Gender Equality and Feminism Principles

Trainees Work Book

Submitted to:

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Contents

1. Introduction about the Training Workbook

The main purpose of this training workbook is to build participants' skills and understanding about gender, gender equality, and feminism principles. The training will help participants to gain awareness of the importance of gender equality and feminism principles, and enable them to practice the skills while they work in the community. The manual consists of training modules and units on a variety of issues, and includes objectives, methods, duration, materials and trainer's notes.

Expected Outcomes

- Clear understanding of gender equality and feminism principles in particular concepts, precipitating factors, consequences and forms, and the current situations of these problems in Ethiopia
- Strengthening participants' active role in responding and handling gender inequality and enable the demonstration of a more sensitive and urgent response

2. The Structure of the Work Book

The workbook is divided into five modules.

Module 1: Basic Concepts of gender

Module 2: Gender and development

Module 3: Gender Equality and Gender Equality tools

Module 4: Gender and Organization

Module 5: Feminist theories, principles, and practices

3. Participants of the Training

The workbook will mainly focus on equipping trainees with necessary skills to work towards achieving gender equality and women empowerment in Ethiopia. Thus, the training targets different Civil society organizations, associations, emerging youth

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movements, duty bearers, and policymakers to enhance the general understanding of gender and feminism principles. The detailed contents that are covered in each thematic area are summarized below:

4. Learning Objectives

By the end of this module, participants will be able to:

☞ Understand the basic concepts and terminologies of gender and gender equality

☞ Differentiate between gender and development approaches

☞ Understand gender from a development perspective

☞ Understand Gender and Policy Approaches

☞ Understand the Gender-related practical and strategic needs

☞ Acquire a basic understanding of the basic concept of gender equality

☞ Understand tools for achieving gender equality

☞ Understand the efforts for achieving Gender Equality

☞ Understand gender in the organization

☞ Understand the feminist principles and theory and related concepts

Module 1: Concepts of Gender

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Learning Objectives

After completing this module, you will be able to:

- Define sex, and gender
- Differentiate and understand gender roles, gender stereotypes, Influence of gender Behaviours and Risks

Introduction

This module covers a brief explanation of sex, gender, gender roles, gender stereotypes, and associated terminologies.

1.1.   Gender and Related Concepts

Handbook1.1 Sex and Gender

What is Sex? Sex is the biological attribute which defines humans as male or female. It is a genetic phenomenon expressed by anatomical characteristics; and cannot be changed under normal circumstances. Sex classifies a person as either male or female. Sex characteristics are:

- Universal and naturally unchanging; and

> *Sex refers to "a biological attribute helping us identify a person as male or female."*

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What is Gender? Gender refers to socially constructed roles and relationships, behaviours, relative power and influence that society ascribes to the two sexes.

It is learnt through a process of socialization within a specific culture and society.

Children learn how they should behave either as masculine or feminine.

Throughout their life this is reinforced by parents, teachers, peers, their culture, religion and society.

There is always a distinct difference between women's and men's roles, access to productive resources and decision-making authority.

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Gender is:

- Highly variable across cultures;
- Learned behavior; and
- Continually subject to change.

The World Health Organization (WHO) defines gender as:

> *"Socially constructed characteristics of women and men, such as norms, roles, and relationships of and between groups of women and men. It varies from society to society and can be changed."*

As a social construct, gender varies from society to society and can change over time, and it is hierarchical and produces inequalities that intersect with other social and economic disparities. Gender-based discrimination intersects with other discrimination factors, such as ethnicity, socioeconomic status, disability, age, geographic location, gender identity, and sexual orientation, among others. This is referred to as inter-sectionalism.

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Table 1.1. The Difference Between Sex and Gender

Sex	Gender
Biological; Born with (Male and female are born - created by God)	Socially Constructed; After Birth (Men and women are shaped by society)
Therefore	*Therefore*
CANNOT BE CHANGED	**CAN BE CHANGED**
Examples	**Examples**
1. Only ~~~~	1. Wom~~~~ jobs as well as men
2. Only men ~~~~ m	2. Men can tak~~~~ e of children as women

1.2.   Gender Roles

Handout 1.2 Gender Roles

What are Gender Roles? Gender roles are the culturally and politically defined tasks and responsibilities to which men and women are socialized to perform. Masculine and feminine identities are constructed through the process of socialization, which prepares men and women for the specific social roles they are expected to play. These roles and responsibilities are often conditioned by household structure, access to resources, and other locally relevant factors.

Gender roles are behaviors, activities, tasks, and responsibilities that females and males learn in society (e.g., cooking, child-caring income generation, and decision making). *Gender roles* can:

- Change over time;
- Be affected by age, race, economic status, culture, education, religion, technology, ethnicity, etc.
- Change is based on individual choices, social or political differences, natural disasters, and conflict.

Table 1:2 Sex Vs Gender

Sex	Gender
• *Given at birth.*	• *Culturl or Sociall y constructed*
• *Relatively fixed and remains the same in most places[SEP]Is non-hierarchical*	• *Learned through socialization. Therefore, can be changed. Is dynamic and changes/varies through time, across cultures, families, etc. Is hierarchical*

The three roles of women:

There are three types roles attributed to females by virtue of their genderroles. These are namely:

I.   **Productive roles:** generate resources for the household, and contributes economically;

II.   **Reproductive roles:** tasks carried out to reproduce and care, affect the day to day well-being of the household.

III.   **Community roles:** tasks carried out to support social events and services at the community level.

1.3.   Gender Stereotypes

Handout 1.3. *Gender Stereotypes*

Gender stereotypes are rigidly held and oversimplified beliefs about the characteristics of females and males. These assumptions perpetuate inequality by providing definitions on what and how a person should be.

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For example:

- Men are strong, and women are weak;
- Women are emotional, and men can make important and objective decisions.
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Gender stereotypes strengthen assumptions that reinforce inequality. *Gender stereotypes* define how people should be, and they limit the options and life choices for everyone: women, men, boys, and girls. They also violate human rights.

Table 1:3 Illustrative Gender Stereotypes

Masculine	Feminine
- Aggressive - Adventurous - Assertive - Powerful - Unemotional	- Obedient - Timid - Passive - Weak - Emotional

Gender Stereotypes and Behavioral Influence

Gender stereotypes influence the behaviors of women and men, and it has risks on a less powered section of the society(women). For example, lets us associated the gender stereotype with sexual relationships and see how it affects women (less powered).

Table 1:4 stereotype Behavioral Influence

Aggressive - Adventurous	Timid – Passive
Behaviors: ➢ Has many sexual partners. Dominates in the relationship. ➢ May use psychological or physical violence to exert control. ➢ May use money as a way to bribe/coerce in the connection.	Behaviors: ➢ Afraid to say "no." ➢ Unable to negotiate terms of relationships, including safe sexual interactions. ➢ May be vulnerable because they need money for school or family.

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- The problem is not that girls/women and men/boys are biologically different; the problem is that society values them differently based on these differences.

- Gender stereotypes reinforce the power imbalance that exists in society between men and women. The gender power imbalance perpetuates gender discrimination and gender inequalities at all levels and greatly constrains the advancement of women in a nation.

- Gender equality demands that people of both sexes are free to develop their personal abilities and make free choices. Gender equality means that gender stereotypes or prejudices hold no one back.

How Can Gender Stereotypes be Restrictive to Men?

- Being the sole provider in a family causes stress and pressure. This is especially stressful if a man is poor and/or cannot find work.

- Feelings of stress can lead to physical illness, risky behaviours (like alcohol consumption), and suicide.

- Men are not taught to be/allowed to be emotional, so they have no outlet for feelings. They must remain strong even when they feel sadness, for example, after a family member's death.

- Men may be forced into violence even though they do not want to participate because they need to live up to social expectations.

- Married men may be expected to have "extra-marital affairs" so they might be forced into sexual relationships which they do not want.

- Men may be pressured into having multiple sex partners, increasing the risk of HIV and STIs for men and women.

- Gender norms may limit a man's role in the family or prevent him from enjoying certain aspects of fatherhood such as having a close relationship with their children.

- Any man that does not fit into the social ideal of big, strong, and powerful does not feel like a productive member of society.

11 ➤ How Can Gender Stereotypes be Harmful to Women?

Women are taught to be submissive, which can lead to a range of issues in their personal life, including:

- Being a victim of SGBV

- Not having a say in when, how, or where to have sex

- Not being able to say "no" to unwanted sexual advances/sex

- Being coerced into sex

- Not participating in decision-making processes and not speaking your mind

- Doing things because it is your "duty" even if you find them hurtful, humiliating, or demoralizing

- Women can be prevented from securing an education.

- Women can be pressured not to seek employment.

- Once employed, women are told to focus at the home, not on their careers.

- Women often do not reach their potential because they are taught to put others before themselves.

- Women's workdays are long and arduous because they are tasked with household chores and child-rearing responsibilities.

- Women who do not marry and/or do not have children are judged and thought to be a failure.

