

Integrating Social
Gender Issues into
Transport Sector Project Planning
[SOGET]

Transport and Gender



Facilitator's Guide

December 2004



World Bank

IC Net Limited

About this training kit

This is a training material kit developed to help facilitate gender mainstreaming training for transport sector stakeholders.





The expected users of this training kit are local gender specialists who could facilitate gender mainstreaming training in the transport sector. Knowledge and experience on gender analysis is required. The kit will provide tools for transport sector participants to better understanding and enable awareness of the subject.

The kit comprises a Facilitator's guide, PowerPoint presentation slides, handouts which include case studies and activity sheets, and a questionnaire for workshop evaluation. The material was validated by workshops implemented in Laos (August 2004), and Uganda (Nov. 2004) by the World Bank commissioned Integrating SOcial/GENDER issues into Transport sector project planning "SOGET" project team with the cooperation of local gender consultants.

The content is composed by 10 modules, starting with the basic concept of gender and extending to practical group work on gender analysis. The user is free to modify the order and select the necessary modules according to the time available and target level. If the target participants have some background on gender training, some modules can be simplified and more time could be spent on gender analysis group work for example.

The presenter should rehearse the use of Power Point presentation before the workshop, in order to know the timing for clicking for different layers and special effects in each slide

Interpretation of the Icons in the Facilitator's Guide

	This means the participants will have a practical exercise.
	This means facilitator will show a video program.
	This means there is a handout for the participants. The facilitator should give instruction to the participants to check their handout
	This means facilitator will present a case study

Useful tips for an effective workshop using this kit

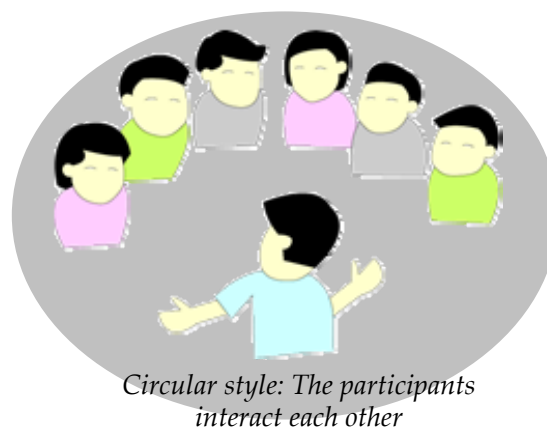
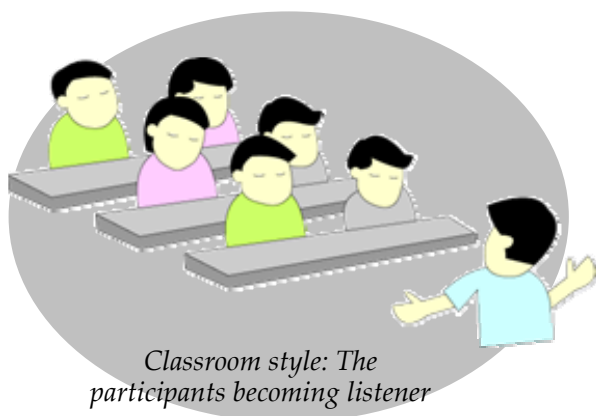
The following recommendations are given in order to conduct effective workshops:

Prepare your self your original training plan

The material in this kit are of a standard level. Therefore in order to be used in different countries, it is recommended that the facilitator carefully read this material and design one's original training plan incorporating local anecdotes, humor, cases adapted to the level and type of audience targeted for. At the end of the tool kit, a planning form and a sample of the workshop plan used for the validation workshops in Laos and Uganda, is attached.

Setting of the workshop

Try to avoid a classroom type setting, and try to set the room in a circular style. The key to this setting is that every participant can directly see the facilitator and one another. The classroom type setting makes participants more passive and convert them to listeners.



Facilitator

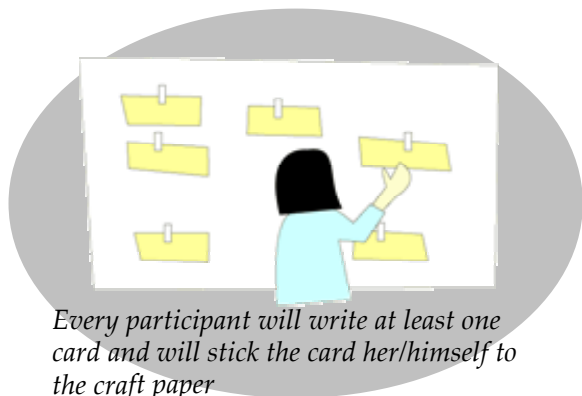
The basic qualification of the facilitator assumed in this kit is one with knowledge and experience on gender mainstreaming, preferably with experience of conducting gender analysis in the transport sector. Ideally there should be at least 2 facilitators who could team teach and conduct the workshop. While one facilitator presents or acts as main facilitator for group work of one module, the second facilitator should prepare for the next module. During group work, facilitators will divide the task of facilitation and follow the discussions within each working group.

Preparation of handouts and instructional tools

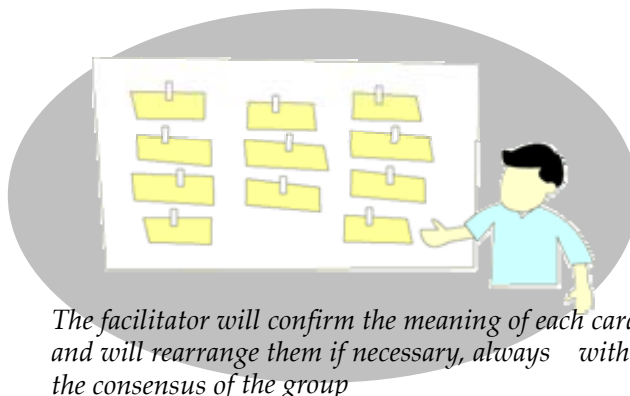
Print or copy the necessary number of the handouts attached to this kit. To save the cost of reproduction, all handouts were prepared without the color. Presentation slides can be downloaded to a PC and presented using a LCD or video projector. If such equipment is not available, print the slides on a transparency film and use an overhead projector. In both cases, make sure to rehearse the presentation prior to the workshop, to check if all equipment is functioning properly. Technical troubles break the concentration and interest of the participants.

