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## **UNIT 10 GENDER DIFFERENTIAL IMPACT ON LABOUR MARKET**

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### **10.1 INTRODUCTION**

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CIDA, the OECD, USAID, the World Bank and thousands of other organizations and civil society groups around the world are discussing gender. Over the past twenty years, we have seen a significant progressive evolution of gender concepts from the initial ideas, to the more institutionalized ‘Women in Development’ (WID), to ‘Gender and Development’ (GAD) and

beyond. Today, besides including gender into their projects, many organizations have initiated internal gender policies and offer their staff gender training. ([www.genderequality.ca.htm](http://www.genderequality.ca.htm))

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## **10.2 OBJECTIVES**

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After studying this Unit, you should be able to:

- Discuss the gender based impact of economic reforms;
- Analyze different international agencies efforts to bring gender equality and equity;
- Discuss the reasons for gender inequality; and
- Explain strategies to promote gender equality and equity.

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## **10.3 GENDER IN LABOUR MARKET**

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Gender is a social, not a biological concept that replaces the term 'sex', which refers to the biological differences between men and women; gender is related to the manner whereby men and women interact in society, at home, in the workplace, in politics, in different cultures and with regard to economic issues. 'Adding women' to project activities does not constitute gender. It in fact is a concept that refers to learned social behaviours, differences and relations between men and women in a given society, community or social group. These learnt variables condition people to perceive various roles, activities, tasks and responsibilities as male or female. Gender roles are affected by age, class, religion, ethnicity, and the social, economic and political environment.

A gender analysis involves considering the differences in the participation of men and women, gender responsibilities and gender contributions, as well as evolving projects that optimize the contribution and growth of both sexes ([www.genderequality.ca.htm](http://www.genderequality.ca.htm)). These differences between men and women may also relate to specific activities, access to and control over available resources or developmental benefits, and decision-making abilities. Gender analysis is thus a tool, which studies the relations between these differential factors and other factors in the larger social, economic, cultural, environmental and political context. (*ABC of Women Worker's Rights and Gender Equality*, ILO, Geneva, 2000, pp.47-48) ([www.unesco.org](http://www.unesco.org))

Additionally, gender analysis is useful in highlighting the variations prevalent within gender groups, or specifically, within the group 'men' and the group 'women', both of which display their own set of power relations and taboos. An example of this would be differences related to the access to education compared to other women in the same community. Women's services do not yet always recognize these differences and therefore give inadequate attention to marginalized sub-groups. ([www.genderequality.ca.htm](http://www.genderequality.ca.htm))

Women's empowerment is a key issue of the Gender and Development initiatives, and sometimes a sensitive one, depending on social and cultural contexts. While this empowerment may have gender equality as its ultimate goal, this does not necessarily imply gender equity. The aim is not to render both sexes the same, but allow equal opportunities to both and ensure that women have rights. ([www.genderequality.ca.htm](http://www.genderequality.ca.htm))

Gender is a necessary consideration of the workplace. This is because accounting for everyone's needs and giving equal opportunities for participation improves employee morale, decreases absenteeism and improves retention rates, leading in turn to superior overall results. As Brian Schwartz, CEO of Ernst and Young, Australia, opines, "Women are 50 percent of the equation. Choosing not to work with women is like trying to progress with one hand tied behind your back." Companies with the highest percentage of female executives delivered earnings far in excess of the median for other large firms in their industries (1998, Harvard Business Review). ([www.genderequality.ca.htm](http://www.genderequality.ca.htm))

Gender is also an important concern for project design, as it accentuates the project's overall impact, given that the entire community works to affect change. Projects incorporating gender promote ownership and sustainability. In fact the World Bank notes that "Countries that enact specific measures to protect women's rights and increase their access to resources and education have less corruption and achieve faster economic growth than countries that do not." (World Bank) ([www.genderequality.ca.htm](http://www.genderequality.ca.htm))

Gender analysis is the first step towards the promotion of gender equality and gender-sensitive planning in the workplace. It entails the collection of sex-disaggregated data and gender-

sensitive information about a given population (ABC of Women Worker's Rights and Gender Equality, ILO, Geneva, 2000, pp.47-48) ([www.unesco.org](http://www.unesco.org)). Gender equality, by itself, is a concept which emerges from a belief in the various forms of inequalities related to gender, and is variously known by terms such as gender equity, gender egalitarianism, or sexual equality. It is embodied by the idea that all human beings, both men and women, have the freedom to develop their personal abilities and make choices unencumbered by stereotypes, prejudice and water-tight gender roles. The different behaviours and aspirations of men and women are given equal consideration and value. Gender Equality does not imply that men and women must become the same, but that their rights, treatment, opportunities, benefits and obligations will not depend on whether they are male or female. (ABC of Women Worker's Rights and Gender Equality, ILO, Geneva, 2000, p.48.)

