

COURSE GUIDE



NATIONAL OPEN UNIVERSITY OF NIGERIA

GENDER AND DEVELOPMENT

DES 313

FACULTY OF SOCIAL SCIENCES

COURSE GUIDE

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NATIONAL OPEN UNIVERSITY OF NIGERIA

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INTRODUCTION

Welcome to DES- 31: Gender and Development.

This is a two-unit credit course and compulsory for students in Development Studies. This course has been structured into ----distinct but related units of activities. The course guide gives you overview of the course and provides you with the relevant information and requirements for the course. Also, in this Course Guide, you will be intimated on what you need to know about the aims and objectives of the course, components of the course material, arrangement of the study units, assignments, and examinations.

COURSE AIMS

The aim of this course is to give you in-depth understanding of the issues of gender in development discourse. It is now a well-known fact that sustainable development cannot be achieved without putting into perspective issues related to gender disparities in societies. Hence, this course will enable you to critically explore the impact of gender disparities in development especially as gender equality touches all areas of development such as education, economy, politics, health, agriculture, communities, labour, organizations/workplace, poverty etc. The course material will familiarise you with analytic debates in the field of gender and development, and help you understand the concepts and theories, as well as practical skills in gender and development which can lead to a career as gender specialist/programmer in organisations and projects.

To ensure that the overall and specific aims of this course is achieved some important background information will be provided and discussed. These information to an extent wrap up the entire framework of gender discourse in development. They are as follow:

- Understanding the genesis of gender topics in development discourse
- Theorizing and conceptualizing gender, gender differences, gender inequity and gender mainstreaming
- Gendering development theories and ideologies
- Gendering socioeconomic issues facing women in the society

- Right based issues in gender and development discourse
- Gender, violence and security issues facing women and girls in society
- Gender issues in social change
- Gender and poverty facing women in developing issues
- Gender policies and issues facing successful implementation of gender policies in Nigeria
- Gender and women's engagement in agriculture
- gender and women's participation in politics
- Men in gender and development discourse

COURSE OBJECTIVES

To achieve the aims of this course, there are overall objectives which the course is out to achieve though, there are set out objectives for each unit. The unit objectives are included at the beginning of a unit; you should read them before you start working through the unit. You may want to refer to them during your study of the unit to check on your progress. You should always look at the unit objectives after completing a unit. This is to assist the students in accomplishing the tasks entailed in this course. In this way, you can be sure you have done what was required of you by the unit. The objectives serve as study guides, such that student could know if he is able to grab the knowledge of each unit through the sets of objectives in each one.

At the end of the course period, the students are expected to:

- Get acquainted with key analytic debates in the field of gender and development
- Develop the ability to comprehend and manipulate complex analytical arguments in global discourses on gender and development
- Have an understanding on how to relate these debates and analytical arguments to development theory, policy and practice
- Develop the ability to evaluate the impact of development interventions (such as – gender policies, international organizations' and government intervention projects, and development blueprints, as well as institutional reforms and theories of change) on gender equity and empowerment issues
- Get familiarised and be able to apply practical skills and techniques in gender and development analysis which can lead to a career as Gender Analyst or programmer in organizations or projects

WORKING THROUGH THE COURSE

To successfully complete this course, you are required to read the study units, referenced books and other materials on the course. Each unit contains self-assessment exercises called Student Assessment Exercises (SAE). At some points in the course, you will be required to submit assignments for assessment purposes. At the end of the course there is a final examination. This course should take about 15 weeks to complete and some components of the course are outlined under the course material subsection.

COURSE MATERIAL

The course materials needed for this course are listed as follows:

1. Course guide
2. Study units
3. Relevant Textbooks including the ones listed under each unit
4. Assignment file
5. Tutorials
6. Presentation schedule

STUDY UNITS

There are four (4) modules and twenty-one (21) units in whole for this course. They should be studied carefully and diligently. The modules and units are listed as follows:

Module 1: Understanding Gender Issues in Development

- | | |
|--------|--|
| Unit 1 | The concept of gender in development |
| Unit 2 | Issues in gender inequality |
| Unit 3 | Gender mainstreaming in development |
| Unit 4 | Implementation of gender policies in Nigeria – issues, prospects and constraints |
| Unit 5 | Women and Political participation in Nigeria |

Module 2: Right-Based Gender Issues in Development Studies

- | | |
|--------|---|
| Unit 1 | The fate of women in the world – past and present |
| Unit 2 | Women's Right and Cultural Hegemony in Developing Societies |
| Unit 3 | Gender and sexual distribution of Labour |

- Unit 4 Understanding issues in Gender Based Violence (GBV) and Violence against Women and Girls (VAWG)
- Unit 5 Understanding the issues in Women's Reproductive Rights

Module 3: Gender dimension of socioeconomic risks facing women in developing societies

- Unit 1 Socioeconomic Risks Facing women in Developing countries
- Unit 2 Women's vulnerability and empowerment- The Human Capital Development Perspectives
- Unit 3 Gender perspective on women's engagement in agricultural and food Production
- Unit 4 Factors affecting women's access to financial assets, and strategies for improving Income-generation of women
- Unit 5 Empowerment options for women in agriculture –
- Unit 6 International Organizations and Women's Development in Africa

Module 4: Gender and Social Change

- Unit 1 Concept and theories of social change
- Unit 2 Gender, modernity and social change
- Unit 3 Women's collective and social movements
- Unit 4 Women and nonviolent change
- Unit 5 Gender, unsustainable practices and changes in the built environment

Each study unit will take at least two hours, and it include the introduction, objective, main content, self-assessment exercise, conclusion, summary and reference. Other areas border on the Tutor-Marked Assessment (TMA) questions. Some of the self-assessment exercise will necessitate discussion, brainstorming and argument with some of your colleges. You are advised to do so in order to understand and get acquainted with historical economic event as well as notable periods.

There are also textbooks under the reference and other (on-line and off-line) resources for further reading. They are meant to give you additional information if only you can lay your hands on any of them. You are required to study the materials; practice the

self-assessment exercise and tutor-marked assignment (TMA) questions for greater and in-depth understanding of the course. By doing so, the stated learning objectives of the course would have been achieved.

TEXTBOOK AND REFERENCES

In this course material there are some recommended textbooks and references that you can get for yourself or search out online for further reading.

ASSIGNMENT FILE

Assignment files and marking scheme will be made available to you. This file presents you with details of the work you must submit to your tutor for marking. The marks you obtain from these assignments shall form part of your final mark for this course. Additional information on assignments will be found in the assignment file and later in this Course Guide in the section on assessment.

There are four assignments in this course. The four course assignments will cover:

Assignment 1 - All TMAs' question in Units 1 – 5 (Module 1)

Assignment 2 - All TMAs' question in Unit 1 – 5 (Module 2)

Assignment 3 - All TMAs' question in Units 1 – 6 (Module 3)

Assignment 4 - All TMAs' question in Unit 1 – 5 (Module 4).

PRESENTATION SCHEDULE

The presentation schedule included in your course materials gives you the important dates in the year for the completion of tutor-marking assignments and attending tutorials. Remember, you are required to submit all your assignments by due date. You should be guided against falling behind in your work.

