Analysis:	Low 1	2	Medium 3	4	High 5	

Handout

GENDER CONCEPTS¹

Gender: This refers to women's and men's needs, roles, and responsibilities that are socially determined. These are learned, change over time, and vary within and between countries and cultures according to social, religious, historical and economic factors. Gender is related to how we are perceived and expected to think and act as women and men because of the way society is organised, not because of our biological differences.

Sex: Physiological or biological identity indicating whether one is male or female

Gender Issues: Any issue relating to the relationships between women and men which impacts upon development processes and outcomes. Gender issues affect the results of planned change, and have an impact on the level of achievement of development goals and objectives. They have become important in the development dialogue because of increasing inequalities between women and men, which constrain the achievement of goals and objectives.

Gender-Based Division of Labour: The division of labour in societies is directly tied to socio-cultural patterns, which determine the tasks that women and men should perform. These include production, reproduction, essential household and community services, and community management and political activities.

Gender Equality: An ideal and dynamic situation in which women and men have equal opportunities, equal rights, equal power, equal share of responsibilities, equal in positions in the family, community and society.

Gender Equity: Provision of "equality of opportunity" and the equitable allocation of power and resources between men and women, according to their particular needs and interests to participate in and benefit from development initiatives. It is a strategy to overcome bias, favouritism and inequality. Given that power and resources are mostly in the hands of men, gender equity strategies should be directed toward redistribution of these factors to women.

Gender Analysis: This refers to a systematic way of looking at the different impacts of development on women and men. As development programmes have actively sought to reach women, we have learned that gender has a lot to do with what work we do, how much time we have to do it, and how much money we have to do it with. Gender analysis requires separating data by sex, and understanding how labour is divided and valued. Gender analysis must be done at all stages of the development process; one must always ask how a particular activity, decision or plan will affect men differently from women.

Gender Tools used in a Gender Analysis: Gender tools allow us to identify the different needs, expectations, roles and work patterns of men and women in a given context. Examples of Gender Tools are Activity Profiles, 24Hour Calendars, Access and Control Profiles, Gender Analysis Matrices, and dividing men and women into same-sex groups for discussions.

Gender mainstreaming/integration: Understanding gender differences and incorporating them, along with identified mechanisms, into overall planning, initiatives and monitoring, routinely and systematically.

¹ These definitions are drawn from Rani Parker's Training Manual "Another Point of View: A manual in Gender Analysis Training for Grassroots workers" and CARERE's Gender Strategy.

Women in Development Approach: this approach focuses on women's basic needs rather than on their rights. While WID projects such as mat weaving or silk weaving projects might give women more income and lift their living conditions, they often add to women's work burden and treat them as a 'stand alone' group, or else attempt to integrate them into existing structures.

Gender and Development Approach: this approach shifts the focus from women as a group to the socially determined relations between women and men. A GAD approach focuses on the social, economic, political and cultural forces that determine how men and women might participate in, benefit from, and control, project resources and activities differently.

Gender Awareness: Understanding, usually acquired through training, that there are socially determined and learned differences between women and men.

Gender Sensitivity: Ability to perceive existing gender differences, issues and inequalities.

Sex disaggregated data: This is information collected - via questionnaires, observation or other techniques - which reveals the different roles and responsibilities of men and women. Having data differentiated by sex is extremely important to being able to design gender-sensitive projects as well as to monitor and evaluate them.

Practical Gender Needs: *The needs women identify in their socially accepted roles in society.* Practical gender needs are a response to immediate necessity, are practical in nature, and are often concerned with inadequacies in living conditions, health care, and employment. Careful analysis and planning are necessary to ensure that projects are designed in such a way as to actually meet the practical needs of the recipients, and that while addressing these needs, that women are not hindered from addressing their strategic interests, or even placed in a worse position than before.

Strategic Gender Interests: *The issues women identify because of their subordinate position to men in their society.* They relate to gender divisions of labour, power and control, and may include such issues as legal rights, domestic violence, equal wages, women's control over their bodies, and women feeling strong enough to speak about their concerns and be listened to as an equal. Addressing strategic interests helps women to achieve greater equality, and challenges their subordinate position. Some programmes address strategic interests directly by attempting to change practices that perpetuate women's subordination. For example, alteration of the sexual division of labour; measures to alleviate the burden of domestic labour and child care for women; policies to end systemic discrimination against women in areas such as employment, access to housing, or education; the promotion of political or legal equality for women; and measures against male violence and control of women.

11.00-12noon (60 mins) Introduction to Gender and Development

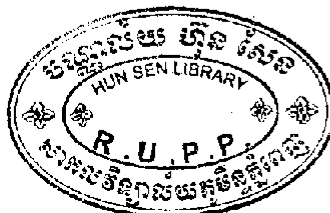
1. Let us start by defining the words gender, gender issues, development, and awareness:
(place an overhead transparency with these words written on it, on the projector or use a flipchart)

- Write the word **GENDER** on the board and brainstorm: What does this word mean to you?
- Present a definition using the participants' key words or a text book definition. Many people think that the word gender means women. **But gender does not mean women.** The term 'gender' refers to **women's and men's roles and responsibilities that are socially determined** in a defined time and place. Gender is learned and changes over time.
- Write the word **GENDER ISSUES** on the board and brainstorm: What do these words mean to you?
- Present a definition using the participants' key words or a text book definition eg the term '**Gender Issues**' refer to situations where there is inequality, inequity or differential treatment of women or men. They are any aspect of the relationship between men and women that has a positive or negative effect/impact on development goals. Gender issues also affect the results of planned change, and have an impact on the level of achievement of project goals and objectives.
- Write the word **DEVELOPMENT** on the board and brainstorm: What does this word mean?
- Present a definition using the participants' key words or a text book definition eg this word suggests progress or growth from one point to another. If something or someone develops they grow and change their capacity or capability to act. They may become stronger, more capable, or increase their capacity to act in a way that helps them to fulfill themselves. The word '**development**' in the context of '**Gender and Development**' means a positive change in gender attitudes and actions, leading towards the closing of gender gaps, and equal opportunity for women and men to participate in, and benefit from, project resources and activities.
- Write the word **AWARENESS** on the board and brainstorm: What does this word mean to you?
- Present a definition using the participants' key words or a text book definition, eg being aware means that you know about something, or that you understand more about an issue than before.

If we become aware of an issue or a problem, we can then decide to do something with our knowledge, or we may choose not to do anything. Once you are aware of gender issues, you can choose to respond to these issues in a gender sensitive way. This means that not only do you recognise the differences between men's and women's needs, roles, responsibilities and constraints (ie you are aware), you can then choose to design and plan a project in a way that responds positively to the different needs of men and women. We call such a plan a **Gender Action Plan** or **Gender Action Strategy**.

2. Why is it important to understand gender issues in CARE?

A good understanding of the values and attitudes of men and women involved in the project is essential for a successful project. Since men and women have different roles, needs and responsibilities, men and women are affected by project interventions in different ways. If gender issues are not addressed in projects, false assumptions concerning women's roles, especially in the



education process, can restrict women's opportunities to fully participate and benefit from the project.