World bodies have defined gender equality as related to human rights, especially women's rights, and economic development. UNICEF defines gender equality as "leveling the playing field for girls and women by ensuring that all children have equal opportunity to develop their talents." The United Nations Population Fund declared gender equality "first and foremost, a human right. Gender equity" is one of the goals of the United Nations Millennium Project, to end world poverty by 2015; the project claims, "Every single Goal is directly related to women's rights and societies where women are not afforded equal rights as men can never achieve development in a sustainable manner." ([www.wikipedia.org.htm](http://www.wikipedia.org.htm))

Promoting gender equality then is a necessary prerequisite to greater economic prosperity. A 2008 UN sponsored report observed that nations of the Arab world, which decry equal opportunity to women, are greatly debilitated by this tendency in their efforts to return to former first ranks as global leaders in commerce, culture and learning. ([www.wikipedia.org.htm](http://www.wikipedia.org.htm))

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#### **10.4 ECONOMIC REFORMS AND GENDER DIFFERENTIAL IMPACT**

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Economic reforms have had a differential gender impact. The reforms have meant more openness in trade regimes and a gradual de-control of the domestic sector of production. There was a steady withdrawal of the state from business/production. This will leave the labour force more vulnerable, as a profit motive alone drives the market. As women are crowded towards the lower end of the labour market, they will be more adversely affected by the reforms (Chandra, 1999).

The 55th round of National Sample Survey Organization (1999-00) reports that in urban areas gender differences in the structure of industrial and occupational distributions seems to have lessened. There is a high demand for female labour in some sectors, which can be linked towards export orientation and the deregulation of the domestic production sector.

However, changes in the structure of job opportunities have not translated into overall reductions. Services in recent years may have benefited educated women. The HDR 2005 reports that women spend 457 minutes at work as compared to men's 391 per day. In Kerala, according to Bina Agarwal, women's risk of physical violence from husbands is 49 per cent among women without property, but 18 per cent among land owning women and 7 per cent among those who own land and a house (Chandra, 1999).

### **Check Your Progress Exercise 1**

**Note:** i. Use this space given below to answer the question.

ii. Compare your answer with the one given at the end of this unit

1. State one observations related to labour market made in the NSSO 55<sup>th</sup> round

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### **10.5 A GLOBAL COMMITMENT TO GENDER EQUALITY AND EQUITY-FROM "WOMEN IN DEVELOPMENT" TO "GENDER AND DEVELOPMENT"**

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The "Gender and Development" (GAD) paradigm (proposed in the process leading to the Beijing Conference), is perceived as an evolution from the hitherto dominant "Women in Development" (WID) approach. As explained in the 1995 Commonwealth Plan of Action, "the WID Approach focused on how women could be better integrated into the existing 'men/male made world' and corresponding development initiatives. Targeting women's productive work to the exclusion of their reproductive work, this approach was characterized by income-generating projects for

women that failed to address the systemic causes of gender inequality." (Commonwealth Plan of Action on Gender and Development, 1995)

The WID approach tended to regard women as passive recipients of development assistance, rather than as active agents in transforming their own economic, social, political and cultural realities. Consequently, women's concerns were viewed in isolation, as separate issues, leading to their further marginalization in the state system and other social structures, due to distortions such as the "tag on reflex" (i.e., it was deemed sufficient to allocate a part of programme resources for "women projects" in order to honour one's commitment to the WID requirements) and, further, the treatment of "women's issues" as basically unrelated to major development concerns such as human rights issues, democratic governance, protection of the environment, globalization, peace and disarmament.

The GAD approach, on the other hand, seeks to integrate gender awareness and competence into mainstream development, while recognizing that development activities may affect women and men differently and therefore emphasizing the need for gender-sensitive planning in order to assure that the resulting conditions and results are equitable to women and men. This approach acknowledges that:

- ◆ women and men have distinct and special needs;
- ◆ women cannot be considered as a homogeneous group because, while being of the female sex, each woman is also marked by various factors such as her race/ethnicity, class, age, sexual preference among other factors;
- ◆ women tend to be disadvantaged compared to men in terms of their general welfare, and their access to and control of the means of production;
- ◆ gender differences can, however, also result in men being disadvantaged in certain societies, although presently, in most parts of the world, it is above all women that are victims of discrimination. ([www.unesco.org](http://www.unesco.org))