ASSESSMENT

There are two types of the assessment of the course. First are the tutor-marked assignments; second, there is a written examination. In attempting the assignments, you are expected to apply information, knowledge and techniques gathered during the course. The assignments must be submitted to your tutor for formal Assessment in accordance with the deadlines stated in the Presentation Schedule and the Assignments File. The work you submit to your tutor for assessment will count for 30 % of your total course mark.

At the end of the course, you will need to sit for a final written examination of three hours' duration. This examination will also count for 70% of your total course mark.

TUTOR-MARKED ASSIGNMENTS (TMAS)

There are four tutor-marked assignments in this course. You will submit all the assignments. You are encouraged to work all the questions thoroughly. The TMAs constitute 30% of the total score.

Assignment questions for the units in this course are contained in the Assignment File. You will be able to complete your assignments from the information and materials contained in your set books, reading and study units. However, it is desirable that you demonstrate that you have read and researched more widely than the required minimum. You should use other references to have a broad viewpoint of the subject and also to give you a deeper understanding of the subject.

When you have completed each assignment, send it, together with a TMA form, to your tutor. Make sure that each assignment reaches your tutor on or before the deadline given in the Presentation File. If for any reason, you cannot complete your work on time, contact your tutor before the assignment is due to discuss the possibility of an extension.

Extensions will not be granted after the due date unless there are exceptional circumstances.

FINAL EXAMINATION AND GRADING

The final examination will be of three hours' duration and have a value of 70% of the total course grade. The examination will consist of questions which reflect the types of self-assessment practice exercises and tutor-marked problems you have previously encountered. All areas of the course will be assessed

Revise the entire course material using the time between finishing the last unit in the module and that of sitting for the final examination to. You might find it useful to review your self-assessment exercises, tutor-marked assignments and comments on them before the examination. The final examination covers information from all parts of the course.

COURSE MARKING SCHEME

The Table presented below indicates the total marks (100%) allocation.

| Assignment | Marks |
|---|--------------|
| Assignments (Best three assignments out of four that is marked) | 30% |
| Final Examination | 70% |
| Total | 100% |

COURSE OVERVIEW

The Table presented below indicates the units, number of weeks and assignments to be taken by you to successfully complete the course, Statistics for Economist (ECO 254).

| Units | Title of Work | Week's Activities | Assessment (end of unit) |
|---|---|-------------------|-----------------------------|
| Course Guide | | | |
| Module 1: Understanding Gender Issues in Development | | | |
| 1 | The concept of gender in development | Week 1& 2 | Assignment 1 |
| 2 | Issues in gender inequality | Week 3 & 4 | Assignment 1 |
| 3 | Gender mainstreaming in development | Week 4 & 5 | Assignment 1 |
| 4 | Implementation of gender policies in Nigeria – issues, prospects and constraints | Week 5 contd. | Assignment 1 |
| 5 | Women and Political participation in Nigeria | Week 6 | Assignment 1 |
| Module 2: Right-Based Gender Issues in Development Studies | | | |
| 1 | The fate of women in the world – past and present | Week 6 contd. | Assignment 2 |
| 2 | Women's Right and Cultural Hegemony in Developing Societies | Week 7 | Assignment 2 |
| 3 | Gender and sexual distribution of Labour | Week 7 contd. | Assignment 2 |
| 4 | Understanding issues in Gender Based Violence (GBV) and Violence against Women and Girls (VAWG) | Week 8 | Assignment 2 |
| 5 | Understanding the issues in Women's Reproductive Rights | Week 8 contd. | Assignment 2 |
| Module 3: Gender dimension of socioeconomic risks facing women in developing societies | | | |

| | | | |
|---|---|-------------------|--------------|
| 1 | Socioeconomic Risks Facing women in Developing countries | Week 9 | Assignment 2 |
| 2 | Women's vulnerability and empowerment- The Human Capital Development Perspectives | Week 10 | Assignment 3 |
| 3 | Gender perspective on women's engagement in agricultural and food Production | Week 11 | Assignment 3 |
| 4 | Factors affecting women's access to financial assets, and strategies for improving Income-generation of women | Week 11 Contd. | |
| 5 | Empowerment options for women in agriculture – | Week 12 | |
| 6 | International Organizations and Women's Development in Africa | Week 12 Contd. | |
| Module 4: Gender and Social Change | | | |
| 1 | Concept and theories of social change | Week 13 | Assignment 3 |
| 2 | Gender, modernity and social change | Week 13 contd. | Assignment 4 |
| 3 | Women's collective and social movements | Week 14 | Assignment 4 |
| 4. | Women and nonviolent change | Week 15 | Assignment 4 |
| 5 | Gender, unsustainable practices and changes in the built environment | Week 15 contd. | Assignment 4 |
| | Total | 15 Weeks | |

HOW TO GET THE MOST FROM THIS COURSE

In distance learning the study units replace the university lecturer. This is one of the great advantages of distance learning; you can read and work through specially designed study materials at your own pace and at a time and place that suit you best. Think of it as reading the lecture instead of listening to a lecturer. In the same way that a lecturer might set you some reading to do, the study units tell you when to read your books or other material, and when to embark on discussion with your colleagues. Just as a lecturer might give you an in-class exercise, your study units provide exercises for you to do at appropriate points.

Each of the study units follows a common format. The first item is an introduction to the subject matter of the unit and how a particular unit is integrated with the other units and the course as a whole. Next is a set of learning objectives. These objectives let you know what you should be able to do by the time you have completed the unit. You should use these objectives to guide your study. When you have finished the unit, you must go back and check whether you have achieved the objectives. If you make a habit of doing this you will significantly improve your chances of passing the course and getting the best grade.

The main body of the unit guides you through the required reading from other sources. This will usually be either from your set books or from a readings section. Some units require you to undertake practical overview of historical events. You will be directed when you need to embark on discussion and guided through the tasks you must do. The purpose of the practical overview of some certain historical economic issues are in twofold. First, it will enhance your understanding of the material in the unit. Second, it will give you practical experience and skills to evaluate economic arguments, and understand the roles of history in guiding current economic policies and debates outside your studies. In any event, most of the critical thinking skills you will develop during studying are applicable in normal working practice, so it is important that you encounter them during your studies.

Self-assessments are interspersed throughout the units, and answers are given at the ends of the units. Working through these tests will help you to achieve the objectives of the unit and prepare you for the assignments and the examination. You should do each self-assessment exercises as you come to it in the study unit. Also, ensure to master some major historical dates and events during the course of studying the material. The following is a practical strategy for working through the course. If you run into any trouble, consult your tutor. Remember that your tutor's job is to help you. When you need help, don't hesitate to call and ask your tutor to provide it.