Historical perspective:

Since 1945 when the effects of development projects were first measured in systematic ways, it has been found throughout the world that **women have UNEQUAL ACCESS TO, and CONTROL OF, THE DEVELOPMENT PROCESS** in relation to men, and that women **RECEIVE UNEQUAL BENEFITS** from development initiatives. In addition, the perspectives, concerns and needs of women have been excluded and many development projects have actually made women's lives worse, eg they have increased their burden of work rather than reducing it. To emphasize this point, draw a **GENDER GAP** graph on the white board showing women's position lower than men's.

Over the years, thinking about women, gender, and development has changed and this thinking is reflected in different policy approaches. The major shift in policy has occurred in the transition from WID to GAD. A GAD approach evolved from observations that women's development projects had not been successful in changing women's roles and responsibilities, and access to and control of resources and services. Refer participants to the first handout.

Handout – *Introduction to GAD*

From WID to GAD

The major shift in policy has occurred in the transition from WID to GAD. A GAD approach evolved from observations that women's development projects had not been successful in changing women's roles and responsibilities, and access to and control of resources and services.

Some WID projects have failed because they:

- concentrated only on women's participation in the production and welfare sector, eg mat-weaving or sewing projects,
- were too small and marginal,
- added to women's workloads,
- maintained the traditional pattern of gender role stereotyping, and subordination
- did not examine the roots of women's low status because they did not challenge the existing social structure
- did not recognize men as part of the problem and part of the solution

On the other hand a GAD approach sees:

- women as equal to men as agents of change, rather than as passive recipients of male dominated development,
- women's contribution to society in the context of their work inside and outside the household, including community leadership
- women and men in supporting changes in gender relations, and
- challenges women's subordination, and empowers women to be equal partners in development.

Therefore, GAD projects result in:

- a reduction in women's and men's traditional workload
- greater participation in "non traditional" activities
- higher productivity,
- creating enabling environments for disadvantaged groups to participate in development
- more equitable and sustainable development,
- greater social justice
- increased access to and control of resources by disadvantaged men and women, and
- empowerment of subordinate groups to become more equal

There are occasions however, when WID activities can turn into GAD activities. For example, women's advocacy groups or special interest groups (a WID approach) can help women to meet their strategic interests by providing space for them to express their needs and wishes without the constraint of having men answer for them, or worse, not listen to them. Women in women's groups may then be able to express their desire for specific training in agriculture, literacy/numeracy classes, training in decision-making or conflict resolution, or whatever it is they wish training in, and begin the process of empowerment. Once training needs have been identified, it requires men and other stakeholders to agree that training for women is a good idea, and needs their support to create an enabling environment for training and equitable participation in development to take place.

Handout – Introduction to GAD

Support for a Gender And Development Approach in Cambodia exists at many levels:

WORLD LEVEL: Many statutes, international mandates and conferences such as the ‘Platform for Action’ agreed at the World Conference on Women in Beijing, China in 1995, recognize that women play a central part in educating future generations. These statutes make a commitment to gender equality (refer briefly to the handout and ask participants to look at this later)

CAMBODIAN LEVEL: through the RCG’s current policies on equitable and sustainable poverty reduction such as the First and Second Socio-Economic Development Plans, and its Rectangular Strategy of 2004, and in particular the MOWVA’s Five Year Strategic Plan (2004-2008) on gender mainstreaming (integrating gender responsive plans, policies, and documents into all line ministries at every level). Moreover the Cambodian Constitution recognizes that men and women should share in and benefit from, development equally

MoEYS LEVEL: by establishing a Gender Working Group at head office to work on a gender strategy and integrate gender through every department, and

CARE LEVEL: by providing a project **GENDER Strategy**, contracting International and Cambodian Gender Specialists to train staff in gender awareness and gender analysis, and a strategy of incorporating gender into all stages of the project cycle, (ie at the identification/ design/implementation/monitoring & evaluation stages of the project)

In addition:

- Since women as a group constitute one half of society, their equitable participation in civil society and governance is a **basic social equity requirement**. The UN Charter of 1945 recognizes that women have equal rights to development, so it is only fair that development programs should guarantee that right. Women already participate actively in productive sectors of the economy but **women’s efforts need to be made visible and their productivity needs to be recognized and increased** to provide for economic independence and self-confidence.
- Recent evidence from around the world demonstrates that investments in women produce the highest returns in social as well as economic terms, eg women who have been given knowledge and are empowered, live healthier, happier lives and care for their families better.

Thus a **GAD approach** is needed to close the **GENDER GAP** and give women equal opportunities to raise their position and status to the same level as that of men. (The facilitator points to the Gender Gap graph previously drawn and rubs out the arc between men and women, highlighting that the development line for men and women is now the same.) In this way **both women and men will have equal access to, and control of, the development process, and both can benefit equally from projects like the SKIL.**

HANDOUT – Introduction to GAD

World wide Statutes and international mandates promoting Gender Equality include

- 1945 The United Nations Convention Declaration
- 1948 The United Nations Convention of Human Rights
- 1949 The United Nations Conference on Human Trafficking, Exploitation and Prostitution
- 1950-60 Women's Issues in Human Rights
- 1951 The United Nations Conference on equal wages for the same for women and men
- 1952 The United Nations convention on women's politics
- 1960's First decade of the UN development. Women were considered as passive beneficiaries
- 1970's Second decade of the UN development. Women were included in development processes in a 'Women in Development' (WID) approach
- 1972 The United Nations Declaration of first decade for women (1975-85)
- 1979 The United Nations Convention on the Elimination of all Forms of Discrimination Against Women (CEDAW)
- 1980's Gender and Development (GAD) approach as an alternative to WID. GAD looks at improving women's positions and status as well as gender relations in society
- 1994 International Conference on Population and Development (ICPD) held in Egypt
- 1995 World Summit on Social Development (WSSD) in Copenhagen
- 1995 'Platform for Action' agreement Fourth World Conference on Women in Beijing, China

12.00-1.30pm

Lunch Break

1.30-1.45pm: *Ice-breaker*

Facilitator explains that we are now going to do our first exercise. Show participants a transparency or flip chart with the name and training objectives of the exercise.

1.45-2.45 (60 mins) **Social origins of Gender – Session 1**

Training Objective: By the end of this exercise, participants will be able to:

- Discover how their perception of gender differences originated
- Define what the terms sex and gender mean
- Identify the differences between sex and gender
- Define a number of basic gender concepts

Facilitator introduces the topic:

Being a male or a female marks us from the moment of birth when it is normally asked if a newborn is a boy or girl. Relatives usually have different expectations of the newborn depending on their sex. Boys are expected to be engineers, and girls to become good mothers or housewives. In Cambodia, some Chinese Cambodians want their first baby to be a boy rather than a girl to carry on the family name and are not so happy if a girl is the first child. On the other hand, some Cambodians want their first baby to be a girl so that she can look after the other children when she grows up and work in the home. These are the expectations of society.

Instructions to participants:

In what ways are young boys treated differently than young girls? Think about your own life or your children's life, or how your neighbor treats their children. Take 2 or 3 minutes to write down what you have just discovered.

