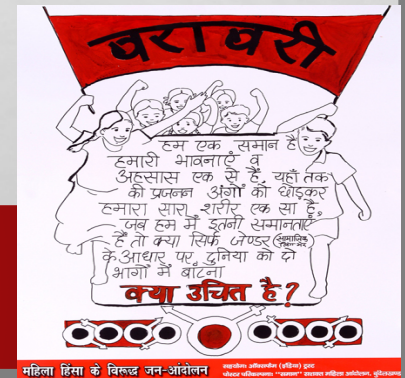


GENDER AND GENDER EQUALITY

PRADAN-JSLPS

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Sex and Gender

❖ Used interchangeably

❖ **Sex:** “the different biological/physiological characteristics of males and females - reproductive organs, chromosomes, that describe differences between individuals as male, female, trans*

❑ **Usually assigned at birth** - sometimes later (in case of ‘intersex’ people)

❑ **Can be changed:** in case of transsexual people (sex reassignment surgeries, hormones, etc.)

❖ **Gender:** “socially constructed characteristics of women and men – such as norms, roles and relationships of and between groups of women and men

❑ Rooted in culture. Gender norms/ behaviours taught within households, communities, work places (socialisation)

❑ Different societies/cultures have different understandings of what is ‘masculine’ or ‘feminine’

❑ When individuals or groups do not “fit” established gender norms - face stigma, discrimination, violence, exclusion - adversely affects health and well being

❖ **Transgender** people who identify differently from their biological sex

❖ **Intersex:** a person born with a reproductive or sexual anatomy that doesn’t seem to fit the typical definitions of female or male

❖ **LGBTQ:** umbrella term for sexuality and gender identity



We are often told that boys and girls are different. They play different roles in society and have to learn different things at home and society.

- Some people say that a **Girl** is one who has long hair
 - But, here is someone *with long hair*
 - *And He is a Boy*



• Some people say that **boys** are those that wear shorts and climb trees
But then, here is someone who also wears shorts and can climb trees very quickly

- *And She is a Girl.....*



- Some people say those who wear jewellery are **girls**
- But then, here is someone who also wears jewellery
 - *And He is a Boy.....*



Breaking gender stereotypes

- Some people think that the **girls'** duty is to help mother in housework – cook and clean
 - But I know someone who helps his mother in cleaning and buying vegetables
 - *And He is a Boy.....*



Image 2 Illustrated by Bindia Thapar in Jagori (1997), Pg 6

Image 4 Illustrated by Bindia Thapar in Jagori (1997), Pg 12

Gender Stereotypes

❖ Rigidly held beliefs/expectations of how people “should be” because they are male or female

❖ Limits options and life choices

❖ Violative of human rights:

□ reinforces inequalities

□ Society overlooks reality of individual differences and judges females and males simply for being a man or a woman, or another gender identity

