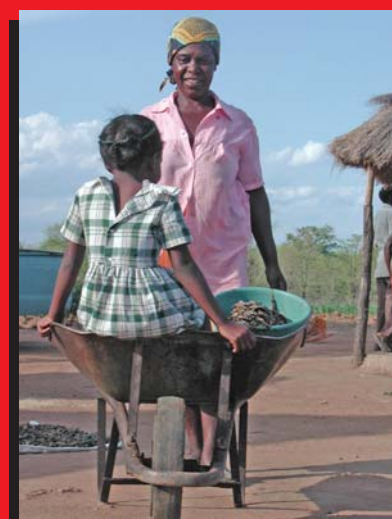




# BUSINESS UNUSUAL:

**GENDER AND ECONOMIC REPORTING  
A SOUTHERN AFRICAN WORK BOOK**





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# ACKNOWLEDGEMENTS

Several individuals and institutions have contributed to this initial draft of Business Unusual, the first Southern African training manual on gender, the economy and the media.

Members of the Gender and Media Southern Africa (GEMSA) Trainers Network meeting in Johannesburg in May 2005 critiqued the original outline. They include: Emily Brown, head of the Media Technology Department, Polytechnic of Namibia, who chairs the committee; Emmanuel Kasongo, head of the Zambia Institute of Mass Communication (ZAMCOM); Henry Malawi, head of training at the Malawi Institute of Journalism (MIJ); Eduardo Namburett, head of the media department at the University of Mozambique; Otieno N'donga, head of the media department at the University of Botswana; Lizette Rabe, head of the media department at Stellenbosch University; Deseni Sooben from the Durban Institute of Technology; Sahm Venter, then a trainer with the Institute for the Advancement of Journalism (IAJ) and Pat Made, an independent trainer and Gender Links Board Member.

Jude Mathurine, Programme Coordinator of the Konrad Adenauer Media Programme, Sub-Sahara Africa also participated in the inception meeting. Ferial Haffajee, Editor of the Mail and Guardian and a GL Board member, as well as Bernadette Moffat, CEO of the Women's Development Trust in South Africa, submitted written comments.

GL tested draft materials, especially the case studies, during a course on financial reporting at the IAJ in June 2005; and at a special session hosted by ZAMCOM for the Zambian Business and Financial Forum in July 2005. The insights offered by working journalists is an invaluable contribution to this initial effort that will be further enriched as full training courses are conducted.

The Konrad Adenauer Foundation sponsored the preparation and printing of the materials for the initial round of training. The work book is accompanied by a CD ROM of case studies and trainers notes that have also been made available through GL's Virtual Resource Centre.

The work book draws for its fact sheets from an audit of gender and the economy in Southern Africa conducted by Barbara Lopi, acting head of the Southern African Research and Documentation Centre/ Women in Development in Southern Africa (SARDC/WIDSAA) programme, as well as other resources that are cited in each instance. GL Executive Director Colleen Lowe Morna wrote and edited the work book.

# FOREWORD

If ever there is an arena from which a gendered analysis is missing, then it is economics and financial journalism.

After several years working on the beat, and now from my vantage point as an editor, I've discerned several reasons for this. Firstly, because it requires a (small) amount of technical mastery, it's become hallowed ground. In other words, people are slightly in awe of numbers - either private or public. And in such an atmosphere, it's become the stomping ground of experts who eschew a gendered analysis of anything, let alone the bottom line, be it the public one (the fiscus) or the private one (company results; the stock market etc.). Gender is regarded as "soft" analysis, without a place in the hardcore world of figures.

Secondly, this specialised world remains a largely male preserve. Black women in South Africa, for example, comprise fewer than 200 directors of listed companies. Women, in general, own or manage only a small proportion of listed wealth. Analysts, the life-blood of economic and financial journalism, are largely male. Analysts are company-based specialists whose work is to interpret and create public opinion on the private and public spheres. They are the people who determine whether a stock takes a buy or sell label and on how public opinion of the economy is shaped.

Think of the names that crop up in our newspapers and on our airwaves and it's essentially the male ones which come to mind. In the public sphere, things are a little better, but only a little. In South Africa, it's laudable for the women's movement to have a few women in high places in the economic-related ministries, but go further down the line and this is an exception rather than the rule. At the Finance Department and to a lesser extent at the Trade and Industry department, important economic portfolios are yet to blow the winds of change sweeping through the rest of the civil service.

Thirdly, the women who do break through the glass ceiling often just tramp through the splinters and go on as if it's all business as usual. I have found a resistance to a gendered dimension among female analysts, public policy managers and editors. It's notable that two of the country's financial publications, Business Report and Financial Mail are edited by women. But after the salutation, it's important to ask a follow-up question: so how has this changed things?

And what is to be done?

There is much to assist trainers in the public sphere. Women's budget initiatives in many Southern African countries are wonderful tools developed to assess the impact of public spending on gender imperatives. What it does is take a law, like domestic violence legislation, and check whether the requisite budgetary allocations are being made. Economists who specialise in gender budgets analyse the impact on the girl child, economic empowerment, employment equity and areas of policy important for women's advancement.



Entire areas are given to this sort of analysis because of the structure of the reason. In housing dispatches: most shack-dwellers are female. In welfare reporting: pensioners who are looking at the growing numbers of Aids orphans are women.

Trade is another vital area crying out for a gendered analysis. It's often assumed that trade is gender-neutral. It's not because economic adjustment to insert developing economies into the trading system impact most severely on women. New opportunities like transport corridors are not planned with a gendered perspective so single-headed households do not benefit from the very difficult economic adjustment programmes.

This work book, another of the many practical tools produced by Gender Links, is a vital contribution to helping media practitioners, managers and trainers to see the economy through a gendered lens. They will find that Business Unusual not only challenges "things as we know them", but also illuminates a wealth of new and exciting story ideas. Enjoy working through it!

Ferial Haffajee  
Editor, Mail and Guardian  
Board member, Gender Links





# INTRODUCTION

## Objectives

To:

- Develop a training manual on gender, the economy and the media;
- Train trainers using this manual; Popularise it in the Southern African region;
- Increase awareness about, and reporting on the role of women in the economy, business and development.

## Why this work book?

This work book is part of the training programme of Gender Links (GL), a Southern African NGO that promotes gender equality in and through the media. Each year since GL's inception in 2001, we have taken an important theme for the region and examined its gender dimensions in relation to media coverage. Previous themes for which training material has been developed, and training conducted include: gender violence and human rights; HIV/AIDS; democracy and elections.

These workshops have involved building links with media training institutions; developing training material; producing supplements and radio programmes as part of the training; as well as training of trainer courses.

The economy, financial and business reporting is a natural new thematic area of work. As a region, the Southern African Development Community seeks to better the lives of its citizens, women and men, through closer regional co-operation. Yet the gender dimensions of macroeconomic policy, budgets, trade, work and business are among the least understood by policy makers, media decision makers and practitioners. Despite the enormous role that women play in the economies of all Southern African countries this contribution remains undervalued and invisible.

## Targets

The work book is targeted at:

- Media training institutions.
- Media trainers and their training networks, including the Southern African Media Trainers Network (SAMTRAN) and the Gender and Media Southern Africa (GEMSA) Trainers Network.
- Business editors.
- The Southern African Editors Forum and its national chapters.
- Financial and economic reporters.

## Process

The process of developing the work book consisted of:

- A meeting of media trainers in May 2005 to critique the draft outline developed by Gender Links.
- Testing of materials, especially the case studies, during a training course for financial journalists run by the Institute for the Advancement of Journalism (IAJ) and at a special session of the Zambian Business and Financial Forum hosted by the Zambian Institute of Mass Communication (ZAMCOM)

The processes that are envisaged now include:

- Training of trainers.
- Courses in conjunction with training institutions.
- A final revision of the work book.



## What the work book contains

GL's approach to training is elaborated in Chapter two of Gender in Media Training, A Southern African Tool Kit, developed by Gender Links and the IAJ. This approach places a heavy emphasis on learning by doing.

The work book has eight modules. Each begins with a set of objectives. Each consists of:



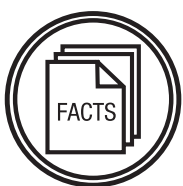
### Exercises:

In all there are 42 exercises that involve participants looking around them, questioning the "business as usual" approach and discovering new insights about the economy, finance and business. Within each exercise is a space for participants to make notes on what they have learned. The work book contains notes for trainers (Annex A) that can also be referred to by participants, at the end. These should only be referred to after the exercises have been undertaken, and notes made by the participants themselves.



### Case studies:

The case studies consist of thirty articles from newspapers around the region on the different topics covered. These are contained on a CD ROM and are also available as part of GL's Virtual Resource Centre that can be accessed on our website, . The trainer's notes that accompany the case study on the website are also contained on the CD ROM. It is expected that in each training course, more local case material will be generated.



### Fact sheets:

These are interspersed at relevant points in the text. They consist of facts, figures, explanations and definitions.