Facilitator asks participants to call out their experiences and writes them on the white board. Then ask what determines being a female or a male? Write the answers then ask: Can we change this? Participants answer, then ask participants for a definition of the word 'sex'.

Next ask: who is normally expected to look after children? Wait for answers then ask: what determines this? Can men look after children? Participants answer. Then say: if this role can be changed, we refer to 'gender,' not 'sex'.

Ask participants: what are the differences between 'gender' and 'sex'? Write up their answers on the board then refer to the handouts on sex and gender and summarize the following:

Sex roles: refer to biological make-up and cannot be changed, eg bearing a baby is a sex role. Only women can become pregnant and give birth.

Gender roles: refer to women's and men's roles and responsibilities which are socially determined. Gender is related to how we are perceived and expected to think and act as women and men, because of the way society is organized, not because of our biological (sexual) difference. For example, both men and women can look after children or can drive a car.

HANDOUT – *Session 1*

KEY CONCEPTS OF GENDER

It is essential to understand certain gender concepts in order to develop gender analysis skills. Gender analysis of projects is crucial to gender sensitive development planning.

A. GENDER AND SEX

SEX	GENDER
Born with	Socially constructed (not born with)
↓	↓
therefore	therefore
↓	↓
CANNOT BE CHANGED	CAN BE CHANGED
1. Only women can give birth	1. Women can also do traditional 'male' jobs
2. Women cannot give birth without men's sperm	2. Men can also do traditional 'female' jobs

SEX – male/female refers to biological differences

This difference is universal and **unchanging**

GENDER – refers to social differences between men and women

This refers to learned social/cultural behaviour and **can be changed**

B. GENDER ROLES

- Different gender roles are allocated to men and women during the socialization process
- Girls and boys learn their roles from birth
- Male and female children are assigned different toys and a different dress that is considered appropriate
- All this leads to different behavioural patterns for boys and girls – considered ‘typical for men’ and ‘typical for women’
- Different tasks and roles are assigned to men and women, considered as appropriate
- This can determine our access to education, health, work, freedom of movement, and social relations
- Therefore our individuality is shaped by gender roles

Gender Roles

- Change over time and are not static, eg Woman Prime Minister/President gained acceptance in several countries in Asia – Sri Lanka produced the first women Prime Minister 35 years ago
- vary across cultures, eg women are expected to be virgins at marriage in Cambodia and other Asian countries, but not in some parts of Africa
- influenced by age, eg older women are more respected in Cambodia and other Asian countries
- influenced by class, eg, women from different classes within the same culture have different roles
- influenced by religion, ethnicity, eg women in Muslim countries have a more restricted life than in Buddhist countries
- change when social, economic and political environment changes, eg some gender roles in Cambodia have changed during the last few decades. For example, men who were said to be heads of households, defenders and family decision-makers, have often been replaced by women because the men died during the war or migrate to urban areas for work

The objective of gender responsive planning is **not role reversal**, (although this may happen in some cases), but creating an enabling environment where the human resource potentials of both men and women are fully utilized and men and women have equal participation in the development process and access to, and control of, benefits.

2.45-3.15 pm *Afternoon tea break*

3.15-4.45pm (90 mins) Tree Exercise – Session 2

Training Objective: By the end of this exercise, participants will be able to:

- Understand what gender discriminatory attitudes and values are,
- Identify the surrounding organizations where men and women learn, experience and practice gender discrimination, and
- Understand the resulting behaviors and actions which affect men and women differently

Facilitator does this exercise on the whiteboard with one group or splits participants into 2 groups and asks them to draw a large tree on large paper showing the tree roots, the trunk, and the leaves. Explain that the tree symbolizes the structure of gender. The tree roots represent the social values of gender, the tree trunk includes the agencies of socialization, and the tree leaves symbolize the actions resulting from the beliefs and attitudes of society.

If split into 2 groups ask participants to do the following:

First, discuss the social values and attitudes in Cambodian society and write these down where the roots are. Examples of such attitudes are ‘boys don’t cry but girls do’, ‘girls play with dolls while boys play with cars’, ‘boys are more clever than girls’, ‘it’s a waste of time educating girls because they only get married and stay at home’, etc.

Next ask participants to do the same for the trunk (examples include family, friends, school, office, work mates, etc) and for the leaves (examples might include women don’t drive, men go out drinking and to night clubs but women stay at home, women have low self-confidence and self-worth, men speak on behalf of women.) The groups then take 20 minutes to present their ideas to each other and discuss how the roots lead to the leaves via the trunk.

Make the statement: ‘Changes at root level will affect the actions and behaviours of people (leaves). It is important to give both boys and girls equal opportunities from birth so that they can choose their path in life and rise to their full potential.’

Show participants how to turn the problem tree into an opportunity tree by stating the problem in a positive way. For example if no school is available at the roots of the tree, state the solution to be there is a school, or if lack of knowledge is the problem, then the solution would be to provide knowledge. In this way, we can make a plan for the future.

Ask participants if there are any questions and if so, answer these. Then say ‘the Tree Exercise and Social Origin Exercise, show us that men and women have different gender roles and behaviours according to the way society thinks. Men and women also have different needs, different expectations, and different opportunities and constraints, which shape their behaviour. In development projects like the SKII, whose objective is that men and women benefit equally from project activities, we have to know what the needs and interests of men and women are, so that we can make sure the project is actually meeting these needs. We also have to find out **who does what, with what resources**, so that we can choose the right person for literacy training. We can discover these things through a **Gender Analysis Framework** which is an effective tool for planning and implementation.

4.45-5.00 Daily personal Assessment – Day 1

Objective: To allow participants to assess their learning from each day, and assist the trainers to develop and deliver better GAD trainings in the future.

Participants are asked to answer the following questions as a group.

What session did you find most useful today?

Session 1
Social Origins
of Gender

Session 2
Tree Exercise

What session did you find least useful today?

Session 1
Social Origins
of Gender

Session 2
Tree Exercise

What changes if any, would you recommend for future trainings?

Day Two

8.00-9.15am (75 mins) **Introduction to Gender Analysis (Part1) – Session 3**

Training Objective: By the end of the next two sessions, participants will be able to:

- Analyze **who does what**, with what resources?
- **Who has access** to the resources, benefits and opportunities?
- **Who controls** the resources, benefits and opportunities?
- **What opportunities and constraints** exist around the activities?

Facilitator refers to the Gender Analysis handouts and goes over them with participants.