In 1994, an evaluation was carried out of UNESCO's action concerning women and gender equality covering the period from 1988 to 1993. The evaluation pointed out that the Organization had no gender policy framework and that therefore "Women's issues were not systematically

addressed in the planning and programming process. The Organization has not been able, either, to develop sectoral gender-based strategies in its fields of competence. Although there were important differences between the sectors in terms of mainstreaming and implementing women-specific programmes, the activities in support of women remained generally rather scattered and often based on individual initiatives notwithstanding the fact that in all sectors a number of successful programmes and projects were identified and analyzed by the evaluators". (Final report "Evaluation of UNESCO's Transverse Theme Women 1988-1993 (1995)" in compliance with 26 C/Resolution 11.1 and 27 C/Resolution 11.1 of UNESCO: The evaluation was carried out by Delawit Aklilu, Margareta de Goys and Geraldine Novelo.) ([www.unesco.org](http://www.unesco.org))

The evaluation showed that:

- ◆ budget constraints had an adverse effect upon gender research;
- ◆ there was little intersectoral co-operation on activities benefiting women (e.g., no intersectoral project aimed at helping women to cope with the problems of environmental protection, although there were major activities in this area in several sectors);
- ◆ the individuals assigned as "focal points" were all women, with hardly any training in any "gender approach", with little influence and normally having the "gender responsibility" in addition to other professional assignments;
- ◆ weak collaboration with National Commissions;
- ◆ insufficient documentation, publications, etc on women and gender issues

The evaluation put forth the following recommendations (given here in abbreviated form):

- ◆ the need for a clear strategy with well-defined priorities and policies for each sector;
- ◆ the need for the monitoring and evaluation mechanisms to take fuller account of aspects relating to women;
- ◆ training activities in gender issues;
- ◆ the need for an intersectoral and co-ordinated approach in designing and execution of activities;
- ◆ action-oriented research work and studies in selected fields which reflect the international debate on gender issues and apply this to the needs of the field;
- ◆ recruitment of the "focal points" should be based on skills and ability, regardless of sex;

- ◆ the principal co-ordinator should have this as a full-time assignment and the unit should be strengthened;
- ◆ the need to develop an accessible and organised set of institutional records of activities on behalf of women, along with a documentation centre, data base, bibliography, etc.

UNESCO prepared a policy document, on the basis of the preliminary conclusions of this evaluation, entitled The UNESCO Agenda for Gender Equality that was submitted to the Beijing Conference and was subsequently integrated into UNESCO's Medium-Term Strategy for 1996-2001. What follows is a concise review of UNESCO's action on gender issues which was guided by the decisions of the Beijing Conference, and by the United Nations System-Wide Medium Term Plan for the Advancement of Women 1996-2001, which was adopted by the UN General Assembly in 1995, and subsequently, in the same year, by the General Conference of UNESCO. (www.unesco.org)

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## **10.6 TWELVE CRITICAL AREAS OF CONCERN IN 'THE BEIJING DECLARATION AND PLATFORM FOR ACTION'**

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The Platform focuses on twelve areas of critical concern, all of which are relevant to UNESCO's work. These are:

- ◆ The persistent and increasing burden of poverty on women;
- ◆ Inequalities and inadequacies in and unequal access to education and training;
- ◆ Inequalities and inadequacies in and unequal access to health care and related services;
- ◆ Violence against women;
- ◆ The effects of armed or other kinds of conflict on women, including those living under foreign occupation;
- ◆ Inequality in economic structures and policies, in all forms of productive activities and in access to resources;
- ◆ Inequality between men and women in the sharing of power and decision-making at all levels;
- ◆ Insufficient mechanisms at all levels to promote the advancement of women;
- ◆ Lack of respect for and inadequate promotion and protection of the human rights of women;
- ◆ Stereotyping of women and inequality in women's access to and participation in all communication systems, especially in the media;



◆ Gender inequalities in the management of natural resources and in the safeguarding of the environment;

◆ Persistent discrimination against and violation of the rights of the girl-child

([www.unesco.org](http://www.unesco.org))

### Check Your Progress Exercise 2

**Note:** i. Use this space given below to answer the question.

ii. Compare your answer with the one given at the end of this unit

1. What are the critical areas in Beijing Platform for action

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### **10.7 THE THREE-PRONGED STRATEGY**

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UNESCO's three-pronged approach to women's empowerment and gender equality consists of:

-mainstreaming a gender perspective in all policy-planning, programming, implementation and evaluation activities;

-promoting the participation of women at all levels and fields of activity, giving particular attention to women's own priorities and perspectives in redefining both the goals and means of development; and

- developing specific programmes and activities for the benefit of girls and women, particularly those that promote equality, endogenous capacity-building and full citizenship

([www.unesco.org](http://www.unesco.org))

Enhancing participation and promoting the role of the women:

(a) Despite major progress made in enhancing the access of women to higher education, various socio-economic, cultural and political obstacles continue in many places in the world to impede their full access and effective integration; hence it remains an urgent priority to further the renewal process for an equitable and non-discriminatory system of higher education based on merit.

(b) Greater efforts are required to remove all gender stereotyping in higher education, to consider gender aspects, women's involvement in decision-making and women's participation in various disciplines and at all levels, especially those disciplines in which they are under-represented.