1.4.   Gender-Related Concepts and Terminologies

Handout 1.4 gender-related concepts and definition

Understanding concepts related to gender is the first step in understanding the approaches and strategies that aim to ensure gender equality. The table below summarizes the definitions of key terms and concepts.

Table1:4: Definition of terms

Concepts	Definition
Sex	*Identifies the biological differences between men and women, such as women can give birth, and men provide sperm. Sex roles are universal.*

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Gender	Identifies the social relations between men and women. It refers to the relationship between men and women, boys and girls, and socially constructed. Gender roles are dynamic and change over time.
Gender Mainstreaming	The process of ensuring that women and men have equal access to and control over resources, development benefits, and decision-making at all stages of the development process, projects, programs, or policy.
Gender Awareness	An understanding is that there are socially determined differences between women and men based on learned behaviour, which affects access to and control over resources. This awareness needs to be applied through gender analysis into projects, programs, and policies.
Gender Sensitivity	It encompasses the ability to acknowledge and highlight existing gender differences, issues, and inequalities and incorporate these into strategies and actions.
Gender Equality	The result of the absence of discrimination on the basis of a person's sex in opportunities and the equal allocation of resources or benefits or in access to services.
Gender Equity	Entails the provision of fairness and justice in the distribution of benefits and responsibilities between women and men. The concept recognizes that women and men have different needs and power and that these differences should be identified and addressed in a manner that rectifies the imbalances between the sexes.
Affirmative action	Special temporary measures to re-address the effects of past discrimination in order to establish de facto equal opportunity and treatment between women and men.
Gender Roles	Learned behaviours in a given society/community or other special group condition which activities, tasks, and responsibilities are perceived as male and female. Gender roles are affected by age, class, race, ethnicity, religion, and geographical, economic, and political environment. Changes in gender roles often occur in response to changing economic, natural, or political circumstances, including development efforts. Both men and women play multiple roles in society.
Gender Needs	Due to the fact that women and men have different roles based on their gender, they will also have different gender needs. These needs can be classified as either strategic or practical needs.

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Access and Control	Productive, reproductive, and community roles require the use of resources. In general, women and men have different levels of both access (the opportunity to make use of something) to the resources needed for their work and control (the ability to define its use and impose that definition on others) over those resources.
Gender Discrimination	The systematic, unfavorable treatment of individuals on the basis of their gender, which denies them rights, opportunities, or resources. Women's differential access to power and control of resources is central to this discrimination in all institutional spheres, i.e., the household, community, market, and state.
Gender-blind	A failure to recognize that gender is an essential determinant of social outcomes impacting projects and policies. A gender-blind approach assumes that gender is not an influencing factor in projects, programs or policy.
Gender Empowerment	A 'bottom-up' process of transforming gender power relations through individuals or groups developing awareness of women's subordination and building their capacity to challenge it. Empowerment is sometimes described as being about the ability to make choices, but it must also involve being able to shape what choices are on offer. What is seen as empowering in one context may not be in another.
Feminism	Quite simply, feminism is an ideaology which states that genders having equal rights and opportunities. It is about respecting diverse women's experiences, identities, knowledge and strengths, and striving to empower all women to realize their full rights. It is about levelling the playing field between genders, and ensuring that diverse women and girls have the same opportunities in life available to boys and men.

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Module 2: Gender and Development

Learning Objectives

After completing this module, you will be able to:

- *Explain the gender in development approach*

- *Describe Gender and in different Policy Approaches*

- *Understand Gender-related Practical and strategic needs*

Introduction

This session covers the basic understanding of development and developmental understanding of gender in different eras. The module explains of gender in different Policies, approaches and concept of practical and strategic needs.

2.1. Gender and Development

Handout 2.1 Gender and development

2.1.1. Development

The concept of development has evolved through centuries. It is commonly defined as an all-embracing progressive change that improves the social life of a country by enhancing its economic power by promoting the educational, health, employment, social, political status of its people[1]. In this regard, gender issues are a considered as a key pillar of social development.

Development recognizes gender to ensure gender equality and fostering economic growth as follow:

1. **Bring social development**: through for benefiting and create access and opportunity for both women and men – to address fair social development.

2. **Country growth:** unleashed the full potential of half of the population (women) for country development.

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[1] https://www.sociologydiscussion.com/society/development-meaning-and-concept-of-development/688

15   According to the UN General Assembly resolution, "the ultimate objective of development must be to bring about a sustained improvement in the well-being of the individual and give benefits to all". The whole question has been how to bring about development in the Third World. Thus, in the development era there are different women and development thought and approaches, some of them are described below:

2.1.2. Women In Development (WID)

By the 1970s, it had become noticeably clear that women were being left out of development. They were not benefiting significantly from it, and in some instances, their existing status and position in society were being made worse by development.

WID is an approach that is the exclusion of women from the development process as a problem. It analyzes and plans for women's needs in general, usually based on the practical gender needs of women. It focuses on women specifically and aims at women's participation in development but does not necessarily address the benefits of women's participation, which assumes that women are outside the mainstream of development and attempts to integrate them into the existing development process.

The strategies for integration are through implementing women-specific projects, women's components in larger and integrated projects. WID is mostly welfare-oriented and deals with small income-generating projects and activities, which tend to be geared towards women's reproductive roles.

The women in development (WID) approach, aiming mainly to address women's issues, passed through five different development stages: welfare, equity, anti-poverty, efficiency, and empowerment.

Although the WID approach made demands for women's inclusion in development, it does not call for changes in the overall social structure or economic system in which women were to be included. WID concentrates narrowly on the inequalities between men and women and ignored the social, cultural, legal, and economic factors that give

rise to those inequalities in society. WID tended to focus on women almost exclusively and assumed that women were outside the mainstream of development.

2.1.3. Women and Development (WAD)

As a result of criticisms of the WID approach, the Women and Development (WAD) approach arose in the latter part of the 1970s. Adopting a Marxist feminist approach, the main argument of WAD was that women had always been part of the development processes. WAD asserts that women have always been important economic actors. The work they do both inside and outside the household is critical to the maintenance of society. However, this integration has only served to sustain global inequalities. Therefore, the Women in Development (WID) approach that emphasized integrating women into development was incorrect.

Consequently, the focus of WAD is on the interaction between women and development processes rather than purely on strategies to integrate women into development. WAD saw both women and men as not benefiting from the global economic structures because of disadvantages due to class and the way wealth is distributed. WAD, therefore, argued that the integration of women into development was to their disadvantage and only made their inequality worse. WAD saw global inequalities as the main problem facing poor countries and, therefore, the citizens of those countries.

WAD was very persuasive in raising the debate that women have a role not only in reproduction but in production as well. For development to be meaningful for women, both these roles must be acknowledged. WAD has been criticized for assuming that the position of women will improve when international structures become more equitable. In so doing, it sees women's positions as primarily within the structure of international and class inequalities. It, therefore, underplays the role of patriarchy in undermining women's development and does not adequately address the question of social relations between men and women and their impact on development.

It has been argued that, although at a theoretical level, WAD recognizes and focuses strongly on class, in practical project design and implementation, it tends like WID to group women together irrespective of other considerations such as class divisions.

2.1.4. Gender and Development (GAD)

In the 1980s, further reflections on the development experiences of women gave rise to Gender and Development (GAD). GAD represented a coming together of many feminist ideas. It sought to bring together both the lessons learned from and the limitations of the WID and WAD approaches.

GAD looks at the impact of development on both women and men. It seeks to ensure that both women and men participate in and benefit equally from development, and so emphasizes equality of benefit and control. It recognizes that women may be involved in the development, but not necessarily benefit from it. GAD is not concerned with women exclusively but with how gender relations allot specific roles, responsibilities, and expectations between men and women, often to the detriment of women.

Development, therefore, is about deep and important changes to relations dealing with gender inequality within society. This approach also pays particular attention to the oppression of women in the family or the 'private sphere' of women's lives. As a the result, we have seen projects develop addressing issues such as violence against women.

GAD focuses on the social or gender relations (i.e., the division of labor) between men and women in society and seeks to address issues of access and control over resources and power. The GAD approach has also helped us understand that the gender division of labour gives "triple roles" to women in society.

The gender division of labour operates differently from one society and culture to another, and it is also dynamic. The way these roles are analyzed and valued affects the

way development projects will make certain things a priority or not. Provision for child-care, for instance, is not likely to be a priority among men planning for development, but it is a crucial factor in ensuring women may take advantage of development opportunities for their benefit.

As compared to the other approaches, GAD goes one step further in emphasizing both the reproductive and productive role of women and argues that it is the state's responsibility to support the social reproduction role mostly played by women of caring and nurturing of children. As such, it treats development as a complex process that is influenced by political, social, and economic factors rather than as a state or stage of development. Therefore, it goes beyond seeing development as mainly economic well-being and that a person's social and mental well-being is important.

GAD is based on the following three principles and practices:

1. Bring about change in gender relations;
2. Work in a participatory way with men and women- making sure to involve men because it takes men and women to change gender relations;
3. Take a broader, historically informed view of gender relations and its social context – it accepts that gender relations did not develop overnight and will not change overnight.