### Story ideas:

Each module ends with a prompt to think about story ideas, who or what would be good sources of information, and what would be appropriate sound and or visuals to go with the story depending on the nature of the media. This is to ensure that as new ideas and insights are gained, they are translated into ideas for actual stories.

**Glossary:** There is a glossary of terms at the end of the work book.

## How to use the work book

The work book can be used to devise short courses on gender, economics and the media, or the modules can be integrated into existing economic and financial reporting courses. Hopefully, through the test training that will take place, as well as the links with media training networks, it will be used in both ways.

For individual participants, the work book is intended to be fun and inter active. It will help you to see business as usual in unusual ways. The best forms of journalism are those that challenge assumptions, giving fresh perspectives and insights. By becoming more gender aware, you will also become a more thought-provoking journalist. Remember: the more you give, the more you get. You and your active participation are at the centre of this exciting new initiative!



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# MODULE ONE KEY ISSUES AND CONCEPTS

## Objectives

To:

- Gain an understanding of how women's views and voices are represented and portrayed in economic, business and financial reporting.
- Analyse why this is so.
- Review key gender concepts and reflect on how these are manifested in the media.
- Suggest what measures can be taken to ensure more fair and balanced reporting.

# How women are represented in economic and business reporting

How are the views and voices of women reflected in economic, financial and business reporting? Are they heard at all? If not, what is the effect of this? The exercises below will help you to answer these questions.



## Exercise one: Monitor your media

In groups or in pairs, take a look at recent examples of economic/business newspapers and or magazines in your country, or at sections of these in more general media. Count the number of images of women and of men that you see; add these up and calculate the percentage of women and percentage of men depicted. Comment on the roles that they are playing. Together, compile the following table and answer the questions below.

Name of publication	% Women	Roles	% Men	Roles

## Questions:

1. Overall, roughly what percentage of the images are those of women as compared to men?

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2. Overall, in what roles do women tend to be depicted in as compared to men?

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3. Are these differences just a reflection of reality, or of gender biases within the media?

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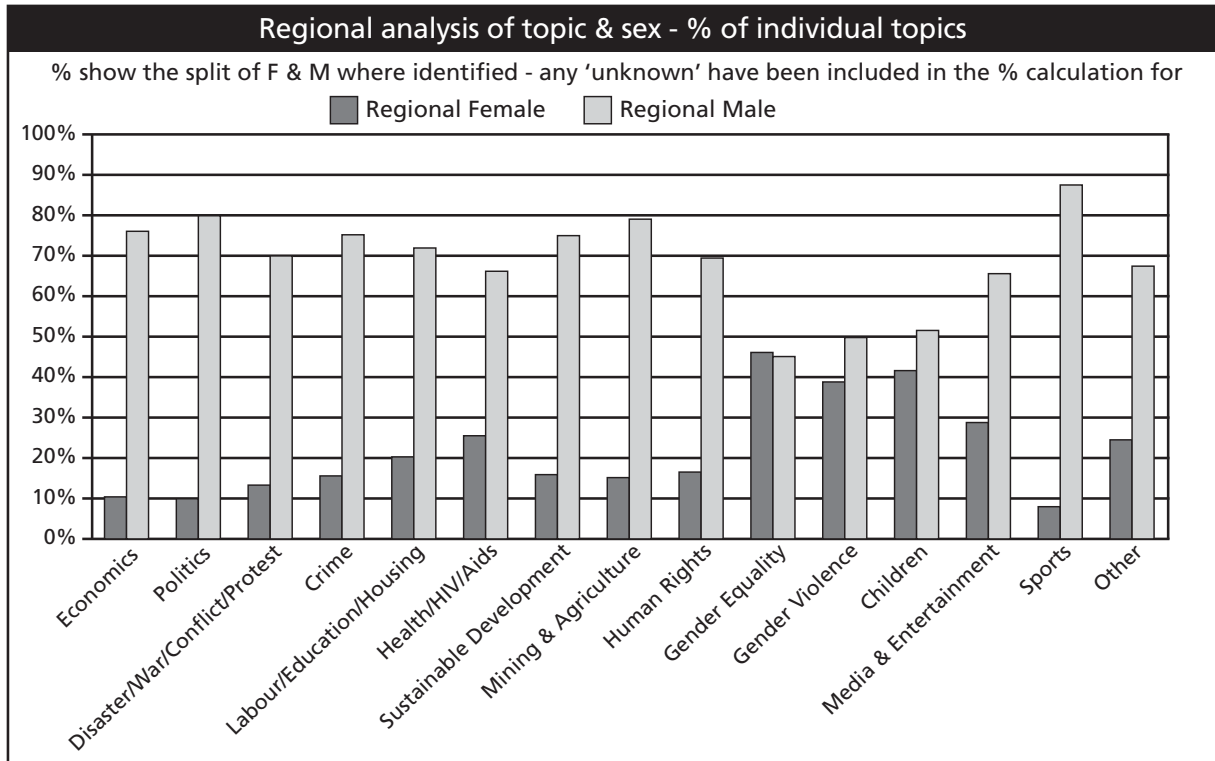
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### Exercise two: Findings from the Gender and Media Baseline Study

Examine the graph below, taken from the findings of the Gender and Media Baseline Study (GMBS) conducted by Gender Links and the Media Institute of Southern Africa (MISA) in September 2003. The graph shows the proportion of women and men sources in different topic categories.



#### Questions:

1. To what extent are the voices of women heard relative to men in the economic topic category as opposed to the other topic categories?
2. Why is this so? Is this reflective of reality or are there ways in which the voices of women are systematically excluded?

#### Gender "blindness"

How may it become about that women's views are excluded on economic and business issues?





### Case study one: Save textile sector- workers

Read the case study contained on the CD ROM or printed out by your facilitator and answer the questions that follow.

#### Questions:

1. What is the gist of this story?

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2. Who is interviewed?

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3. Who is depicted?

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4. Who is not interviewed?

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5. What is the balance of male and female sources in the story?

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6. How does this affect the telling of the story?

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7. Based on this story, how would you define gender blind reporting?

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8. How could the story have been approached differently?

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9. How would you define gender aware reporting?

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## How women are portrayed in economic reporting

Even when women's voices are represented, they are portrayed in ways that demean their status. Portrayal concerns the messages that are conveyed in the way the story is told, the choice of words, the slant and angle that the writer/producer gives to the story.



### Exercise three

The following are some headlines from business reports in newspapers around the region. Read these headlines and answer the questions that follow:

- "Pretty penny: Beauty queen joins the fray in R20 million overdraft dispute."
- "Fathers Day: Treat him to a gourmet meal, buy him an expensive gift, and tell him how much you love him. Then let him have his credit card back."
- "Man of the moment"
- "A man with a plan."
- "A rose in the equity thorns"
- "Should women bosses learn to cry at work?"
- "Girls make the moves"
- "Girls on top."
- "A beautiful head for business."
- "Sexy car wash girls making a clean living."
- "In a world of machines, she brings a woman's touch."
- "More women graduating than men: Experts concerned that growing education gap between males and females could create social problems."
- "Auto man of the year is a woman."

### Questions:

1. What messages are conveyed about women in these headlines? Give examples.

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2. What messages are conveyed about men? Give examples.

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3. What conclusions can you draw from this about the way that women and men are often portrayed in economic and business reporting?

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### Case study two: Death of a manager

Read the case study contained on the CD ROM, taken from the South African Airways in flight magazine, Sawubona, and answer the questions that follow.

#### Questions

1. What is the gist of the story?

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2. What stereotypes are conveyed about men in this opinion piece? How are they reflected?

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3. What stereotypes are made about women in the piece? How are they reflected?

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4. In what ways can stereotypes of the kind conveyed in this story be limiting?

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#### What do women have to say?

Are we making a meal out of nothing, or are these discrepancies noticed by those most affected?



#### Exercise four:

Invite a panel of women involved in different areas of economic life in your country and ask them to speak about their experiences of being covered by the media. What issues emerge? If possible have a few business editors on the panel. What is their response?

Key issues emerging from the debate:

1. \_\_\_\_\_

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2. \_\_\_\_\_

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3. \_\_\_\_\_

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## Key gender concepts

So what underpins these discrepancies? The exercises that follow will help you to understand the difference between biologically determined roles that are a given; and gender determined roles that have been grafted onto biological differences and resulted in the secondary status of women in the legal, political, social and economic spheres.



### Exercise five:

With the help of your facilitator fill out the matrix below on the different roles that women and men play in society and answer the questions that follow:

FUNCTION	MEN	WOMEN
REPRODUCTIVE = SEX		
PRODUCTIVE = GENDER DETERMINED ROLES		
Home		
School		
Community		
Occupations		
Informal Sector		
Agriculture		
Trade		
Industry		
Investment		

**Questions**

1. What is the difference between sex and gender?

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2. Why do the different roles that society assigns to women and men result in women having an inferior status?

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3. How does this reflect in economic terms?

