MASINDE MULIRO UNIVERSITY OF SCIENCE AND TECHNOLOGY

SCHOOL OF ARTS AND SOCIAL SCIENCES

DEPARTMENT OF CRIMINOLGY AND SOCIAL WORK

DSC 070: GENDER STUDIES AND DEVELOPMENT

END OF SEMESTER EXAMINATIONS AND MARKING SCHEMES ATTACHED

The paper consists of six Questions. Question ONE is Compulsory. Answer any other TWO questions from the choices given.

Q.1.**Outline and elaborate the three feminist approaches into gender framework? (23.5marks)**

   (i) **Women in development;**

Women have engaged into formation of conferences where they can voice some of their grievances. In 1993the national Democratic Institute for international affairs joined to support the newly formed Educational Center for women in democracy

Action Plans for identifying technical and financial resources available to women candidates, for creating issue based campaign for conducting grassroots organizing and voter education program and for encouraging women to consider elective office

The participants drafted a two-year plan of action and planned to organize a secretariat that would conduct a nationwide voter education campaign.

Women want to be heard. They seek to add their voices to national policy debates. They chart new agendas, new styles of leadership. Kenyan women have come together to voice their views to give shape to their vision, to plan, in partnership for a future that is better for more persons than the past has been

   (ii) Women and development

Women have organized themselves in social groupings to discuss the social, civil and religious condition and rights of women. Held in Seneca Falls New York it spanned two days. They push for the restrictions imposed upon them by the society.

The second Great awakening was the challenging women's traditional roles in religion

In the 1840s, women in America were reaching out of greater control of their lives. Husbands and fathers directed the lives of women, many doors were closed to female participations, state

statutes, and common law prohibited women from inheriting property, signing contracts, and voting in election.

Women's prospects in employment were dim. They were expect only to gain very few service related jobs and were paid about half of what men were paid for the same work. In March 1848, the writers hosted anti-Sabbath meeting only to Sunday and to gain for the laborers more work.

(iii) Gender and development

All laws, which prevent women from occupying such a station in society as her conscience shall dictate or which place her in a position inferior to the great precept of nature and therefore of no force or authority.

Women of this country are out to be enlightened in regard to the laws under which they live , that they may no longer publish their degradation by declaring themselves satisfied with their present position nor their ignorance by asserting that they live , that they have all the rights they want

Woman is operates equal was intended to be so by the creator and their highest good of the race demands that she should be reorganized as such.

The equality of human rights necessitate from the fact of the identity of the responsibility some amount of virtue delicacy and refinement of behavior that is required of women in the social state should be required of man and the same transgression should be visited with equal severity on both men and women.

Q.2. By citing examples, outline the importance of gender mainstreaming, gender equity and gender equality as used in gender and development (23.5 marks)

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.

Gender mainstreaming is the (re)organization, improvement, development and evaluation of policy processes, so that a gender equality perspective is incorporated in all policies at all levels and at all stages, by the actors normally involved in policy-making. Gender mainstreaming cannot replace specific policies which aim to redress situations resulting from gender inequality.

Specific gender equality policies and gender mainstreaming are dual and complementary strategies and must go hand in hand to reach the goal of gender equality.

Gender Equality

Gender equality refers to equal opportunities and outcomes for women and men i.e. no discrimination on grounds of a person's sex in the allocation of resources or benefits, or in the access to service. This involves the removal of discrimination and structural inequalities in access to resources. Opportunities and services, and the promotion of equal rights Equality does not men that women should be the same as men. Promoting equality recognizes that men and women have differences and needs, and takes these into account in development planning and program. Gender equality means women and men have equal opportunities to realize their individual potential to contribute to their country's economic and social development and to benefit equally from their participation in society. Gender inequality restricts a country's economic growth.

Gender equality may be measured in terms of whether there is equality of opportunity, or equality of results. The UN Convention on the Elimination of All Forms of Discrimination Against Women can be understood as a statement on what the principle of gender equality of opportunity should mean in practice for all aspects of life, and all sectors of the economy.

Equity means fairness and justice in the distribution of benefits and responsibilities. There has been a debate as to whether equality or equity should be the goals of empowerment and change. Equity also means "having a stake in" or "having a share of". It is therefore an important component of equality. Technically equality before the law could and often does exist without those deemed to be "equal" really "having a stake in". However, because its meaning of equity has been seen to depend on the definition of fairness and justice it is often said to be a lesser term that equality. In addition, in its legal sense the term equity may suggest a limited notion of the concept of justice, since equity refers to justice within the existing law, rather than justice by changing the law. By contrast, the Women's Equality & Empowerment Framework follows the 1979 Women's Convention in defining justice for women in terms of gender equality.