1. Read this Course Guide thoroughly.
2. Organize a study schedule. Refer to the 'Course overview' for more details. Note the time you are expected to spend on each unit and how the assignments relate to the units. Important information, e.g. details of your tutorials, and the date of the first day of the semester is available from study centre. You need to gather together all this information in one place, such as your dairy or a wall calendar. Whatever method you choose to use, you should decide on and write in your own dates for working breach unit.
3. Once you have created your own study schedule, do everything you can to stick to it. The major reason that students fail is that they get behind with their course work. If you get into difficulties with your schedule, please let your tutor know before it is too late for help.
4. Turn to Unit 1 and read the introduction and the objectives for the unit.
5. Assemble the study materials. Information about what you need for a unit is given in the 'Overview' at the beginning of each unit. You will also need both the study unit you are working on and one of your set books on your desk at the same time.
6. Work through the unit. The content of the unit itself has been arranged to provide a sequence for you to follow. As you work through the unit you will be instructed to read sections from your set books or other articles. Use the unit to guide your reading.
7. Up-to-date course information will be continuously delivered to you at the study centre.

8. Work before the relevant due date (about 4 weeks before due dates), get the Assignment File for the next required assignment. Keep in mind that you will learn a lot by doing the assignments carefully. They have been designed to help you meet the objectives of the course and, therefore, will help you pass the exam. Submit all assignments no later than the due date.
9. Review the objectives for each study unit to confirm that you have achieved them. If you feel unsure about any of the objectives, review the study material or consult your tutor.
10. When you are confident that you have achieved a unit's objectives, you can then start on the next unit. Proceed unit by unit through the course and try to pace your study so that you keep yourself on schedule.
11. When you have submitted an assignment to your tutor for marking do not wait for it return before starting on the next units. Keep to your schedule. When the assignment is returned, pay particular attention to your tutor's comments, both on the tutor-marked assignment form and also written on the assignment. Consult your tutor as soon as possible if you have any questions or problems.
12. After completing the last unit, review the course and prepare yourself for the final examination. Check that you have achieved the unit objectives (listed at the beginning of each unit) and the course objectives (listed in this Course Guide).

TUTORS AND TUTORIALS

There are some hours of tutorials (2-hours sessions) provided in support of this course. You will be notified of the dates, times and location of these tutorials. Together with the name and phone number of your tutor, as soon as you are allocated a tutorial group.

Your tutor will mark and comment on your assignments, keep a close watch on your progress and on any difficulties, you might encounter, and provide assistance to you during the course. You must mail your tutor-marked assignments to your tutor well before the due date (at least two working days are required). They will be marked by your tutor and returned to you as soon as possible.

Do not hesitate to contact your tutor by telephone, e-mail, or discussion board if you need help. The following might be circumstances in which you would find help necessary. Contact your tutor if.

- You do not understand any part of the study units or the assigned readings
- You have difficulty with the self-assessment exercises
- You have a question or problem with an assignment, with your tutor's comments on an assignment or with the grading of an assignment.

You should try your best to attend the tutorials. This is the only chance to have face to face contact with your tutor and to ask questions which are answered instantly. You can raise any problem encountered in the course of your study. To gain the maximum benefit from course tutorials, prepare a question list before attending them. You will learn a lot from participating in discussions actively.

SUMMARY

This course guide gives you an overview of your expectations in this course – Gender and Development. The course Gender and Development is a systematic study of various gender issues in development discourse. The structured course material will enable have both basic and foundational understanding of the ongoing debate of gender in development (local and global) and acquaint you with competent skills to tactically apply the knowledge in field. Adequate use of this course material will expose you to various gendered issues facing women in developing world where patriarchy and other male-dominant cultures/ values continue to limit women's development options. At the end of this course, it is expected that you must have acquired detailed knowledge of both past and trending issues in gender and development, as well as acquired practical skills in gender analytical techniques and evaluations in the field.

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MODULE ONE: UNDERSTANDING GENDER ISSUES IN DEVELOPMENT

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| Unit 1 | The concept of gender in development |
| Unit 2 | Understanding Gender inequality and Gender mainstreaming |
| Unit 3 | Implementation of gender policies in Nigeria – issues, prospects and constraints |
| Unit 4 | Women and Political participation in Nigeria |

UNIT 1 – THE CONCEPT OF GENDER IN DEVELOPMENT

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1.0 INTRODUCTION

This unit is the first part of the discussion on the broad framework of gender and development. This unit introduces you to the background knowledge of the issues in gender and development and allows you to gain insight into the meaning of the concepts of ‘gender’ and ‘development’, the theories of gender, understanding the link between gender and development, conceptualization of gender role differentiation and gendering of development theories. The unit is expected to give you an understanding of the grounded concepts and theories in gender and development, establish a link between gender and development, and teach you how and why the topic of gender is rationally relevant in development. In the other units of module one, we shall be discussing other issues that fall within the purview of the study of gender in development.

2.0 OBJECTIVES

At the end of this unit, you should be able to:

- Identify and understand the key issues of gender in development discourse
- Understand the specific theories of gender and development, and the link between gender and development
- understand the meaning of gender role differentiation and how it is conceptualized in advanced and traditional societies
- Understand the gendering of development

3.0 MAIN CONTENT

3.1 GENDER – MEANING AND DEFINITIONS

3.1.1 The meaning and definition of Gender

According to UNICEF Gender mainstreaming framework (2014) the term gender refers *“to the roles and responsibilities of men and women that are created in our families, our societies and our culture. It can also include the expectations held about the*

characteristics, aptitudes and likely behaviours of both women and men in terms of their nature, i.e., being either feminine or masculine”.

According to World Health Organizations (WHO) Gender Policy (2002): *“Gender is used to describe characteristics of men and women that are socially constructed, however, when using it in the context of sex, it defines the biological constitution of individuals. This is to explain that people are born either female or male, learn to be girls and boys, who grow up into women and men”.* The learned behaviour constitute the gender identity which eventually determine roles assigned to each gender.

According to Mosse (1993:2): *“Gender is a set of roles which communicate to people that we are either female or male, feminine or masculine in the society”*

According to Miller and Razavi (1998): *“Gender refers to the socioeconomic, and cultural attributes and opportunities associated to being male or female by society. It applies to women and men, as well as their relations with one another and to their environment.”*

“Gender is a sociocultural expression of particular characteristics and roles that are associated with men and women in the society (Robyne, 2003).

From the above definitions we can see that gender is a socially constructed phenomenon that differentiates women from men, and thereby create a system through which roles and certain features (feminine or masculine), attributes (weak or strong) and expectations are assigned to women and men in society. For instance, in several African cultures, when a child is born a male there is often celebrations that amount to killing of animals and performance of other rituals in order to welcome the male child. However, in some cases, this may not apply at the birth of a female child born into the same culture. This differential in the act of welcoming the babies is in itself an example of a social construction of gender, and describes differences, disparities and roles people (female and male) are welcomed into even at birth. This is to say that gender roles, attributes and expectations are all socially learned; but is noteworthy to know that this changes over time and would vary within and across cultures and societies.

Moreover, systems of social differentiation in terms of social and economic class, political status, age and occupation etc. is said to change over time, but continue to

ascertain gender roles in society. The concept of gender is therefore very essential because when applied to social analysis and evaluation of these systems of social differentiations it reveals concrete evidence of women's subordination (or men's domination), gender disparity, and how they are constructed by society.