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4. From this exercise what do you understand as the difference between legislated and structural discrimination?

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## Fact sheet one

**Sex:** describes the biological difference between men and women. Men produce sperm; women become pregnant, bear and breastfeed children.

**Gender:** describes the socially constructed differences between men and women, which can change over time and which vary within a given society from one society to the next. Our gender identity determines how we are perceived and how we are expected to behave as men and women.

**Gender relations:** describes the social relationships between women and men. These are socially constituted and do not derive from biology. Biological differences are permanent-with the rare exception of those who undergo sex changes. Gender relations are dynamic. They are shaped through the history of social relations and interactions. They vary over time and place and between different groups of people. They may also be impacted by other factors, such as race, class, ethnicity and disability.

**Reproductive work:** comprises the child bearing/rearing responsibilities and domestic tasks undertaken by women, required to guarantee the maintenance and reproduction of the labour force. It includes not only biological reproduction but also the maintenance of the work force (husband and working children) and the future workforce (infants and school going children)

**Productive work:** comprises work done by both women and men for payment in cash or kind. It includes both market place production with an exchange value, and subsistence/home production with an actual use value, but also a potential exchange value. For women in agricultural production this includes work as independent farmers, peasant's wives and wagedworkers.

**Gender and the economy:** The contribution by women to national economies is often hidden, unrecognized and unremunerated. Women face both structural (indirect) and direct discrimination in the work place and in entering business. The majority of women continue to operate in the so called "informal sector" under immense pressure and even harassment, when in fact this sector is the backbone of most developing country economies. Multinational agencies that have belatedly "discovered" that gender equality is good for economics and development are putting pressure on governments to "mainstream" gender into poverty reduction strategies.

Source: *Gender Planning and Development: Theory Practice and Training*, Caroline O.N. Moser



## Story ideas

Story	Sources	Visuals/Sound

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# MODULE TWO THE ECONOMY THROUGH A GENDER LENS

## Objectives

To broaden the understanding by participants on:

- Ways in which women are denied access to, and control over resources.
- The labour of women is taken for granted and often not remunerated.
- The feminisation of poverty.
- The policy implications of all of the above.

**Access to and control over productive resources**

As the exercise below shows, the economic exclusion of women begins with barriers to accessing productive resources.

**Exercise six: Women's access to productive resources**

The Southern African Development Community (SADC) Declaration on Gender and Development signed by SADC Heads of State pledges to: "Promote women's full access to, and control over productive resources such as land, livestock, markets, credit, modern technology, formal employment, and a good quality of life in order to reduce the level of poverty among women." In pairs or in groups discuss the extent to which this has been achieved in your country, and if not, why not. Record your observations in the table below:

<b>Women's access to land</b>	<b>How far achieved</b>	<b>If not, why not</b>
Land		
Livestock		
Markets		
Credit		
Modern technology		
Formal Employment		



### Case study three: My husband is dead and so are my brains (Zambia)

Read the case study contained on the CD ROM and taken from the GL publication, Finding Gender in the MDG's and answer the questions that follow.

1. What is the gist of this opinion piece?

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2. What happened after the death of Edwidge Mutale's husband and why?

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3. What did this leave her feeling as a woman?

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4. What does this story tell us about women's property rights in Southern Africa?

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5. How does this help to explain the economic disadvantages that women face?

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## Fact sheet two: Women and land

In Southern Africa women's ability to access, own and control means of production such as land and livestock are severely limited by cultural practices and customary laws. This in turn has devastating impacts on their economic independence and ability to move out of poverty.

Yet women's access to land for food production is critical to the welfare of the entire region as it is women who are primarily responsible for maintaining households. Women provide 70-80 percent of all agricultural labour and 90 percent of all labour involving food production in the region. But they own only a fraction of the land, and constitute the majority of the population living in poverty.

Unequal access to land and other productive resources such as livestock, markets, credit, and modern technology are among the most significant forms of economic inequality between men and women and have consequences for women as social and political actors.

Under customary law – subscribed to by most countries in Southern Africa which operate dual legal systems – a woman loses her rights to own property upon marriage as ownership passes to her husband and then her male children.

Because women's ties to land are mediated by their relationship to men in patrilineal societies, their attempts to assert their rights in ways that challenge customary land tenure systems are most often perceived as an attempt to disrupt society.

In the patriarchal societies which dominate Southern Africa women generally do not inherit land from either their fathers or their husbands. Fathers will not leave land to their daughters for fear they may marry outside the clan, and take the land with them. Husbands often do not leave land to their wives for the same reason: land must remain within the clan at all costs; even disinheriting one's daughter or wife. Even if a woman jointly acquires land with her husband and invests her life in cultivating it, she cannot claim ownership of the property.

Since women are almost completely dependent on men to access land, women who are childless, single, widowed, disabled, separated/divorced, or with only female children are particularly vulnerable.

Across the region, governments have instituted legal reforms to address the issue of women's land ownership. The results have been varied and point to the need for a more pro-active approach which includes addressing the negative effects of customary law. To do this though, governments would have to abandon their dual legal systems and develop and uphold progressive constitutional law that would provide for equality between men and women.

In Botswana where the government has amended the land laws, women have not enjoyed equal access to business lease plots and commercial/industrial licenses. Until recently, only 35.6 percent of commercial and industrial plot holders were women.

Despite a quota of 20 percent land allocation to women in Zimbabwe being a key principle in the land reform agenda which began in 1998, by the end of the Fast Track Land Reform Programme in 2002, the land quota for women had not been legislated and the number of women allocated land was dismally low countrywide.

In South Africa, the Department of Land Affairs has put in place a gender policy, which seeks to ensure that gender equality is addressed within all aspects of land reform. However, the 2004 SADC report on the implementation of the Beijing Platform for Action noted that some policies may disadvantage women as the intention is to restore land to those who had land rights previously, most of whom are not women.

The Tanzanian government revised the Land Law in 2004 to "create value for land and to allow mortgage of land with consent of spouses and establish land Tribunals whose composition must include not less than 43 percent of women." This is an obvious attempt to address gender discrimination in land rights but the implementation of policies and laws have yielded mixed results and women's land rights remains tenuous.

In Namibia, the Communal Land Act (2002) provides for a surviving spouse to remain on the property (thus referring to immovable property) but does not refer to movable property. Although the Act has provisions to assist women who lose their land when widowed, the seizure of movable property by families has become more common than land grabbing, possibly because the former is more easily disposed of than land.

*Source: Barbara Lopi, Southern African Research and Documentation Centre (SARDC) Women in Development Southern Africa Awareness (WIDSAA) programme.*

## The unwaged work of women

As the exercises and case studies below illustrate, most of the work that women do is not even thought of as work, let alone remunerated.



### Exercise seven: Household time use survey

Think for a moment about the household you come from, and the principal male/female figure in this household. Draw up a simple time use sheet for a typical working day for these two individuals as follows:

	MAN	WOMAN
6am - 8am		
8am - 5pm		
5pm - 8pm		
8pm - 10pm		
TOTAL HOURS OF WORK		

### Questions

1. Who works longer hours? Why?

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2. Which of the above work is paid?

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3. Which of the above time is unpaid?

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4. From this exercise, what do you understand by the term "the unwaged work of women"?

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### Exercise eight: The skills of a “house wife”

Read the job advertisement below and answer the questions that follow:

#### POSITION VACANT: HOUSEWIFE

Applications are invited for the position of manager of a lively team of four demanding individuals of differing needs and personalities. The successful applicant will be required to perform and co-ordinate the following functions: companion, counsellor, financial manager, buying officer, teacher, nurse, chef, nutritionist, decorator, cleaner, driver, child care supervisor, social secretary and recreation officer.

#### QUALIFICATIONS

Applicants must have unlimited drive and the strongest sense of responsibility. They must be independent and self motivated and be able to work in isolation and without supervision. They must be skilled in management of people of all ages. They must be able to work under stress for long periods of time if necessary. They must have flexibility to perform conflicting tasks at one time without tiring. They must have the ability to handle new developments in the life of the team, including emergencies and serious crises. They must be able to communicate on a range of issues with people of all ages including public servants, school teachers, dentists, doctors, trades people, business people, teenagers and children. They must be healthy, creative, active and outgoing. They must have imagination, sensitivity, warmth and understanding, since they are responsible for the emotional and mental well being of the team.

#### HOURS OF WORK

All waking hours and a 24 hour shift where necessary.

#### PAY

None. Allowances by arrangement with the income earning member of the team. The successful applicant may be required to hold a second job in addition to the one advertised.

#### BENEFITS

No guaranteed holidays. No guaranteed sick leave, maternity leave or long service leave. No guaranteed life or accident insurance. No workers compensation. No superannuation.

(From: *No More Peanuts: Liberty, National Council for Civil Liberties, 1990*)

### Questions

1. What skills are involved in this job?

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2. Are they recognised? Are they valued?

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3. How could these skills be applied, in the public sector, in business?