Use of cards

Prepare large post-it cards and sticking tape, as well as large sheets of craft paper for the participatory analysis. If such materials are not available, cards can be cut by oneself. It is recommended that only one color be used for one purpose. By the use of these cards, every participant will be able to participate in the process of thinking and analyzing a problem. Make sure that every participant will write at least one card, and that he/she sticks the card him/herself on the craft paper. Using cards enables correction and rearrangement. After the workshop, the facilitator can roll up the craft paper and take home for posterior analysis of the workshop.



Every participant will write at least one card and will stick the card her/himself to the craft paper

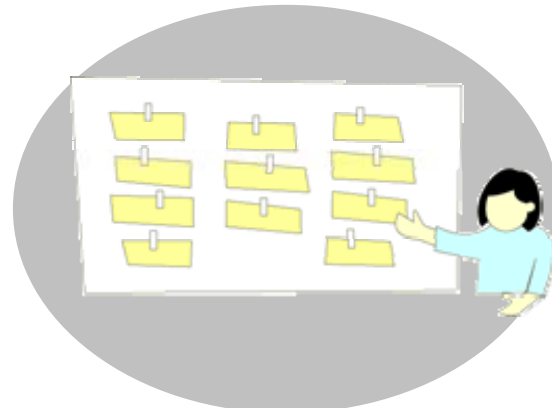
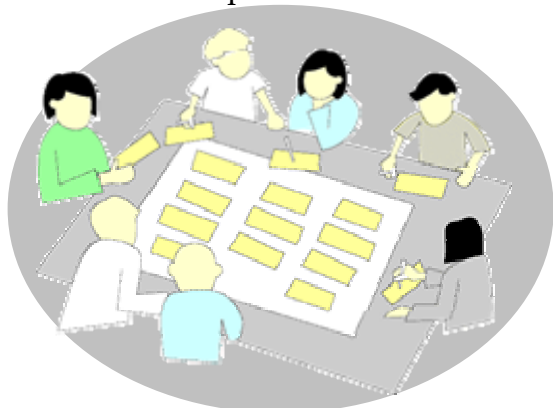


The facilitator will confirm the meaning of each card and will rearrange them if necessary, always with the consensus of the group

Group Work Exercise using the cards

During the Group Work exercise, make sure that every participant is writing her/his own card. The participants should not discuss too much amongst themselves when writing the cards, every idea has to be written on a card and shared visually.

After the planned time is up, each group will finalize the work and present in plenary session. Groups should not try perfect their discussions, rather the process of each participants participating in the group work and the results presented visually by consensus of each group members is more important .



Evaluation of the workshop

In order to improve the content, methodology, organization and logistics for any subsequent workshops, an evaluation should be conducted after each workshop. The most simple evaluation tool is the workshop questionnaire which is attached in this kit. After collecting the questionnaires, the results should be analyzed and a short evaluation meeting with the workshop team should be conducted.

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ANNEXES

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Annex 2: Workshop Planning Form

Annex 3: Sample Workshop Plan of Uganda Workshop

Annex 4: Thumbnail of the PowerPoint Presentation Slides

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Introduction

Objective


**To introduce each other and share concerns.
To recognize the purpose of the workshop.**

Training Methods	Content	Materials
Presentation	<p>1.1 Key questions to share the participants' concerns</p> <p>Are there gender specific issues in the transport sector? If so, what prevents the integration of gender into transport sector policies, programs and projects? What has been done? What could be done?</p>	
Presentation	<p>1.2 Objectives of the workshop</p> <p>1) Introduce the concept of gender in transport sector. 2) Introduce the key concepts of gender analysis and gender planning and their applicability in the transport sector by using participatory methods. 3) Generate an action plan to integrate gender in their respective mandates</p> <p>Studies in many part of rural Africa show... Women's multiple tasks impose on them a heavier travel and transport burden that of most of men</p> <p>Women have more limited access to the available means of transport, and also may experience socially determined constrain on their ability to travel inside and outside the community</p>	<p>Slide 2</p> <p>Slide 3</p>
Presentation	<p>1.3 Introduction of participant</p> <p>Key points:</p> <p>1) It is recommended that all the participants are given a participants' name list and name tags at reception. The workshop is a great place not only for learning but also for networking. 2) The above key questions can be used to share the participants' concerns but it is better not to discuss them in depth since this is the time to warm up or "icebreak".</p>	

1 Sex and Gender

Objective

To make sure the participants understand the concepts of “gender” and “sex”.

Training Methods	Content	Materials
Activity	 <h3>Activity 1</h3> <p><Objective of Activity 1> To share the images of women and men and understand the concepts of sex and gender.</p> <p><Preparation> A black board, a microphone if necessary</p> <p><Procedure></p> <ol style="list-style-type: none"> 1) A facilitator asks the following questions to the participants and writes the answer on the board. Q: What is your image of women? Q: What is your image of men? 2) Classify the results into the positive image and the negative image. 3) Discuss whether the negative image can be changed. 4) Introduce the definition of “sex” and “gender.” 	Slide 4 Activity Sheet 1
Presentation	<p>Definition</p> <p>Sex is determined biologically. Gender is constructed socially and culturally.</p> <p>The gender relations between men and women can be changed if necessary, since it is constructed socially and culturally.</p> <p>Key points :</p> <p>Sometimes the word “gender” is associated with a negative image, however, it should have both positive and negative images. During this activity, it is important to make sure the participants recognize that there are some positive images. By admitting the positive image, the participants can think about the negative parts without any problem.</p> <p>Example</p> <p>Different perceptions between men and women, drivers and passengers</p> <p>Ex. Of Peru: Passengers’ perceptions</p> <ol style="list-style-type: none"> 1) Men see transport as a means to reduce time and costs 2) Women focus more on comfort issues within transport -- such as technical issues, cars’ maintenance, technical revision of cars, old seats and old units -- 	Slide 5

and safety, because they feel mistreated, impotent, angry, panic, uncomfortable, smashed and harassed within public transport for example.