3.1.2 Differentiating the concept of Gender from Sex

Gender is not biologically predetermined, nor is it fixed since it varies in societies. Sex is defined as biological features (genitals, reproductive organs and mammary gland) that determine whether someone is either female or male. Therefore, whereas gender is socially constructed, sex basically characterizes our biological and physical features and makeup. It is critical to differentiate sex from gender when applying gender in development issues because the biological makeup of people has few contributions to make in the conceptualization of gender in development when compared to the use of gender in development (West and Zimmerman, 1991). This is why theorists have made judicious efforts to differentiate the two concepts and reconceptualize gender as a social construct instead of biological make-up of the sexes. This is because the meaning people glean from the two words are bound to influence both their understanding and subsequent communication. To further clarify the essential meaning of gender in development, Mayoux (2006) gave these four distinct features of gender:

1. ***Gender is a social construct*** – according to Mayoux, biological differences are almost limited and unimportant in terms of determining gender equality in development discourse
2. ***Gender inequality will necessarily change overtime*** – since gender inequalities are socially determined, as society changes, they will change as well.
3. ***Gender entails both women and men*** – this means that gender discrimination necessarily will affect both men and women, thus, this calls for the engagement of both in challenging existing structures and practices that cause and hegemonize gender disparity in societies
4. ***But gender also entails prioritizing the interest of the currently most disadvantaged sex – i.e., women-*** In current situation, women are more

disadvantaged than men globally, hence, the priority of women in gender issues in development is paramount, and this entails informing strategies targeted towards engaging men to be part of agenda of promoting gender equality in male dominant societies

3.1.3 The emergence of gender matters in development

The conceptualization of women's issues in development before the 1970s

In the past (before the late 1960s), women's issues were not given any form of priority in development policies and programmes. The economic activities and contributions of women were completely ignored and not valued (Mosse, 1993). Development theorists and planners considered men as the main agents and actors of development. This is because men were mostly the breadwinners of their families, as such their development and support were paramount.



FIG 1: In the past, women's suffrage was prohibited and forbidden even in the western world

Thus, development assistance in form of financial aid for economic sustainability and growth were merely targeted on men alone. Women's condition was seen as the concern of the men in their lives (husband, father or brother etc.), hence, they are to be taken care of from the supports given to their men. However, the welfare approach targeted women with the perception that their role as mothers and caregiver required assistance, nonetheless, other aspects of their lives were ignored in this process. Under the welfare approach, the interventions targeted towards women include mother-child health

programmes, feeding schemes, family planning services, family food aid etc. (Moser, 1993; Monsen, 2003). These welfare development interventions did not include women's independence, freedom and self-reliance, it rather encouraged more dependency of women.

The conceptualization of women's issues in development in the 1970s

Thus, by 1970s, it was becoming evident that the development strategies under the welfarism was ineffective in eliminating women's sufferings, insubordinations to men folks and cultural hegemonies as well as abject poverty that contribute to them. The 1970s therefore brought about several questions about women's condition especially in the poor south, and initiatives towards liberating these women from the rigors of male dominance and social exclusions. In the same period (1970s) some scholars who have come to study the role of women in national economy argued that women's traditional works were not recognized as part of national economy where they have engaged themselves in production of goods and service. From the conception of this idea, they argued that women should therefore be integrated into development or at least integrated into the market economy, thereby showing the relevance of women in development.

This ideology enabled women to be conceived as important actors in economic development and their capacity to be independent, self-reliant and agents of development by virtue of the contribution of their economic activities measurable by national GDP. Subsequently, other issues related to their development started surfacing, such as education, vocational and technical trainings which were considered relevant in the process. This was genesis of women's empowerment as well. however, over time it was realized that the interim efforts towards women's empowerment was not enough especially with regards to the existing male dominant structures still affecting most women in the south as compared to their counterparts in the North where women's liberation initiatives were already making way and contesting equality of men and women.

The next initiative was to integrate women, especially those in the south, in the existing system of development (the gender equality agenda) which would enable them have equal opportunities with men. However, according to Mosse (1993: 154), this idea did not yield the needed result, because the system (western ideology of equality) they were to be integrated was not the right one. Thus, to address these limitations it was decided that women (whether from the south or north) should be part of the initiatives and decision making related to them, and they should participate in any initiative that concerns their welfare. Hence, this led to the development of various channels where women could come together to deliberate about issues concerning their wellbeing and marked the beginning of women's movement and launching of various women summits and conferences targeted towards improving their lives, especially in societies where male dominance and forceful subordinations affect the goal of women's liberation. Several international efforts, agenda, actions and strategies for women's emancipations started springing up. Some of these actions include:

The First Conference on Women – Mexico City 1975

The Commission on the Status of Women called for the organization of the first world conference on women to coincide with the International Women's Year, subsequently this conference on women took place in Mexico City and had in attendance 133 governments, while 6, 000 NGO representatives had a parallel forum called the International Women's year Tribune. The conference was set to define World Plan of Action for the Implementation of the objectives of women's year and gave comprehensive guidance for advancement of women for the next 10 years (1975-1985).

The 1975 UN Equality Agenda - "Equality, Peace and Development" (agenda from 1985 convention)

In 1975, the UN launched the International Women's year, followed by the International Decade for women (1976-1985) under the subtlety of the theme "equality, development and peace". This was to sentimentalize the ideology of 'equality' as a requisite component of peace and development. At the same time feminist movements in the

North were channeled towards lobbying for change in the legal system to ensure more integration of women in the national economic system. These women movements in the North increased the impetus to push harder for the emancipation of women from male dominance structures through the equality agenda.

According to Mosse, (1993:155), the UN equality agenda possessed these key issues as follows:

- a. Because of women's economic productive and reproductive roles, they should be considered in development processes. The basic assumption is that economic strategies have impacted negatively on women, and that they should be engaged in development processes through access to employment and market economy.
- b. However, this equality approach would be affected by continual impact of male dominant factors and concerned about the fundamental issues affecting women's equality with men in terms of access to resources and other societal benefits enjoyed by men but alienated from women.
- c. The approach identified the origins of women's subordinations as lying not just in the context of family but also in the relationship between men and women in the market economy
- d. The recognition of the economic value of women paid and unpaid works (which according to Mosse (1993:155) amounted to 4,000 million dollars in 1985)
- e. Recognition of how development has affected women and yet they had been excluded in development processes all over the world
- f. The pursuit of equality in the home and market will give women more opportunities to achieve better life.

Challenges of the UN Equality Agenda (1975) in Development

The equality approach has been found wanting especially by scholars and third world governments. These challenges are as follows:

- a. In the part of the third world government, they criticized the approach based on the fact that it concerned the implementation of such agenda by government and most of these governments were dominated by men. For instance, the initiative

recommended that third world governments should enforce the awareness of women's rights, equal pay for work of equal value and recognition of worth of women unpaid work, equality in economic decision making and increase awareness of women's wellbeing through all forms of media. Third world government although they signed the "the Nairobi Forward-looking Strategies for Advancement of Women", they felt the approach only legitimizes the western feminist ideology in African soil

- b. Some development unfortunately, most of these recommendations alienated the input of women, it didn't allow women to be part of these decision making
- c. Some scholars believed that the westernized version of this agenda would not work for women in the South where male dominance structures were stronger and renders any ideology gender equality of non-effect.

