



PUBLIC AWARENESS & COMMUNICATION MODULES AND MATERIALS

Module 3: Gender mainstreaming in ISWM

**Prepared by the International Consortium
GTZ-ERM-GKW**





What is Gender?

Characteristics of women and men
decided by society.....

.....in contrast to those
characteristics which are decided by
biology.

Gender behaviour is learned and
affected by social or cultural
expectations

Gender roles can change, biological
roles can not.



(Before the PPT participants will do a small exercise by answering 8 questions about gender and biological characteristics)

What is Gender?

The word gender was first used about 30 years ago to describe the characteristics of men and women which are **socially** decided in contrast to those characteristics which are **biologically** defined.

Gender refers to women's and men's socially defined roles and characteristics, which are shaped by historical, economical, religious, cultural and ethnic factors. What is women's work in one society, might be men's in another society.

People are born female or male, but learn to be girls and boys who grow into women and men. They are taught what the appropriate behaviour and feelings, roles and activities are for them and how they should relate to other people. This **learned behaviour** is what makes up the gender identity and decides the gender roles.

Gender roles for women and men differ a lot from one culture to another and from one social group to another within the same culture. Race, class, economic circumstances, age --- all of these influence what is considered appropriate for women and men. Culture changes over time and so does gender patterns. Sudden crisis, like war or famine, can totally and quickly change what men and women do. Sometimes for a short period, but also sometimes for ever.

Also in relation to human rights, culture and religion we find different roles for men and women determined by the society.

Once we realise the difference between biological roles (which cannot be changed) and the gender roles (which can be changed), we are able to look in a new way at our own life and our role in society. Becoming aware of gender roles and understanding its reasons and roots give us a better possibility and choice for changing some gender roles and accepting others.



Influence of Gender Roles on daily life

Men' work is more mechanized

Men earn cash

Men hold higher status positions

Men have more decision making power

Women perform 2/3 of the world's work

Women earn 1/10 of the world's income

Women are 2/3 of the world illiterates

Women own less than 1/100 of the world's property



Influence of Gender Roles in daily life

Gender roles made up by the society have a strong influence on the daily life of women and men:

For example in working life: Although both men and women have roles in production of goods and services and public life, tasks ensuring the basic needs at family and household level fall almost entirely on women's shoulders. One of the results is that all over the world women have longer working hours than men.

Often this work is not recognised as real work and it is not expressed in money, let alone remunerated.

Men's agricultural work is often cultivating cash crops (and thus bringing in money) women's food production for the family is not paid and taken for granted.

In the public sphere it is the men who hold the high status positions and have decision making power, women mostly have the roles of support persons and organisers. Men's work in this sphere is highly rewarded, women's work is often under-valued.

Men's work is most of the time mechanized, while women tend to work with their hands or with simple and often inadequate hand tools.

In relation to sharing the world's resources and benefits gender inequality is very obvious:

According to UN statistics:

Women perform 2/3 of the world's work

Women earn 1/10 of the world's income

Women are 2/3 of the world's illiterates

Women own less than 1/100 of the world's property



Recognising Gender Roles and Relationships is KEY to project success

**Women and men have different roles and priorities
Priorities can be competitive or in contradiction to each other.
Gender analysis is the basis for WIN-WIN solutions.**



Gender roles and relationships

As a result of gender characteristics, women and men have different experiences in life, different knowledge, perspectives and priorities.

(give example of a photograph of Yemeni builders etc.)

When in planning and implementing projects, the gender roles and relationships are not recognised, project impacts and outputs might be very different than expected. Sometimes project effects can be counter-productive or have unintended negative side effects; instead of improving the situation, conditions can deteriorate and become worse for women, or in some cases men or the whole family can experience negative and unintended effects.

Men and women have different priorities, which need to be recognised and taken into account with planning and implementation of projects.

Here are some examples:

- Extension services promoting organic manure to increase crop production, but traditionally used by women as fuel; Increase of workload as women had to bring the manure to the fields and also women had to cut and carry more firewood to substitute for the dung, which had an deteriorating effect on the environment and workload increased. In another project, the use of dung for fuel was promoted, leaving the men with no dung to manure their fields; thus crop production dropped affecting the food and income situation of the family.

- A livestock improvement project that advocated raising strong lambs by breaking with the traditional practice of separating young lambs at night from their mothers, so they could drink milk ad libitum. The effect was that children's health in the family deteriorated, as women did not have enough milk from the ewes for their children.

- Building of roads, so men could get their produce to the markets, however women had to veil when leaving the house and could roam less often/freely through the village.



Gender Issues in SWM

Women and children are prime handlers of domestic solid waste

Services and equipment are designed by men, with other priorities in mind

Women and children are more exposed to SW health hazards than men

Women are key to improving health status of family and community



Gender Issues in SWM

(Ask participants if they can already mention some typical gender issues in SWM from their experience)

In Arab countries as in many other parts of the world, binning and disposal of garbage from the house is seen as a task of women. Women are supposed to keep the house clean and dealing with solid waste is considered their responsibility. Garbage is dirty and working with garbage has a low and negative status; unless it becomes professionalised and provides good income. In domestic situations most men will not handle garbage (bringing it to the container) as this will affect their status. As many cultures ascribe a lower status to women than men, it is seen as 'natural' for women to handle garbage. (typical gender issue) Thus women and children are most exposed to garbage and the health hazards related to impractical (and unhygienic) behaviour, improper equipment and for them inadequate services.