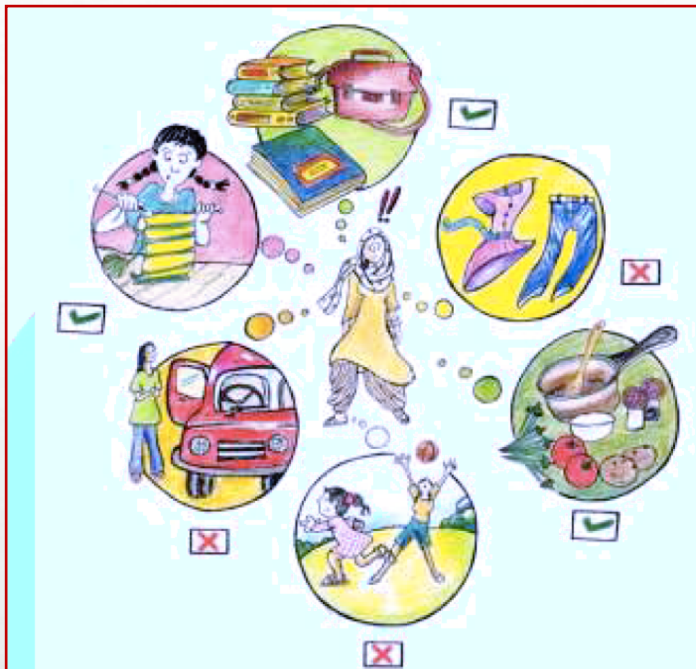
Restrictive for men

- Sole provider of family- feelings of stress, indebtedness
- Taught not to be emotional
- Need to display anger - social expectations of power
- If not fit social ideal - **big, strong, powerful man** - not feel like a productive member of society

Harmful to women

- ❖ Taught to be submissive
 - ❖ Victim of GBV
 - ❖ Not able to say “**No**”
 - ❖ Do things - as “**duty**” even if hurtful, humiliating, or demoralizing
- Limited access to education, mobility, employment
- Put others before themselves
- Gender gap in wages; workdays long
- Status of single women





*Having a girl's body does not teach one to do household work or care for others
 Having a boy's body does not ensure that they will be fearless, intelligent and strong
 These qualities are learnt and taught to us at different stages in our lives within the family,
 schools, community, and so on.
 It is one's upbringing that determines how one grows, what one becomes.*

Key Message

Patriarchy is made up of structures or institutions that exclude women from participation in, or contact with, spaces of greatest power economically, politically, culturally and religiously.

Patriarchy is unjust social system that subordinates, discriminates or is oppressive to women.

We need to challenge patriarchal mindsets & ensure that both boys and girls have equal access to opportunities, decision making, and freedoms.

NCW

KEY CONCEPTS

- **LOWER VALUE TO GIRLS** – SON-PREFERENCE, LIMITED MOBILITY, RESOURCES, LIMITED PARTICIPATION IN DECISION MAKING
- **CASTE AND PATRIARCHY**: RELATIONS OF POWER AND DOMINATION; CONTROL OVER WOMEN'S BODY, SEXUALITY, MOBILITY, VOICE, TARGETED DISCRIMINATION
- **HOUSEHOLD AS A BASIC UNIT OF SOCIAL ORGANIZING**: GENDER INEQUITIES,, SITE OF DISCRIMINATION, NEGLECT, DOMESTIC VIOLENCE
- **GENDER DIVISION OF LABOUR**: CERTAIN ASSUMPTIONS OF HOW WORK IS GENDER-SEGREGATED; LOWER VALUE TO WORK OF WOMEN/GIRLS

Triple roles of women (Moser framework)

- ❑ **Productive role** - production of work for consumption and trade
- ❑ **Reproductive work** - care and maintenance of household, that is crucial for family well-being, invisible, unpaid and undervalued
- ❑ **Community work** - community improvement tasks, time consuming

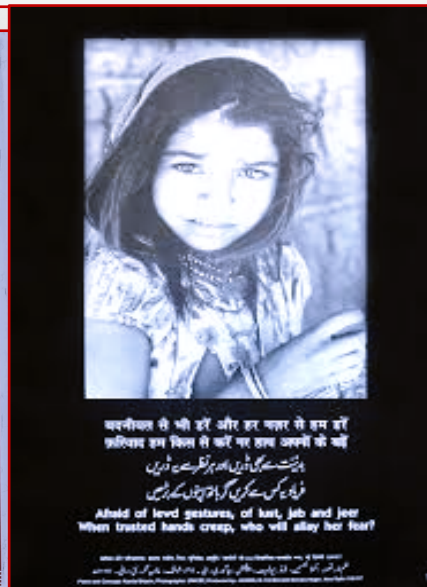
❑ Condition and Position of Women:

Improved Material condition / Enhanced Status

❑ **Practical Needs**: they are short-term, designed to meet immediate living needs and work within existing gender norms and values

❑ **Strategic Interests**: long term interventions, aimed to address root causes of problem; challenge existing relationships, structural change in division of labour, enhanced access to resources, freedom of choice, participation in decision-making, etc.