The First World Convention on Women (CEDAW, 1979) – New york

Another initiative was set up in 1979 by the UN General Assembly which was called Convention on the Elimination of all forms of Discrimination against women (CEDAW). This convention has been described as the international Bill of Rights for Women. The convention also birthed the right based approach in addressing women's discriminations all over the world. The convention released 30 articles which explicitly defined what discrimination against women entailed and set up agenda for national action to eliminate gender discrimination against women. CEDAW (<http://www.un.org/womenwatch/daw/cedaw/>) in these articles defined discrimination of women as "any distinction exclusion or restriction made on the basis of sex which has the effect or purpose of impairing or nullifying the recognition, enjoyment or exercise by women, irrespective of their marital status, or on the basis of equality of men and women, of human rights and fundamental freedoms in the political, economic, social, cultural, civil, or any other field". The convention principally targeted culture as contingent factor that create boundaries and structures that shape gender roles and family relations, and enhance discrimination of women. The convention was also the first human right treaty to recognize the reproductive rights of women. Participating

countries bind themselves to ensure elimination of gender discrimination structures by engendering the ideology in their legal system and abolishing discriminatory laws.

Second World Conference on Women in Copenhagen 1980

The Second World Conference on Women held in Copenhagen in 1980. The programme of action called for stronger national measures to ensure women's ownership and control of property, as well as the improvement of women's entitlement to inheritance, child custody and loss of nationality when they marry outside their countries.

The Third World Conference on Women – Nairobi (1985)

In 1985, a third world conference on women was carried out. The purpose of this conference was to appraise the achievement of the UN Decade for Women – “Equality, Peace and Development” initially developed in 1975 convention of women. The conference took place in Nairobi Kenya and in attendance where 157 governments, about 15,000 representatives of NGOs participated in a parallel forum. This conference is said to have birthed “global feminism”. The 157 country representatives that participated in the forum adopted the Nairobi Forward Looking Strategies to the year 2000 which focused on realizing that the previous goals were not adequately achieved and therefore another five years plan was agreed upon. It became the first conference that declared all issues on women should henceforth be discussed in subsequent conferences.

A key issue that arose in the conference was the challenge of the westernized ideology of feminist global sisterhood ideology by women from developing countries. The women from the developing south argued that the ideology did not take cognizance of the distinct nature of hardship and discrimination faced by women in developing countries and cultural factors responsible for them. Women from the south criticized the hegemonic vision of the western feminist ideology and agenda, and the ways third world women are wrongfully constructed and represented by feminist scholars. The third world women argued that women in the South should be viewed differently from their

counterparts in the North and that international strategies should be able to identify with the distinct situation of women in the south and represent them accordingly.

The Fourth Women's Conference in Beijing 1995

This women's convention marked a significant turning point for the global agenda for gender equality. More than 17,000 participants attended the conference which included NGO representatives, representatives from the media houses, and hosts of international civil servants, and a parallel NGO forum held in Huairou very close to the city of Beijing also drew some 30,000 participants.

During the summit, The Beijing Declaration and the Platform for Action was adopted by 189 countries that attended. The Agenda focused on women's empowerment and further advancement of gender equality that would ensure successful implementation of the agenda. The document set strategic objectives and actions for the advancement of women and the gender equality in 12 critical areas of concern as follows:

- Women and poverty
- Education and women trainings
- Women and health
- Violence against women
- Women and armed conflict
- Women and economy
- Women in power and decision making
- Institutional mechanism for advancement of women
- Human rights of women and girls
- Women and environment
- Women and the media
- The girl child

The Beijing conference targeted political agreement reached at the three previous international conferences on women and went ahead to consolidate another five decades

of legal advances which will focus on securing the equality of women with men in law and in practice.

After Beijing

Long after the Beijing Conference there has been other strategies (2000, 2005, 2010) developed for ensuring the facilitation of women's issues in development. A strategic one took place in 2015. In 2015, there was a review and appraisal of the Beijing Declaration and Platform of Action document to know the accomplishments so far reached. A post 2015 development agenda was reached and this document addressed the various opportunities for achieving gender equality and empowerment of women in the next 10-year plan. Member states adopted a Political Declaration which commended the progress made towards gender equality, and provided basis for the acceleration of the implementation of the commitments made in Beijing and emphasized the important role gender equality and women's empowerment played in the post 2015 development agenda.

3.4 HUMAN DEVELOPMENT – MEANING

3.4.1 The Meaning of Human Development

When discussing development in relation to gender issues, it is pertinent to clarify the type of development we may be looking at. It is important to clarify this because there are various variants of development such as economic development, social development, community development, national development etc. which all content of development discourse. Therefore, in the context of gender, development is viewed as human development. While finding the context for explaining human development in pool of development debate, Dudley Seer (1969) suggested that while there can be value judgements on what development is and is not, the universal aim of development rests on the realizations of the strategies that aim at improving the condition of people (especially women) in the society. Thus, human development will be channeled toward improving poor people's condition to enable them attain their potentials in life. Going

forward, Seer outlined several conditions that can make for the achievement of human development:

- The capacity to obtain physical necessities especially food, clothing, water, shelter
- The ability to obtain a sustainable means of income generation through any form of occupation
- Ability to enjoy equal rights and be represented equally in opportunities where necessary
- Having autonomy and free will
- Ability to participate in political decisions and other decision-making processes
- Living in a country that is politically and economically independent
- Having adequate education
- In this human scale development, people (men, women, youths and children) are held to be the principal actors and receptors, that is, they must be involved and be benefactor of the dividends of their participation.
- Moreover, the human development initiative respects the diversity of people as well as the value of autonomy and human agency in achieving a reasonable development of people.
- Empowerment of people takes development much ahead of mere amelioration of poverty, but provision of necessary capabilities and sustainable measures for ensuring that people overcome poverty in present and long term.
- Human development critically looks at how people will achieve basic capabilities and freedoms and exploit their agencies in the process of development.

3.4.2 Gendering Human Development

The limited access to resources and other benefits enjoyed by men therefore conditions development strategies to focus on assessing the various ways that women have been marginalized and excluded from all forms of decision making in the society. The

unsuccessful representation of women is a resultant effect of unsuccessful implementation of gender policies by most third world governments. Therefore, human development initiatives focus on women's self-reliance and autonomy. This focus on self-reliance and autonomy was engendered by the 'human-centered development' and "integrated" ideologies which calls for more inclusiveness of women in development and involves sensitive approaches in addressing fundamental social, economic and political issues facing women in the society. It relates to all aspects of women's life, their collective and individual efforts, their history and consciousness and their relations with other actors in the processes of their empowerment in order to make a balanced advancement in the lives of women.