Handout – Session 3

Gender Analysis

A **Gender Analysis** is a strategy which identifies the different needs, roles, resources and responsibilities of men and women in a specific context. It begins with the following questions:

- **Who does what, with what resources?**
- **Who has access to the resources, benefits and opportunities?**
- **Who controls the resources, benefits and opportunities?**
- **What opportunities and constraints exist around the activities?**

A **Gender Analysis** helps planners to:

- Design effective and efficient projects/programs
- Identify measures and processes that lead to Gender Equality
- Establish equitable projects
- Implement development programs effectively with men and women
- Discover new techniques to assist a community, and
- Strengthen their organisations and communities

In order to look at the different impacts of development projects on men and women, the following should be analysed:

- Different needs of men and women
- Different roles and activities of men and women
- Time spent by men and women on these activities, and
- Money spent and earned on these activities

A **Gender analysis**:

- Requires understanding how labour is divided and valued
- Must be done at all stages of the project cycle (at the project identification, design and formulation, implementation, and monitoring and evaluation stages), and
- Requires separating data by sex

Sex disaggregated data should be on:

- Division of labour between men and women
- Men's and women's access to, and control over, resources
- Men's and women's roles and responsibilities
- What specific needs men and women have and why, and

Handout – Session 3 (Gender Analysis continued)

- What will be the benefits from the project for men and women, and the opportunities and constraints facing men and women

A **Gender Analysis** framework uses four main interrelated tools:

- (i) Activity Profile
- (ii) Access and Control Profile
- (iii) Analysis of factors influencing access and control (opportunities and constraints), and
- (iv) Project cycle analysis

An **Activity Profile** is undertaken in order to:

- a) acknowledge the true value of women's and men's work done,
- b) help find interventions to reduce women's and men's workload, and
- c) ensure women's and men's full participation in activities

An **Access and Control Profile** is done to:

- a) identify the different patterns for access to and control over the resources,
- b) target the decision makers for gender awareness training
- c) challenge the traditional subordinate patterns
- d) identify interventions that ensure women's access to the use of resources as well as the power to control the resources, and
- e) ensure women receive the equal benefits of the use of resources

When information from the above two profiles has been collected, we can see what men's and women's roles and needs are. Knowing this will help us to discover what the opportunities and constraints facing men and women are, and we can then work with them to find ways of increasing the opportunities and overcoming the difficulties by gender responsive strategies or **gender entry points**. This leads us to implementing or operationalising gender sensitive plans.

The next handout shows how a Gender Analysis Framework might work.

Handout – Session 3

Gender Analysis Framework

PLANNING AND IMPLEMENTATION PROCESS

GENDER ANALYSIS



GENDER ROLES
(Reproductive, Productive and community work
Activity Profile, Resources and Benefits Profile)



GENDER NEEDS



OPPORTUNITIES/CONSTRAINTS



DEFINE GENDER ENTRY POINTS
(Strategies to overcome constraints and use opportunities)



OPERATIONALISATION

Source: from 'Gender Planning and Development' Caroline O. Moser

GENDER DIVISION OF LABOUR

1-REPRODUCTIVE or 'HOME OR FAMILY MAINTENANCE' WORK

- is crucial to human survival, and
- guarantees the production and maintenance of the labour force, eg:
 - care and maintenance of the household
 - bearing and caring for children
 - water and fuel collection
 - food preparation
 - family health care
- most of these activities are labour intensive and time consuming,
- usually the responsibilities of women and girls, and
- **recognized and celebrated, but not considered real work**

2-PRODUCTIVE WORK

This means production of goods and services at workplace or at home for income and consumption.

Women's productive work often:

- does not generate income, especially her work for family subsistence such as vegetable gardening, chicken raising, or making clothes and handicrafts
- is invisible - since women are not paid to do this work, it is not recorded in economic statistics such as census documents as 'work,' and therefore planners are ignorant about it and don't take this work into account when making plans
- is less valued than men's work, and
- women themselves do not value their own work.

3-COMMUNITY WORK

- is the collective organization of:

- social events and services, including ceremonies
- community improvement activities
- participation in groups/organizations, meetings like FWUC, etc.
- is important for the spiritual and cultural development of communities
- involves considerable volunteer time, and therefore, women are often not in a position to participate
- is often structured in a way that facilitates men to play a leadership role

It is important to note that:

- All these three categories of work are economic, valuable and interdependent
- Women do almost all of the reproductive work and much of the productive work
- Reproductive (home/family maintenance) work is considered as the woman's primary responsibility, her productive work is considered as secondary or supplementary (even when she is the primary income earner in the family)
- As reproductive work is considered to be women's main responsibility, women are not given the same access as men to education and training, which limits their productivity and empowerment
- Women's workload can prevent them from participating fully in development projects, especially in training and leadership roles in the community
- When women participate in development activities, it means less time for tasks such as childcare or food preparation, so these tasks must become more efficient, or be done by someone else

9.15-10.15am (60 mins) Introduction to Gender Analysis (Part 2) – Session 4

Activity Profile and Division of Labour

Presentation of an Activity Profile. Discussion on the Division of Labor including productive, reproductive and community work.

Facilitator presents a blank table of a simple Activity Profile (refer participants to the handout on the next page).

Handout – Session 4

Table 1: Activity Profile showing the Division of Labour

Activity Role/Work	Women/ Girls	Men/ Boys	Time	Location
<u>Reproductive</u> Bearing children Care of the household Preparing food Collecting water Collecting firewood Looking after sick family member <u>Productive</u> Ploughing/land clearing Transplanting paddy Fencing Harvesting Maintaining water pump <u>Community</u> Cleaning pagoda WUC Care of road Caring for neighbour				

Key: W = Women, G = Girls, w = women with a small role, g = girls with a small role
 M = Men, B = Boys, m = men with a small role, b = boys with a small role

Explain that once it is filled in, the table will show all relevant tasks or types of work undertaken by men and women, and where relevant, boys and girls (see the table below). Ask participants to divide into same sex groups and draw their own activity profiles using the key underneath the table as a guide (i.e. when filled in, a capital letter indicates the person who has major responsibility, and the small case letter indicates giving assistance.)

Table 1: Activity Profile showing the Division of Labour

Activity Role/Work	Women/ Girls	Men/ Boys	Time	Location
<u>Reproductive</u>				
Bearing children	W			Home
Care of the household	W, G		Mornings	Home
Preparing food	W, g		3 times/day	Home
Collecting water	W, G		2 times/day	Pond 6 kms
Collecting firewood	W, G	M, B	1 time/day	Forest
Looking after sick family member	W, g	b	Constant	Home
<u>Productive</u>				
Ploughing/land clearing		M	Seasonal	Field
Transplanting paddy	W, g	m, b	Seasonal	Field
Fencing	w	M	3 days total	Home
Harvesting	W, G	m, b	Seasonal	Field
Maintaining water pump		M	Daily	Pump house
<u>Community</u>				
Cleaning pagoda	W		monthly	Village
WUC	w	M	weekly	Village
Care of road	w	M	monthly	Village
Caring for neighbour	W		once a week	Village

Key: W = Women, G = Girls, w = women with a small role, g = girls with a small role
M = Men, B = Boys, m = men with a small role, b = boys with a small role

After 20 minutes ask the groups to compare their ideas and discuss. Work is often divided into men's tasks (eg ploughing, or work with machines such as water pumps) and women's tasks (such as taking care of children and transplanting paddy). The division of tasks into different types of work is called the Division of Labour. This focuses on reproductive or 'maintenance' work around the home, productive work, and community work. Go over the points on the handout for the Gender Division of Labour. Then ask participants to discuss the following:

- How can we give more meaning and value to household maintenance activities? (reproductive work)
- How can we focus on the benefits of men and women working together and sharing tasks, rather than on changing roles? – What does this mean?