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### Case study four: Survey discloses the reality of the differences between the genders (South Africa)

Read the case study contained on the CD ROM, based on an actual time use survey conducted in South Africa, as well as the following excerpt from a report in Mauritius:

According to a sample survey carried out in 1999 in Mauritius, women spent four times more on unpaid housework than men. On average women devoted 30 hours per week on tasks ranging from cooking, washing to 'caring for other household members compared to only eight hours for men. The survey also revealed that there is a tendency for most household duties to be carried out by women except for shopping for food and cleaning the yard or garden. Among the household chores, cooking and dishing washing made up of 45 percent of all time allocated to housework by women (1306 hours weekly).

**Source:** *Mauritius national report on implementation of the BDPFA and the SADC Gender and Development Declaration, 2004*

#### Questions

1. What did the South African and Mauritian time use studies reveal?

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2. In what ways is this similar to/different from the time use study of your own household?

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3. What are the major conclusions to be drawn from the exercise and the case study?

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4. What are the policy implications of this?

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### Case study five: Burden of care is carried by women and girls (Mozambique)

Read the case study contained on the CD ROM, concerning the burden of care for HIV/AIDS carried by women and girls, and answer the questions that follow:

1. What is the gist of the story?

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2. What does the story reveal concerning the burden of care created by HIV/AIDS on women and especially on young women?

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3. What are the policy implications of this?

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### Fact sheet three: Making care work count

According to traditional economics, gross domestic product (GDP) is made up of two sectors: the private and the public. Feminist economists argue that there is a third sector: the “care economy”- or the unpaid reproductive and domestic work of women including caring for the aged and the sick; as well as voluntary community services. The UNDP’s 1995 Human Development Report estimated that women’s unpaid work is equivalent to some \$11 trillion annually.



In sub-Saharan Africa an estimated 4.3 million people need AIDS home-based care, but only 12 percent receive it. Approximately 90 percent of AIDS care takes place in the home and is mostly done by women and girls. Because this work is unpaid, it is often taken for granted and undervalued. Caring for someone with AIDS can increase the workload of a family caretaker by one third.

Recent experiments have shown that it is possible to incorporate gender into marco modelling. Time studies are underway in a number of countries to obtain a clearer picture of the unpaid labour of women. Some experiments have been conducted on incorporating women’s work into national accounts (for example in Canada), but so far these have been placed in parallel accounts. Very little quantitative research and information is available in the closely related area of the “informal sector”- the survivalist activities that the poor, and especially women, engage in, often circumventing cumbersome and costly regulations, in order to make a living.

This field of inquiry intensified in the eighties as a result of mounting evidence that the cuts in social spending as a result of the need to reduce budget deficits under structural adjustment were leading to disproportionately negative effects on women, who bore the brunt of new user fees and declines in subsidies in areas such as education and health. Retrenchments also led to an increase in the number of those making a living in the “informal sector”- an area in which women predominate. Such criticism prompted moves to ensure that social spending is protected in structural adjustment programmes.

Within the formal economy, women tend to take jobs that are of a care nature- domestic work, nursing, clerical and secretarial work, nursery school and primary school teaching. Men tend to take jobs that are of a “control” nature- management, finance, defence and security, politics etc. Society assigns very different values to these types of work. In general the professions in which men predominate are much more highly paid than those in which women predominate. This explains why, in just about every part of the world, women’s wages in the formal sector are about sixty percent those of men, not because of formal discrimination, but because women are socialized into taking jobs that are not rewarded in the same way as the jobs that men perform.

With the recent wide-scale trade liberalization measures being undertaken both by countries undergoing structural adjustment and those that are not, the debate is shifting towards the gendered impact of globalisation. Rapid export led growth, often entailing the establishment of Export Processing Zones (EPZs), has led to job creation for women in many developing countries because of the nature of the industries (predominantly textiles and clothing) and the fact that women’s labour is cheaper. Some 80 percent of employees in EPZs are women.

In Latin America and Asia, this phenomenon has raised the living standards of women and is leading to shifts in the sharing of responsibilities within the home. But it has also raised labour-related concerns including direct and indirect wage discrimination; and the vulnerable status of women employees in EPZs. In Sub Saharan Africa, where exports are still largely agriculturally- based, the shift towards export- led growth is placing increasing burdens on women who shoulder major responsibilities for food production as well as providing labour to export crops whose proceeds are typically controlled by men.

Understanding the gendered outcomes of marco- economic policy is critical to targeted policy formulation. In the above examples, for instance, the disadvantages confronted by women relative to men can be ameliorated by labour legislation on the one hand; and support for women farmers (including access to land tenure; credit, labour saving devices and technical advice) on the other. Another critical policy consideration is state subventions and support for those who provide care work.





### Case study six: Crafty women are really getting down to business (South Africa)

Read the case study contained on the CD ROM and answer the questions that follow:

1. What is the gist of the story?

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2. How are women turning work traditionally done by women into a profitable business?

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3. Imagine that men did "women's work". How would things be different?

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4. What potential is there for women's work to be "revalued"?

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## Story ideas

Story	Sources	Visuals/Sound

Allow this space for ring binding



# MODULE THREE GENDER AND DEVELOPMENT

## Objectives

To explore:

- Why gender is intrinsic to development.
- The difference between practical and strategic gender needs.
- The concept of gender mainstreaming.
- How gender is integrated into key targets and planning tools, such as Poverty Reduction Strategies (PRSP's) and the Millennium Development Goals (MDG's).

**Gender at every stage of economic development**

As illustrated in the exercise that follows, no matter what stage of economic development a country is in, this has gender implications.

**Exercise nine: Gender and development**

Study the matrix below and answer the questions that follow:

STAGE	GENDER REALITIES	POLICY IMPLICATIONS
EXPORTS PRIMARY GOODS- AGRICULTURE, MINERALS	<ul style="list-style-type: none"> <li>• WOMEN DON'T OWN LAND</li> <li>• WOMEN NOT INVOLVED IN CASH CROPS</li> <li>• WOMEN SCARCE IN MINES</li> </ul>	<ul style="list-style-type: none"> <li>• ACCESS TO LAND</li> <li>• ACCESS TO CREDIT</li> <li>• ACCESS TO MINES</li> </ul>
EXPORTS HIGH VOLUME, LOW VALUE MANUFACTURES EG TEXTILES (EPZ)	<ul style="list-style-type: none"> <li>• BIG INCREASES IN WOMEN EMPLOYEES</li> <li>• NO FAMILY FRIENDLY POLICIES</li> <li>• LOW WAGES, DISCRIMINATORY WAGES</li> </ul>	<ul style="list-style-type: none"> <li>• LABOUR POLICIES</li> <li>• FAMILY FRIENDLY POLICIES</li> </ul>
EXPORTS LOW VOLUME HIGH VALUE GOODS - EG ELECTRONICS	<ul style="list-style-type: none"> <li>• POSSIBILITIES FOR WOMEN IN PRECISION INDUSTRIES, JEWELLERY ETC</li> <li>• LOW LEVELS OF EDUCATION AND TRAINING</li> </ul>	<ul style="list-style-type: none"> <li>• CONSCIOUS POLICY TO EDUCATE AND TRAIN WOMEN</li> </ul>
SERVICE BASED ECONOMIES	<ul style="list-style-type: none"> <li>• TYPICALLY HIGHER PROPORTION OF WOMEN IN AREAS SUCH AS TOURISM BUT NOT FINANCE</li> <li>• SEX INDUSTRY</li> </ul>	<ul style="list-style-type: none"> <li>• CAN ALSO END UP EXPLOITING WOMEN IN THE ABSENCE OF CONSCIOUS POLICY INTERVENTIONS</li> </ul>
KNOWLEDGE AND INFORMATION BASED ECONOMIES	<ul style="list-style-type: none"> <li>• POSSIBILITIES FOR WOMEN BUT THESE DEPEND ON HIGH SKILLS; EDUCATION TRAINING</li> </ul>	<ul style="list-style-type: none"> <li>• CONSCIOUS POLICY TO EDUCATE AND TRAIN WOMEN</li> </ul>

**Questions**

1. Where would you locate your country in this matrix and why?

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2. What are the main gender and development concerns?

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3. How are these being addressed?

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## Exclusion

Women often find themselves in circumstances that result in them being excluded as active participants in, and beneficiaries of, development.



### Case study seven: Single mothers daily struggle with quads (South Africa)

With reference to the case study on the CDROM, answer the following questions:

1. What is the gist of the story?

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2. From this story, what do you understand by the term "agency"? What factors limit the agency of women?

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3. To what extent is welfare the answer to her problems?

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4. What are the alternatives?

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### Case study eight: Corridor benefit to the little people is questioned (Mozambique)

With reference to the case study on the CDROM, answer the following questions:

1. What is the gist of the story

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2. What is the economic significance of this regional project?

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3. Who are the main beneficiaries?

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4. In what way were women excluded?

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5. What policies would have been necessary to ensure women's inclusion?

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**Practical and strategic gender needs**

So how can women become more meaningfully involved in development? What approaches really make a difference?