The GAD approach encourages planning, implementation, monitoring and evaluation to be undertaken according to the following principles:

- Work on more than one level (practical and strategy needs) to bring about change in gender relations;
- Work in a participatory way with men and women and make sure ,men are involved, as it takes men as well as women to change gender relations;
- Take a broader, historically-informed view of gender relations and its social context that it hadn't grown up yesterday, nor will it be changed overnight.

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Key questions:

- Did the project involve men and women widely and deeply in the development of project design?
- Did the project approach acknowledge and address power imbalances between males and females?
- Did the project attempt to address women's practical gender needs and strategic gender needs.

Table 2.1: WID AND GAD -THE DIFFERENCES

Factors	Women in Development (WID)	Gender and Development (GAD)
Approach	An approach that views women's lack of participation as the problem	An approach to people-centered development
Focus	Women	Relations between women and men
Problem	The exclusion of women (half of the productive resource) from the development process	Unequal relations (between women and men, rich and poor) that prevent equitable development and women's full participation
Goal	More efficient, effective development	Equitable, sustainable development with men and women sharing decision-making and power
Solution	Integrate women into existing structures	Empower the disadvantaged and women and transform unequal relations and structures
Strategies	• Women only projects • Women's components integrated projects Increase women's productivity • Increase women's income	Identify/address practical needs determined by women and men to improve their condition • At the same time address strategic gender needs of women and men • Address strategic needs of the poor through people centered development gender

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- Increase women's ability to manage the household

Source:Theoretical Perspectives on Gender and Development, http://www.idrc.ca/booktique

2.2. Gender and Policy Approaches

Handout 2.2. Gender and Policy Approaches to gender equality

Over the years, the practical approaches to the developmental challenges relating to women have changed in response to criticisms and the growth of a better understanding of the dynamics relating to women's development. These approaches are briefly discussed below.

1. The Welfare Approach

Until the early 1970s, development programs addressed the needs of women almost entirely within the context of their reproductive roles. The focus was on mother and child health, childcare, and nutrition. Population control - or family planning as it later came to be known - was a major focus due to the link between population growth and poverty. The focus was clearly on meeting practical needs. It was also assumed that broad economic strategies oriented towards modernization and growth would trickle down to the poor and that poor women would benefit as the general economic situation improved. But the assumptions that women's position would improve together with general improvements in the economy or with the economic positions of their husbands began to be challenged as it became clear that women were in fact were not beneficiaries of the development programs. .

As a result, women were considered as backward and traditional, while men were increasingly identified with the modern and progressive. Men were assisted with economic development projects, such as the introduction of cash crops and new agricultural technologies that excluded women.

2. The Equity Approach

The efforts of feminist movements to ensure gender equality was the foundation for the equity approach, the main aim of which was to eliminate discrimination. The equity approach recognized the value of women's contribution and share of benefits from development. The equity approaches recognized both the productive and reproductive roles of women. The emphasis on revaluing women's contribution and share of benefits meant that the approach dealt with issues of policy and legal measures as a means of bringing about equity.

In contrast to the welfare approach, the equity approach saw women as active participants of development who can bring about necessary changes.

3. **Anti-poverty Approach:** This approach focuses on women's productive and reproductive roles, emphasizing the satisfaction of basic needs and women's productivity. A key operational strategy required is creating access to income generation and wage employment opportunities. As a result, income-generating activities (IGAs) were given attention. However, the tendency of this approach was to reinforce the basic needs while ignoring the strategic needs of women.

4. **The Efficiency Approach:** The efficiency approach targets women as workers and is a product of the 1980s' economic reforms known as the Structural Adjustment Programmes of the International Monetary fund and the World Bank. It aimed to increase production and economic growth, emphasizing the full use of human resources. Education and training are, therefore, key strategies.

Advocates of this approach argue that gender analysis makes good economic sense. This is because understanding men's and women's roles and responsibilities as part of the planning of development activities helps improve effectiveness and ensures that women, as well as men, can play their part in national development.

The efficiency approach succeeded in bringing the concerns about women and gender into the mainstream of development. However, this was done with a focus on what

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women could do for development, as opposed to what development could do for women.

5. **The Empowerment Approach:** The empowerment approach aims to increase the self-reliance of women and influence change at the policy, legislative, societal, economic, and other levels to their advantage. Its main point of reference is the "triple roles" of women, and it emphasizes women's access to decision-making. Its main strategy is awareness raising and situates women firmly as active participants in ensuring change to take place. Building organizational skills and self-esteem is an important aspect of the empowerment approach.

The empowerment approach has been instrumental in ensuring that opportunities are opened for women to determine their own needs. However, empowerment has often been misunderstood to be an end rather than a means. This has resulted in poor women becoming very knowledgeable about issues while realizing little change to their material situation, which is often dire.

Table 2:2 **Different policy approaches**

Issues	Welfare	Equity	Anti-poverty	Efficiency	Empowerment
Origins	Earliest approach: - residual model of social welfare under colonial administration - modernisation /Accelerated growth economic development model	Original women-in-development (WID) approach: - failure of modernisation development policy - influence of Boserup and first world feminists on Percy Amendments of UN Decade for Women	Second WID approach: - toned down equity because of criticism - linked to redistribution with growth and basic needs	Third and now predominant WID approach: - deterioration in the world economy - policies of economic stabilization and adjustment rely on women's economic contribution to development	Most recent approach: - arose out of failure of equity approach - Third World women's feminist writing and grassroots organization
Period most popular	1950-70; but still widely used	1975-85: attempts to adopt it during the women's decade	1970s onward: still limited popularity	Post-1980s: now most popular approach	1975 onward: accelerated during 1980s, still limited popularity
Purpose	To bring women into development as better mothers: this is seen as their most important role in development	To gain equity for women in the development process: women seen as active participants in development	To ensure poor women increase their productivity: women's poverty seen as a problem of under-development, not	To ensure development is more efficient and more effective: women's economic participation seen as associated with equity	To empower women through greater self-reliance: women's subordination seen as problem not only of men but also of colonial and neo-colonial

				of subordination	oppression
Needs of women met and roles recognised	To meet practical gender needs in reproductive role, relating particularly to food aid, malnutrition and family planning	To meet strategic gender needs in terms of triple role – directly through state top-down intervention, giving political and economic autonomy by reducing inequality with men	To meet practical gender needs in productive role, to earn an income, particularly in small-scale, income-generating projects	To meet practical gender needs in context of declining social services by relying on all three roles of women and elasticity of women's time	To reach strategic gender needs in terms of triple role — indirectly through bottom-up mobilisation around practical gender needs as a means to confront oppression
Comment	Women seen as passive beneficiaries of development with focus on their reproductive role; non-challenging, therefore widely popular with government and traditional NGOs	In identifying subordinate position of women in terms of relationship to men, challenging, criticised as Western feminism, considered threatening and not popular with governments	Poor women isolated as separate category with tendency only to recognise productive role; reluctance of government to give limited aid to women means popularity still at small-scale NGO level	Women seen entirely in terms of delivery capacity and ability to extend working day; most popular approach both with governments and multilateral agencies	Potentially challenging with emphasis on Third World and women's self-reliance; largely unsupported by governments and agencies; avoidance of Western feminism criticism means slow, significant growth of under-financed voluntary organisations

Source: Moser, C. (1993), Gender Planning and Development: Theory, Practice, and Training, Routledge, London, pp. 56-57.

2.3. The Gender Equality and Empowerment Stage

Handout 2.3 The Gender Equality and Empowerment Stage

It is only when you address women's strategic needs that you begin to empower them. Empowerment is the process through which women are mobilized to understand, identify, and overcome the structural and underlying causes of discrimination - and thereby achieve equality of welfare and equal access to resources. The Gender Equality and Empowerment Framework (GEEF), which is adapted from the Women's Equality and Empowerment Framework, by Longwe (1994) is also explained the five levels of the gender equality and empowerment stage in a hierarchical order of increasing importance and significance as shown in Figure 2.1 below.
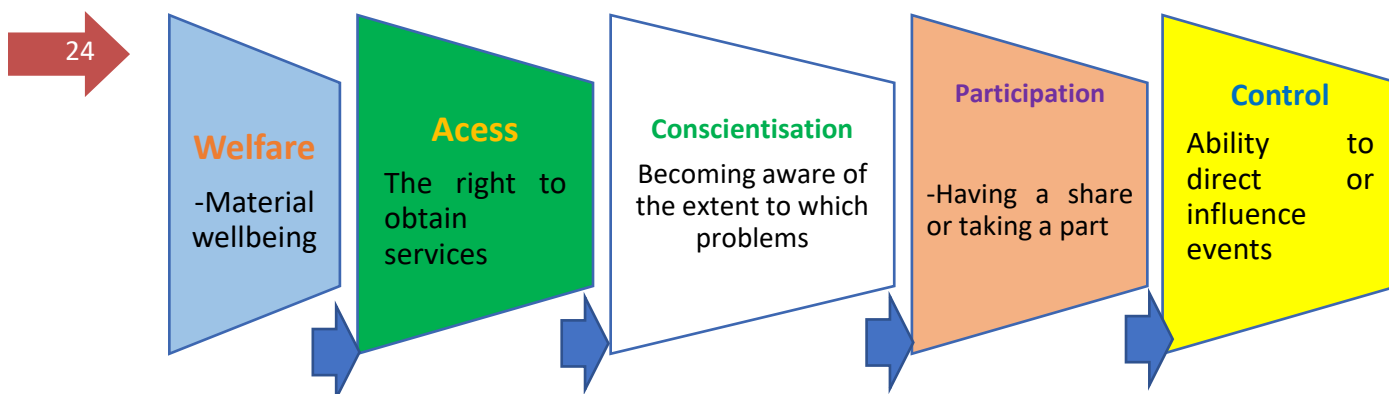
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Figure: 2:1 The Gender Equality and Empowerment Stage

- **Welfare:** refers to the *material well-being of both men and women.* Gender gaps at this level refer to gaps in the fulfillment of those basic needs and conditions that directly affect people's welfare. Common factors affecting women's welfare include their heavy, often unremunerated workloads and low nutritional intake - leading to poor health and reduced quality of life. Gaps in women and men's welfare can only be reduced when there are equal opportunities and access to resources between men and women.