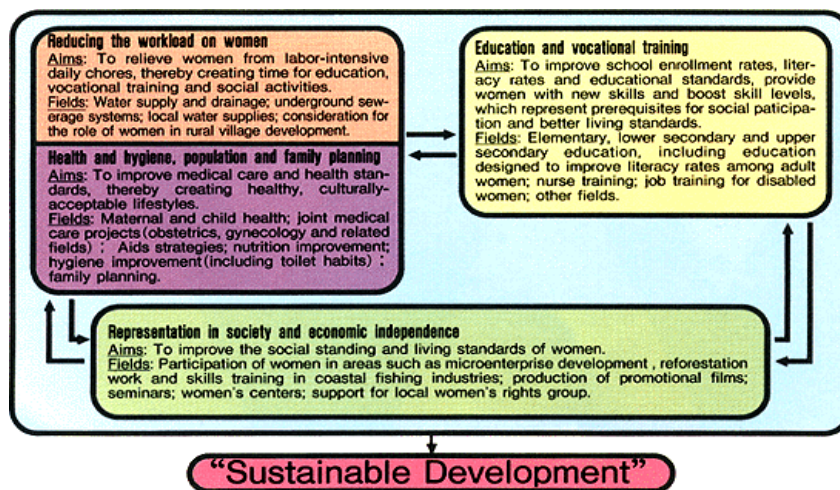


fig 2: measures for ensuring sustainability of women's development (adopted from

3.4.3 The Components of Human development

. The UNDP developed four components of human development as follows:

1. The creation of human capabilities

Human development incorporates the important notion of capabilities, which is a perspective that focus on creating enabling environment for people to identify and make use of opportunities and choices that their environment can provide for them. These capabilities include access to improved health, economic opportunities and income generation, freedom of choice, inclusion in decision making, and access to resources in society.

2. Elimination of barriers to economic and political opportunities

The modern idea of development that is characteristic of the UNDP has tried to go beyond the GDP to arrive at a more pragmatic balance between the growths of income, human sustainability and people's needs to be full participants in the lives of their society. To achieve this, there is need to eliminate every barrier, both political, social and economic that may affect achievement of this goal. This also involves providing ways for women and men to have equal access to resources and opportunities

3. Participation of people in decision making processes

The human scale development calls for a direct and participatory democracy where the state gives up its traditional paternalistic and welfarist role (top-down approach) in favour of a bottom-up approach in development with the people as its major targets. Development of the variety we have come to know is at best top-down approach with little participation of people in all levels of decision making. The human development favor more of bottom-top approach which involves the engagement of people in all levels of decision making that concerns them

4. Intergenerational sustainability of the development process

Through its various strategies, e.g., MDGs, SDGs and the Human Development Index (HDI) (a composite index measuring strategy) the UNDP have endeavored to ensure the sustainability of the goals of human development. These sustainability measures ensure that present development activities do not impede the development of future generation. Unfortunately, some of these strategies have not yielded expected outcomes.

3.5 GENDER THEORIES

3.5.1 Sex or Biological Theory of Gender

In the sex or biological theory, gender is conceptualized in terms of women's difference from men based on their distinct reproductive systems. The theory suggests that the anatomical and physical variations between women and men are the basis upon which individuals are allocated a particular sex or gender. The concept woman in this theory

is developed by virtue of woman's possession of a womb, hence, she is conceptualized as "man with womb". Moreover, the theory argues that women and men would necessarily think and feel differently because of the differences in how their hormones and brain works. The biological view of gender is supported by various cross-cultural studies that have found common features of gender. For instance, men are found to be more aggressive and stronger than women which suggests innate biological differences.

However, this theory had been critiqued in the sense that the reproductive characteristics of both genders represent only a part of the complex set of criteria by which society come to distinguish femaleness from maleness, and equally is the important of role of society/culture in assigning the role of being either a female or male. The apparent differences in the two sexes are defined beyond physical features, but are conditioned by how society come to assign roles and differences on being female or male. For instance, women are given a certain form of job or work to do because of their biological features. These biological features of women in most societies are classified as "weak" which subjects women as the weaker sex and thereby subordinate to the male, who is seen as the much stronger gender because of his stronger masculine features. Hence, this leads us to the next theory which argues that gender is socially constructed and can be potentially changed in ways that biological characteristic cannot.

3.5.2 The Social Role Theory

In reality it could be said that gender differences are socially constructed, and are subject to change. The social role theory states that men and women become masculine or feminine as a result of social conditioning which are learned and internalized from childhood to end of life. A child comes to learn the gender role that related to her biological sex through interactions with social structures such as the school, church, mosque, media and networks in the process called gender role socialization. Theorists have used the social role theory to define gender conditioning by society. For instance, Eagly (1987) has used the social role theory to argue that widely shared gender discrimination develops from gender division of labour that characterize society. This gender division of labour is a function of societal allocation of roles to women and men

which leads to inequality, marginalization and dominations of women by men in most traditional societies. **Bem and Coltrane (...)** using the social role theory developed three categories of social constructions of gender:

1. Gender polarization – men and women are different and these differences account for the organization of social life of which division of labour by gender is most outstanding
2. Androcentrism – the view that male is more superior than female and that male experience is more significant is the normative standard of most societies
3. Biological essentialism – the first two assumptions is result of the biological differences between men and women (adopted from http://www.uuoidata.org/course/sns/s088/Lecture%2011_%20Gender%20and%20Development.pdf accessed 19/2/2021)

The social role theory has been criticized for some of its inadequacies as follows:

1. It does not account for different forms of femininity and masculinity
2. It didn't take cognizance of changes that occur with time within lives of men and women which can affect the roles and differences assigned to them
3. it does not explain the processes that is involved in taking gender roles
4. It does not explain how resistance can occur through feminist movements

3.5.3 Materialistic Feminism

The materialistic feminist theory is a strand of the conventional Feminist theory that focus on how social construction of gender create societal hierarchy and divisions of labour which leads to gender inequality. The theory states that the social construction gender is what leads to differentiation of the two gender, and that without this differentiation of gender biological differences will not be significant. This social differences of gender also determine hierarchy and divisions of labour which are conditioned by it. In this way, women and men are defined as different types of beings and each assigned their own opportunities. roles and responsibilities.

This theory also suggests that social structures are system of power and control and produces sets of social relations in which women are treated as inferior, subordinates and unequal to men. This is because gender differentiation leads to gender division of labour. This division of roles along gender lines place women in underprivileged position in terms of power, wealth, control, prestige and access to resources. Gender division of labour in society therefore exploits women and deny them equal access to societal resources as the men. In this social milieu, women are dominated by men and subordinate to them, thereby creating gender inequality. Women are exploited because of the social classification assigned to their gender as the weaker sex. However, its noteworthy that these gender inequalities can be deconstructed since they are socially constructed. Alsop et al (2002: 68) observed that if women and men are recognized as men and women by virtue of social constructions, we can modify gender inequalities, since society and its values change over time.

3.6 Gender Role Differentiation – Meaning and Causes

3.6.1 What is Gender role differentiations and Causes?

Gender role differentiation is defined as the process in which biological differences between women and men are assigned social significance and used as social classification. Globally, the anatomical sex is used as basis for gender differentiation, however, when we discuss gender differentiation in development, we go beyond the anatomy to understand social structures that use gender differences to determine types of social relations and classification of gender. Gender differentiation can be further under the framework of the gender socialization model which is a strand of social learning theory. It is a wide spread cultural assumption that in most part of the world the male child is give more preference than the female child. People (family and communities) internalize this assumption through systems of gender socialization and this is maintained by the prevailing cultural system. Through the gender socialization mechanisms specific messages and traditional practices about roles and attributes to different gender are passed through generations (Steinbacher and Holmes 1987).