3) Drivers and fee collectors do not respect women and do not take into account that they are carrying people, children, the elderly and the disabled. They push and run. Collectors are dirty and do not have any culture or respect.

Drivers' perceptions about passengers

Passengers do not respect traffic rules, do not know traffic signals and do not pay real fares. This is why drivers must think up new strategies to call in passengers, which results in extreme cases like 'disco vans' where drugs and alcohol are found.

Different expectations

The National Police of Peru, through its Division of Traffic supervises standards and regulations for traffic and provides security to pedestrians and operators. The police have raised their institutional image, by changing their traffic controllers from men to women; however, female police are not respected at all - many have been run over by drivers in the line of duty and a few have died as a result.

Cultural Norms

Ex : Senegal

Lack of water has compelled the population of whole villages to migrate to nearest cities. A male respondent in Thilmakha said that the scarcity of water is threatening the very institution of marriage as more and more girls refuse to marry a man who lives in a landlocked village because access to water and health care services would make their life hell.

Cultural Stereotype


Ex : Senegal

Social prejudice prevents women from riding donkeys that are traditionally used for the transport of goods and for children. It is not rare to see women transporting heavy loads alongside donkeys carrying a man or his goods.

2 Influential factors

Objective

To understand the interrelated factors of women's situation.

Training Methods	Content	Materials
Activity	<p>2.1 Gender is not the only cause but...</p>  <p>Activity 2</p> <p>The participants will identify factors affecting the situation</p> <p>Q: How different factor affect the situation?</p> <div style="border: 1px solid black; padding: 10px;"> <p><i>ADDIS's STORY</i></p> <p>Addis is 16 years old. She was promised to Mengistu her future husband when she was 5 years old and married when she turned 15, which is the legal age for Ethiopian girls to get married. She became pregnant soon after getting married. However Addis was malnourished and short for her age, thus her pelvis not developed and still very narrow. There was no clinic nearby to monitor her pregnancy. She did not know at first that she was pregnant, and when she did realize that a baby was moving inside her. She did not know when she would be giving birth as she had never received such information or knowledge. This was because she had only had 2 years of schooling, as she was taken out of school by her parents who feared she would be raped either to or from school which was a good 15 km away. If she was raped, she would not be suitable for marriage with Mengistu, her promised husband.</p> <p>Consequently, Addis was in labor for seven days. She started labor on Saturday and she delivered two Sundays later. Her husband thought that she would deliver, tomorrow after tomorrow she would deliver. But then a week passed, and she was in serious agony by Friday evening. Finally on Saturday her husband found some people to transport her on a goatskin to a clinic one day walk away from her home. But actually, Addis didn't know what happened after Friday and Addis's baby was stillborn. This was because a baby can't stand more than a day of labor with pressure on the baby's head, the blood supply is cut off and the baby dies. And that's the reason laboring mothers can finally deliver. The baby gets smaller when it's dead and can be squeezed out through the vagina. But during that process it's damaged the birth passage and given her these holes - a hole in the bladder.</p> <p>The hole in the bladder is called a fistula and Addis was left with this and paralysis of one leg because of the long pressure of the baby's head on the leg nerves. Addis's husband Mengistu left her upon seeing that Addis could not control her urine, saying that Addis was cursed. Addis had gone through an enormous amount of physical suffering, been unconscious for days. She was bewildered when she became conscious, by the fact that her first born was dead and that she was constantly leaking on to the floor without control. She wished she had died during labor.</p> <p>.Addis had her legs tied up as she was constantly leaking and nobody in her community knew what to do. She was also not allowed to drink so that she would not longer leak. She became dehydrated and as time past, her legs did not move anymore. Perhaps due to hunger and weakness, perhaps due to the fact that she was tied up. Nobody thought about selling their precious sheep or cow or selling their collected wood and water for Addis to go see a doctor or to transport her, she was disowned and outcast. Besides the journey on the back of a truck would take 4 days. Who could afford such a trip and who would want to ride with a constantly leaking, urine soaked woman? Addis died alone.</p> <p>If only Addis could have found her way to the Addis Ababa Fistula Hospital which specializes in the treatment of fistulas....and if only she could have been one of the 1500 patients which arrive in a year to receive free operative surgery and treatment</p> </div>	<p>Activity sheet 2</p> <p>Slide 6</p>

<Objective of Activity 2>

To show the inter related issues which affect women.

To bring out some transport issues in relation to sex and gender.

<Preparation>

1) Prepare 7 rectangular sheets of paper and write the following words on each sheet of paper.

“SEX, GENDER, ECONOMIC, POLITICAL, SOCIAL, CULTURAL, and EDUCATIONAL.”

2) Prepare a string or a ball of knitting yarn.



Handout: Activity Sheet 2

<Procedure>

Give the participants 5 minutes to read activity sheet 2. Meanwhile lay the cards labeled SEX, GENDER, ECONOMIC, POLITICAL, SOCIAL, CULTURAL, and EDUCATIONAL on the floor in a circle.

After 5 minutes, ask the participants for a volunteer to symbolize the daughters. He/She will be requested to stand in the middle of the circle holding the end of the string. Let the other participants stand around the person symbolizing the daughter(s) along the papers on the floor (in a circle).

Then keep on asking the question: “Why did the daughters die?” and classify the answer into one of the seven categories. Give the other end of the string to the participant who stands beside the category of the answer. When passing the string to the next participant, make sure that the string goes around “the daughter” once so that at the end of the exercise “the daughter” will be circled by the string.

When everyone has had a chance to respond, ask the following questions.

- 1) How they felt during the exercise
- 2) The lessons which they have learned from the exercise regarding the situation of women in society;
- 3) The questions raised by the exercise
- 4) Discuss the problems of the mother/daughters in relation to the transport sector.