❑ Addressing these issues leads to a change in the position of women vis-à-vis men and ultimately change gender norms



Gender Equality vs. Gender Equity

- ❖ **Gender Equality** refers to receiving the same resources regardless of sex differences
- ❖ **Gender Equity** refers to the fair sharing of resources, opportunities, and benefits according to any given social framework.

Formal Equality

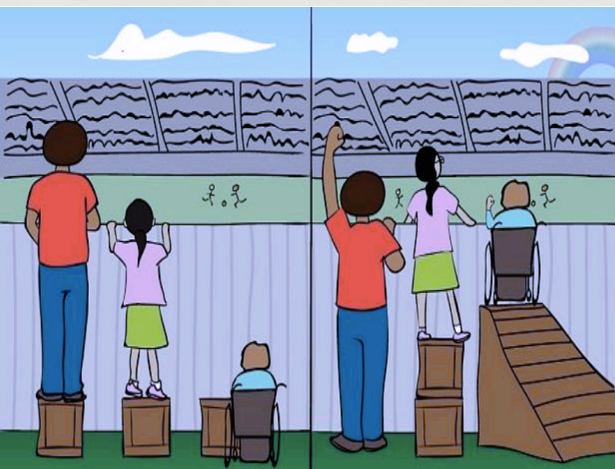
Regards women and men as being the same and sets out to treat women the same as men

Implication being women have to be treated equally according to male standards

Its principle aim is to achieve equal treatment

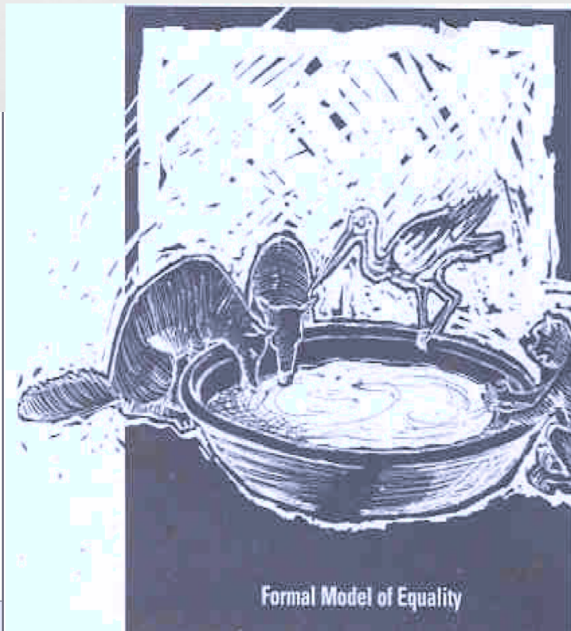
Substantive Equality

- Correct historical, systemic and structural barriers:
 - **Equality of opportunity**
 - **Equality of access**
 - **Equality of results**
- Takes into account and focuses on diversity, difference, disadvantage and discrimination
- Deploys affirmative action through use of temporary special measures to accelerate social change

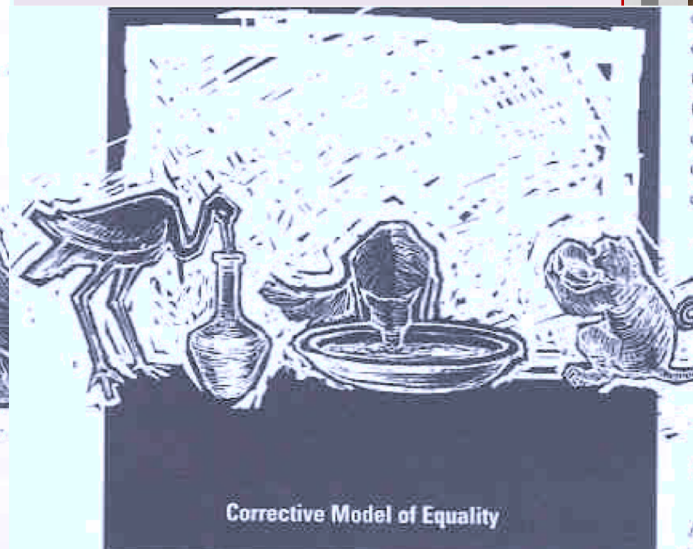


Gender Equality

Gender Equity



Formal Model of Equality



Corrective Model of Equality

Gender - Intersectional Perspective

Prof. Kimberlé Crenshaw (1989)