- **Access**: Access identifies as "*the right or means to obtain services, products or commodities".* Equality of access is seen as essential for women's development - the first step on the path to empowerment. As well as heavier physical workloads and less nutritious diets, women generally have less access to appropriate technology and hired labour than men and do not easily access the labour of men. In order to reduce gender gaps in access, it is important that conventional attitudes and beliefs are examined and reassessed.

- **Conscientization** is the *process of becoming aware of the extent to which problems arise,* not so much from individuals' inadequacies but from the systemic discrimination against a social group, which puts all members of that group at a disadvantage. Obstacles to conscientization include beliefs that women may fail to give birth if they ride bicycles, that a man will become 'weak' if he cooks food, that women's fertility will suffer if they eat too much high-protein food. To bridge the gaps at this level, there is a need to re-examine prevailing beliefs and practices and

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to realize that a transformation of roles need not necessarily result in the disruption of society. Such understandings are fundamental to the increase of women's participation in development.

- **Participation:** Gender equality and empowerment framework (GEEF) identifies participation as "having a share or taking part in how things are done and resources allocated, therefore achieving gender equality in decision-making." Empowerment will mean greater representation of women in decision-making processes, greater participation by men in water and sanitation chores, and shared workloads at the household and community levels. This will, in turn, give women more time to spend on other development-related activities. To reach this level, concerted mobilization is crucial; only by working collectively will women be empowered to gain increased representation and, ultimately, greater control.

- **Control:** has been defined as the "*ability to direct or influence events, so that one's own interests are taken care of and protected".* This is the ultimate level of equality and empowerment. Women play an active role in the development process, and resources and benefits are shared equally between women and men. Gender gaps at this stage are looked at in terms of control over resources and decision-making; greater control means the ability to acquire appropriate technology, having control over resources and enjoy equal access to opportunities.

2.4.   Understanding of Practical and strategic needs of women

Handout 2.4: Practical and Strategic Needs of Women

This is a concept that was first coined in the 1980s by a Pakistani woman working in women's empowerment. Since then, these concepts have been widely adopted by many organizations. Simply put:

- **Practical approaches and interventions** are short-term and designed to meet an immediate need and work within existing gender norms.

- **Strategic approaches and interventions** are long-term and aim to address the root of the problem and ultimately change gender norms.

The concept of practical and strategic gender needs was coined to help consider how practical needs can be met in a way that has transformative potential, that is, in a way that will assist women in challenging unequal gender power relation to meet the strategic need. Ultimately, it should contribute to women's empowerment.

Development actors, instead of concentrating only on improving women's condition (Practical need) (immediate, material circumstances in which women live) their condition should be improved in a way that changes their position (strategic needs of the women) in the society and contribute to their empowerment.

However, changing women's positions requires challenging unequal gender relations, which are typically skewed in favour of men. Changing women's condition and positions are mutually reinforcing and need to be transformative.

As the term suggests, practical needs are those dealing with matters of changing **the condition of women** such as health, water, and education. On the other hand, strategic needs are those that deal with changing the **status and position** of women and include policy and legal measures to deal with issues such as the gender division of labour, domestic violence, and increased women's participation in decision-making. Table 2.3 summarizes the practical and strategic needs of women.

Table 2.3: Practical and strategic needs

Practical needs	Strategic interests
Short term Needs	Long term needs
• Basic needs (clean water, food, fuel, housing) can be addressed through concrete steps	• Personal security, freedom from violence, legal rights, access to education and more difficult issues to address
• Women can easily identify these needs	• Often women cannot articulate these needs
• Makes it easier for women to carry out roles and responsibilities assigned to them by society	• Challenges the systems that define women's and men's roles and responsibilities
• Do not challenge subordinate position of women to men	• Challenges subordinate position of women Aim to improve positions); and also intend to remove restrictions,

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Quality development work should include both practical and strategic approaches so that the program meets immediate needs while also working toward a long-term solution. The short-term intervention teaches young and adult women how to do a business to meet the basic need like generating income, access to water and food, and in the long-term, intervention is working with men and women to ensure that women have the power to make decisions on the household resource.

Module 3: Gender Equality

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Learning Objectives

After completing this module, you will be able to:

- Explain the concept of gender equality

- *Understand* the various approaches to ensure gender equality

- Understand the efforts exerted to ensure gender equality in Ethiopia

Introduction

This session covers the basic understanding of gender equality and related concepts, the different approaches used to ensure gender equality, and the role of government and CSOs in achieving gender equality in Ethiopia.

3.1.   Gender Equality in general

Handout 3.1. Gender Equality

Gender equality is a concept that women and men, girls and boys have equal conditions, treatment and opportunities for realizing their full potential, human rights and dignity, and for contributing to (and benefitting from) economic, social, cultural and political development. Gender equality is, therefore, the equal valuing by society of the similarities and the differences of men and women, and the roles they play. It is based on women and men being full partners in the home, community, and society. Equality does not mean that women and men will become the same but that women's and men's rights, responsibilities and opportunities will not depend on whether they are born male or female[2].

Gender equality implies that the interests, needs and priorities of both women and men and girls and boys are taken into consideration, recognizing the diversity of different groups and that all human beings are free to develop their personal abilities and make

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choices without the limitations set by stereotypes and prejudices about gender roles. Gender equality is a matter of human rights and is considered a precondition for, and indicator of, sustainable people-centred development[3].

Gender equality means that all genders are free to pursue whatever career, lifestyle choice, and abilities they want without discrimination. Their rights, opportunities, and access to society are not different based on their gender. Gender equality does not necessarily mean that everyone is treated exactly the same. Their different needs and goals are valued equally.

In the international arena and in national contexts, gender equality is related to the human rights, justice, and development agendas. Gender inequality is manifested by access to resource, control over the resource, decision making, participation in social, economic, and political sectors in the country.

The **global Gender Gap Index (GGI)** clearly shows the literacy, health, livelihoods, basic human rights, and social support disparities of women and men. The GGI indicators shows the disparity between men and women in a particular country. The Global Gender Gap Index measures scores on a 0 to 100 scale and scores can be interpreted as the distance to parity (i.e., the percentage of the gender gap that has been closed).

Gender inequality and discrimination faced by women and girls puts their health and well-being at risk. Women and girls often face greater challenges than men and boys in accessing resources, employment, information, training, and services. These barriers include restrictions on mobility, lack of access to decision-making power; lower-level literacy rates; discriminatory attitudes of communities. Consequently, women exposed to gender-biased division of labour (a biased gender-based division of labour is a cause and consequence of gender inequality) to have less access to education and information and to have less decision-making power than men.

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Ethiopia struggles with massive inequality between men and women. For instance, the 2020 Global Gender Gap report ranked Ethiopia 82nd out of 134 countries in gender disparities, with the gender gap index of 0.705 (70.5%).[4] However, as described in table 3.1 below, there is progress in achieving gender equality in Ethiopia, and the GGI increased from 0.6621 to 0.7050 for the last five years, from 2016 to 2020.

Table 3:1 Ethiopia - Global Gender Gap Index[5]

Date	Gender Gap Ranking	Gender Gap Index
2020	**82º**	**0.7050**
2018	117º	0.6560
2017	115º	0.6560
2016	109º	0.6621

Source: Global word GGI rank, 2020

Handout 3.2. Gender Equity

Gender equity: is the fair treatment of women and men according to their respective needs. This may include equal treatment, or it may include treatment that is different but considered equivalent in terms of rights, benefits, obligations, and opportunities. Gender equity ensures opportunities are not limited based on gender.[6] It corrects gender biases so that economic outcomes improve for everyone. It addresses discrimination and imbalances in society so that equality can become a reality.

The picture below describes the concept of gender equality, equity, reality, and liberation.

Picture 1: Describes the concept of equality without availing and having an equal enabling environment for all parties (women and men). The three boxes are distributed to the three individuals regardless of their situation.