Gender role socialization according to Oakley (1974) emphasizes that there are distinct gender roles for men and women which is derivative of culture rather than biology. Gender role differentiation, in as much as it varies in societies, create room for disparities between genders and lead to subservience of the much weaker sex by classification – women. This inequality of gender is equally learned and internalized through socialization and transferred through agents of socialization. The gender role differentiation equally assigns significances on the roles played by both genders, where the women's role is often considered inferior to the men.

4.0 CONCLUSION

In this unit we saw various definitions of gender by scholars and UN and the definitions showed that gender is a social construct which determines the level of significance assigned to each gender. We also saw the genesis of gender in development and how each epoch of women conference/summits gradually brought the condition of women to the forefront of international development discourses. We understood from the unit the context at which development is discussed in relation to gender issues. The unit was able give us understanding of the gender theories and some of the critiques of the theories. The last part of this unit showed us how gender differentiation is a social construct that create gender line at which women and men are assigned social significance, and along this gender line differentiation women are mostly dominated, subordinates and treated unequally with me.

5.0 SUMMARY

From the discussion in this unit, we can see that gender is socially constructed phenomenon, and has been used to assign or allocate differences, roles and functions to women and men in the society, which leads to gender inequality. This unit especially intimated us to what it means to be a woman in a world that is structured along gender lines that enshrine male dominance and gender inequality; and why women's issues (i.e., women's fate/condition, wellbeing and emancipation) are considered significant and relevant in gender and development discourses.

6.0 TUTOR-MARKED ASSIGNMENTS

1. Give a definition of gender, and explain why gender is a social construct
2. Discuss the genesis of women issues in development
3. List and discuss the components of human development

7.0 References/Further Reading

UNIT 2 –UNDERSTANDING GENDER INEQUALITY AND GENDER MAINSTREAMING

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1.0 INTRODUCTION

Gender inequality and gender mainstreaming has come to occupy a unique space in the discussion of women's issues in development. The cultural determination of gender differences in most society has created polarization and division of labour that come to affect women who are mostly classified as the weaker and inferior gender.

Gender inequality is particularly a worrisome issue for women because it tends to undermine many development initiatives and policies mapped out for ensuring the wellbeing of women all over the world. Male dominant cultures and societies tend to maintain inequalities between men and women which affects women's socioeconomic wellbeing, therefore it is necessary to understand the structure of gender inequality and the various issues pertaining to gender inequality in local and global levels.

Gender mainstreaming on the other hand is development ideology that was created as a way of addressing gender inequality vectors in societies. Gender mainstreaming particularly underscore the essence of institutionalizing gender issues in most development strategies especially in ensuring equal distribution of resources and opportunity to women and men. due to the foregoing inequalities women face in male dominant societies, mainstreaming of gender in various development projects and initiative will create more opportunities for ensuring wellbeing of women especially where they are marginalized. To ensure proper mainstreaming of gender in various development initiative, international bodies (e.g., UN, WHO etc), local development organizations and governments have come to develop systematic tools, which development organizations can use to ensure equitable representation of women in all development programme.

2.0 OBJECTIVES

At the end of this unit, students will be able to:

- i. Define gender inequality and mainstreaming
- ii. Understand the various issues in gender inequality and mainstreaming
- iii. Understand the determinants of gender inequality and the various strategies (WID, WAD and GAD) designed by development experts for addressing gender inequalities in societies
- iv. Understand the various strategies and tools for gender mainstreaming and their application in development projects

3.0 MAIN CONTENTS

3.1 Understanding Gender Inequality

3.1.1 What is Gender Inequality

There are various definitions of gender inequality but all of these definitions point at the inequality that exist between women and men which is hegemonized by societal gender role differentiation that create division of labour, access to, power and control over societal resources. some of the definitions of gender inequality are as follows:

World Health Organization (2011) defined gender inequality as *“inequality between men and women in the use of available resources, opportunities and power in social institutions”*.

The Oxford Dictionary of Medicine and Science (8th Edition, 2019) defined gender inequality as *“a social process by which people are treated differently and disadvantageously under similar circumstances on the basis of gender”*

In broader sense, gender inequality arises from differentials and unequal treatment of women and men which is articulated through economic, social and political institutions which systematically reinforce inequities in roles, decision making rights and opportunities in society (Hawkes et al, 2013). In most societies structural inequalities cause disadvantages and underprivileges to women relative to men who generally are more favoured by the prevailing cultural system and exercise more power, control and access to opportunities. Inequality in gender shows how certain gender can have more advantage over the other in relation to access to societal resources.

Most importantly the concept of gender inequality possesses these common elements:

- i. That women and men have different needs, power and access to resources
- ii. These differences tend to maintain imbalance between the two gender in gender biased societies
- iii. Gender inequality is prefaced by discriminatory laws and social norms that remain pervasive in a given society
- iv. Inequalities between women and men reflects biological factors which are fixed, and gender differences which are socially constructed but open change
- v. Gender inequality is a social justice and equity issue which continues to limit

3.1.2 Gender inequality issues in Development

When we are discussing gender inequality in development studies it is necessary to identify the gender (which can either be female or male) that is marginalized or suppressed within the prevailing social milieu. This particular issue has raised pragmatic questions, such as why should gender issue be directed only towards women and not men? Why women are considered more relevant in topical issue relating to gender in development? This is because throughout the whole world women have been considered generally as the weaker and inferior sex and have been marginalized more than men because of this notion. Moreover, throughout history, women have faced intense discriminations—from lack of legal rights and very little independence from their husbands, to being marginalized in terms of access to social justice, equality with male folks, and restrictions to some rights and resources in the society. Thus, this is why women are usually considered as the more vulnerable sex when we discuss gender inequality.

A glance through gender literature shows us that gender inequality reflect insurmountable processes of sex differences and often undermine certain needs of people. However, what is clear is that we know what engender or causes gender inequality in societies. This suggests that: Firstly, that we could find the analysis of biological differences in the origin of gender inequality that do not conflict idea of gender inequality. Secondly, we could see the hegemony of religion, culture and social norms as playing huge role in maintaining hegemonies of gender inequality in the society, and lastly, gender role socialization sustained through family and social systems continue to regenerate gender inequality

In development, gender-integrated approaches treat women and men's relative social, political, economic, educational, and health status as interrelated, intersectional, and interdependent but also changeable (cited in WHO, 2011). Sustainable Development Goal 5 emphasized the importance of ensuring gender equality in development options where women should be given precedence in development projects because of hardship

they endure due to gender inequality in societies. According to the WHO (2011) report on Gender and Health, gender equality framework in development posits interrelated pathways to achieving improved wellbeing for women and girls through the following measures:

- Reduced inequalities between men and women in access to and control over social and economic assets and resources
- Reduced inequality in access to health for women
- Increased capacity of women to make decisions free of coercion or the threat of violence
- Increased adoption of gender norms that value men and women equally in all aspects of life and social institutions
- More equal participation of women and men as decision-makers and shapers of their societies
- Reduced gender-based disparities in men and women's rights and status
- women should have unlimited access to education, vocational skills and financial assets to support their livelihoods