Key points:

There are a variety of factors which influence women’s situations. Gender is one of these important factors but tends to be neglected. Create a friendly atmosphere and let the participants talk freely.

4 Introduction of Gender Analysis

Objective

To introduce gender analysis and recognize its usefulness and limitations.

Training Methods	Content	Materials
Presentation	<p>4-1 Sexual/Gender Division of Labor</p> <p> Handout</p> <p>Definition</p> <p>Reproductive work : Child-bearing/rearing responsibilities, and domestic tasks done by women, are required by society to guarantee the maintenance and reproduction of the labor force. It includes not only biological reproduction but also the care and maintenance of the workforce (male partner and working children) and the future workforce (infants and school-going children).</p> <p>Productive work : Work done by both women and men for pay in-cash or in-kind. It includes both market production with an exchange-value, subsistence/home production with actual use-value, and potential exchange-value. For women in agricultural production this includes work as independent farmers, peasant wives and wage workers.</p> <p>Community managing work : Activities undertaken primarily by women at the community level, as an extension of their reproductive role, to ensure the provision and maintenance of scarce resources of collective consumption, such as water, health care and education. This is voluntary unpaid work, undertaken in 'free' time.</p> <p>Community politics work : Activities undertaken primarily by men at the community level, organizing at the formal political level, often within the framework of national politics. This is usually paid work, either directly or indirectly, through status or power.</p> <p style="text-align: right;">(Source: Moser, 1993)</p>	<p>Slide 7 Handout</p> <p>Slide 8</p> <p>Slide 9</p>
	<p> Activity 3</p> <p><Objective of activity 3></p> <p>To determine from the participants' own observation and experiences the sexual/gender division of labor within the family and community of the sector or group that they are working with.</p> <p>To provide the participants an activity profile, that is one of the main tools for the gender analysis.</p> <p>To discuss the usefulness and limitations of an activity profile.</p>	



Video Show: "Impossible dream"

<Preparation>

- 1) One video player and a monitor
- 2) The video tape called "Impossible dream."
- 3) A large sheet of paper (size 80cm x 110cm)and draw lines beforehand and write the words "men," "women," "boy," and " girl" on the first line as follows.

	Men	Women	Boy	Girl

- 4) Adhesive memo pad (size 5cm x 15cm)
- 5) Magic Markers (black) for participants to use
- 6) Scotch tape

<Procedure>

Watch the video "Impossible dream."

Create groups of three or four participants.

Step 1 : Think about all kinds of activities that the family members have to do in one week. Then write down one activity per piece of paper (adhesive memo) and post it on the table (as seen above) under the person who does it. Only write one activity per piece of paper. Here, activities mean things that someone in the family has to do to live on.

Step 1

Family members	Father Age 45	Mother Age 41	Son Age 17	Daughter Age 13
Plow Well maintenance	Plant Cook Collect fire wood			

Step2 : After 20 minutes, the facilitator introduces three new words. They are "Productive work," "Reproductive work," and "Community management." Ask the participants to write these words in the column 1 to 3. And classify the activities into three categories by moving the same column.

Step 2

Family members	Father Age 45	Mother Age 41	Son Age 17	Daughter Age 13
1 Productive work	plow	plant		
2 Reproductive work		Cook Collect fire wood		
3 Community management	Well maintenance			

Step 3 : Hang the big sheets of papers on the wall and discuss the results.

Step 4 : Summarize the results and discuss the usefulness and limitations of the activity profile.

Some key points to discuss.

- 1) Activity analysis recognizes that in most societies low-income women have a triple role:
- 2) Women undertake reproductive, productive and community managing works, while men primarily undertake productive and community politics works.
- 3) Since women have triple roles, that is the women who decide how to manage the limited time to pursue the roles. Show the slide on time management of women before and after being involved in (labor-based) road construction..
- 4) Reproductive work is mostly done by women or girl children. This should be recognized by creating the activity profile.
- 5) The activity profile is a good conceptual tool to grasp the division of labor, but it is better to point out that such labor will change depending on the seasons or regions. As an example, show a seasonal calendar.
Ex. A rainy season: flooding rivers
- 6) Some of the activities might be difficult to classify into the three categories; productive work, reproductive work and community work. For example, going to school is hard to classify.
- 7) The activity profile does not capture the distance which people move and the time which people spend for each activity. Thus, discuss these points by showing the data (ex. table 1).
- 8) The activity profile exercise does not capture some activities such as eating, sleeping, drinking, playing, and resting. Thus discuss these points as a limitation to the exercise.

Distance and time

Ex : Senegal

Table 1 shows the average distance women walk to access facilities.

Table 1: Walking Distances to Selected Facilities

	< 5 km	< 5-14 km	15 km and plus
Primary school	85 %	10 %	5 %
Village market	49 %	27 %	22 %
Weekly market	31 %	30 %	33 %
Shops	79 %	11 %	9 %
Maternal and Child Health Facility	53 %	35 %	12 %
Family Planning Facility	41 %	32 %	27 %

Source: ISIS, 1999

Ministère de l'Economie, des Finances et du Plan. Direction de la Prévision et de la Statistique, Division des Statistiques Démographiques: Enquêtes Sénégalaises sur les Indicateurs de Santé, (ISIS), 1999

Step 5 : Let the participants think about the impact of an intervention such as those listed below.

Case one: a bicycle project

Case two: a new rural road construction project (the road would connect villages)

Discussion Questions :

What kinds of influences do you think the new project will bring to men and women? What are the positive impacts and what are the negative impacts? Relate these influences to the division of labor.

You can use the following case to discuss the impact of a bicycle project on men and women.