**Exercise ten: What really makes a difference?**

A donor has allocated a grant for a project to uplift women in a certain area. The local MP calls a meeting of the women in the village to consult on how best this money should be spent. Some women feel that the money should be spent in helping them acquire title to land and gaining access to credit for agricultural inputs. Others feel that the money should be used to start sewing and knitting clubs in order to generate immediate income to pay school fees for the children. School fees have just recently been introduced as a result of an IMF and World Bank-sponsored structural adjustment programme. The community is desperately poor and many children, especially girls, have been dropping out of school. You know that there would be resistance by men to women gaining title to land and credit for agricultural inputs, even though the Constitution makes provision for this. If the grant is not spent this year, you will forfeit it. There is an election coming up next year and the MP is anxious to deliver something to the women in the community.

1. Which of the options above meets the practical needs of the women and which meets their strategic needs? Why?

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2. How would you advise that the money be spent and why?

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3. What dilemmas would be faced and how would these be overcome?

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**Exercise eleven: Making practical and strategic choices**

In pairs or groups answer the question: Which need of women- practical or strategic- is met in the following instances:

TYPE OF INTERVENTION	GENDER NEEDS MET		WHY
	PRACTICAL	STRATEGIC	
<b>EMPLOYMENT POLICY</b>			
<b>1. Skill training</b>			
Cooking			
Dress making			
Masonry/ carpentry			
<b>2. Access to credit</b>			
Allocated to household			
Allocated to women			
<b>2. SETTLEMENT</b>			
<b>Land</b>			
In mans name			
In woman's name			
<b>Housing</b>			
In man's name			
In woman's name			
<b>3. BASIC SERVICES</b>			
<b>Water</b>			
Located in community			
Mother's workplace			
Father's workplace			
<b>Agricultural extension services</b>			
Only men			
Men and women			

Adapted from Moser 1993:49



### Case study 9: Jesse Kaunde: African Woman Food Farmer (Malawi)

Read the story from Malawi on the CD ROM and answer the questions that follow:

1. What is the gist of the story?

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2. Is the story about the practical or strategic achievements of a woman? Why?

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3. How does the use of language reinforce the above?

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4. What does this story tell us about the media's comfort zone with regard to the practical and strategic needs of women?

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5. In a story of this nature what strategic breakthroughs could the writer have looked out for or commented on?

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6. How would they have strengthened the analysis?

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### Gender mainstreaming

The term gender mainstreaming is now in common use in all our countries. But what does it mean?

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### Exercise twelve: Who should help? Everyone!

Citizen X is a woman in a Southern African country. The following are some facts about her life:

- She is twenty years old.
- Her husband died last year of AIDS. She does not know if she and her two children are HIV positive; but her son and pneumonia and her daughter has TB.
- There is no clinic in the vicinity. Citizen X has to walk twenty km to get treatment for her children.
- She lives with her in laws. They are not willing to let her live by herself even though she would prefer to.
- The family makes a living as subsistence farmers. Citizen X spends most of her days either in the field or fetching water. It takes four hours every day to fetch water.
- Citizen X is not aware that she is eligible for land and housing grants in terms of the policies of her country.
- She has thought about going into business, but she has no collateral with which to secure a loan. Besides, she has been told that without a husband she cannot sign up for a loan.
- Citizen X was bright at school. She dropped out of secondary school when she got pregnant with her first child at the age of 16. She would like to continue her education, but there are no possibilities for adult education.

### Questions

1. Devise a set of policies that would make a practical and strategic difference to the life of Citizen X.

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2. Explain in what ways these policies would need to be gender specific or gender aware if they are to make a difference to the life of Citizen X.

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3. Which state structures would you need to involve? Why? Use the matrix below to record your observations.

PROBLEM	WHICH STATE AGENCY COULD MAKE A DIFFERENCE	HOW

4. From this exercise, what do you understand by gender mainstreaming?

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## Fact sheet four: Gender and planning concepts

**Practical gender needs**

are the needs that women identify in their socially accepted roles in society. Practical needs do not challenge the gender division of labour or women's subordinate position in society, although arising out of them. Practical gender needs are a response to immediate perceived necessity, identified within a specific context. They are practical in nature and are often concerned with inadequacies in living conditions such as water provision, health care and employment.

**Strategic gender needs**

are the needs women identify because of their subordinate position to men in their society. Strategic gender needs vary according to specific contexts. They relate to gender division of labour, power and control and may include such issues as legal rights, domestic violence, equal wages and women's control over their bodies. Meeting strategic gender needs helps women to achieve greater equality. It also changes existing roles and therefore challenges women's subordinate position.

*Source: Gender Planning and Development, Theory, Practice and Training, Caroline O.N. Moser*

**Women in Development (WID) vs. Gender and Development (GAD):**

In its reference manual on "Gender Mainstreaming in Development Planning", the Commonwealth Secretariat describes the shift as follows: "In efforts to respond to the needs of women, the Women in Development (WID) policy framework emerged in the mid 1970's. This sought to add on women specific projects to existing activities. Failing to address the systemic causes of gender inequalities, this approach tended to view women as passive agents of development assistance, rather than as active agents of transforming their own economic, social, political and cultural realities... The Gender and Development Framework emerged in response to these flaws. It recognizes that improving the status of women is not a separate, isolated issue but needs to be addressed by taking into account the status of both men and women, their different life courses and the fact that equal treatment will not necessarily produce equal outcomes."

**Gender mainstreaming:**

"Taking account of gender equity concerns in all policy, programme, administrative and financial activities, and in organizational procedures, thereby contributing to a profound organizational transformation." (UNDP)

**Gender-blind policies:**

recognise no differences between the sexes. They mistakenly assume that men and male norms represent the norm for all human beings. As a result, they incorporate biases in favour of existing gender relations and therefore exclude women.

**Gender aware policies:**

recognise that women, as well as men, have an important role to play in society; that the nature of women's involvement is determined by gender relations, which make their involvement different and often unequal; and that consequently women have different needs, interests and priorities, which may sometimes conflict with those of men.

## Gender and poverty reduction

It is often said that poverty has a feminine face. It follows that efforts to alleviate policy should be gender aware. But how gender aware are they?

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### Exercise thirteen: PRSP's

Many Southern African countries that are undergoing IMF and World Bank- sponsored structural adjustment programmes are drawing up Poverty Reduction Strategy Papers. Get copies of these and look at them through a gender lens. If possible organise a panel or debate comprising government officials, international organisations like the IMF and World Bank, and gender activists.

### Questions

1. Is gender mentioned in this document? Where and how?

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2. Would you regard it as being gender aware or not? Why?

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3. To the extent the document may be regarded as gender blind, what are the implications of this?

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## Gender and the Millennium Development Goals (MDGs)

The MDGs have become the major focus of development and development funding. Several critiques have suggested that the targets set for gender under this specific goal are not adequate, and that gender is not mainstreamed throughout all the other goals.

## Millennium Development Goals, Targets and Indicators

Goals and targets	Indicators	How gender could be strengthened
<b>Goal 1: Eradicate extreme poverty and hunger</b>		
<p><i>Target 1:</i> Halve, between 1990 and 2015, the proportion of people whose income is less than US\$1 a day</p> <p><i>Target 2:</i> Halve, between 1990 and 2015, the proportion of people who suffer from hunger</p>	<ul style="list-style-type: none"> <li>• Proportion of the population below US\$ 1 a day</li> <li>• Poverty gap ratio (incidence, times, depth of poverty)</li> <li>• Share of poorest quintile in national consumption</li> <li>• Prevalence of underweight children (under five years)</li> <li>• Proportion of the population below minimum level of dietary consumption</li> </ul>	
<b>Goal 2: Achieve universal primary education</b>		
<p><i>Target 3:</i> Ensure that, by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling</p>	<ul style="list-style-type: none"> <li>• Net enrolment rate in primary education</li> <li>• Proportion of pupils starting Grade 1 who reach Grade 7</li> <li>• Literacy rate of 15- to 24-year-olds</li> </ul>	
<b>Goal 3: Promote gender equality and empower women</b>		
<p><i>Target 4:</i> Eliminate gender disparity in primary and secondary education preferably by 2005 and in all levels of education no later than 2015</p>	<ul style="list-style-type: none"> <li>• Ratio of boys to girls in primary, secondary and tertiary education</li> <li>• Ratio of literate females to males among 15- to 24-year olds</li> <li>• Share of women in wage employment in the non-agricultural sector</li> <li>• Proportion of seats held by women in the national parliament</li> </ul>	
<b>Goal 4: Reduce child mortality</b>		
<p><i>Target 5:</i> Reduce by two-thirds, between 1990 and 2015, the under-five mortality rate</p>	<ul style="list-style-type: none"> <li>• Under-five mortality rate</li> <li>• Infant mortality rate</li> <li>• Proportion of one-year-old children immunised against measles</li> </ul>	
<b>Goal 5: Improve maternal health</b>		
<p><i>Target 6:</i> Reduce by three-quarters, between 1990 and 2015, the maternal mortality rate</p>	<ul style="list-style-type: none"> <li>• Maternal mortality ratio</li> <li>• Proportion of births attended by skilled health personnel</li> </ul>	
<b>Goal 6: Combat HIV and AIDS, malaria and other diseases</b>		
<p><i>Target 7:</i> Have halted by 2015, and begin to reverse the spread of HIV and AIDS</p> <p><i>Target 8:</i> Have halted by 2015, and begin to reverse the incidence of malaria and other major diseases</p>	<ul style="list-style-type: none"> <li>• HIV prevalence among 15- to 24-year-old pregnant women</li> <li>• Contraceptive prevalence rate</li> <li>• Number of children orphaned by HIV and AIDS</li> <li>• Prevalence and death rates associated with malaria</li> <li>Σ Proportion of the population in malaria-risk areas using effective malaria prevention and treatment measures</li> <li>Σ Prevalence and death rates associated with tuberculosis</li> <li>Σ Proportion of tuberculosis cases detected and cured under directly observed treatment, short-course (DOTS)Σ</li> </ul>	