10.45-12 noon (75 mins) **Exercise on 24 Hour Calendar – Session 5**

Training Objective: By the end of this exercise, participants will be able to:

- Know how to draw up a 24 hour calendar
- Understand why it is important to draw up time use profiles like this
- Compare men's and women's activities in a 24 hour day
- Discover the times that women and men are free to engage in project activities
- Use the data from the 24 hour Calendar to assist in planning interventions that promote more equal participation and opportunities for women and men

Another useful way to show the activities of men and women is to draw up a 24 hour calendar. Facilitator presents two 24 hour calendars (one showing men's activities and the other showing women's) drawn on large paper and asks participants to split into same-sex groups. The men's group works on the men's calendar and the women's group works on the women's calendar. Ask participants in their groups to take 15 minutes to answer the questions at the bottom of each calendar and then hang the calendars up next to each other to compare the activities of men and women in a typical 24 hour day. Each group chooses a representative to summarise the findings for each calendar. Points to emphasize should include:

- A woman's work day is longer than a man's. Men work a shorter day and sometimes do heavier work
- Women rise earlier than men in the mornings and go to sleep later
- A woman has many more tasks than a man. She has more reproductive and productive work, than community work. In fact she has hardly any time for community work and training, while a man has 3 hours training and 1.5 hours to spend at the FWUG meeting
- Women's time and work are fragmented and not continuous. She has many small tasks to do so people might think that this work is not important or worth measuring eg people might say 'women don't do much.' BUT a hundred little things add up to a lot of work.
- A woman has less free time to rest than a man
- Women and men can share many tasks

Facilitator points out that any project initiatives should take into account women's and men's timing of activities. For example, if training or community meetings are to be scheduled, it is important to find out the time that women and men are available to attend, and then schedule the meeting in this free time. In this way, women or men will not miss out on such training or meetings and can feel that their situation has been taken into consideration.

Facilitator should also stress it is very important when using this tool in the field, for female facilitators to work with women's groups in drawing up 24 hour calendars, and male facilitators with men's groups, because women will talk more freely to women, and men more freely to men.

*** Ideally for this exercise, participants are split into same-sex groups and asked to draw up the 24 hour calendar themselves. In this way, women indicate activities unique to women, and men draw up activities unique to men. However, to save workshop time, the calendars have been pre-drawn.**

Handout – Session 5 Table 2: Women's 24-Hour Calendar

Activities	Time	Reproductive	Productive	Community
Cooking for family and having breakfast	4.30-5.00	0.50		
Cleaning house	5.00-5.30	0.50		
Fetching water	5.30-6.30	1.00		
Washing dishes	6.30-7.00	0.50		
Watering vegetables+ fruit trees+feeding animals	7.00-8.00		1.00	
Weeding family rice field	8.00-11.30		3.50	
Cooking for lunch	11.30-12.00	0.50		
Eating lunch with the family	12.00-12.30	0.50		
Sleeping/Rest	12.30-13.30			
Collecting firewood	13.30-15.00	2.00		
Patching clothes	15.00-16.00	0.50		
Food processing and selling produce	16.00-17.30		1.50	
Feeding animals (pig,duck,chicken)	17.30-18.30	1.00		
Preparing beds for children	18.30-19.00		0.50	
Cooking dinner	19.00-19.30	0.50		
Family eating dinner	19.30-20.00	0.50		
Listening to the radio	20.00-20.30	0.50		
Washing clothes	20.30-21.30	1.00		
Tidying house	21.30-22.30	1.00		
Feeding baby	22.30-23.00	0.50		
Totals		11.00	6.50	0.00

Questions:

Number % of total
hrs worked

How many hours do the women work throughout the day?

17.50

How much rest do the women have during the day?

1.50

9%

How many hours are for reproductive work?

11.00

63%

How many hours are for productive work?

6.50

37%

How many hours are for community needs?

0.00

0%

If the women are to have training, when do they have free time?

12.30-13.30

At what time should you schedule the training so women can attend?

12.30-13.30

If training is scheduled for another time, what has to happen to allow the women to attend the training?

Relieve her work load

At what time should literacy training messages be broadcast on the radio?

20.00-20.30

What gender sensitive interventions can be made to reduce women's workload?

First look at workload hours, then try to assist in that area, eg link with water resources to get water points closer to village

Handout – Session 5 Table 3: Men's 24-Hour Calendar

Activities	Time	Reproductive	Productive	Community
Breakfast	5.30-6.30			
Cleaning bunds and irrigating fields	6.30-10.30		4.00	
FWUG meeting	10.30-12.00			1.50
Eating lunch with the family	12.00-12.30			
Sleeping/Rest	12.30-13.30			
Collecting firewood	13.30-14.30	1.00		
Agriculture/Irrigation extension training	14.30-17.30		3.00	
Fishing	17.30-19.30		2.00	
Family eating dinner	19.30-20.00			
Listening to the radio	20.00-23.00			
Totals		1.00	9.00	1.50

Questions:	Number	% of total hrs worked
How many hours does the man work throughout the day?	11.50	
How much rest does the man have during the day?	4.00	35%
How many hours are for reproductive work?	1.00	9%
How many hours are for productive work?	9.00	78%
How many hours are for community work?	1.50	13%
Is there a time when men can relieve women of some reproductive tasks so that women can attend to community needs?		4.30-5.30, 12.30-13.30, and 20.00-20.30
If the man is away, can women do the man's jobs?		Yes, if she is trained
At what time should literacy messages be broadcast on the radio?		20.00-23.00

12.00-1.30pm Lunch

1.30-1.45pm Ice breaker

1.45-2.45pm (60 mins) Gender responsive Strategies – Session 6

Training Objective: By the end of this session, participants will have:

- a list of simple gender responsive strategies to help increase women's participation in CARE education projects

Facilitator asks participants to brainstorm basic strategies which they could use in their fieldwork to help increase women's participation in the project. Ask them to reflect on the Activity Calendar and 24 Hour Calendar Exercises in giving their answers.

Facilitator writes participants' idea on flip chart paper as suggestions are called out. After everyone has finished, add the examples overleaf to their list.