Slide 12

Presentation and Discussion



Case Study 1

Ex : South Africa

The Shova Kalula National Bicycle Program

The Shova Kalula National Bicycle Program is a ministerial initiative of the National Department of Transport targeting rural and underdeveloped peri-urban areas. The National Department of Transport has taken up the challenge to meet the need for low-cost mobility solutions in rural and peri-urban areas by developing and prioritizing the Shova Kalula (Ride Easy)

Case Study 1

National Bicycle Transport Partnership. The overall aim was to implement one million bicycle transport packages in South Africa over ten years. It has started the year 2000/1 financial year. The purpose of this project was to implement a national transport partnership to promote the use of bicycles and work cycles as means of transport.



Results

Positive impact

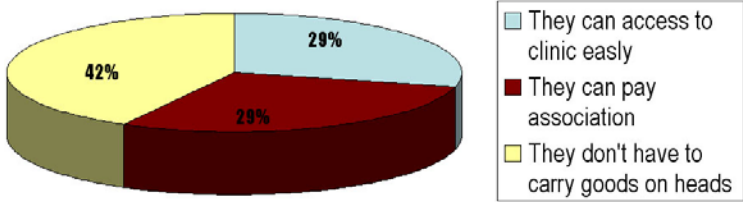
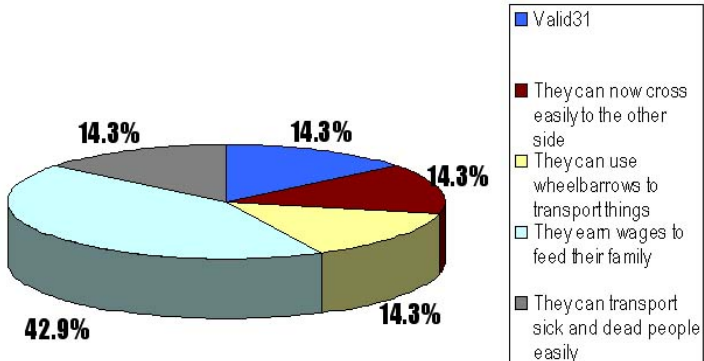
- 1) Bicycles gave people the opportunity to own cheap means of transport, to access employment and consequently to earn a living.
- 2) Being able to go to work economically gave beneficiaries an opportunity to participate in mainstream economy and become economically secure.
- 3) Women were empowered by greater mobility
- 4) Children who traveled 5-10 km to access secondary education were able to reduce travel time and to access educational facilities more easily.
- 5) Children could carry other things besides their notebooks and lunch boxes.
- 6) School girls had a better chance of avoiding rapists, smooth-talking motorists and hangers-on in luxury cars, since they could get home before dark.
- 7) In the project, training on basic and advanced mechanics and bicycle maintenance and operation was given to beneficiaries. The shop managers learned about how to repair a bicycle, how to assemble parts and how to manage the shop. The project empowered the shop managers as they have been exposed to running a small business. They were also given the opportunity to become future entrepreneurs.

Negative impacts :

- 1) The bicycles were sold at a subsidized price of 150 South African rands (SAR), the affordability made many users very happy. The amount was initially meant to cover learners only. A letter was required from the school principal to procure a bicycle. But because they were affordable, the system was abused by parents who purchased bicycles in their children's names.
- 2) The records kept by shop managers show that 4,283 bicycles were sold through the project. The shop in Bakkenberg (Limpopo Province) registered the highest sales of 1,120. It was followed by Witpoort also in Limpopo at 1,111 and Hammanskraal at 810. The remaining shops sold an average of 126 bikes. The reason why Bakkenberg had the most sales could be because the area has a strong history of cycling for both men and women. Many commuters cycle to town in Potgietersrus. The community there is familiar with bicycles and when the opportunity of extremely cheap bikes presented itself, the people took advantage of the opportunity. The project bikes are extremely cheap, at SAR 150-300 compared to the normal price of about SAR R800. That is a bargain for a community that is known for cycling
- 3) There was no general perception of the men on women who rode bicycles. The elder men thought women who rode bicycles to be strange. Younger men accepted that women could also ride bicycles. In the end, fewer women rode bicycles because men did not support the idea.

Presentation	<p>4) Some of the beneficiaries felt they were sold disposable bicycles, in a sense that once a bicycle part was damaged it could not be replaced. This rendered such bicycles useless. One reason for the short supply of parts could be that they are no longer available from where they were imported, since the bikes were old models. It could also be that the process of importing had become expensive for the service provider.</p> <p>4.2 Access to and Control of Resources and Benefits</p> <p>Objective Identify transport-related resources and introduce the “Access and Control Profile” as a gender analysis tool.</p> <p>Definition “Access to resources and/or benefits” means the presence or lack of the opportunity to make use of something. “Control of resources and/or benefits” means the ability to define or decide use and ownership of something.</p>	Slide 13
Activity	<p> Activity 4</p> <p><Objective of activity 4> To provide the participants the access and control profile in order to deepen understanding of gender inequalities. To discuss the issue of access and control as it contributes to the subordination of women in some cases.</p> <p><Preparation></p> <p> Hand out : activity sheet 4</p> <p><Procedure></p> <ol style="list-style-type: none"> 1) Refer to the activity sheet and add, if necessary some other resources and benefits. 2) Introduce the definitions of the two terms, “access” and “control” of resources and benefits. 3) Check the matrix by checking V marks. (You can work with the situation created in activity 3, the division of labor.) 4) Discuss the results in relation to the transport sector. <p><i>Ex: Senegal</i> Mobility is an important issue for women in rural areas. In the absence of technology to alleviate their burden and of credit to purchase IMTs (intermediate means of transport), they end up using their own bodies as working tools.</p>	Activity Sheet 4