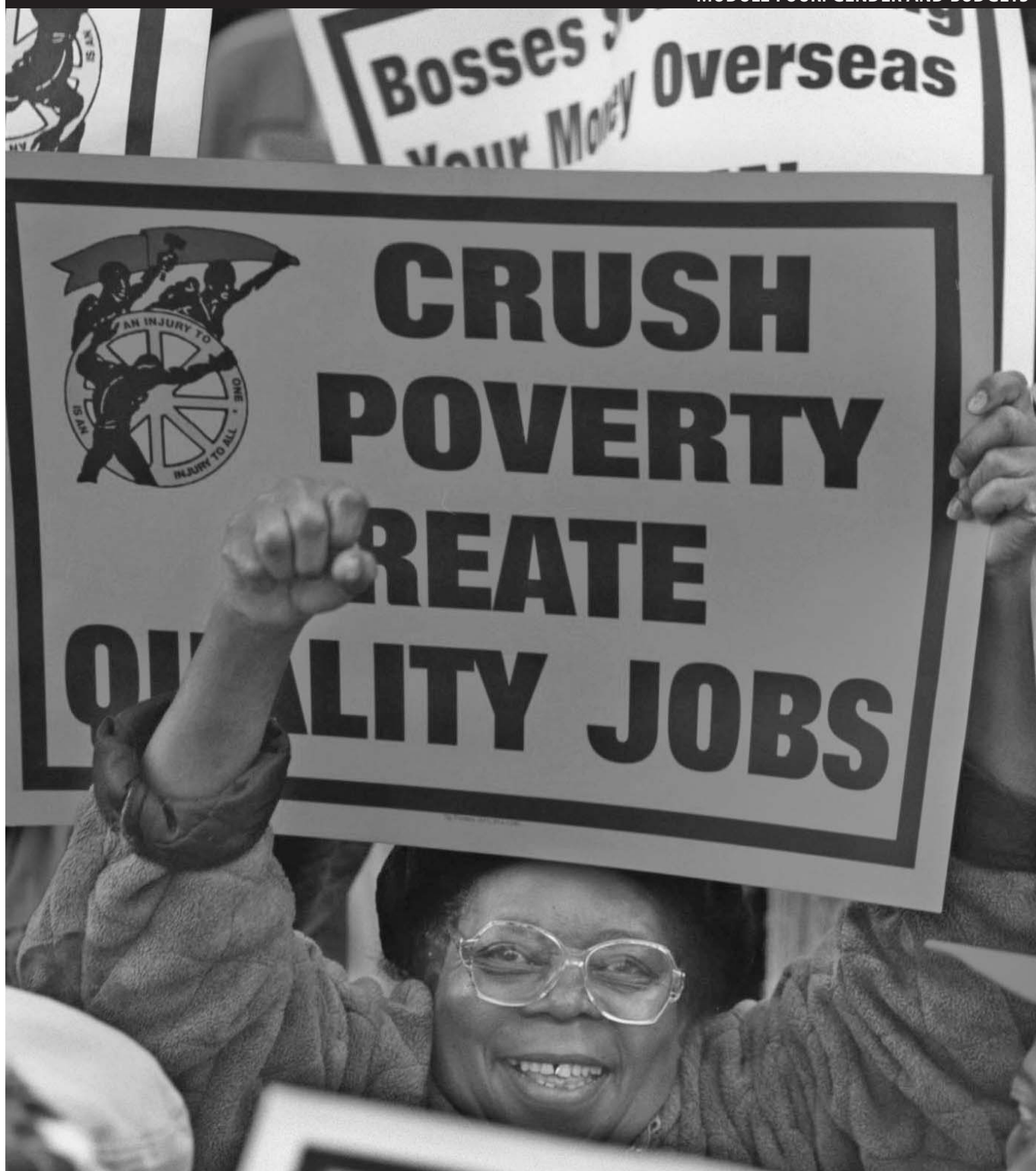
Goals and targets	Indicators	How gender could be strengthened
<b>Goal 7: Ensure environmental sustainability</b>		
<i>Target 9:</i> Integrate the principles of sustainable development into country policies and programmes and reverse the loss of environmental resources	<ul style="list-style-type: none"> <li>• Change in land area covered by forest</li> <li>• Land area protected to maintain biological diversity</li> <li>• GDP per unit of energy use</li> <li>• Carbon dioxide emissions (per capita)</li> </ul>	
<i>Target 10:</i> Halve, by 2015, the proportion of people without sustainable access to safe drinking water	<ul style="list-style-type: none"> <li>• Proportion of the population with sustainable access to an improved water source</li> </ul>	
<i>Target 11:</i> Have achieved, by 2020, a significant improvement in the lives of at least 100 million slum dwellers	<ul style="list-style-type: none"> <li>• Proportion of the population with access to improved sanitation</li> <li>• Proportion of the population with access to secure tenure</li> </ul>	
<b>Goal 8: Develop a global partnership for development</b>		
<i>Target 12:</i> Develop further an open, rule-based, predictable, non-discriminatory trading and financial system (includes commitment to good governance, development and poverty reduction – both nationally and internationally)	<ul style="list-style-type: none"> <li>• Target and indicators are not presently being measured in South Africa</li> </ul>	
<i>Target 13:</i> Address the special needs of the least developed countries	<ul style="list-style-type: none"> <li>• Official development assistance (ODA)</li> </ul>	
<i>Target 14:</i> Address the special needs of landlocked countries and small island developing states	<ul style="list-style-type: none"> <li>• Target and indicators do not apply to South Africa</li> </ul>	
<i>Target 15:</i> Deal comprehensively with debt problems of developing countries through national and international measures in order to make debt sustainable in the long run	<ul style="list-style-type: none"> <li>• Debt service as a percentage of exports of goods and services</li> </ul>	
<i>Target 16:</i> In cooperation with developing countries, develop and implement strategies for decent and productive work for youth	<ul style="list-style-type: none"> <li>• Unemployment rate of 15 – 24 year olds, by each sex and in total</li> </ul>	
<i>Target 17:</i> In cooperation with pharmaceutical companies, provide access to affordable drugs in developing countries	<ul style="list-style-type: none"> <li>• Measurement of target not available for South Africa (free primary health care for all)</li> </ul>	
<i>Target 18:</i> In cooperation with the private sector, make available the benefits of new technologies, especially information and communications	<ul style="list-style-type: none"> <li>• Telephone lines and cellular subscribers</li> <li>• Personal computers in use per 100 of the population</li> </ul>	



## Story ideas

Story	Sources	Visuals/Sound

Allow this space for ring binding



# MODULE FOUR GENDER AND BUDGETS

## Objectives

To gain an understanding of:

- Why gender is an issue in resource allocations.
- How gender is one of the factors that can be looked at in budget analysis.
- How budget stories can be enriched through analysing the different impact of resource allocations on women and men.

## How resource allocations affect women and men

Like any other policy instrument, budgets are not neutral. They reflect the priorities of a nation, and often of the people taking the decisions. Budgets are a good barometer of the extent to which gender has been mainstreamed into policies and programmes. The problem is that often these discrepancies hide behind numbers that on the face of it look reasonable, but that mask resource allocations which at worst perpetuate gender inequalities and at best do little to challenge them.



### Exercise twelve: How is the cake divided?

The following are some highlights of the budget of Country Y:

- Spending on the gender ministry has been increasing by 200 percent to \$25 million. The country's overall budget is \$1 billion.
- Defense spending stands at \$250 million.
- Spending on health and education has been cut by 20 percent to \$100 million.
- The two items in the education budget that received the largest cuts were nursery school and adult basic education.
- The item that received the largest cut in health budget was hospital care. It is now expected that sick people will be cared for from home.
- In line with the SADC Declaration on Gender and Development, the Minister of Finance announces that Country Y plans to achieve a 30 percent target of women in decision-making positions in the public service by 2005.
- However he also announces that due to budgetary constraints, the public service is to be cut by 20 percent; and that the staff development programme of the public service will be suspended.
- Land reform is to be curtailed indefinitely due to budgetary constraints.