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[4] https://knoema.com/atlas/Ethiopia/topics/World-Rankings/World-Rankings/Global-gender-gap-index
[5] https://knoema.com/atlas/Ethiopia/topics/World-Rankings/World-Rankings/Global-gender-gap-index
[6] Gender equality ILO, 2020

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☞ *Picture 2:* Describes the concept of equity through creating fair opportunities for men and men to get access to resources and information. The three boxes are distributed according to the needs of the three individuals so that they can achieve their goals.

☞ *Picture 3:* Describes the reality that when people already have some opportunity, they can able to get more access and control of resources at the expense of less empowered people.

☞ *Picture 4:* Describes the liberated environment where both men and women are free from any obstacles for accessing resources and information. .

Figure 3.1: Gender Equality vs Equity
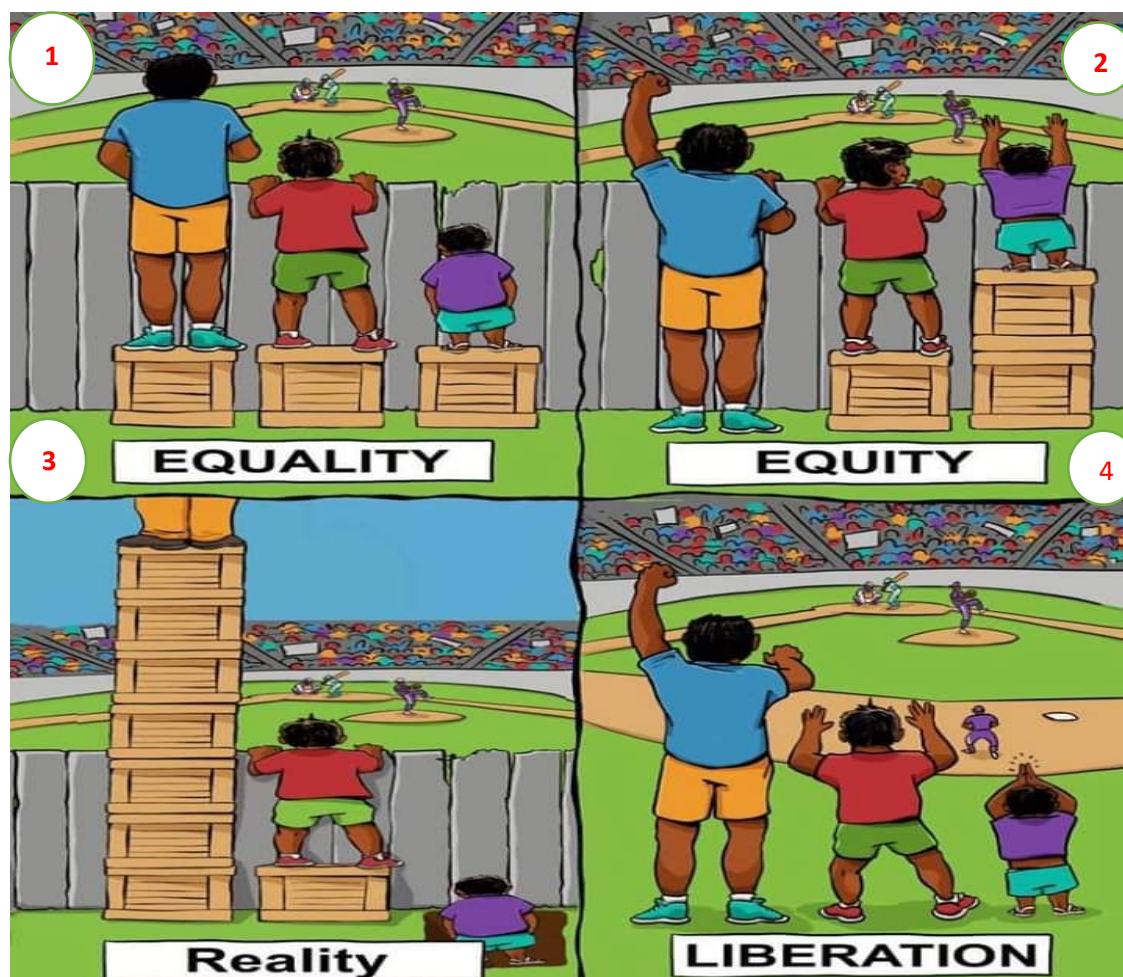
3.1.1. Gender Equality and Gender Equity[7]

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[7] Seda gender equality and gender equity / November 2016

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Gender Equality	Gender Equity
The **state or condition** that affords women and men equal enjoyment of human rights, socially valued goods, opportunities, and resources, allowing both sexes the same opportunities and potential to contribute to, and benefit from, all spheres of society (economic, political, social, and cultural).	Justice and fairness in the treatment of women and men to eventually achieve gender equality, often requesting **differential treatment** of women and men **(or specific measures)** to compensate for the historical and social disadvantages that prevent women and men from sharing a level playing field.
Example: A family has limited funds, and both daughter and son need new pair of shoes for the new school year, but only one can get new shoes this year. If the family decides (and who in the family decides?) which child will get the new shoes based on the child's NEED, and not on the child's sex, this is an example of gender equality.	*Example:* Provision of leadership training for women or establishing quotas for women in decision-making positions to achieve the state of gender equality.
Important Point! Equity leads to equality! Equity means that there is a need to continue taking differential actions to address historical inequality among men and women and achieve gender equality!	

3.2. Approach For Gender Equality

Handout 3.3 Approach for Gender Equality

There are different approaches and strategies used to ensure gender equality. The key gender equality approaches are gender mainstreaming, stand-alone/women-focused and mixed approach. They are briefly discussed as follows:

- **Gender Mainstreaming approach[8]:** Gender mainstreaming is an approach to policy-making that considers both women's and men's interests and concerns. Gender mainstreaming means integrating a gender equality perspective at all stages and levels of policies, programmes, and projects. Women and men have different needs and living conditions and circumstances, including unequal access

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[8] https://www.ilo.org/public/english/bureau/gender/newsite2002/about/defin.htm

to and control over power, resources, human rights, and institutions, including the justice system. Gender mainstreaming is a globally accepted strategy for promoting gender equality. Mainstreaming is not an end in itself but a strategy, an approach, a means to achieve the goal of gender equality. Mainstreaming involves ensuring that gender perspectives and attention to the goal of gender equality are central to all activities - policy development, research, advocacy/ dialogue, legislation, resource allocation, and planning, implementation, and monitoring of programs and projects.

- **Stand-alone/women-focused approach[9]:** Any effort that focused for advancement of women through women focused interventions, efforts and programs. The alterative goal of stand-alone approach is to empower women, creating a capacity and enabling environment for fulfilling a strategic need.

- **Mixed approach:** is an approach that uses both gender mainstreaming and a stand-alone approach. Most of the organizations used a mixed approach for gender equality. They implemented women empowerment and right-focused programs, and they are also mainstreamed gender at all levels of their organizations to address the need and interests of men and women.

The government and development actors used different strategies for women empowerment for achieving gender equality at an individual level, community and institutional levels. Some of the strategies are focused on:

- Leadership, decision making, empowerment, and cultural change
- Safety and freedom from gender-based violence
- Work and economic security
- Health and well-being
- Education and training
- Lobbying and advocacy

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[9] https://gsdrc.org/document-library/a-transformative-stand-alone-goal-on-achieving-gender-equality-womens-rights-and-womens-empowerment/

Different efforts towards gender equality and women empowerment helped to enhance.

- The participation of women in the workforce, i.e., equal economic independence.
- Having equal access, control, and decision making on resource, education, information
- Proper representation of women in strategic decision making.
- Putting an end to all forms of violence against women, i.e., gender-based violence such as domestic violence.
- Promote equality between women and men in economic, social, and political decision-making.
- Elimination of all forms of discrimination and violence against women.
- Provision of support and assistance to women who have become victims of any form of violence, including in the home, workplace, and during armed conflicts.

3.3. Tools for Achieving Gender Equality

Handout 3.4 different Gender equality tools

They are different tools to achieve gender equality. Most of the widely used tools are gender analysis and gender audit. Both the tools are used for mainstreaming gender and implementing different women empowerment programs at individual, organizational, and community levels.

Gender Audit: A Gender Audit is an assessment tool used to analyze the gender equality state-of-art at an organization. A gender audit pays attention to different issues such as the status of gender equality in their policy and decision-making structures, organizational culture, and processes and gathers staff's perceptions, understanding, and behaviors towards gender equality. The gender audit is used as a mirror to review the existing situation of the organization from a gender perspective. The gender audit can be conducted at the organizational (policy) level, program level, and project level.

Gender Analysis: refers to the variety of methods used to understand the relationships between men and women, their access to resources, their activities, and the constraints

they face relative to each other. Gender analysis provides information that recognizes that gender, and its relationship with race, ethnicity, culture, class, age, disability, and/or another status, is important in understanding the different patterns of involvement, behavior, and activities that women and men have in economic, social and legal structures.