5 Project cycle

Training Methods	Content	Materials												
Presentation	<p>To Gender analysis should be used at each stage of a project cycle—Identification—Design/Planning—Appraisal—Implementation—Evaluation—Identification— through all stages.</p> <p>1 / To make invisible women visible <i>Ex : Uganda</i> “Gender is regarded as a cross-cutting concern and most a sector wide approaches indicate that it will be mainstreamed during the identification, design, implementation and monitoring of development interventions. However, considering gender as a cross-cutting issue commonly results into its invisibility in overall, sectorial and specific objectives, activities, indicators and investment plans. This implies that unless special measures such as gender analysis are taken, gender may be inadequately incorporated during implementation.”</p> <p>5 / The different impact of the projects on men and women <i>Ex : Lesotho</i></p>	Slide 14												
	<p>Figure 1: How the project changed lives of women</p>  <table border="1"> <caption>Data for Figure 1: How the project changed lives of women</caption> <thead> <tr> <th>Impact</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>They don't have to carry goods on heads</td> <td>42%</td> </tr> <tr> <td>They can access to clinic easily</td> <td>29%</td> </tr> <tr> <td>They can pay association</td> <td>29%</td> </tr> </tbody> </table>	Impact	Percentage	They don't have to carry goods on heads	42%	They can access to clinic easily	29%	They can pay association	29%	Slide 15				
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They can access to clinic easily	29%													
They can pay association	29%													
	<p>Figure2 How the project changed lives of men</p>  <table border="1"> <caption>Data for Figure 2: How the project changed lives of men</caption> <thead> <tr> <th>Impact</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Valid31</td> <td>14.3%</td> </tr> <tr> <td>They can now cross easily to the other side</td> <td>14.3%</td> </tr> <tr> <td>They can use wheelbarrows to transport things</td> <td>14.3%</td> </tr> <tr> <td>They earn wages to feed their family</td> <td>14.3%</td> </tr> <tr> <td>They can transport sick and dead people easily</td> <td>42.9%</td> </tr> </tbody> </table> <p>6 / Negative impacts of a project <i>Ex : Lesotho</i> The followings are the reasons why the communities fail to use the improved road and the new footbridges. Are these related to Gender issues? Afraid of heights (in case of footbridges) Roads located in the wrong place</p>	Impact	Percentage	Valid31	14.3%	They can now cross easily to the other side	14.3%	They can use wheelbarrows to transport things	14.3%	They earn wages to feed their family	14.3%	They can transport sick and dead people easily	42.9%	Slide 16
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They can transport sick and dead people easily	42.9%													

There are no means of transport on which to travel
The transport services available to women are too costly
Incidences of increased crime
Loss of customers to big business in towns
Incidents of accidents due to vehicles those are not road-worthy

Ex : Uganda

Facilities needed by men and women are different.
For the workers who had employed away from residential areas, a road camp with separate facilities was constructed. However, no shelters were provided for breastfeeding mothers.

The recruitment process varied.

The majority of the contractors provided equal opportunities for both women and men by advertising on market days and through community and local government administrative structures. Others informed communities of work opportunities through their staffs. However women in need could not get the information and as a result, it limited women's participation.

The criteria used for recruitment is different between men and women. Physical fitness and trial and interviews on fixed dates are included predominantly.

This obviously deters women's participation.

Needed information is different. No information is available about the gendered distribution of the direct benefits of road improvement. Ex. Cash income accruing to community members living along district roads, improved accessibility and improved livelihoods.

The number of the representative who attends the decision making meetings is different. The proportion of women at workers' representatives meetings at the work site was an average of 3%; at worker community committee's was average 25 %, and female membership to work committees was 24%.

A baseline study on the use of labor-based methods in district road works in 2000 revealed that for the two years analyzed, there were no female unskilled workers under the force account system for both periodic and routine maintenance.

Women contributed an average of 11.5 and 13.5% of the workdays in skilled and unskilled rehabilitation works, respectively. The survey established that mainstream works/technical services departments were male dominated, with no female district engineers and only one female district supervisor of works.

7 / Summary

Why the impact of the project is different between men a women?

Because the situations surrounding men and women as well as the life styles are different between men and women.

Show the inter related issues that worsen the situation of women.

6 Introduction to Gender Planning

Objective

The concept of gender planning was introduced through highlighting the differences in the transport needs of women and men.

Training Methods	Content	Materials
Presentation	<p>Definition</p> <p>Gender planning</p> <p>The goal of gender planning is the emancipation of women from their subordination, and their achievement of equality, equity, and empowerment.</p> <p style="text-align: right;">Source: Moser (1993)</p> <p>6.1 Equality and Equity</p> <p>Equality of opportunity and Equity of impact based on the Aesop's Fables</p>	<p>Slide 17</p> <p>Slide 18</p>
Presentation	<p>Motion Slide</p> <p>A fox and a stork may be given equal opportunity to eat from a dish. Who gets most depends on whether the dish is wide and shallow to suit the fox, or deep and narrow to suite the stork. For equitable impact, each would have to eat a share of the food from its own dish.</p> <p>We tend to forget to see the shape of each animal carefully. It means that the resources and benefits usually benefit most those who are best placed to exploit the additional resources. They are those who are better off, educated and well informed persons regardless the sex and those who are more accessible, rather than those who are in remote areas.</p> <p>Thus we need to consider carefully the underlying barriers to ensure equal chances of opportunities and equity of impact of a project.</p> <p>Example</p> <p><i>Ex.1</i> The United Nations passed the Convention for the Elimination of All Forms of Discrimination Against Women in 1979. It is better to check whether it was ratified this treat or not.</p> <p><i>Ex.2 Affirmative action</i></p> <p>"Affirmative action" means positive steps taken to increase the representation of women and minorities in areas of employment, education, and business from which they have been historically excluded. It is designed to provide equal opportunity but not to grantee equal outcome.</p> <p>They generally involve three main purposes.</p> <p>The most general guidelines are preferences or when specific racial/ethnic groups or women get preferential consideration in a hiring, admissions, or award decisions when other qualifications have been met.</p> <p>The second type of guideline involves setting affirmative action goals -- when a</p>	<p>Slide 20</p> <p>Slide 21</p> <p>Slide 22</p>

certain percentage of racial/ethnic minorities or women are hired, admitted, or awarded.

The most rigid guideline is the dreaded quota that involves setting aside a specific number of hiring decisions, admission positions, or awards to racial/ethnic minorities or women.

Ex.1: South Africa

The Constitution protects affirmative action and says that people who have been discriminated against in the past should receive special treatment or opportunities to right previous wrongs.