(c) Gender studies (Women's studies) should be promoted as a field of knowledge, strategic for the transformation of higher education and society.

(d) Efforts should be made to eliminate political and social barriers whereby women are under-represented and in particular to enhance their active involvement at policy and decision-making levels within higher education and society. (World Declaration on Higher Education for the Twenty-first Century: Vision and Action, Article 4) ([www.unesco.org](http://www.unesco.org))

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## **10.8 GENDER EQUALITY IN EDUCATION**

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Education universally benefits individuals and promotes national development, expanding the opportunities and life choices for both boys and girls. However, 60 million girls remain unschooled worldwide. USAID has been working to close the gap between boys and girls by evaluating the degree of educational disadvantage that girls face, identifying gender-related obstacles and implementing remedies to remove and overcome them.

### ***Effective Strategies for Educating Girls***

An effective strategy for educating girls needs to include attention to their access and enrollment, as well as to educational quality and academic achievement. Girls in developing countries are pitted against teaching practices, textbooks and other learning materials in schools that reinforce gender stereotypes that are debilitate and retard their academic achievement. Dangerous or harmful school environments also pose challenges to girls in completing their education. Keeping girls in school requires that parents, community members, educators, policymakers, and donors look beyond enrollment and address larger, contextual issues, such as the impact that inequities between girls and boys has on educational quality.

### ***WID Office Approach to Gender Equality***

The Office of Women in Development's approach to gender equality in education includes:

- Testing innovative pilot programs to reduce school-related gender-based violence;
- Developing practical tools for USAID staff and implementing partners to design, implement and evaluate education programs that address equitable access and quality with a gender perspective; and Bringing attention to the norms and behaviors that

perpetuate inequalities in schools and the effect gender dynamics have on educational success or failure for both girls and boys.

([www.usaid.gov.htm](http://www.usaid.gov.htm))

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### **10.9 UNESCO'S SPECIAL PROJECTS**

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The following are the UNESCO special projects with regard to girls' education

- ◆ Promoting girls' and women's education in Africa
- ◆ Scientific, technical and vocational education of girls in Africa
- ◆ Women, higher education and development
- ◆ Women, science and technology
- ◆ Women and water resource supply and use
- ◆ Women speaking to women: Women's rural community radio in least-developed countries
- ◆ Women in the service of civil peace
- ◆ Empowering women: Community development programmes in rural areas
- ◆ Women on the Net
- ◆ Women and a Culture of Peace in Africa

([www.unesco.org](http://www.unesco.org))

### **Check Your Progress Exercise 3**

**Note:** i. Use this space given below to answer the question.

ii. Compare your answer with the one given at the end of this unit

1. Discuss WID office approach to gender equality.

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### **10.10 CAUSES OF RACE AND GENDER OPPRESSION**

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The debates on the causes of race/gender intersections in the labor market reflect the core debates within the area of social stratification and are particularly conducive to a discussion of the relation between social constructions of gender and race and systems of economic stratification. Scholars differ in their emphasis on ideology and systems of meaning as perpetuating intersections of gender and race inequality (Collins 1999b) versus material interests

and control over productive and political resources (Mullings 1997, Weber 2001). Most feminist scholars taking an intersectional approach acknowledge the importance of both ideological mechanisms and control of economic and political resources, particularly when examining labor market outcomes (Collins 1999b, Glenn 1999, Kibria 1990). Intersectional theories assume that dominant groups control productive resources and major social institutions, using those institutions to promulgate legitimizing ideologies that make social inequalities appear natural (see Sidanius & Pratto 2001 for a review).

A related theoretical debate concerns the underlying motivation for differential treatment of groups based on their gender and race. Some writers assert that the dominant group—of heterosexual elite White men—consciously procures resources for itself and excludes the “outgroup” (Collins 1999b, Weber 2001). Other explanations posit that social hierarchies are created through perceptual, cognitive, and behavioral processes about which participants are oftentimes quite unaware (Reskin 2002b, Ridgeway 1997). Thus, intersectional approaches to labor market processes draw on an array of existing theories of social stratification to explain how and why “ascribed statuses” influence labor market processes. Intersectional approaches have not resolved the issue of relating processes at the level of social interaction to the distribution of resources and political power. This problem is at the core of the larger debates on labor market inequality. For instance, human capital theorists might argue that even if race and gender are mutually constructed social categories, these categories have little influence on labor market outcomes in the long run. An employer’s chief concern is to hire and promote the most productive worker to generate the most profit. In the labor market literature, human capital arguments are usually countered by theories of discrimination, in which perceptions, biases, and interests based on race and gender are translated into unequal outcomes.