Examples of simple Gender Responsive Strategies

- Negotiate early with male village heads to obtain their support for more women's participation in project activities
- Meet women in a place and time where they may feel more comfortable voicing their opinions and discussing their needs
- Encourage women to hold separate meetings for women in 'women-alone' groups to assist them to voice their ideas and opinions without fear of being censored by more dominant men
- It may be appropriate to interview young women away from older women, particularly young wives away from mothers-in-law, as the young women may feel shy or inhibited in talking
- Ask the women to identify a strong woman to act as a spokesperson for the other women at public meetings and on decision-making committees, to bring women's issues to those meetings
- Include women on decision-making bodies in the community and involve them in local planning decisions such as choosing committee members, designing and locating literacy training curriculum and facilities, choosing teachers, etc
- Use female enumerators to gather data from women, as women are more likely to talk freely and honestly to another woman than a man
- Link project objectives with income-generating activities for women especially poor women such as female heads of households
- Link with organizations/government departments, eg Women's Affairs, NGOs working with women, to find out about women's activities and help organize trainings such as credit, agriculture extension, literacy/numeracy and human rights trainings
- Organize training of women for technical and managerial tasks in CARE and other committees, e.g. training in accounting/management of funds for businesses
- Make other project staff and beneficiaries aware of the reasons and practicalities of women's involvement on the project

3.15-4.45pm (90 mins) Access and Control Profile – Session 7

Training Objective: By the end of this session, participants will be able to:

- Identify the differences access and control of resources
- Explain the importance of the difference between access and control
- Show whether men or women have more access to, and control over, resources
- Target those who make the decisions for sending children to school/education to help them become more gender-aware
- Use the data from the Profile to assist in planning interventions that promote more equal participation and opportunities for women and men

Facilitator explains that issues of Access and Control are crucial considerations for project planning. Ask participants to define what they think the words Access and Control mean and write their ideas on the whiteboard. After a few minutes of discussion, give the following definitions.

Access is the ability to use a resource but not necessarily to have control over it.

Control is the ability to make ultimate decisions about the use of resources. Control means the ability to take independent decisions about how to use a resource, even to sell it.

Tables 4 and 5 in the handout gives examples of Access and Control Profiles which show key resources and benefits associated with each task or development activity, and highlight who owns and who controls each. Inform participants that Access and Control Profiles can be used to determine and predict how project resources and benefits might be distributed and used by men and women.

Give the Table 4 handout first to participants and ask them to look at it. Explain what each column in the profile is for, then give examples of how to fill in the table where the spaces are blank. Divide the participants into the same-sex groups as before and ask them to take one of the large sheets of paper with Table 4 already drawn on it, and fill in the profile over the next 15 minutes. If participants have different ideas about who has access and control to resources, ask them to come to an agreement.

When 15 minutes has passed, ask participants to come back to their seats and compare their filled in Tables. Then compare their tables with the handout of Table 5. This will give participants more ideas about how to fill in the table. Then discuss the following questions with them:

1. What resources and benefits do women have access to and control over which men do not?
2. What resources and benefits do men have access to and control over which women do not?
3. Do women and men have equal access and control over resources or does one group have an advantage over the other? Which group? Why?
4. How could we address these gender inequalities through our project planning process?
5. What factors would promote more equal access to, and control over, resources?
6. What types of interventions or changes could be introduced to promote more equal access to, and control over, resources? How will the communities in which you work receive these interventions?

ACCESS AND CONTROL PROFILE

Table 4: Access to and Control of Resources and Benefits

RESOURCES	ACCESS	CONTROL	BENEFITS
Home Garden	M/F	m/F	Vegetables, small animals, income from surplus goes to ??
Fruit Trees			Fruit to eat, income from surplus goes to ??
Rice Field			-----//-----
Irrigation	M/F	FWUG, MOWRAM	-----//-----
Drinking Water			-----//-----
Extension training on resource use			Skills, status, increased productivity and income goes to ??
Education			Benefits go to ??

eg land, trees, labour time, technology, capital, extension training, water, local knowledge

M-exclusively male
 F-exclusively female
 M/f-predominantly male
 F/m predominantly female

eg male head of household, Government Dept, Village Chief

eg food, fuel, income, skills, status

ACCESS AND CONTROL PROFILE

Table 5: Access to and Control of Resources and Benefits

RESOURCES	ACCESS	CONTROL	BENEFITS
Home Garden	M/F	m/F	Vegetables, small animals, income from surplus to m/F
Fruit Trees	M/F	m/F	Fruit to eat, income from surplus to m/F
Rice Field	M/F	M/f	Rice to eat, income from surplus to M/F
Irrigation	M/F	FWUG, MOWRAM	Higher yield, better control over environment M/F
Drinking Water	m/F	F	Shared with whole family M/F
Extension training on resource use	M/f	M	Skills, status, increased productivity and income M/f
Education	M/F	M/f	Improved life for self and family M/f

eg land, trees, labour time, technology, capital, extension training, water, local knowledge

M-exclusively male
F-exclusively female
M/f-predominantly male
F/m predominantly female

eg male head of household, Government Dept, Village Chief

eg food, fuel, income, skills, status

4.45-5.00pm Daily personal Assessment – Day 2

Objective: To allow participants to assess their learning from each day, and assist the trainers to develop and deliver better GAD trainings in the future.

Participants are asked to answer the following questions as a group.

What session did you find most useful today?

Session 3
**Introduction
to Gender
Analysis**

Session 4
**Activity
Profile**

Session 5
**24 Hour
Calendar**

Session 6
**Gender Responsive
Strategies**

Session 7
**Access &
Control**

What session did you find least useful today?

Session 3
**Introduction
to Gender
Analysis**

Session 4
**Activity
Profile**

Session 5
**24 Hour
Calendar**

Session 6
**Gender Responsive
Strategies**

Session 7
**Access &
Control**

What changes if any, would you recommend for future trainings?

Day Three

8.00-9.30am (90 mins) Practical Gender Needs & Strategic Gender Needs – Session 8

Training Objective: By the end of this session, participants will be able to:

- Define what Practical and Strategic Gender Needs are
- Identify the differences between practical and strategic gender needs
- Understand gender responsive actions required to address these needs
- Know some of the practical and strategic needs of women with regard to education
- Develop gender responsive ways in which the SKII could meet practical and strategic needs of women and men

Facilitator explains that there are many tools to collect gender information for gender planning. For example, participative rural appraisal methods, direct observation, same-sex focus group discussions, and techniques such as Gender matrices which look at the strengths, weaknesses, opportunities and threats applying to women and men in development projects. All of these tools can be used to discover the roles, needs and interests of men and women. Two types of needs have been identified in a GAD Approach. These are referred to as practical needs and strategic needs or strategic interests.

Ask participants to brainstorm on the whiteboard what these words mean then give the following definitions:

- **Practical Gender Needs:** *The needs women and men identify in their socially accepted roles in society.* Practical gender needs are a response to immediate necessity, are practical in nature, and are often concerned with inadequacies in living conditions, health care, and employment. Careful analysis and planning are necessary to ensure that projects are designed in such a way as to actually meet the practical needs of the recipients, and that while addressing these needs, that women and men are not hindered from addressing their strategic interests, or even placed in a worse position than before.
- **Strategic Gender Interests:** *The issues women and men identify because of their subordinate position to men in their society.* They relate to gender divisions of labour, power and control, and may include such issues as legal rights, domestic violence, equal wages, women's control over their bodies, and women feeling strong enough to speak about their concerns and be listened to as an equal. Addressing strategic interests helps women and men to achieve greater equality, and challenges their subordinate position. Some programmes address strategic interests directly by attempting to change practices that perpetuate women's and men's subordination. For example, alteration of the sexual division of labour; measures to alleviate the burden of domestic labour and child care for women; policies to end systemic discrimination against women in areas such as employment, access to housing, or education; the promotion of political or legal equality for women; and measures against male violence and control of women.