Equipment and services are mostly designed by men and institutions (municipalities) who have other priorities and concerns than women, beside the fact that they are not used to (and often not aware of) women's perceptions, specific needs and concerns with handling and disposal of solid waste. Moreover as women educate their children, improved health practices will have a direct and sustainable effect on the overall health situation of the family and community. Having often little chance for formal education, women are in general very eager and willing to learn through informal information/education sessions. At the same time, women possess and can offer a wealth of practical experiences, which are lost when they are not invited to participate with the planning and implementation of solid waste management services.



Tools for Participatory Gender Analysis (1)

Mapping
Ranking
Flow Charts and diagrams
Drawings
Photos
Calendar and Time Lines
Participant observation
Focus group discussions
Drama
Self-designed methods



Tools for Participatory Gender Analysis

Good information and sound analysis are fundamental to project planning and design and implementation of programmes and activities.

To involve the community from the very start of the project, it is recommended to use methods and tools whereby the stakeholders can fully participate with data collection. Apart from bringing out a wealth of information (with unexpected and 'hidden' data) it will enable the stakeholders to get an overview and awareness about their own situation and initiate feelings of ownership for the project and its programmes.

The tools will reveal how gender differences define people's rights, responsibilities and opportunities in solid waste management. It will help to recognise how the project can affect men and women in different ways and allows the planners and stakeholders **together** to incorporate this information into a successful design and implementation of programmes and activities.

It often happens that the various data sheets collected together with the stakeholders are taken away from the community to the project offices, incorporated in reports etc. and never left or returned to the target group who provided the information. Involving people, creating sense of importance and ownership will be greatly enhanced when the stakeholders get copies of the data and reports!

The tools give ways of collecting data and analysing gender in household and community organisation. Individually each method gives new insights into the local situation and conditions. Together they offer a more complete and comprehensive understanding of the community. Gender differences will especially come out when the same tool is used separately with men and women (and also with children!)



Tools for Participatory Gender Analysis (2)

Mapping
Ranking
Flow Charts and diagrams
Drawings
Photos
Calendar and Time Lines
Participant observation
Focus group discussions
Drama
Self-designed methods



- Mapping
 - (the area, where are the containers, etc.)
 - (communication lines with institutions)
 - (gender mobility mapping)
- Ranking Matrixes
 - (wealth criteria, wealth division, solid waste practices, health situation etc.)
- Flow charts and diagrams
 - (tasks of individual family members related to solid waste)
- Drawings
 - (e.g. to indicate health problems associated to solid waste)
- Photos
 - (Stakeholders could be given a camera and asked to take photos of good/bad situations/conditions, etc.)
- Calendar and Time lines
 - (History, changes over time, seasonal and daily activities)
- Participant Observation
 - (Join men or women one or part of the day to help, observe and talk as he or she works)
- Focus group discussions or group interviews
 - (e.g. to confirm previous data findings, or discussing specific topic, brainstorm on ideas and suggestions)
- Drama
 - (acting out e.g. difficulties with disposal of solid waste)
- Self-designed methods
 - (Once the stakeholders have become familiar with these tools, they might come up with ideas for other methods or tools and design and carry out the data collection themselves.)



Suggestion for Mainstreaming Gender in PA & CP

Creating gender awareness and gender sensitivity among SW services management staff

Creating gender awareness and gender sensitivity among the male and female stakeholders

Creating opportunities for women to be heard and consulted and take part in decision making.

Including gender specific designs and gender sensitive approaches in quality education materials.



Suggestions for mainstreaming Gender in Public Awareness & Community Participation

Creating gender awareness and gender sensitivity among SW management staff

This can be done by showing (informing) and discussing (two-way communication) with the staff the outcome of the gender analysis, the differences of opinions between male and female stakeholders, the specific problems women have with e.g. disposal of garbage or infrequent garbage collection services. Including staff into focus group discussions with stakeholders, street talks and encounters with shopping women and home visits (if possible!) will also expose (and involve) them directly to gender issues.

Creating gender awareness and gender sensitivity among the male and female stakeholders

Involvement with design and implementation of the gender analysis, discussing/communicating the results (newsletter, groups discussion, home visits) will create awareness and insight into the own situation (gender roles and relations, priorities, etc.) of the male and female stakeholders. Leaving or returning the data sheets and reports will create goodwill and more involvement.

Quality education materials include gender specific designs and gender sensitive approaches.

Research has shown that women are attracted by different pictures than men. Colours, presence of objects or people, faces, all influence how a picture and its message is perceived or understood. Moreover, still more women are illiterate than men. One should also take into account that older women and men might have difficulties (pictorial illiteracy) in 'reading' and understanding pictures (e.g. symbols, perspective lines, seeing depth etc.) Posters and leaflets should be gender sensitive instead of confirming e.g. stereotype gender perceptions.

Make sure that women are heard and consulted and can take their part in making decisions.

Especially within the Arab world, women will meet separately from men. Sometimes this is an advantage as women will speak out more openly than when men are present. On the other hand with separate meetings and functions, men and women might not be aware about the differences in each other opinions, needs and priorities. In that case the information has to be communicated by an intermediate way, which can have different forms (e.g. a person, in a different less formal (e.g. family) setting, through radio, newsletter/paper, or through taking the flipover-sheets from one meeting to the other, making cassette recordings, etc.)

(Also when interviewing women at home, they might not speak their mind if men are present)

Discussion with the participants on their ideas and practical suggestions (and experiences on gender mainstreaming)