These mechanisms suggested by intersectional approaches are not fundamentally new concepts in the debates on stratification. Among those who agree that gender and race do affect labor market experiences and outcomes, the proposition that these statuses are interrelated, raises novel questions regarding the interrelationship between multiple stratification hierarchies in the economy (Ransford 1980).

([www.arjournals.annualreviews.org.htm](http://www.arjournals.annualreviews.org.htm)).

## **10.11 THE DIFFERENTIAL IMPACT OF GENDER INEQUALITY ON MALE AND FEMALE INTERNATIONAL MIGRATION**

The impact of gender inequality and political institutions on international migration and the sex differential in migration to the United States: Firstly, according to the analyses involving interaction variables, both women and men are more likely to emigrate from countries with high levels of gender inequality in economic and political rights. And, there is a nonlinear relationship between winning coalition size and emigration. Secondly, involving the ratio of female to male immigration as the dependent variable, women migrate at a higher rate than men in response to gender inequality in education as well as economic and political rights. And, there is a nonlinear relationship between winning coalition size and the ratio of female to male immigration to the U.S. I believe these findings provide needed insight into the forces that affect female migration that will hopefully provide a basis from which future policies can be created that will better safeguard and protect female migrants to the United States. (Natalie Kaminsky and Anna Harvey Senior Honors Thesis 27 February, 2006) ([www.politics.as.nyu.edu](http://www.politics.as.nyu.edu))

**Table 1 Gendering Dimensions of Women**

Dimension	Breadwinner model	Individual model
Familial ideology	Strict division of labour Husband=earner Wife=carer	Shared roles Husband=earner/carer Wife=earner/carer
Entitlement	Differentiated among spouses	Uniform
Basis of entitlement	Breadwinner	Other
Recipient of benefits	Head of household	Individual
Unit of benefits	Household or family	Individual
Unit of contributions	Household	Individual
Taxation	Joint taxation Deductions for dependants	Separate taxation
Employment and wage	Priority to men	Aimed at both sexes

policies		
Caring work	Unpaid	Paid component

The implications of the preceding analysis, for the original models outlined above, suggests the need to revise the original models in two respects:

1. the breadwinner model strongly influenced the policies of the Netherlands, UK and US, the differences in policy constructions between the Netherlands with the family as the unit of benefit and obligations and the other two countries with benefits and obligations tied to the individual suggest two variants of the breadwinner model. The fact that benefits have been attached to the individual has had important consequences for married women. Even if their entitlement was based on their husband's rights, pensions have been paid to women, providing them with a source of income which Dutch wives did not receive. On the other hand, the Dutch policy construction may be more amenable to change through gender equality reforms and 'individualization' changes in legislation making the individual the unit of entitlement and obligations
2. Swedish policies in the 1960's deviated from the breadwinner model but did not fit the individual model either. Swedish women did have more individual social rights but several of these entitlements were rooted in a traditional familial ideology and a strongly gendered division of labour which is the antithesis of the individual model. To accommodate the Swedish case we can conceive of a traditional family model of social policy encompassing the breadwinner variant and the traditional roles variant. Both variants share a familial ideology which prescribes a strict division of labour between husband and wife and entitlement is differentiated. (Gendering welfare states, Women's and Men's social rights: Gendering Dimensions of welfare Stated, Diane Sainsbury)

#### Check Your Progress Exercise 4

**Note:** i. Use this space given below to answer the question.

ii. Compare your answer with the one given at the end of this unit

1. Explain Bread Winner and Individual model for gendering dimensions of women

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## **10.12 ENHANCING GENDER EQUALITY, EQUITY AND EMPOWERMENT OF WOMEN**

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### **Background**

The Principle of the ICPD (International Conference on Population and Development) Programme of Action establishes the essential linkage between the advancement of gender equality, equity and empowerment of women and the elimination of all forms of violence against women, and women's ability to control their own fertility as cornerstones of population and development programmes. In this respect, the Programme of Action provides strong linkages to many human rights instruments, such as CEDAW and the Vienna Conference on Human Rights, and also creates a practical basis for operational integration of the critical concerns stated in the Beijing Platform for Action. The fundamental role that the ICPD Programme of Action plays in transforming population and development programmes and particularly in changing the quality of women's lives, is confirmed by the continued validity, relevance and increasing importance of these premises. Despite major progress, the five-year review of the implementation of the Programme of Action has identified several areas that need strengthening.

### **Progress made**

The five-year review has found that progress has been made in the following areas:

1. The momentum created by the Cairo Conference has been used to establish or reinforce initiatives that promote the integration of a gender perspective into policies, programmes and activities.
2. Many countries have reviewed their legal systems and instituted reforms in accordance with international mandates to remove laws that discriminate against women and girls and enact those that protect them.
3. Initiatives have been taken to promote the participation of women at policy- and decision-making levels.
4. Institutions, both governmental and non-governmental, have taken measures for institution-building and strengthening, including capacity-building for staff, which are compatible with gender equality.
5. Much work has been undertaken to eradicate violence against women, including the enactment of laws, legal awareness creation, and advocacy.