Gender Analysis is the process of analyzing information to ensure development benefits and resources are effectively and equitably targeted to both women and men and to successfully anticipate and avoid any negative impacts development interventions may have on women or gender relations. Gender analysis is conducted through a variety of tools and frameworks. It includes a methodology for collecting and processing information about gender.

Gender analysis promotes an understanding of gender relations as a basis for identifying whether it is necessary to include explicit strategies to involve women. Whether these strategies should be addressing women's practical or strategic needs is based on the gender information obtained in gender analysis of the social group.
Gender disaggregated data can be used as a benchmark in monitoring and evaluating the progress of gender our efforts towards gender equality.

3.4. Efforts For Gender Equality

The Federal Democratic Republic of Ethiopia (FDRE) is committed to women empowerment and gender equality efforts. The government formulated and adopted several laws and policies to promote gender equality. Some women and gender-related efforts to ensure gender equality are listed under here:

1. FDRE Constitution 1995, Art. 35

"……women shall, in the enjoyment of rights and protections provided for by this Constitution, have equal right with men. Women have the right to the full consultation in the formulation of national development policies, the designing and execution of projects, and particularly in the case of projects affecting the interests of women."

2. Formulation of Policies and strategy

- The government has also been promoting the mainstreaming of gender in all of its development policies and strategies to address gender inequality.

- Women's National Policy was formulated and adopted in 1993 to address gender inequality and incorporate gender issues in different national policies, including Education and Training, Health, HIV/AIDS, Population.

- Revised Family Code, based on the principle of gender equality, also came into effect in July 2000.

- Land and inheritance right revised.

3. Adoption of the International Conventions

The Ethiopian government has adopted different international conventions, agreements, commitments, some of the women related are listed below:

- **ICERD**: International Convention on the Elimination of All Forms of Racial Discrimination

- **ICCPR**: International Covenant on Civil and Political Rights (ICESCR)

- **ICESCR**: International Covenant on Economic, Social and Cultural Rights

- **CEDAW**: Convention on the Elimination of All Forms of Discrimination against Women)

- **The Beijing Platform for Action**

- **ACHRCRC**: The African Charter on Human Rights, and the Convention on the Rights of the Child.

- **MDGs:** Millennium Development goals

- **SDGs:** Sustainable development goals

- **WPSFC**: Women, Peace and Security Framework and Commitments

The national and international policies, conventions, and agreements are created enabling environment for promoting gender equality and women empowerment efforts for all actors. The contributions of CSOs as constituents of the government in Ethiopia, UN agencies, international organizations, and women-affiliated organizations and movements have a significant contribution to enhancing women's empowerment and gender equality. Civil Society Organizations (CSOs) working on gender equality

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and women's empowerment played a great role in empowering women, preventing GBV, and lobbying and advocating for gender equality and women's rights.

The efforts of CSOs collaborating with like-minded organizations and with supportive government flatform abled to narrow the GGI in 2020. Though an encouraging result is recorded in gender equality for the last five years, a lot of effort is required from all like-minded actors to empower and achieve gender equality, especially in rural areas and in the hardest-to-reach areas of the country.

Module 4: Gender and Organization

Learning Objectives

By the end of this module, participants will be able to:

☞ *Understand the gender equality in an organization*

☞ *Understand gender as an organization and management issue*

☞ *Identify covert and overt obstacles to a gender-responsive organizational culture*

☞ *Develop strategies for creating a gender-responsive organizational culture.*

Introduction

This session deals with the role of organizations in ensuring gender equality. Specifically, the importance of gender-sensitive organizations for ensuring gender equality, explain the practical steps to be taken to ensure gender equality in the workplace is briefly discussed in the module.

4.1. Organizations and Gender

Handout 4.1. Organizations and Gender

Organization theory demonstrates that the informal and invisible rules and regulations of an administration are crucial for understanding organizations. Organizations are not mechanical entities running according to fixed rules; instead, they are entities with a certain momentum and non-documented rules and regulations, which are reflected in a specific organizational culture.

The core elements of organizational culture are implicit in that they are practiced in daily routines, give a common direction to the staff of an organization, and are the result of learning and internal coordination within an organization. Furthermore, they constitute a specific view of the world.

Individuals do not consciously learn an organizational culture, but they internalize it within a process of socialization. This shows that institutional transformation can occur only if organizational culture is taken into account.

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Development is not gender-neutral: until very recently, it has been developed for men. Organizations are not gender-neutral either but are gendered in the same way society is gendered: men are dominant. There is, for instance, a gender division of labor in organizations which mirrors that in society at large: men tend to predominate in the decision-making, public areas of an organization (e.g., managers), women in the 'private', internal areas (as assistants, secretaries, librarian, catering and cleaning staff). It can be further claimed that gendered internal structures and practices actually produce gendered outcomes and personnel who, whatever their sex, reproduce gender-discriminatory outcomes.

In this regard, the structures themselves are practical and meet men's needs better than those of women. Women may have a different approach to power and organizations than men, but women in mixed organizations have to operate within structures and systems basically designed for and by men and geared to their needs, and even women's organizations still have to operate within existing patriarchal institutional and macro-political contexts. An organization may become gender-aware and yet have difficulties achieving gender equality because it is still structured as before. Changes in structure and culture must thus go hand in hand.

Feminist writers Goetz, (1992 & 1995: Longwe, (1995)[10] confirm the daily experience of people as development practitioners:

> *"For several related reasons, some historical, some inherent to the organization of development work, and some specific to particular cultural contexts, development administrations . . . can be expected to have sharply gendered organizational structures, and strongly masculinized workplace cultures (Goetz, 1992:11)[11]"*

Some theorists view that certain organizational values, styles of management, ways of working are inherently masculine, others inherently feminine: for example, a goal or

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[10]

[11] Habazettl, H.,(1992). Dilation of coronary microvessels by adenosine induced hypotension in dogs.

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target-oriented organizational culture is masculine, a nurturing management style is feminine.

It has to be recognized that men and women do have different management styles responding not only to different views of development but to different practical and strategic needs: for instance, women may favor flexible working hours because it is they who have to juggle time at the office with domestic tasks; men's freedom from domestic tasks means they can afford rigid or demanding timetables. On the other hand, we need to avoid stereotyping; defining nurturing Management as feminine (or vice versa), for instance, can be seen as simply bringing private gender attributes into the public spheres once more.

What, then, does it mean that organizations are gendered, that their value systems, structures, cultures and practices, and their accountability and incentive systems are gendered? It means that all these things signify something different to women and to men: women and men are situated differently in organizational structures; organizational cultures operate differently for men and women, universally favoring men over women; women's and men's work is valued differently in the organization, and may even be defined differently, with women's job descriptions, subject areas, and sometimes even management styles being defined or conditioned as extensions of their private roles and functions.

4.2 Importance of Gender favouring Management

Handout 4.2 reason for favoring gender in organizational Management

First social justice, as a moral imperative, calls for direct attention to identify who wins and who losses in society. While varying by degree, place, and time, women lose out to men in terms of access to society's resources and power over the decision. Further, as producers' women are usually responsible for providing the subsistence foodstuff and informal "off-farm" incomes, which determines family survival. Consequently, their efforts, abilities, and incentives are vital factors in determining the profile and scale of poverty.

Second, investments in women have a greater tendency to translate into increased household well-being than into consumption. Socially women are central in

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maintaining cohesion, stability, and local organizational capacity; all these are important conditions for ensuring the sustainability of benefits that result from development interventions.

Women's fertility determines the long-term population growth rate. Their control over reproduction translates into a threshold above which economic growth can mean per capita improvement. In short, for an organization to be blind to the position and concerns of women is to choose ineffectiveness.

In general, gender is becoming a key organization and management issue for the following reasons:

☞ *Gender inequality is often embedded in organizations' values, cultures, processes, and programs.*

☞ *Gender inequality in organizations often inherently favors masculine content and working styles and disadvantages feminine/feminist content and style of work.*

☞ *Organizational change in support of gender equity involves changes in women's and men's roles and relations.*

☞ *Gender equality can enhance organizations' productivity, efficiency, and sustainability because gender cross cuts every sector and section within the organization.*

☞ *Gender equity in the organization is achievable and a positive-sum in the long run.*

Organizations should give attention to gender equality and should take practical steps in ensuring this. Attention should be given to the following:

☞ *Organizational, ideological, and overall goals should give attention to gender equality.*

☞ *Organizational value systems should reflect the issue of gender equality.*

☞ *Organizational structures should be designed taking into account the issue of gender.*

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> ☞ *Management styles should properly choose and should enable both women and men to take part.*
>
> ☞ *Job descriptions, in which women staff may end up in roles which extend their domestic roles in the private sphere, e.g., being responsible for the soft areas of social policy or social intervention (education, health, small income-generating projects) while men deal with the hard technical macroeconomic areas.*
>
> ☞ *Practical arrangements, space, and time such as location/layout of offices; provision/design of dining rooms and lavatories; childcare provisions; working hours, and flexibility. Provision of maternity paternity leave; travel requirements as part of job etc.*
>
> ☞ *The expression of women (relationship between managers and staff, or male and female staff at different levels. sexual harassment).*
>
> ☞ *Image and symbols tend to reproduce rather than oppose gender divisions.*

4.3 Determinates of a Gender-Sensitive Organization

Handout 4.3 Gender-Sensitive Organization

The following are the key aspects of an organization that potentially determines its gender sensitivity or gender equality.