Gender equity requires equal enjoyment by women and men of socially valued goods, opportunities, resources and rewards. Gender equity does not mean that women and men become the same, but that their opportunities and life chances are equal. Gender equity is thus an approach using gender equity is directed towards ensuring that development policies and interventions leave women no worse off economically or in terms of social responsibility than before the intervention. This approach tries to make equity visible by using indicators which reveal the human cost of many activities, for example, provision of fuel and water. This approach tries to ensure that women have a fair share of the benefits, as well as the responsibilities of the society, equal treatment before the law, equal access to social provisions; education; equal pay for work of the same value

Q.3.   Discuss interventions that can be developed and used to prevent gender based violence (23.5 marks)

Q.4.   a) Broadly define the concept of gender socialization (3.5)

A major focus of social construction is to uncover the ways in which individuals and groups participate in the creation of their perceived social reality. It involves looking at the ways social phenomena are created, institutionalized, and made into tradition by humans. A socially constructed reality is one that is seen as an ongoing, dynamic process that is reproduced by people acting on their interpretations and their knowledge of it. Socialization is therefore the attributes that one acquires through exposure to the environment and interaction with other members of the society.

Socialization can further be viewed as a definition and determination of ideas and practices which people socially define and determine. These ideas and practices can be changed in relation to feminine and masculine characteristics, activities, and ways of relating to one another. Gender and Prior Experience

Differences between men and women's routes to legislative office are also evident. These disparities can, arguably, be the attributed to the way gender is assimilated in our culture. Men are more likely than women to have had occupations prior to holding office that provided "high status, high prestige, and high community visibility" (Thomas, 1994, p.32). Such occupations make it easier for men to enter the political world because they allow men to gain contacts in the

community, access to key individuals, and money. Women, by contrast, tend to gain the necessary contacts and experience to run for office through activities such as civic or community volunteering or being active in local political party work (Thomas, 1994; Rosenthal, 1998). Further, although Thomas found that both men and women were just as likely to have held an office prior to running for state legislative office, those prior offices were frequently school boards for women and city council for men (Thomas, 1994).

b) **Discuss five strategies community social workers can use as intervention measures in gender socialization (10 marks)**

Gender Integration in Politics. Before empirically exploring the integration of women into politics, it is important to understand the dynamics of gender, ultimately, as it relates to politics. The institution of politics is highly masculine, and feminine gender roles could hinder women when they try to gain entry into politics. Gender roles are learned early and constantly reinforced socially and politically. As a result, male and female legislators are expected to hold different attitudes and behave differently.

Prior to running for office, for example, men are more likely to have had jobs that provided them with greater community contacts and access to money and connections while women are more likely to have gained experience by volunteering or participation in other community activities. Female legislators are also likely to have young children in the home because of the family responsibilities placed on them as the caretakers. Finally, women often have distinctively different policy priorities and different leadership styles as a result of their experiences as women (Thomas, 1994; Kathlene, 1995; Boulard, 1999; Diamond, 1977).

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Gender Integration in Education

Development programming that incorporates gender considerations is more effective, responsive, and sustainable. Within the context of education, this means that more boys and girls are able to attend school, receive a higher quality education, improve their educational outcomes, and maximize their potential. Education plays a crucial role in development, improving economic growth, and reducing poverty. Educating girls, in particular, leads to many additional social benefits, including reduced fertility, healthier children, greater political participation, increased economic productivity for women, and a reduction in the prevalence of domestic violence, HIV, and AIDS. While development funding for education already achieves a high yield on the investment, integrating gender considerations into education programming helps ensure access to a better quality education for all.

  (c)   **Discuss gender issues in employment (10marks)**

1. Ideas about masculinity and respect are linked to the fact that men are supposed to be able to support women. The man should be the head of the family and breadwinner. Having a wife at home was seen as a privilege and as a status symbol and a man's degree of manliness could be gauged by the size of his wage — the man should earn a family wage. If his wife works, her earnings are seen as peripheral to those of her husband. It is an affront to his manhood if she earns more than he does.

These moral arguments mutually reinforce the characterisation of women as inherently fickle, unreliable and uncommitted to their work. Thus a woman who violates these supposed psychological features of womanhood by displaying commitment to her work stands morally condemned for betraying her femininity.

2. The issue of sexual morality. Women are sexual creatures and are exposed to bad moral influences by entering male occupations. They would be coarsened by men's bad language

and lose their femininity. Married women in particular are seen to be at risk of forming liaisons with men at work if they work in too close contact with them. Exposure to men's male/male intercourse would damage his woman in a man's eyes. They would be spoiled by men/for men.

The gender stereotyping of jobs is not simply an ideological rationalization of a historically developed gender division of labor. It is a very powerful means by which men defend their own gender identity by confining women within their own subordination. If women violate this gender stereotyping in or at work, they find themselves morally condemned for straying beyond their proper role.

This also means that, to the extent that women themselves continue to accept these stereotypical categories, they are denied any collective means of challenging their subordination, since any attempt to move beyond the role assigned to them is conceived, by women as much as by men, as an exceptional and purely individual action, that may be justified by the particular circumstances or the particular qualities of that individual. Women are thereby allowed through the barriers individually, and each woman has to find her own way forward individually, but the barriers themselves remain intact

Q.5. **Women's Decades conferences were one of the approaches towards gender mainstreaming and integration. Discuss. (23.5 marks)**

According to Oxford Learners Dictionary integration refers to equal access for all, the process of opening a group, community, place, or organization to all, regardless of race, ethnicity, religion, gender, or social class. Therefore, integrating gender into development activities- in all sectors- adds value and ultimately leads to better and more equitable results.