6. Progress has been made in advocating for the protection of the girl child and the promotion of her well-being.
7. Efforts have been made to encourage men to take responsibility for their reproductive and sexual behaviour and health and to support women's health and promote gender equality and equity in general.

### **Constraints and issues**

Some of the constraints and issues are:

1. Incorporation of a gender perspective. The adoption and institutionalization of a gender perspective in population and development programmes is a long-term process, which requires the application of gender analysis in the formulation of policies and in the development and implementation of programmes as well as in international cooperation. The adoption of this approach has been hindered by the absence of a proper understanding of how to interpret concepts related to gender issues in different social and cultural contexts. The globalization of the economy has contributed to deepening the feminization of poverty, while privatization of social and health sectors has increased the proportion of women without access to adequate social services and health care. In many countries, gender inequity is accentuated and accompanied by race and ethnic discrimination.
2. Legal context. In many countries women are still unable to exercise their rights because of legal provisions, such as those that deny them access to land and credit. Even where legal reform has been undertaken, women often continue to suffer from the lack of legal protection for exercising their human rights. Legal mechanisms to monitor gender equality and equity are still weak.
3. Violence against women. Women continue to face intolerable levels of violence at all stages of their life cycle, and in both their private and public lives. Feminization of poverty has increased new forms of violence, such as trafficking and forced prostitution. Women are also the major victims of wars and civil conflict.
4. Women in leadership, and policy and decision-making levels. Women continue to be grossly under-represented in positions of power and decision-making, because of obstacles such as poverty, illiteracy, a limited access to education, inadequate financial resources, patriarchal mentality and the dual burden of domestic tasks and occupational



obligations, besides being discouraged to assume decision-making positions such as electoral politics by a non-supportive and discriminatory environment.

5. Women's participation in the labour market. Regardless of their occupations, women with the same qualifications normally earn less than men for work of equal value. Their disproportionately higher share of social and family responsibilities negatively impacts their opportunities for training and promotion.
6. Vulnerable groups. The continued economic, social and health vulnerability of certain groups of women, such as those who are older, widowed, displaced, indigenous, rural poor, migrant, adolescent, refugee, or slum-dweller makes them susceptible to marginalization in policy and programme efforts. Often such groups are not consulted or engaged in dialogue to develop strategies that meet their needs.
7. Protection of the girl child. The existence of cultural attitudes that promote the low value of girls, harmful traditional practices such as female genital mutilation (FGM), the use of sex-selection technologies and sexual servitude endanger the sexual and reproductive health of girls and women, among other noxious cultural practices and belief systems.
8. Gender-disaggregated data. Many national information and data systems do not yet collect gender-disaggregated data or include such data for a limited number of variables.
9. Institutional strengthening and capacity building: The Staff in many institutions lack the requisite technical capacity to undertake gender analysis and to design, implement and monitor programmes from a gender perspective.
10. Promoting male responsibility and partnership between men and women: The persistence of social and cultural attitudes restrains men from sharing in family responsibilities, as they are not conversant in the discourse on gender equality and empowerment of women, both at the community and at the policy levels. Various initiatives have already been taken to address the sexual and reproductive health needs of men, and promote greater responsibility for their sexual and reproductive behaviour. These should continue without sacrificing the reproductive health services for women.

### **Proposed actions**

In the last half-decade, many countries have successfully implemented various elements of the ICPD Programme of Action to promote the advancement of women. Gender equality is becoming a guiding light in population and development programmes, even in differing social,

cultural, economic and political contexts. Nonetheless, there is need to reinforce action in the areas listed in the section that follows.

Incorporating a gender perspective into policy, programmes and activities

Some of the actions proposed to incorporate a gender perspective into policy, programmes and activities are:

1. Developing and strengthening the ICPD reproductive rights approach to population and development policies and programmes, and to additionally include mechanisms for consultations with women's organizations and other equity seeking groups;
2. Incorporating a Human rights education into both formal and informal education processes;
3. Making operational essential linkages between the various elements of the ICPD Programme of Action, the Beijing Platform for Action and other international instruments in order to systematically and comprehensively promote gender equality;
4. Taking action to eliminate existing negative traditional, religious and cultural attitudes and practices that subjugate women and reinforce gender inequalities;
5. Adopting the gender perspective in all policy formulation and implementation processes and in the delivery of services and specifically monitoring the gender-differentiated impact of globalization of the economy and of the privatization of social and health sectors, so that specific mitigating measures may be adopted, especially for the poor;
6. Ensuring that all data and information systems make available gender-disaggregated data, which is crucial to translate policy into strategies that address gender concerns and to develop appropriate gender impact indicators for monitoring progress;
7. Addressing the needs of ageing women through the development of special programmes, services and institutional mechanisms to safeguard their health and well-being, as well as monitoring and articulating the needs of other vulnerable groups;
8. Removing all gender gaps and inequalities pertaining to women's participation in the labour market both by Governments and the private sector and initiating as well as enforcing policies or legislation for equal pay for work of equal value.