Recognizes that certain individuals face **multiple and intersecting forms of structural discrimination due to multiple identities and locations and asymmetrical power relations**

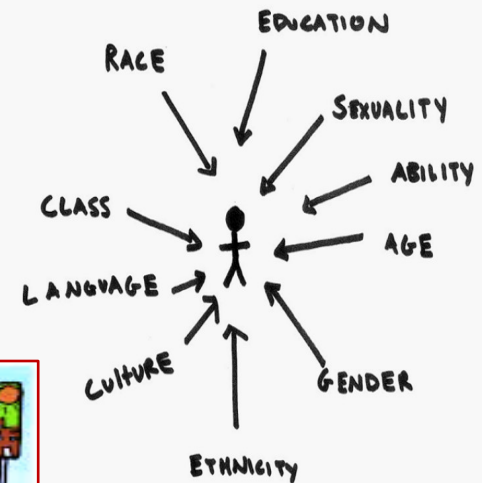
(including [but not limited to] race, class, caste, age, gender, ethnicity, age, sexuality, disability, mental disability, physical disability, mental illness, and physical illness, etc.)

*Policy brief: UN Women, Imkaan, 2019

Social exclusion is a multidimensional phenomenon

People have **multiple identities**

Intersectionality challenges the idea of '*Sameness*'



[google.com/search?client=safari&rls=en&q=Intersectionality+and+](https://www.google.com/search?client=safari&rls=en&q=Intersectionality+and+)

Discrimination through the life cycle of girls and women



Infancy (0-3)

Foeticide, Infanticide, Infant mortality, Discrimination in breastfeeding and health care



Early Childhood (3-5)

Discriminating gender socialization, Gender norms, Discrimination in food and health care



School Age (6-10/11)

School dropout, Malnutrition, Anaemia and Iodine Deficiency Disorder, Child abuse and Exploitation



Adolescence and Youth (15-24)

Unpaid care work at home or lower paid job with risk of sexual abuse at workplace, Lack of voice, agency and facilities



Early Adolescence (10/11-14)

Premature and frequent pregnancy through unsafe delivery which leads to high maternal and infant mortality, anaemia and undernutrition



Child marriage, Puberty, Continued malnutrition and anaemia, Risk of violence, HIV/AIDS, Trafficking, Commercial sex work



Adult (over 25)