### Questions

1. Is the above budget a gender friendly budget? Why or why not?

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2. What do you understand by gender specific budget lines versus mainstreaming gender considerations in the whole budget?

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3. Using the budget lines above, re-allocate the existing resources in a way that you feel would be more beneficial to advancing gender equality.

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4. What do you understand by gender budgeting?

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### Case study ten: Facts and figures behind the budget

Analyse Lesotho's 2005/2006 budget and answer the questions that follow.

1. Is gender mentioned anywhere in the budget? If so, where?

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2. What proportion of the overall budget may be regarded as gender specific?

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3. Which other sectors of the budget have a bearing on gender? What share of the budget do these receive?

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4. Which sectors have little bearing on gender? What share of the budget do they receive?

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5. What other data would be necessary to determine the extent to which the budget affects women and men?

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6. If you were conducting interviews with citizens on their responses to the budget and wanted to draw out its gender dimensions, who would you target and what kind of questions might you ask?

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7. Imagine a rural woman drew up the budget. What would it look like? How would it be different from this budget?

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### Case study eleven: Nothing concrete offered for women

Read the case study on the CD ROM and answer the questions that follow.

1. What is the gist of the story?

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2. Why is the budget said to be unfriendly to women?

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3. What additional information may have assisted in making this case?

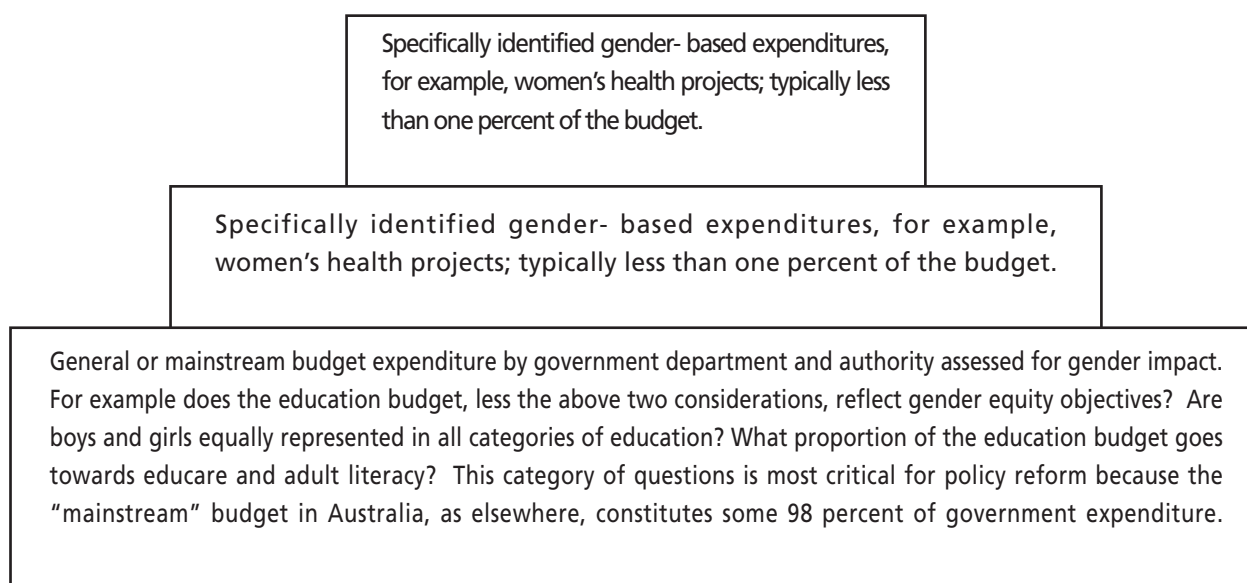
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## Fact sheet four: What is gender budgeting?

The central plank of gender budgeting is that because of the different locations of men and women in society and in the economy, no budget line is neutral.

Gender budgeting involves both an analysis of allocations between sectors (such as defence versus social allocations) and within sectors to determine their impact. A commonly used model for distinguishing between types of gender expenditure is that developed by the Australian economist Rhonda Sharp, who has played a leading role in gender budget initiatives in Australia, where the concept originated. Sharp distinguishes between:



Although still in their early stages, gender budget initiatives have scored important successes, ranging from actual expenditure re-allocations to opening traditionally secretive budget processes too much greater transparency and accountability.

- **Re-prioritisation of expenditure:** In February 1996, the South African Department of Finance committed itself to considering the reallocation of military expenditure to support women's economic advancement. The Department reduced expenditure on defense from 9.1 percent of total government spending in 1992/93 to 5.7 percent in 1997/98. Spending on social services increased from 43.8 percent of total spending in 1992/93 to 46.9 percent in 1997/98.
- **Effecting policy changes:** The Australian Office on the Status of Women cites state provision of affordable, quality child-care as one of its most successful policy interventions linked to the Women's Budget.
- **Exposing policy weaknesses:** The Gender Advocacy Programme, a South African NGO, has carried out a budget analysis of the 1998 Domestic Violence Act. The study found a disjuncture between the provisions of the act, such as special courts for addressing violence against women, and budgetary provisions.
- **Developing economic literacy and participation:** In South Africa, the simplified "Money Matters" has been converted into simple workshop materials that have been used for training government, parliamentary and civil society audiences on simple budgeting concepts.

### Definitions

- Gender budgeting or accounting:** The allocation of funds to ensure that money, which is needed for altering the unequal position of women in society, is set aside to correct this inequality. Budgets, which do not allow for a component of funds to improve the position of women often, do not take stock of gender inequalities unless allocations are specified in this way. A gender budget can take account of that which is spent in addition to that spent on mainstream activities to redress the balance in some way. Another way gender budgeting can assist women “catch up” is for it to be allocated to women-specific activities.
- Gender disaggregated data:** Statistical information that breaks down the base information for the activity under analysis by providing the numbers of men and women within the activity as an aid of comparing their involvement.



## Story ideas

Story	Sources	Visuals/Sound

Allow this space for ring binding



# MODULE FIVE GLOBALISATION, TRADE AND INFORMATION TECHNOLOGY

## Objectives

To gain a better understanding of:

- Globalisation and its effects on women and men.
- Sex work and trafficking, and their link to globalisation.
- The gender dynamics of regional integration and trade.
- The links between ICTs, globalisation and gender justice.

## Globalisation

Globalisation is a feature of the new world order that we live in: one in which “survival of the fittest” - the law of the jungle - reigns supreme. But what happens when the playing field is not even between north and south, women and men?



### Exercise fifteen: Winners and losers

What words come to mind when you think of globalisation? Which of these are positive and which are negative? Now disaggregate this information by gender. Are there gendered dimensions to globalisation in your country?

WINNERS	GENDER DIMENSIONS	LOSERS	GENDER DIMENSIONS

What conclusions do you draw from the above?

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### Case study 12: One day is all it takes to change your life (Mauritius)

Read the article on the CD ROM and answer the questions that follow:

1. What is the gist of this article? \_\_\_\_\_
2. In what way did globalisation touched on the life of Chenpagen? \_\_\_\_\_
3. What recourse does she have? \_\_\_\_\_
4. Is her experience unique in Southern Africa? \_\_\_\_\_
5. What are the alternatives? \_\_\_\_\_

## Sex work and trafficking

Sex work has been called the oldest profession, but it is deeply rooted in the economic disadvantages that women face, the fact that it is one of the few enterprises that women can set up without much capital or infrastructure (even then, they are likely to be at the hands of a male handler or “pimp”) and is open to huge exploitation. In the era of globalization this has taken the form of trafficking. What is the difference between sex work and trafficking? What are the rights of women in each case?



### Exercise sixteen:

All participants should come to the middle of the room. All those who support legalising sex work should go to one side. All those against legalising sex work should go to another side. The two sides should then debate each other on this issue. The arguments should then be examined both in terms of social, moral, religious imperatives as well as from an economic, human rights and fair labour practice perspective. In pairs or groups, discuss what is meant by trafficking, and answer the questions that follow:

1. What do you understand by trafficking? \_\_\_\_\_  
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2. How is it different from sex work? \_\_\_\_\_  
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3. What are the economic forces at play? \_\_\_\_\_  
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 \_\_\_\_\_
4. How are these linked to globalisation? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
5. What are the gender dimensions? \_\_\_\_\_  
 \_\_\_\_\_  
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6. What are the human rights dimensions? \_\_\_\_\_  
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7. What is being done to stop this practice? \_\_\_\_\_  
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## Fact sheet Five: Gender and globalisation

Globalisation is an unequal movement of goods, ideas, information, services, cultural and economic activities in terms of production, distribution and consumption as well as unequal trade and investments across the political boundaries of nation states. It includes the growing openness of national economies to activity by companies from other countries and integration of local economies into the global economy through harmonisation of what is produced, exported and imported in accordance with the dictates of the World Trade Organisation (WTO).