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### **10.13 PROMOTING GENDER EQUALITY**

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Some of the actions proposed to promote gender equality are:

1. Strengthening the institutional capacity and technical expertise of staff in the Government and civil society, especially NGOs, to ensure gender mainstreaming;
2. Promoting gender awareness through children's education, as a crucial step in eliminating discrimination against women, and enforcing enrollment in school, for girls, as a necessary step towards the empowerment of women in future generations;
3. Accelerating the participation of women at political and at all policy and decision-making levels, including those for financial reforms and conflict prevention and resolution;
4. Developing strategies to promote gender equality at family level and recognizing that is also important to focus on the family as a unit of analysis to monitor progress;
5. Establishing legal frameworks to protect women's human rights and implementing and enforcing laws for the same;
6. Undertaking widespread advocacy to enable women to recognize and claim their rights;
7. Ratifying the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) in all countries and removing reservations where they exist;
8. Making the media, parliamentarians and other similar groups adopt and strengthen their strategies to tackle negative attitudes about women and assist in enhancing the value that society places on women.

#### **Addressing violence against women**

Actions proposed to address violence against women include:

1. A promotion of Zero-tolerance for all forms of violence, including rape, incest and sex trafficking of women and children, which involves developing an integrated holistic and multi-disciplinary approach from a life-cycle perspective, which includes social, cultural and economic change, in addition to legal reforms;
2. Implementing the Stockholm Inter-governmental agreement against trafficking;
3. Protection of the girl-child, particularly from harmful traditional practices, and promoting her access to health, education and life opportunities, while safeguarding the well-being of girls by supporting and enhancing the role of the family, and especially of fathers;
4. Promotion of a positive self-image and self-esteem among girls and women through information, education and communication strategies, such as (especially) curricula reform, to ensure that gender stereotypes are removed from all educational and training materials;

### **Promoting male responsibility and partnership with women**

Actions proposed to promote male responsibility and partnership with women include:

1. Men's involvement in defining positive male role models that enable them to play a more pro-active role in supporting and safeguarding women's reproductive health and rights, and the facilitation of the socialization of boys to become gender-sensitive adults;
2. An addressing of men's own needs for reproductive and sexual health, and support towards their taking responsibility for their own sexual behavior;
3. Development and implementation of capacity-building strategies that help men and other stakeholders to understand all concepts related to gender in their work and in their homes;
4. Open and Verbal support of gender equality, the empowerment of women and the protection of the girl child by all leaders, especially men at the apex of policy and decision-making. ([www.unfpa.org.htm](http://www.unfpa.org.htm))

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### **10.14 GENDER DEVELOPMENT INDEX (GDI): INTERSTATE PROFILES**

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Women's empowerment has now become critical to a human rights based approach to development. The UNDP 1995 report was devoted to women's empowerment. The Human development report since 1999 revealed that no country treats its women as well as men in terms of measures like life expectancy, wealth and education. The virtues of the GDI spurred efforts to rank states in India by calculating their GDI. The findings reveal that in Punjab, Haryana, Bihar and Rajasthan development has been iniquitous and women did not get equal share in development (Seeta Prabhu 1996).

The impact of trade in services on gender employment: The extent to which women participate in the trading sector is an important indicator of the extent to which trade may empower women economically. They estimated the direct and indirect impact of trade in services on gender employment. The major findings of their estimation are the following:

- 1) As the literacy levels of females increases the wage disparity declines.
- 2) Even for graduates and above, the salaries earned by females is 70-75 % of that earned by males with similar educational levels.

This implies that with higher growth in services even if employment opportunities for women grow at the same rate, the benefits of growth are enjoyed more by males as compared to females.

They constructed the Social Accounting Method (SAM) for the financial year 2003-4 and consists of 64 sectors. The results of 20% increase in exports of services on gender employment in services leads to:

The Employment multiplier is highest for males in communication services followed by tourism and other transport services. For females, the employment multiplier is highest for other services service (residual sector) followed by communication services and tourism. The Gender differential in the employment multiplier is high in communication services. This is mainly due to the lower access of women to education, training, technology and knowledge as compared to men. For most of the services, out of the total employment created by a unit rise in exports, only 30 to 40 per cent of employment goes to females. The paper reveals that though trade in services creates additional employment for women, the gender inequality increases in terms of work participation. Female employment is high in agriculture and animal husbandry. In high technology sectors female employment multiplier is low. The policy intervention is needed to build capacity of women in identified sectors. The Trade-growth gender nexus needs in depth research.