According to USAID (2005), gender integration means taking account of both the differences and the inequalities between men and women in program planning, implementation and assessment. The roles and activities of men and women affect who does what in carrying out an activity and who benefits. Taking account of the inequalities and designing programs to reduce them should contribute not only to more effective development program but also to grater social equity.

Integration of Gender in Development

Integration of women in development (IWD): this approach identifies women (or their absence) as an important factor indicating the effectiveness of development program (or lack thereof). This integration takes shape in projects (or parts of projects) focused on women, whose aim is to increase women revenues and their ability to assume their (often traditional) roles, thus contributing to the mobilization of all available human resources for development. The focus here is on women as a category, and the idea is that women must be added in to development projects if they are absent.

Integration of gender in development (IGD): this approach identifies inequalities and disparities of power, between men and women, as an obstacle to or brake on equitable development and the full participation of women. This integration is manifested in a gender analysis from which two types of strategies are derived: Mainstreaming and Affirmative Actions. Gender analysis is a tool which makes it possible to highlight the possibly different needs of women and men (especially in terms of access to and control of factors of production such as water, land, capital, and knowledge), their specific limitations and opportunities and their respective survival strategies. This analysis includes the practical needs determined by women and men, with a view to improving

Mainstreaming and Affirmative Action benefit the under-represented or disadvantaged group.

Mainstreaming: is a strategy, which aims to systematically integrate the gender dimension into the formulation of development policies, through each step of their implementation and at the time of their evaluation, so that development practices will help foster equality, between the women and men in a given society. It stresses procedures and methods which can have the effect of favoring (or not) the equal participation of men and women. It aims to eliminate power inequalities between men and women.

Q.6 (a) **Define the concept of affirmative action (3.5marks)**

Positive or affirmative action: is a strategy which consists of including actions of positive discrimination in favor of an undervalued social group (be it women in general or a specific group of women, a minority group or an unrepresented group) into a development programs

budget, with the goal of re-establishing balance and contributing to more equality between those men and women directly or indirectly affected by a development program.

The participation of both men and women is not at equal. It is therefore important to understand the origins of gendered behavior and how it might explain differences between men and women in the development sphere.

6.5 **Theories of Gendered Socialization**

Masculine traits are most commonly associated with men and feminine traits with women. Masculine characteristics include powerful, aggressive, assertive, ambitious, strong, and unemotional. By contrast, being feminine means being sensitive, emotional, charming, docile, and lacking aggressiveness and power.

These defining characteristics of gender are manifested in acts as subtle as buying pink booties – instead of blue – for a by girl or encouraging a young boy to play with trucks instead of with his sister's dolls. After all, it is during playtime with dolls that girls learn how to be nurturing and sensitive. Most research identifies similar processes by which we learn the concept of masculine and feminine ideals. Gender is learned and reinforced by parents, from the media, from peers, in church, and in school (Bennet, 1993).

Girls are encouraged to emulate their mothers and learn to be women by dressing up in their mother's high heel shoes, putting on lipstick and painting their fingernails. Instead of dolls, boys are encouraged to play with trucks and cars. Role-playing for young boys is also common, such as being a policeman, fireman, or soldier and this playtime teaches boys about civic responsibilities. Pretending to be a policeman or soldier also includes playing with toy guns or acting out violence and aggression in other ways, which develops dominance traits.

Further evidence supporting the position that gender is a learned behavior comes from studies showing that while boys are more aggressive physically, both boys and girls are equally verbally aggressive (Sapiro, 1983). The author concludes that "sex differences in styles of power and control behavior begin to emerge during childhood" in part because "boys are allowed more options for expression of aggressiveness" (Sapiro, 1983, p.44). So, children learn at a very young age what power means and which sex is best suited to exert power and control.

Appropriate roles in the workplace are affected by gender ideals. Just 50 years ago, women rarely worked outside of the home and when they did, it was in traditional roles such as teachers, secretaries, or nurses but today women are visible in all occupations, even those previously dominated by men.

Even though women are more visible in all occupations, they still are slow to reach top positions in their fields. For instance, according to a study done by the Women's Forum of North Carolina in 1999, women accounted for 75% of the workforce at the First Union Corporation in North Carolina but only 8% of their board of directors was female. Further, Duke Energy had a board of directors that was only 6% female. So, women are reaching top positions in once male-dominated professions, but their numbers are sparse.

(b) **Discuss the key concerns of affirmative action in the Kenyan context (10marks) .**

(c) **Affirmative action cuts across the entire constitution; principles of inclusion and social justice are imperative themes of the new constitution. Outline and elaborate on any five cases of affirmative action in the text. (10marks)**

Promotes equity in the provision of resources.

Avoids gender discrimination and gender parity

Promotes peace and harmony in society

Helps women participate in development programmes.

Adheres to the international slogans of human rights in order to avoid violations.

Provides access to opportunities

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