Ex.2 : Uganda

Gender equality is entrenched in the Constitution through a number of provisions. Article 21 affirms equality of all persons and prohibits discrimination based on, amongst other things, sex. Article 32 establishes the rights of the disadvantaged and requires the state to take active measures including affirmative action to redress the situation.

6.2 Empowerment

Slide

The following is the Women's Empowerment Framework, developed by Sara Longwe. This is adopted by UNICEF as an appropriate approach to be used in mainstreaming gender. The framework states that women's development can be viewed in terms of five levels of equality, of which empowerment is an essential element at each level. The levels are:

1. **Welfare:** this addresses only the basic needs of women, without recognizing or attempting to solve the underlying structural causes which necessitate provision of welfare services. Women are merely passive beneficiaries of welfare benefits. It will be approached top-down and the transport issues are not considered. Thus intervention like this is not sustainable to empower women.
2. **Access:** equality of access to resources such as educational opportunities, land and credit is essential for women to make meaningful progress. The path of empowerment is initiated when women recognize lack of access to resources as a barrier to their growth and overall well-being and take action to redress this. One of the examples is affirmative action. It will ensure to employ women in a certain area.
3. **Awareness-raising:** for women to take appropriate action to close gender gaps or gender inequalities, there must be recognition that their problems stem from inherent structural and institutional discrimination. They must also recognize the role that women themselves often play in reinforcing the system that restricts their growth. Awareness-raising leads women to think why the situation surrounded are different from that of men. Capacity building is one of the examples. It taps the concept of equity.

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Slide 24

Slide 25

Slide 26


Side 27

4. Participation: this is the point where women take decisions equally alongside men. Mobilization is necessary in order to reach this level. Women will be empowered to gain increased representation, by organizing themselves and working collectively, which will lead to increased empowerment and ultimately greater control. Empowerment doesn't occur unless stakeholder participates. Women's union might be one of the good places to participate at the beginning.

5. Control: The ultimate level of equality and empowerment, where there is a balance of power between women and men and neither has dominance. Women are able to make decisions regarding their lives and the lives of their children and play an active role in the development process. The contributions of women are fully recognized and rewarded.

(Source: UNICEF, 1994)

7 Gender Needs


Training Methods	Content	Materials
Presentation	<p>Definition</p> <p>Gender needs Women have particular needs that differ from those of men, not only because of their triple role, but also because of their subordinate position to men.</p>  <p>Activity 5</p> <p><Objective of Activity 5 > To introduce the terms “practical gender needs” and “strategic gender needs” by listing “interventions promoting efficiency” and “interventions contributing to gender equity” in relation to the mandates (work) of transport sector stakeholders.</p> <p>GENDER NEEDS</p> <p><Preparation> 1 On the blackboard, write “interventions which promote efficiency” on the left side and “interventions which contribute to gender equity” on the right side.</p> <p><Procedure> Ask the following key questions to the participants and write the answers on the board.</p> <p>Key Questions</p> <ol style="list-style-type: none"> 1) What kind of gendered transport needs can you think of? List them by referring to the gender analysis. 2) What are the short term needs? What are the long term needs? 3) Identify activities/interventions in relation to your own mandates. 4) Do these activities/interventions result in greater efficiency of women? Do they promote gender equality and equity? <p>Hints for the facilitator Let’s think about “interventions which promoting efficiency” and “interventions contributing to gender equity.” These categories can be termed as “practical gender needs” and “strategic gender needs” named by C. Moser (1993). The characteristic of each term is summarized as follows.</p>	<p>Slide 28</p> <p>Slide 29</p> <p>Activity sheet 5</p>

GENDER NEEDS

Level	←Welfare	Control →
	←Equality	Equity →
Category	Interventions Promoting Efficiency	Interventions Contributing to Gender Equity
Technical Term	PRACTICAL GENDER NEEDS	STRATEGIC GENDER NEEDS
Term	Tend to be immediate, short-term	Tend to be long-term
Beneficiaries	Unique to particular women.	Common to almost all women
Needs stem from	Relate to daily needs: food housing, income, healthy children, etc	Relate to disadvantaged position: subordination, lack of resources and education, vulnerability to poverty and violence, etc
Who identifies	Easily identifiable by women	Basis of disadvantage and potential for change not always identifiable by women
How to address	Can be addressed by provision of specific inputs: food, hand pumps, clinic, etc	Can be addressed by consciousness-raising, increasing self-confidence, education, strengthening women's organizations, political mobilization, etc.
Results		
	Tends to involve women as beneficiaries and perhaps as participants	Involves women as agents or enables women to become agents
	Can improve the condition of women's lives	Can improve the position of women in society.
	Generally does not alter traditional roles and relationships.	Can empower women and transform relationships.

Ex : Uganda

Interventions Promoting Efficiency	Interventions Contributing to Gender Equity
Sinking a bore-hole	Institutional reform
Construction of a valley dam	Increasing sector budget for community roads
Construction of a village market	Gender awareness campaigns
Construction of a bridge over a busy road crossing	Capacity building
Repair of a bridge in the village	Gender Training for staffs in the transport sector
Move the bus stop near the clinic	Review of curriculum for gender sensitivity
Provision of a footbridge	Maintenance of feeder roads
Provision of motorized weeding machine	
Provision of bicycles for men	
Provision of sanitary facilities along road sides	
Provision of sanitary facilities in public places	
Provision of labor-saving technology	
Provision of time-saving technology	