An easy way to summarize these needs is shown in the following table. Refer participants to the first handout on Practical Needs and Strategic Interests. Go over this handout with them and clarify any questions they might have. Then ask participants to spend 20 minutes brainstorming their ideas on how the CARE projects might help to meet the **practical needs** of women and men and the **strategic needs or interests** of women and men. Ask them to draw up 2 columns on flip chart paper and write under each their ideas, then present these to the wider group. After the presentations, give participants the second handout on ways to meet the practical and strategic needs of women and men in education projects and discuss.

Handout – Session 8

Practical and Strategic Needs/Interests

Practical Gender Needs: *The needs women and men identify in their socially accepted roles in society.*

Practical gender needs are a response to immediate necessity, are practical in nature, and are often concerned with inadequacies in living conditions, health care, and employment. Careful analysis and planning are necessary to ensure that projects are designed in such a way as to actually meet the practical needs of the recipients, and that while addressing these needs, that women and men are not hindered from addressing their strategic interests, or even placed in a worse position than before.

Strategic Gender Interests: *The issues women and men identify because of their subordinate position in their society.*

They relate to gender divisions of labour, power and control, and may include such issues as legal rights, domestic violence, equal wages, women's control over their bodies, and women feeling strong enough to speak about their concerns and be listened to as an equal. Addressing strategic interests helps women to achieve greater equality, and challenges their subordinate position. Some programmes address strategic interests directly by attempting to change practices that perpetuate women's and men's subordination. For example, alteration of the sexual division of labour; measures to alleviate the burden of domestic labour and child care for women; policies to end systemic discrimination against women in areas such as employment, access to housing, or education; the promotion of political or legal equality for women; and measures against male violence and control of women.

Practical Needs	Strategic Interests
<ul style="list-style-type: none"> • Tend to be immediate, short-term • Unique to particular women • Relate to daily needs, food, housing, income, healthy children, etc • Easily identifiable by women • Can be addressed by provision of specific inputs, food, hand-pumps, clinic, etc 	<ul style="list-style-type: none"> • Tend to be long- term • Common to almost all women • Relate to disadvantaged position: subordination, lack of resources and education, vulnerability to poverty and violence, etc • Basis of disadvantage and potential for change is not always identifiable by women • Can be addressed by: consciousness-raising, increasing self-confidence, education, strengthening women's organization, political mobilization, etc
<p style="text-align: center;">Addressing practical needs:</p> <ul style="list-style-type: none"> • Tends to involve women as beneficiaries and perhaps as participants • Can improve the condition of women's lives <p>Generally does not alter traditional roles and relationships</p>	<p style="text-align: center;">Addressing Strategic interests:</p> <ul style="list-style-type: none"> • Involves women as agents or enables women to become agents of change • Can improve the position of women in society • Can empower women and transform relationships

Suggestions for meeting women's

Practical Gender Needs and Strategic Gender Interests

In Education Projects, meeting the **practical needs** of women might include:

- Training in viable enterprise development to earn more income
- Training in labour saving technologies at home and outside the home
- Training in family health and nutrition
- Providing technologies to reduce drudgery
- Improving women's access to credit

Strategic interventions reduce traditional subordinate roles, particularly of women, and lead to equality of participation in decision-making, and access and control of benefits. This also includes interventions that enable women and men to be involved in monitoring and evaluation of education projects to see if their needs are being met.

Strategic approaches might be:

- Improved literacy and numeracy leading to empowerment
- Having quotas such as 50% representation of subordinate groups on all decision-making bodies including Village Education Committees, Parent Teachers Boards etc.
- Improving life skills such as analysis, negotiation, decision making, handling domestic violence, control of HIV/AIDS
- Improving knowledge, management skills and decision making ability for important topics such as the value of education
- Forming women's production and marketing groups
- Ensuring women in mixed sex groups are treated as equal partners
- Helping women's groups organize collective bargaining and negotiation
- Empowerment of subordinate groups by direct credit allocations and financial services
- Including subordinate groups in appropriate project training activities,
- Including gender indicators in project monitoring and evaluation, and
- Increasing subordinate groups' access to information and technical services

9.30-10.00am Morning Tea Break

10.00-11.00am (60 mins) Defining Gender Concepts – Session 9

Training Objective: By the end of this exercise, participants will be

- Familiar with the terminology of gender concepts, and be able to distinguish between the different terms and their meanings and significance

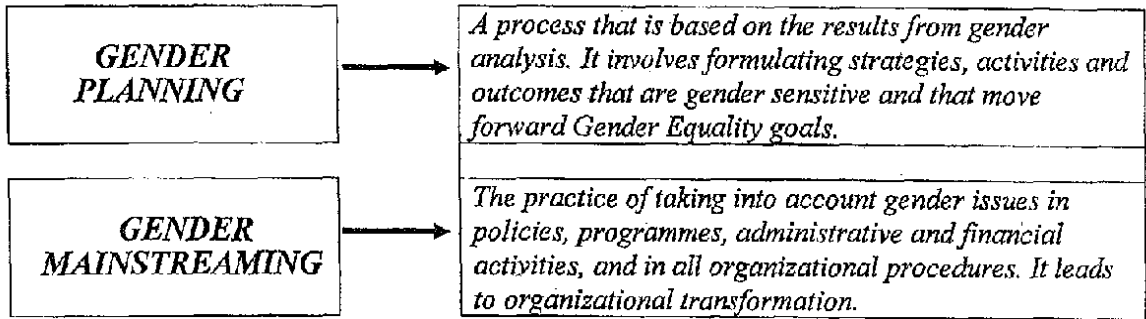
To describe the various gender concepts, planners need working definitions. These definitions should be used accurately and consistently during the gender planning process. The use of new terminology and language will allow planners to start thinking about gender roles differently, and using a gender perspective more frequently.

Facilitator divides participants into 2 groups. One group has flashcards with gender concepts written on them and the other group has flashcards with definitions of each concept. The first group shows a concept and tapes it on the wall and the second group matches that flashcard with the appropriate definition. Reverse the process by placing definitions on the wall first, then match the appropriate concept. Once all the definitions have been matched up with the concepts, discuss until all are well understood. Some discussion questions might be:

- Have you had difficulty using these terms before now? Why?
- How comfortable are you using these concepts now? Can you explain them to other people? Can you use them in reports? How can you apply them in your work?
- Do you understand the difference between gender equity and gender equality?