* The **'shape' of the organization** in terms of the distribution of decision-making power.   Most democratic or participative organizations are also most gender - sensitive. They require the widest possible participation of both men and women on equal terms.

* The **balance of women and men staff**: This means a number of men and women involved in management and policy or decision-making roles.

* **Organization culture and style**: In a male-dominated organizational culture, to be seen as equal to men, women have to deny their womanhood.

   A women-friendly **day-to-day functioning of the organization**

Indicators for measuring the women - friendliness of an organization are highly contextual and culturally specific. However, the following indicators could be considered as a general guide:

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- ◆ *Materials displayed in the building, e.g., pictures, posters, and other graphic materials, announcements of meetings and activities, are not disrespectful of women.*
- ◆ *Existence of appropriate faculties such as lavatories, childcare, and transport provision.*
- ◆ *Men and women do not make nasty jokes or comments about the other sex,*
- ◆ *Diversity of styles between men and women is viewed as a strength of the organization.*
- ◆ *Provision of working arrangements that enable the combination of work with reproductive/caring responsibilities outside the workplace, such as flexible working hours and leave arrangements. etc.*

4.4   Creating a gender-sensitive organization

Handout 4.4: Imaging a gender-sensitive organization

The following are some very general features that would seem essential to make any organization more gender-sensitive and more gender-equal.

- ◆ Gender equality should be a priority not only in the organization's mission statement, general objectives, and policies but in its internal regulations such as recruitment procedures, terms, and conditions for employees, etc.

- ◆ Adequate resources should be devoted to putting such policies into practice.

- ◆ Accountability to women should be written into the organization's policies carried out in its practice.

- ◆ There should be greater parity in the number and distribution of staff; more importantly, women in the staff and especially in management must be committed to gender equality.

- ◆ Since some degree of hierarchy is inevitable in any but very small organizations, this should be offset by a style of management that is open to change and oriented towards training, support, good feedback, and stimulating colleagues.

- ◆ Management-staff relations should be as non-vertical as possible, open consultative, listening

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- The organization should offer non-gender-stereotyped roles and choices for both men and women.

- There should be space for and encouragement of bottom-up initiatives and informal, 'horizontal' for ideas and dialogues.

- There should be scope for different organizational styles and cultures to coexist and be valued and for men and women together to explore and utilize difference without distempering either side.

- Management should give unequivocal support to gender teams and staff members with specific responsibility for gender issues.

- Decision-making access for women should be built into the organizations' structures not dependent on informal agreements or arrangements so that women's access to decision making does not depend on the personalities and efforts of individuals

- The organization should accommodate women's biological role and childbearing as well as partners' social roles in childcare and domestic life and other forms of reproductive or caring responsibilities (e.g., for sick people, disabled people, and elders) carried out by both women and men towards partners, friends, relatives, and community members.

- The organization should be one in which not only women but everyone feels happy, one in which most people's best qualities are stimulated and recognized.

4.5 Organizational Gender analysis

Handout 4.5 Gender Analysis

Information in the situation and perception of women and men does not provide a sufficient basis for developing a gender-responsive organizational culture. The success of a gender-responsive policy in addressing gender concerns depends to a larger extent on the feature and quality of the organizations that plan and implement it. Therefore, in addition to analyzing the target group, it is necessary to examine whether and how organizations will deal with gender concerns.

The organizational gender analysis examines the willingness and capacity of the organization(s) to provide equal rights and opportunities for women in developing

activities, as well as the external factors that influence the performance of the organization(s) in this respect.

The following aspects can be relevant in analyzing the willingness and capacity of an organization to develop and implement a strategy of participation and empowerment of women.

- The type and **general capacity** of the organization to address gender issues.
- Its policy on equal rights and opportunities for women.
- Its strategy and activities in the field of equal rights and opportunities for women.
- **Its organizational structure.** This is related to how responsibilities, mandates, and tasks are distributed within it and the distribution of resources between men and women.
- Its **human resources for implementing a gender equality policy.** This focuses on the quality and quantity of the staff, such as the total number of employees to carry out the tasks, the number of female employees, and the existence of gender experts.
- Its **financial and physical resources** for implementing a gender equality policy.
- The **organization's culture** is reflected in the values and norms of the employees in promoting gender equality, the experience of female leadership, and appreciation of women's roles.

Module 5: Principles of Feminism

Learning Objectives

After completing this session, participants will be able to:

- *Understand the concept feminism and understand feminism theories,*

- *Describe Principles of Feminist and Transformative Leadership*

- *Explain gender Inequality from a feminist theory perspective*

- *Understanding of feminism in Ethiopia*

Introduction

This module explained the overall understanding of the concept, principle and theories of feminism. The module is also described gender inequality from a feminism perspective and understanding of feminism in Ethiopia.

5.1. Concept of Feminism

Handout 5.1 concepts of Feminist Theories

Many people incorrectly believe that feminist theory focuses exclusively on girls and women and that it has an inherent goal of promoting the superiority of women over men. In reality, feminist theory has always been about viewing the social world in a way that illuminates the forces that create and support inequality, oppression, and injustice, and in doing so, promotes the pursuit of equality and justice.

However, because women's and girls' experiences and perspectives have long been marginalized in social theory and social science, much feminist theory has focused on their interactions and experiences within society to ensure that half of the world's population is not left out of how we see and understand social forces, relations, and problems.

Feminism is an **ideology** that advocates for gender equality and the elimination of oppression and marginalization on the basis of gender, age, disability, ability, race, religion, or ethnicity. It is no longer based on the simplistic differences between the sexes.

As an **analytical framework**, feminism has transformed the concepts of patriarchy and gender by unpacking the power imbalances between men and women in various social institutions and structures. Feminism is a **social change strategy** that champions the empowerment of women and other marginalized groups, the transformation of gender power relations, and the advancement of gender equality within all change interventions.

Feminist theory shines a light on social problems, trends, and issues that are otherwise overlooked or misidentified by the historically dominant male perspective within social theory.

5.2. Gender Differences and inequality from a feminism perspective

Handout 5.2: Gender Inequality from a feminism theory perspective

Some feminist theories provides an analytic framework for understanding how women's location in and experience of social situations differ from men. For example, cultural feminists look at the different values associated with womanhood and femininity as a reason for why men and women experience the social world differently. Other feminist theorists believe that the different gender roles assigned to women and men within institutions better explain gender differences, including the sexual division of labour in the household.

Existential and phenomenological feminists focus on how women have been marginalized and defined as "other" in patriarchal societies. Some feminist theorists focus specifically on how masculinity is developed through socialization and how its development interacts with developing femininity in girls.

Gender inequality is the social process by which men and women are not treated equally. The treatment may arise from distinctions regarding biology, psychology, or cultural norms prevalent in society. Some of these distinctions are empirically grounded, while others appear to be socially constructed

46 ➤ Though both gender equality and feminism have been used to lobby for women's rights in different avenues of society, there is a difference in meaning, aim, form, and right perspectives. The similarity and differences between feminism and gender equality are described Table 5.1 below.

Table 5.1: Comparison of Feminism and Gender equality		
Characteristic	Feminisms	Gender equality
Meaning	▪ Advocacy of the right of women is entirely based on the equality of gender. ▪ Creating, and achieving equality among different sexes, mostly on women's side	▪ It is the state in which there is access to equal rights as well as opportunities for everyone regardless of their sex
Aim	▪ To ensure equal social, economic and political opportunities for women	▪ To ensure equal rights for everyone and for all gender
Rights	▪ Feminism is only concerned with the right of the female gender	▪ Gender equality is concerned with the rights of everyone regardless of their gender

Source: [12] Brown, Sarah. 2019

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5.3.   The Different Theories of Feminism

Handout 5.3. Feminists Theory

Feminism is a range of social movements, political movements, and ideologies that aim to define and establish the political, economic, personal, and social equality of the sexes.[13] Feminism incorporates the position that societies prioritize the male point of view, and those women are treated unjustly within those societies[14]. Efforts to change include fighting against gender stereotypes and establishing educational, professional,

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[12] Brown, Sarah. "Difference Between Feminism and Gender Equality." Difference Between Similar Terms and Objects, 24 June, 2019

[13] Lengermann, Patricia; Niebrugge, Gillian (2010). "Feminism". In Ritzer, G.; Ryan, J.M. (eds.). The Concise Encyclopedia of Sociology. John Wiley & Sons. p. 223
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and interpersonal opportunities and outcomes for women that are equal to those for men.