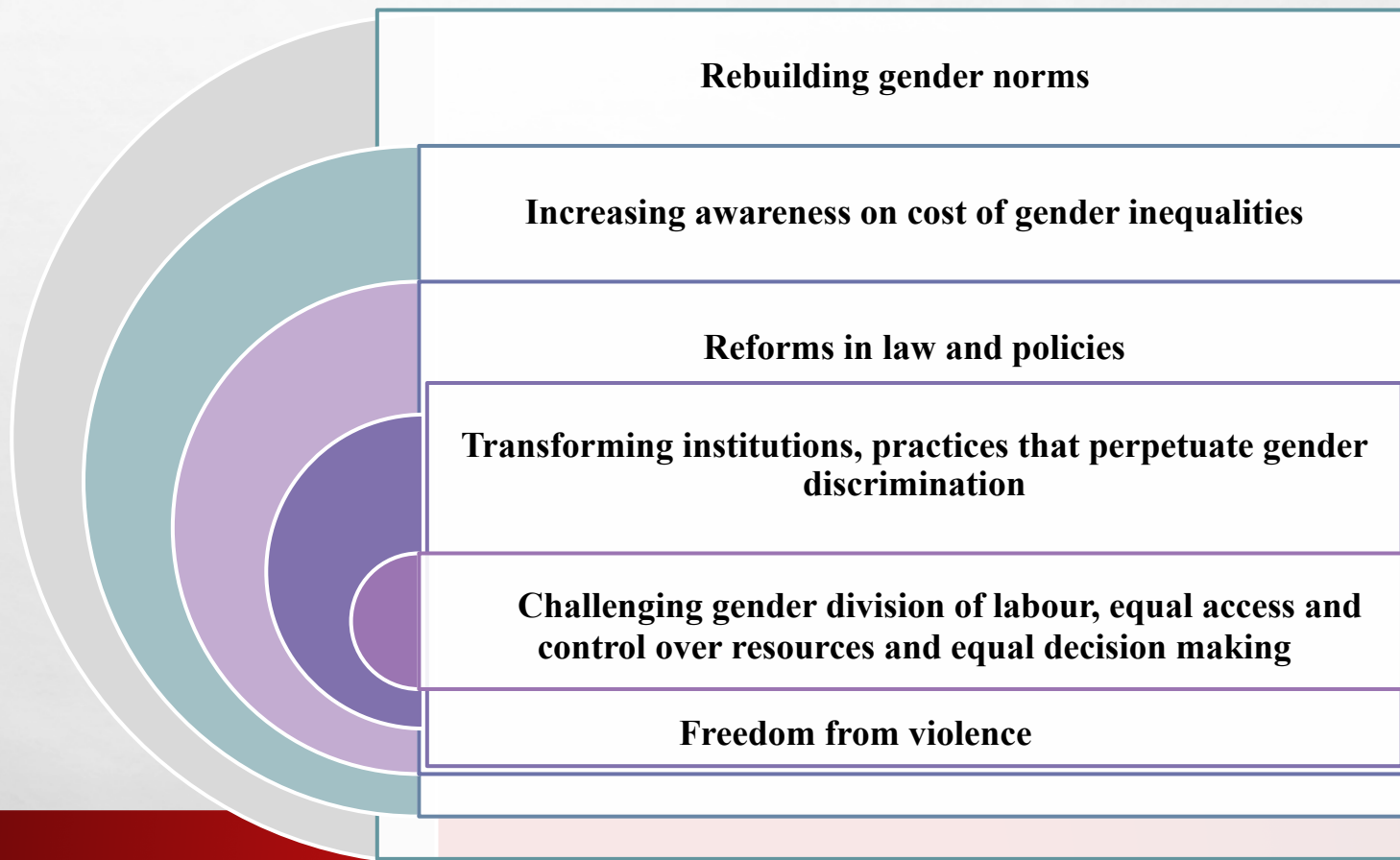
Risks of domestic violence, rape, trafficking, commercial sex work, Abortion, HIV/AIDS, Dowry, Polygamy and divorce



Older Age

Widowhood, Lack control of family resources, Discrimination from inheritance and property laws, Poor health, Destitution, Begging

Key Components to Achieve Gender Equality



SUMMARY



Gender is a relational term used to describe socially determined differences between women's and men's, girls' and boys' roles, attitudes, behaviour and values as perceived in a given societal context. Sex is a biological difference.

Gender is NOT synonymous with just women and girls and NOT just for action or the benefit of women and girls only.



Women, men, girls and boys all must be involved to advance gender equality and societal transformation.

Not all women and girls are the same as inequalities, needs and barriers differ across caste, ethnicities, age, location, wealth quintile, literacy levels, marital status, special needs (such as disability) and conflict conditions.



Gender mainstreaming is about addressing gender issues across all sections, sectors and levels in any planned action including legislation, policies and programmes.

Gender mainstreaming should consider needs of all women and men, girls and boys equally.



UNICEF

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