Handout - Session 9

GENDER	→	<i>Women's and men's roles and responsibilities that are socially determined at a defined time and place.</i>
GENDER EQUITY	→	<i>The process of being fair to women and men. To ensure fairness, measures must often be available to compensate for historical and social disadvantages that prevent women and men from otherwise operating on a level playing field.</i>
GENDER EQUALITY	→	<i>Women and men enjoy the same status and have equal conditions for realizing their full human rights and potential to contribute to national, political, economic, social and cultural development, and to benefit from the results.</i>
EMPOWERMENT	→	<i>Both women and men take control over their lives: setting their own agendas, gaining skills, building self-confidence, solving problems, and developing self-reliance. It is both an individual and collective, social and political process that leads to action and change.</i>
GENDER ROLES	→	<i>Culturally and collectively defined positions, tasks and responsibilities in which men and women are socialized to conform.</i>
GENDER RELATIONS	→	<i>Concerned with the differences and similarities between men and women with regard to power, roles and responsibilities.</i>
GENDER ISSUES	→	<i>These are identified in situation in which there is inequality, inequity or differential treatment of women or men.</i>
GENDER SENSITIVE	→	<i>Taking into account gender at every stage of a project, and in all our actions as staff of an organization.</i>
GENDER ANALYSIS	→	<i>It provides us with ways to compare the relative advantages and disadvantages faced by women and men in different spheres of life: the family, the workplace, the community, and the political system. It helps us to understand the status, roles and responsibilities of men and women in society, as well as their access to and control of resources, benefits and opportunities. It also yields baseline information against which the potential gender impacts of programmes and policies can be evaluated.</i>



11.00am-12noon Clarification of any outstanding issues

12.00-1.30 Lunch Break

1.30-1.45pm: Ice-breaker

1.45-2.00pm *Daily personal Assessment – Day 3*

Objective: To allow participants to assess their learning from each day, and assist the trainers to develop and deliver better GAD trainings in the future.

Participants are asked to answer the following questions as a group.

What session did you find most useful today?

Session 8
Practical Gender
Needs & Strategic
Gender Interests

Session 9
Defining Gender Concepts

What session did you find least useful today?

Session 8
Practical Gender
Needs & Strategic
Gender Interests

Session 9
Defining Gender Concepts

What changes if any, would you recommend for future trainings?

2.00-3.00pm(60 mins) GAD questionnaire

Participants are asked to fill in the same GAD questionnaires which they filled out at the beginning of the workshop. Advise participants the GAD test will give them the opportunity to test themselves again now that they have completed the training. Their answers will also enable us to measure the level of knowledge they have gained and assist us to design future GAD trainings for them. After 60 minutes, collect the questionnaires and distribute the last handout on Gender concepts. Participants can go over the handout on gender concepts given out in Session 9 to check their answers to the test if they wish.

ATTITUDES ABOUT GENDER

Please circle the number indicating how much you agree or disagree with the statements below, e.g. if you agree very much circle 5, if you disagree very much, circle 1.

1. Gender roles make up our tradition. We should try to change them.

Agree

Disagree

5

4

3

2

1

2. Some wives are stronger than their husbands while others are subordinate to their husbands. It is up to the man and woman to solve the problem of women's subordination.

Agree

Disagree

5

4

3

2

1

3. I think all jobs can be done by women.

Agree

Disagree

5

4

3

2

1

4. Raising gender issues causes conflict between men and women.

Agree

Disagree

5

4

3

2

1

5. If I hear someone making a discriminatory comment against women, I challenge them.

Agree

Disagree

5

4

3

2

1

6. I feel confident to raise gender issues with women.

Agree

Disagree

5

4

3

2

1

7. I feel confident to raise gender issues with men.

Agree

Disagree

5

4

3

2

1

Name:

8. Women are very busy with productive, reproductive, and community work, so we should not overburden women by encouraging them to participate in decision making.

Agree

Disagree

5

4

3

2

1

9. True development can only be achieved with gender equality.

Agree

Disagree

5

4

3

2

1

Name:

Short Gender and Development Awareness Test and Evaluation

What do the following words/concepts mean? Please write a few words in the space below to show your level of understanding.	Please rank your level of knowledge of each gender concept on a ranking of 1 to 5 by circling the number you feel matches your current understanding (1=the lowest level of understanding and 5=the highest)										
Gender:	<table><tr><td>Low</td><td></td><td>Medium</td><td></td><td>High</td></tr><tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr></table>	Low		Medium		High	1	2	3	4	5
Low		Medium		High							
1	2	3	4	5							
Sex:	<table><tr><td>Low</td><td></td><td>Medium</td><td></td><td>High</td></tr><tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr></table>	Low		Medium		High	1	2	3	4	5
Low		Medium		High							
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Gender Issues:	<table><tr><td>Low</td><td></td><td>Medium</td><td></td><td>High</td></tr><tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr></table>	Low		Medium		High	1	2	3	4	5
Low		Medium		High							
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Gender Equality:	<table><tr><td>Low</td><td></td><td>Medium</td><td></td><td>High</td></tr><tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr></table>	Low		Medium		High	1	2	3	4	5
Low		Medium		High							
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Gender Analysis:	<table><tr><td>Low</td><td></td><td>Medium</td><td></td><td>High</td></tr><tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr></table>	Low		Medium		High	1	2	3	4	5
Low		Medium		High							
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Gender Mainstreaming:	<table><tr><td>Low</td><td></td><td>Medium</td><td></td><td>High</td></tr><tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr></table>	Low		Medium		High	1	2	3	4	5
Low		Medium		High							
1	2	3	4	5							

	Name:				
Women In Development Approach:	Low 1	2	Medium 3	4	High 5
Gender and Development Approach:	Low 1	2	Medium 3	4	High 5
Practical Gender Needs	Low 1	2	Medium 3	4	High 5
Strategic Gender Interests	Low 1	2	Medium 3	4	High 5
Give the names of 2 Gender Tools used in a Gender Analysis:	Low 1	2	Medium 3	4	High 5

3.00-3.30pm

Afternoon Tea Break

3.30-4.00pm (30 mins) Workshop Evaluation

Written Evaluation

Participants are asked to fill in the evaluation form overleaf. These forms are then collected.

Evaluation of GAD Training

1. How would you rank your feelings about this workshop? (1 = not happy with it 2 = reasonably happy with it, 3 = very happy about it). Please say why?

2. Has the workshop achieved its objectives? Y/N. If no, what has not been achieved?

3. Did the trainer follow the lesson plan (both content and timing?)

4. With regard to content, which sessions did you find useful and why?

5. With regard to training aids and techniques, which of these did you find useful and why?

6. What handouts were the most useful and why?

7. Did the trainer summarize the points that were discussed by participants successfully?

8. With regard to the trainer's skill and training style, what did you find useful and why?

9. With regard to the trainer's skill and training style, what was not so useful and why?

10. Do you think the trainer successfully facilitated the workshop? Why?

11. How useful was the training to your work? (please rank 1=not useful, 3= medium 5= very useful)

Low		Medium		High
1	2	3	4	5

In what ways has it been helpful?

12. Length of training (1=too short, 3=appropriate length 5=too long)

Low		Medium		High
1	2	3	4	5

13. Opportunity for clarification (1=not enough 3=mostly adequate 5=enough time)

Low		Medium		High
1	2	3	4	5

14. Please make any other comments or suggestions about the training here.

4.00-4.30pm

Close of GAD Training

Facilitator thanks participants and wishes them luck in applying everything they have learned in their jobs and at home, then closes the workshop with the words

“Remember Cambodia has more women than men, and we must educate our girls as well as our boys. We have two hands, and if one hand is weak we can do nothing. The two hands must be strong. We must use both hands.”