### **Check Your Progress Exercise 5**

**Note:** i. Use this space given below to answer the question.

ii. Compare your answer with the one given at the end of this unit

1. Give few strategies to promote gender equality

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### **10.15 SUMMING UP**

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The starts with explaining the efforts of international Organizations to bring approaches like WID and GAD to integrate gender approaches into the programmes and policies. Along with that the Unit also explained CEDAW, international Women Conferences and efforts of organization like UNESCO. Finally the Unit provides few strategies to promote gender equality.

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## 10.16 GLOSSARY

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**National Sample Survey Organization:** The National Sample Survey Organization (NSSO), now known as National Sample Survey Office, is an organization under the [Ministry of Statistics](#) of the [Government of India](#). It is the largest organization in [India](#) conducting regular socio-economic surveys. It was established in 1950.

NSSO has four divisions:

1. Survey Design and Research Division (SDRD)
2. Field Operations Division (FOD)
3. Data Processing Division (DPD)
4. Co-ordination and Publication Division (CPD)

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## 10.17 ANSWERS TO CHECK YOUR PROGRESS EXERCISE

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### Check your Progress Exercise 1

1. The 55th round of National Sample Survey Organization (1999-00) reports that in urban areas gender differences in the structure of industrial and occupational distributions seems to have lessened. There is a high demand for female labour in some sectors, which can be linked towards export orientation and the deregulation of the domestic production sector.

### Check Your Progress Exercise 2

1. The Platform focuses on twelve areas of critical concern, all of which are relevant to UNESCO's work. These are: The persistent and increasing burden of poverty on women; Inequalities and inadequacies in and unequal access to education and training; Inequalities and inadequacies in and unequal access to health care and related services; Violence against women; The effects of armed or other kinds of conflict on women, including those living under foreign occupation; Inequality in economic structures and policies, in all forms of productive activities and in access to resources; Inequality between men and women in the sharing of power and decision-making at all levels; Insufficient mechanisms at all levels to promote the advancement of women; Lack of respect for and inadequate promotion and protection of the human rights of women; Stereotyping of women and inequality in women's access to and participation in all communication systems, especially in the media; Gender inequalities in the management

of natural resources and in the safeguarding of the environment; Persistent discrimination against and violation of the rights of the girl-child

### **Check Your Progress Exercise 3**

1. The Office of Women in Development's approach to gender equality in education includes:

- Testing innovative pilot programs to reduce school-related gender-based violence;
- Developing practical tools for USAID staff and implementing partners to design, implement and evaluate education programs that address equitable access and quality with a gender perspective; and Bringing attention to the norms and behaviors that perpetuate inequalities in schools and the effect gender dynamics have on educational success or failure for both girls and boys.

### **Check Your Progress Exercise 4**

1. The breadwinner model strongly influenced the policies of the Netherlands, UK and US, the differences in policy constructions between the Netherlands with the family as the unit of benefit and obligations and the other two countries with benefits and obligations tied to the individual suggest two variants of the breadwinner model. The fact that benefits have been attached to the individual has had important consequences for married women. Even if their entitlement was based on their husband's rights, pensions have been paid to women, providing them with a source of income which Dutch wives did not receive. On the other hand, the Dutch policy construction may be more amenable to change through gender equality reforms and 'individualization' changes in legislation making the individual the unit of entitlement and obligations Swedish policies in the 1960's deviated from the breadwinner model but did not fit the individual model either. Swedish women did have more individual social rights but several of these entitlements were rooted in a traditional familial ideology and a strongly gendered division of labour which is the antithesis of the individual model. To accommodate the Swedish case we can conceive of a traditional family model of social policy encompassing the breadwinner variant and the traditional roles variant. Both variants share a familial ideology which prescribes a strict division of labour between husband and wife and entitlement is differentiated. (Gendering welfare states, Women's and Men's social rights: Gendering Dimensions of welfare Stated, Diane Sainsbury).

### Check Your Progress Exercise 5

1. Strengthening the institutional capacity and technical expertise of staff in the Government and civil society, especially NGOs, to ensure gender mainstreaming; Promoting gender awareness through children's education, as a crucial step in eliminating discrimination against women, and enforcing enrollment in school, for girls, as a necessary step towards the empowerment of women in future generations; Accelerating the participation of women at political and at all policy and decision-making levels, including those for financial reforms and conflict prevention and resolution; Developing strategies to promote gender equality at family level and recognizing that is also important to focus on the family as a unit of analysis to monitor progress; and Establishing legal frameworks to protect women's human rights and implementing and enforcing laws for the same.

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### **10.19 QUESTIONS FOR REFLECTION AND PRACTICE**

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1. Trace the history of different approaches to integrate gender issues at all levels.