African governments and civil society organisations have joined global organisations to warn that WTO Agreements, processes and the institutions are biased against African and other developing countries. In essence, the agreements - in particular on agriculture, trade-related investments measures (TRIMS), and trade-related intellectual property rights (TRIPS) - serve principally to prise open markets for the benefits of trans-national corporations, at the expense of national economies, workers, farmers, women and other groups in the developing world, and the environment.

Advocates of globalisation argue that it brings economic growth, contributes to job creation and to poverty reduction. They pay little attention to the differential impact on women and men, rooted in different access to resources, power and decision-making, that place women at a disadvantage.

By way of a background, from the 1970s to the mid-1980s, many African states adopted import-substitution trade policies. From the late 1980s, many of these countries opened their doors to International Monetary Fund (IMF) and World Bank-driven structural adjustment programmes (SAPs).

Free-market global capitalism along with the policies of privatisation, deregulation, trade and financial liberation that foster globalisation, have led to new jobs for women as seasonal farm workers, and food processors. While this work is an improvement over unpaid labour, these seasonal jobs can be poorly paid and precarious. Women often work in Export Processing Zones (EPZ's) where their status is insecure; they are susceptible to job losses and the gender gap in wages remains high.

Because of their higher educational levels and status, men are better placed to benefit from the more skills diversified sectors that may open up as a result of globalisation. While globalisation has opened some new opportunities for women entrepreneurs, most women are not aware of trade policies and agreements and or how to exploit them and benefit from them.

As governments privatise services such as education and health care that had been subsidised or provided free of charge women struggle to provide the same services to their families at higher prices. Women bear the burden of care, come under greater control from their families, and are increasingly susceptible to gender-based violence.

As poverty deepens, many girls and women from the south consent to be transported to "greener pastures." These girls and women are poor, they have little or no education and lack legal literacy. They become cheap labour in the globalised world. This has also led to the phenomenon of sex trafficking, and with it increasing risks of HIV/AIDS infection.

### Definitions:

**Globalisation** refers to forces that facilitate flows, whether economically, culturally, socially or politically which cross nation-state boundaries.

**Trade liberalisation** refers to international agreements put in place to make it easier for companies to trade across national borders, by removing trade tariffs and measures used to protect local economies. Deregulation of the labour market and deregulation of the production and sale of goods and services are also included in these policies.

**Economic justice** refers to an economy that is not based on massive inequalities and exploitation, and one in which all people have adequate means to provide for their food, shelter, education and health requirements.

*Sources: Women's Agency for Gender Justice: Experiences of African Women by Bene Madunagu; Gender, Neoliberalism and the African State by Zo Randriamaro; Trade Agreements- What's in it for women by UNIFEM.*



## Regional trade and integration

Formed at the height of the struggle against apartheid to ease the dependence of Southern African countries on South Africa, the Southern African Development Community (SADC) has turned its sights to enhancing regional integration and trade among its members. The formation of strong regional trade blocs that can strengthen the bargaining position of member countries in the global arena has run concurrent, and is an important response to, globalisation. In September 1997 SADC Heads of State signed a Declaration on Gender and Development that commits leaders to ensuring that gender equality will be achieved in all areas of regional endeavour. How far has this been the case in SADC's flagship activity: promoting regional trade?



### Exercise seventeen: Invisible traders

Think of, or if possible go to, any border area in your country. Answer the following questions:

1. Who are the traders plying back and forth over the borders, often on foot?

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2. How are they treated?

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3. Are there gender dimensions to this?

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4. What policy issues are raised?

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**Exercise eighteen:**

Examine the SADC Trade Protocol and answer the questions that follow:

1. Is gender mentioned anywhere?

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2. Would you regard this as gender blind, gender neutral or gender aware document?

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3. Compare it to the SADC Declaration on Gender and Development. Is there any relationship?

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### Fact sheet six: Regional trade and integration

Among its strategies for growth and development in the region, the Southern African Development Community (SADC) has been seeking ways to raise trade and investment to a much higher status.

Measures to improve the investment climate, and make the SADC region competitive have been initiated. These include the adoption of the Protocol on Trade in 1996. Article two of the "Protocol on Trade," commits to further liberalisation of intra-regional trade and establishment of free trade in the SADC region.

Theoretically, the aim of the SADC Protocol on Trade is to increase trade without any impediment, by eliminating import duties (Article 4), eliminating export duties (Article 5) and eliminating non-tariff barriers (article 6) to mention a few.

The "Protocol on Trade" is expected to lead to significant changes in domestic economic policies and trade regimes, which in turn impacts on the regional economy, especially in the production and exchange of agricultural commodities with influence on national and regional food security.

In support of the SADC initiative, most countries have supported women to participate in the SADC Women's Trade Fair and exhibitions, through which they have been able to market their products, gain and learn from each other on marketing and product development.

However, little has been done to enhance participation of women in global trade. Trade and economic information is often packaged in economic jargon and there are no deliberate measures to repackage this in an easily accessible format for women who have an interest in becoming entrepreneurs. Most of the trade and economic information is disseminated in formal meetings, seminars and workshops, which few women attend.

While exchange of experience during trade fairs has enhanced confidence building amongst women, and enable women to participate in trade fairs and to secure orders, many have failed to meet large orders due to limited production capacities.

Women's trading activities have largely remained in textile products, woven baskets, and crafts because women lack opportunities to enter other areas of business on a large scale.

The SADC Trade Protocol does not indicate how states and markets in the region can be transformed to strengthen the entitlements of poor women and treat women as people in their own right, not merely as dependents, targets and instruments.

(Source: SARDC/WIDSAA)

## Information technology

Rapid advances in New Information and Communication Technologies (NICT's) are at the heart of the breaking down of national boundaries. As in the case of globalisation, they are a mixed blessing, as the case study below shows.



### Case study 13: Can the Internet empower women (Tanzania)

Read the case study on the CD ROM and answer the questions that follow:

1. What is the gist of this article?

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2. In what ways can the Internet be used a) to denigrate women and b) to advance women's rights?

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3. What kind of economic opportunities could be open for women through the Internet?

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4. What policies could help to make these a reality?

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## Fact sheet seven: Gender and ICTs

Chapter J of the Beijing Platform for Action states that: “during the past decade, advances in information technology have facilitated a global communications network that transcends national boundaries and has an impact on public policy, private attitudes and behaviour, especially of children and young adults.” One of the strategic objectives is to “increase the participation and access of women to expression and decision making in and through the media and new technologies of communication.” But there are several barriers including:

- **Illiteracy and schools enrolment:** A high percentage of women in developing countries are illiterate - far higher than the percentage for men. Only 39 percent of girls are enrolled in schools in these countries, compared to 50.4 percent of boys.
- **The absence of women from science and technology:** The world over, females are under-represented in the scientific, mathematical, engineering, computing and information technology fields of study. “Engendering ICT Policy- Guidelines for Action”, a booklet produced by the Africa Information Society Gender Working Group points out that the diversity of ICTs means that many services and industries are involved. While many women work in the sector, they occupy lower level jobs. Many women are found working in libraries. But the technology components of libraries are dominated by men. Even in the USA, women comprise only 7.8 percent of science and computer engineering facilities.
- **Attitudes:** As a result of their socialisation, women and girls tend to find technology intimidating and alienating and therefore to suffer from “technophobia”.
- **IT Training:** This is often alienating and not customised to women’s needs. Inappropriate training for women in ICTs is compounded by what Hacker (1989, 1990) and Turkle (1984, 1988) call the “culture of technology” which “valorises the adventurer”. Studies suggest that women prefer to learn through an orderly routine in which they understand the reason for each step, whereas men have been encouraged to learn through experimentation, trial and error. Men are socialized to tinker whereas women are socialized to avoid taking risks.
- **Access:** Women’s use of ICTs is not equal to their share of the population as illustrated in the following figures on use by women of ICT goods and services: 38 % in the USA; 25 % in Brazil; 17 % in Japan and South Africa; 16 % in Russia; 7 % in China and 4 % in the Arab states. It is significant that use of the Internet among women in the USA has increased from ten percent just a few years ago to almost 40 percent now. It is difficult to assess whether this trend will be replicated in other industrialized countries- let alone in developing countries.
- **Decision making:** Women are under-represented in all these decision making structures in the ICT sector.
- **Content:** Writing on “ICT Access and the Gender Divide” in TechKnowlogia (March/April 2000) Mary Fontaine found in a web search 200 000 cites related to women and gender, but a mere fraction of these came from developing countries.
- **Negative portrayal of women:** Cyber sex, which feeds on the objectification of women’s bodies, pornography and child pornography are among the fastest growing and most lucrative dimensions on the internet. Much as ICTs have the potential to be put to use in advancing gender equality they also have the capacity to destroy many of the fragile gains.

(Source: “Net Gains, African women and ICTs”, Association of Progressive Communicators).



## Story ideas

Story	Sources	Visuals/Sound

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