<p>Activity</p>	 <h2>Case Study 2</h2> <p>You can also use the following cases to discuss the gender needs.</p> <p><Objective> To identify practical gender needs and strategic gender needs by using case studies.</p> <p><Preparation></p> <ol style="list-style-type: none"> 1) Prepare a large sheet of paper (size 80cm x 110cm)and draw lines beforehand and write the words “interventions promoting efficiency” on the left side and “interventions contributing to gender equity” on the right side. 2) Magic Markers (black) for participants to use 3) Scotch tape <p><Procedure></p> <ol style="list-style-type: none"> 1) Make a group of three or four participants. 2) Use the following cases and discuss about “interventions promoting efficiency” and “interventions contributing to gender equity.” 3) Write the results on the sheet of paper. 4) Hang the sheet of paper above and present the results in front of the others. <p>Key Questions:</p> <ol style="list-style-type: none"> 1) What are the “interventions promoting efficiency”? In other words what is the practical Gender needs? 2) What are the “interventions contributing to gender equity? In other words, what is the Strategic gender needs? 	<p>Case Study 2</p>
	<p>Case Study A Earning money <i>Ex : Rural Bangladesh</i></p> <p>*****</p> <p>Julekha Begum is from Panchagarh and is 28 years old. She has the education level of grade five. Julekha got married at the age of 15. Her son was born after one year of her marriage. After five years she gave birth to one daughter but her husband left her before the birth of her daughter. At that time she had to move to her father’s house. Now she is living with her 12 years old son Bashir and 7 years old daughter Beena in her father’s house. She became destitute as her husband left her with children. She survived by working in neighbors’/ villagers’ houses as a maid.</p> <p>Julekha joined RDP-21 late 2000. She was selected as an LCS member of RDP-21 through the lottery system. She maintains the roadside and looks after the plantation provided by the project. She received one day’s training after joining the project. According to her, two years is very short to make the plants/trees</p>	

sustainable. She mentioned that the project should provide the supporting bamboos or sticks for the plants. In rainy seasons, she faces a problem in collecting soil to maintain the road.

After joining RDP-21 she has become independent with reasonable earnings. After IGA training she rented some land with the money she saved when she was working in the project. She spent Tk 2,500 to rent this piece of land and she invested Tk 1,000 in a money lending business from her own savings. Now Julekha earns Tk 80 and Tk 75 per month from the land and credit from the lent money.

Julekha believes that RDP-21 should employ women for two more years, as the additional year would help them to become totally independent. At present, at the end of the second year they start to become independent. So this support should continue for two more years. As of now, some of the women cannot stand on their own foot after their termination from the job.

Julekha is no more destitute and has honor in the society. She has decision making power as well as some money. She does not have to depend on anybody any more. She earned the skill to accommodate and establish her own right in the society.

Before joining RDP-21 Julekha did not have any savings. Now she has invested some money on land and credit business and earning Tk 155 per month. She is again working in peoples' house and getting food from there.

Julekha is planning to buy a cow with the RDP-21 forced-saved money, which she kept in the bank. She is also thinking of buying land. She wants to give a good life to her children. Her economic condition was better when she was working in RDP-21. After the termination her condition has deteriorated again. She wishes to join another LGED project and work again if there is any scope.

Case Study B

Trade Ex : Senegal

Trade plays a crucial role in rural women's strategies to earn cash. Women face difficulties in carrying their production to markets. If means of transport are unavailable or delayed, their produce might be rotten. In some RCs such as Mbane where a lorry might be available, they are too big for the women's groups' production. Women's production is too small to fill a lorry but usually, no matter the weight that is loaded, the group must pay the same price as for a full lorry. As a result, women end up renting carts and making several trips from the village to the nearest market where prices are lower.

Carts are the most available mode for transporting women's goods to markets.

The fare is high compared to the level of women's income.

In Thilmakha a female trader who buys goods from Thies (the regional capital,

less than 100 km away) complains that only two buses make daily round trips to Thies. Missing one of them compels the traveler to split the trip into several small trips which take longer, are more expensive and are exhausting because goods must be moved from one car to another.

In all sites women complained about the time lost in transport. For example, women in Mbane complain that they spend two hours in the bus to go to the nearest market, only 30 km away.

In all sites, women raised the issue of security, mostly when they ride carts. Carts are overloaded with people and goods and the drivers are often unaware of road regulations. On sandy tracks, they easily lose balance and fall, causing injuries. The accidents are not reported because police stations are in district areas and carts owners are not insured. Travelers often ignore insurance. Night trips and those to take a sick person or a woman who is in labor to a health facility are the most dreaded, because of frequent accidents due to the darkness, the bad state of carts and the holes and pits.

8 Action Plan

Training Methods	Content	Materials				
Activity	<div data-bbox="296 331 376 412" data-label="Image"> </div> <h2 data-bbox="392 344 584 394">Activity 6</h2> <p data-bbox="296 443 663 479"><Objective of Activity 6></p> <p data-bbox="296 488 1262 560">For participants to create action plans or a list of specific actions which would integrate gender in their respective roles and mandates within the workplace.</p> <p data-bbox="296 613 501 649"><Preparation></p> <ol data-bbox="296 658 1302 904" style="list-style-type: none"> 1) Prepare a large sheet of paper (size 80cm x 110cm)with lines drawn beforehand. Write the words “actions that can be undertaken immediately” on the left side and “actions that require additional resources and time” on the right side. 2) Magic Markers (black) for participants to use 3) Scotch tape <p data-bbox="296 954 478 990"><Procedure></p> <ol data-bbox="296 999 1302 1245" style="list-style-type: none"> 1) Divide the participants into a small group based on their affiliation such as policy makers, development aid contractors, local governments, contractors, and consultants and so on. 2) A distinction should be made between actions that could be undertaken immediately and those that would require additional resources as well as time. 3) Let the participants discuss and present the results. <p data-bbox="296 1294 651 1330">Sample of the Activity Sheet</p> <table border="1" data-bbox="296 1330 1302 1760"> <thead> <tr> <th data-bbox="296 1330 802 1375">Action that can be undertaken immediately</th> <th data-bbox="802 1330 1302 1375">Actions that require additional resources and times</th> </tr> </thead> <tbody> <tr> <td data-bbox="296 1375 802 1760"></td> <td data-bbox="802 1375 1302 1760"></td> </tr> </tbody> </table>	Action that can be undertaken immediately	Actions that require additional resources and times			Activity Sheet 6
Action that can be undertaken immediately	Actions that require additional resources and times					

10 References

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