Feminist movements have campaigned and continue to campaign for women's rights, including the right to vote, hold public office, work, earn equal pay, own property, receive education, enter contracts, have equal rights within marriage, and maternity leave and also worked to ensure access to legal abortions and social integration, and to protect women and girls from rape, sexual harassment, and domestic violence. [15]

Feminist theory is the extension of feminism into theoretical, fictional, or philosophical discourse. It aims to understand the nature of gender inequality. It examines women's and men's social roles, experiences, interests, chores, and feminist politics in a variety of fields, such as anthropology and sociology, communication, media studies, psychoanalysis. Different Feminist theories are summarized below:

1. **Liberal Feminists Theory:** Liberal feminists believe that
    *   The main source of gender inequality is the "process of socialization" (learning process by which you acquire the knowledge, skill, and motivations required to participate in social life).
    *   The circumstances that shaped women's lives were the laws and prejudices (shared by men and women) that excluded them from the public sphere and from the right to earn their own living on an equal footing with men.
    *   women struggled for the right to higher education, entrance into the professions, the right to own property and hold public office, and for suffrage, the right that came to symbolize full citizenship.

    *   **Socialist feminist Theory:** is mainly intensive on the relationship of men and women. The theory stated that the oppressive relations between men and

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[15] Roberts, Jacob (2017). "Women's work". Distillations. Vol. 3 no. 1. pp. 6–11. Retrieved 22 March 2018

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women are not simply derivative of social class. The interconnections between sex oppression and class exploitation must be addressed.

Some socialist feminists analyzed the interconnections between the public sphere of capitalist and state relations and the private sphere of the family/ household and argue that

(a)   Capitalism has done at a fraction of the cost;

(b)   The appearance of the distinction between private and public sustains the unequal relations between men and women throughout society.

2. **Radical feminist theory:** this theory included the following radical thoughts:

☞ Gender inequality is rooted in the material conditions of men and women.

☞ Like Marxism which contends that the exclusive aims of monogamous marriage were to make the man supreme in the family and to propagate, as the future heirs to his wealth, children indisputably his own.

☞ The sole purpose of monogamous marriage is to subjugate the female sex to the male. They locate men's power over women in their ability to control women sexually and to develop the institutions that ensure continuing control.

3. **Difference Feminism Theory:** According to this theory:

☞ Difference Feminism represents a broad spectrum of feminisms that emphasize differences between women and men. This approach arose in the 1980s and 1990s in efforts to revalue qualities traditionally devalued as "feminine" - such as subjectivity, caring, feeling, or empathy.

☞ The approach identifies bias in science and technology by seeing what has been left out from feminine perspectives-sometimes expressed as "women's ways of knowing." Difference feminisms have been criticized as being essentialist[16].

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[16]*A belief that things have a set of characteristics which make them what they are, and that the task of science and philosophy is their discovery and expression; the doctrine that essence is prior to existence. For example, Gender essentialism is the belief that a person, thing, or particular trait is inherently and permanently male and masculine or female and feminine. it considers biological sex the primary factor in determining gender.*

Difference feminism tends to romanticize traditional femininity and masculinity and to reinforce conventional stereotypes.

☞ The approach fails to consider that women and men across classes and cultures hold many different perspectives and values.

☞ Gender Oppression Theory: the theory go further than theories of gender difference and gender inequality by arguing that not only are women different from or unequal to men, but that they are actively oppressed, subordinated, and even abused by men. Power is the key variable in the two main theories of gender oppression: psychoanalytic feminism and radical feminism.

☞ Psychoanalytic feminists attempt to explain power relations between men and women by reformulating Sigmund Freud's theories of human emotions, childhood development, and the workings of the subconscious and unconscious. They believe that conscious calculation cannot fully explain the production and reproduction of patriarchy.

☞ Radical feminists argue that being a woman is a positive thing in and of itself, but that this is not acknowledged in patriarchal societies where women are oppressed. They identify physical violence as being at the base of patriarchy. Still, they think that patriarchy can be defeated if women recognize their own value and strength, establish a sisterhood of trust with other women, confront oppression critically, and form female-based separatist networks in the private and public spheres.

4. Structural Oppression Theory: posit that women's oppression and inequality result from capitalism, patriarchy, and racism. Socialist feminists agree with Karl Marx and Friedrich Engels that the working class is exploited as a consequence of capitalism. They seek to extend this exploitation not just to class but also to gender.

5. Intersectionality theory: seek to explain oppression and inequality across a variety of variables, including class, gender, race, ethnicity, and age. They offer the

important insight that not all women experience oppression in the same way and that the same forces that work to oppress women and girls also oppress people of colour and other marginalized groups.

One-way structural oppression of women, specifically the economic kind, manifests in society is in the gender wage gap, which shows that men routinely earn more for the same work than women.

An intersectional view of this situation shows that women of colour and men of colour are even further penalized relative to the earnings of white men. In the late 20th century, this strain of feminist theory was extended to account for the globalization of capitalism and how its production methods and accumulating wealth centre on the exploitation of women workers around the world.

5.4.   Principles of Feminism

Handout 5.4. Principles of Feminism

Feminists and women's rights activists around the world have been taking bold steps to advance gender equality. They used innovative and thoughtful ways of shifting the status-quo. The following are the basic principles that guide the application of feminism to ensure gender equality.

1. **Support Transformative Change**: The intention of feminist strategies is to achieve transformative change. Transformative change is a change that is sustainable and long-lasting, and which fundamentally challenges and shifts power as well as systemic and structural inequalities.

2. **Recognize Power and Privilege**: The approach shines the light on patriarchy, a system of power that maintains the unequal division of power (and privilege) between men and women across the globe.

3. **Put Women's Rights Actors at the center of our work**: feminism places women's rights actors at the center of our work, strengthening their organizations, amplifying their voices, and supporting their projects.

4. **Honor context and complexity**: a feminist analysis to context, highlighting the need for context-specific strategies when working on gender equality and women's rights.

5. **Celebrate diversity and challenge discrimination through an intersectional approach:** The feminism approach embeds an intersectional lens in our feminist analysis to highlight people's multiple identities and ways in which these shape the power they can (or cannot) exercise.

6. **Without me, nothing about me-** applying a feminist approach to working with partners and communities means igniting agency and ensuring that women and their organizations are included in decision-making processes in all matters that affect them.

7. **Do no harm:** a feminist approach to risk assessment, protection, and safeguarding at all times takes into consideration how gender norms create inequalities of power that disadvantage women and girls, including women staff.

8. **Support knowledge for transformative change**: an approach to knowledge generation acknowledges that the processes by which knowledge is produced, disseminated, and used can be either transformative of gender and power relations or uphold existing power relations.

9. **Commit to organizational transformation:** A feminist lens to our work as an organization means that we cannot legitimately work to promote gender equality and women's rights unless we show leadership in what it means to be an organization living its feminist values.

5.5.   Understanding of feminism in Ethiopia

Handout 5.5 Understanding of feminism in Ethiopia

Feminism is a wave that has moved globally, and there have been many movements that support feminism. Here in Ethiopia, the concept of feminism is not well known. In recent years, Setaweet, the first feminist movement in Ethiopia, and a few other women associations are promoting and advocating for feminism due to the fact that there are still struggles to ensure women's equality and women's rights in Ethiopia.

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The understanding of the feminist principles is at its initial stage in Ethiopia, according to experts from Setaweet, and the Yellow Movement of Addis Ababa University. Feminism means for many "working only for the rights of women." Therefore, organizations like NEWA should create awareness among key stakeholders and the community about the feminist concept, its principles, and its purpose.

The term feminism is globally described as the political, cultural, and economic movements that aim to establish equal rights and legal protections for women. Over time, feminist activists in Ethiopia have campaigned for issues such as women's legal rights, in regard to contracts, property, and voting; body integrity and autonomy; abortion and reproductive rights, including contraception and prenatal care; protection from domestic violence, sexual harassment, and rape; workplace rights, including maternity leave and equal pay; and against all forms of discrimination women encounter, according to various literature.

Feminism in Ethiopia may have a different meaning for different people. The word feminism is wrongly understood by most of the community. Some of the views by community members are summarized below:

☞ Some people claim to be against feminism because they believe that it tries to promote women at the expense of men. However, they say that this does not mean that he is against equality between men and women.

☞ Most people understand that feminists are extremists, and it is not applicable for Ethiopia's socially constructed culture and values as it has been associated with men's hatred and other biases.

☞ Some believe that the word feminism cannot be directly used in Ethiopia, as the society has a different culture and historical context and that the question of the equality of women is not a new one and for feminism to be applicable in Ethiopia, there is a need for the realization of historical accountability and political category.

☞ It is not uncommon to hear that western feminism does not apply to Ethiopia, as feminism does not align with Ethiopia's society, culture, and religion. Many believe that there are also economic problems in this situation.

Thus, in Ethiopia, more work need to be done in order to enable the community to understand the concept of feminism and its aim. Towards this end, public dialogues, training, awareness-raising programs about the concept of feminism are needed. This training workbook will help to create a better understanding of feminism and its importance for ensuring the rights of women in Ethiopia. The theories and principles of feminism also should be adopted to the Ethiopian context so as to address gender inequality.

In conclusion, feminism is about men and women having equal rights and opportunities. It's about respecting diverse women's experiences, identities, knowledge, and strengths, and striving to empower all women to realise their full rights. Therefore, all stakeholders working on gender equality should promote the theories, principles of feminism.

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End of the Work Book