3.1.3 Determinants of Gender Inequality

As aforementioned, the Sustainable Development Goal 5 emphasized the importance of engendering gender equality in development initiatives and projects, where women's general wellbeing should be paramount and given more precedence because of the challenges they face in society due to gender inequality. This SDG 5 is set to deal with some determinants of gender inequality in society which are as follows:

1. Gender disparity in house hold responsibility – this is at the micro level analysis
2. Gender inequality in access to resources (financial and material)
3. Gender inequality in health (which include maternal health, reproductive health, access to water and sanitation)
4. Gender inequality in education
5. Inequality in freedom of choice
6. Gender inequality in decision making and women's participation in political sphere

7. Gender inequality in education and economic sustainability
8. Gender biased culture, norms and practices and religion
9. Social rights of women in male dominant/ patriarchal societies
10. Gender inequality in work place and organizations

On “**Major roots of gender inequality in developing societies**” (further read - Seema Jayachandran (2014) NBER Working Paper Series no.20380 (available on)

- https://www.nber.org/system/files/working_papers/w20380/w20380.pdf (retrieved 20/2/2021)

3.1.4 Effects of Gender inequality on women

There are various consequences of unchallenged gender inequality in society. These include:

1. Gender inequality leads to poverty facing women

There are growing and compelling body of evidence and knowledge that have shown a relationship between gender inequality and poverty experienced by women. When women are denied several rights, needs, autonomy and access to resource which are pertinent to their livelihood and wellbeing, they easily fall short of other supports and face poverty. Women bear the brunt of poverty and this is why development aids and empowerment are central precondition for elimination of poverty facing women

2. Gender inequality leads to violence against women and girls

Rigid norms related to gender and power differentials between gender often relegate women to various forms of derisions and violence including domestic violence and rape. Recent interventions by development organizations towards reduction of violence against women and girl children have started engaging men and boys in campaigns against all forms of violence towards women.

3. Gender inequality leads to social exclusion of women

Male dominant cultures lead not just to subordination of women but causes all forms of exclusion of women, such as exclusion from decision making (even those that affect them), exclusion from opportunities, educational and health needs, and access to needed resources and entitlements (e.g., land and property), exclusion from control and equal

power relations with men in workplaces. These exclusions sideline women from effectively achieving their potentials.

4. *Gender inequality deprives women of rights and recognition in society*

gender equality is at the very heart of human rights and UN Charter which described gender relations in social rights as social justice which demands that women and men should equal rights in society. However, in most societies women still face discriminatory laws, norms and practices (reinforced by male dominant cultures) that affect their rights. Eventually, such male dominant culture limit women's right and expose them to various injustice in the society.

3.2 Addressing Gender Inequalities in Societies

It is clear that inequalities between women and men have come to value 'what is male' over 'what is female' and thereby leading to various injustice to women in society. Unless this undermining value is soft-pedalled and dealt with, women will continue to remain impoverished, excluded from needed resources and their rights and facing continuous marginalization. In recognition of this reality, various development strategies have been designed by the UN and its intermediate organizations. Basically, there are three strategies so far developed to address gender inequalities affecting women, especially those in developing countries, where male dominant cultural practices still affect intervention projects aimed at empowering women and improving their conditions. These strategies include the Women in Development (WID), the Women and Development (WAD) and Gender and Development (GAD) strategies.

3.2.1 Women in Development (WID)

The Women in Development (WID) approach emerged during the first UN women conference in Mexico City in 1975. The term was coined by the Women's Committee of the Washington DC Chapter of the Society for International Development. The approach was based on the realization of the important role women played in national economy and development process. it was designed to facilitate women's role in extending development. It therefore called for more recognition of women in

development processes and that they should be given more opportunities to achieve their potentials in the process.

some of the characteristics of the WID with specificity to development of women include:

- WID represents a merging of modernization and liberal feminist theories
- The proponents of the WID believe that development works pari-pasu with adoption of western technologies, ideologies and values, and these can ease women's workload
- WID specifically argued against women's exclusion from development programmes in the past and the importance of representing them in development processes since they contribute through unpaid works and socio-economic activities (agriculture) which account for several millions of dollars in the national GDP
- It championed the strategy of "integration of women into development"
- It specified that proper development cannot be achieved with the absence of women's representation
- Women were seen as underutilized resources and valued in the development processes

Some Limitations of WID

- The strategy put more emphasis on women's contribution to development thereby relegating issues in gender inequality to the background
- It over emphasized the value of women's economic worth at the expense of their reproductive rights
- WID did not recognize the diverse and heterogenous conditions of women (since there are class structures, ethnicity, race, and culture) and ultimately categorized women as a separate and homogenous entities
- WID could not address existing structures that reinforced gender inequalities and women's subordination across cultures, it used the western experience to assess all women and as such women in developing society were critically affected

Although it had some limitations, the WID is credited as the first development strategy that brought women's issues to the forefront of international development community, and recognized the value of women in development processes.

3.2.2 Women and Development (WAD)

The Women and Development Initiative was developed as result of the shortcomings in the WID. The WAD was developed by activists and theorists from developing countries and some from the western countries who argued for developing women who seemed to be overlooked in the WID. The proponents of this approach argued that unless patriarchy, other cultural restrictions, inequalities that affect women in developing countries are removed, development projects towards such women would continue to fail. The proponents argued for the equitable distribution of resources which recognizes the effects of inequality women in developing countries face. This initiative offered a more critical view of women's dire condition in the developing world and emphasized more on ending inequality as development focus on women.

WAD initiatives argued that the WID approach lacked empathy towards women in the developing world. The approach suggested that dominant global inequalities such as colonialism equally diminishes developing women's freedom and called for strategies to address effects of colonialism especially with reference to the then apartheid system in South Africa. They see that addressing poverty and colonialism will contribute to women's freedom and wellbeing in the south. The initiative also argued against the WID depiction of women as neglected resources, but suggested that women should rather be seen as overburdened and undervalued as a result. Therefore, according to these proponents, what should be paramount is a reevaluation of development processes to ensure redistribution of benefits and burdens of development between men and women

Limitations of WAD

- Like WID, WAD emphasis on equitable society for improving women lacked explanation of how the process could be achieved.

- The approach was rather race specific and received much criticisms from women in the North who felt undermined

However, the WID can be credited for its advocacy for women in developing societies and its capacity to highlight some of the limitations in WID which observably gave rise to formulation of another strategy called the Gender and Development (GAD).

3.2.3 The Gender and Development (GAD)

The Gender and Development emerged in the 1980s as alternative to the WID and WAD. Central to this approach was the recognition that women are marginalized and the gender inequalities they face in the south. Women are excluded from mainstream economic and social life and as a result they are likely to receive lesser benefits than men from development processes. The initiative recognized that heavy burdens and double work as caregivers and sometimes breadwinners of their families coupled with devastated economies in the south affected women's livelihood and wellbeing. The feminization of poverty was observed as a significant indicator for the relevance for ensure economic security of women who are faced with economic risks and shocks due to global economic crisis and national GDP crippling. The solution advocated in this approach include increasing women's access to social services, education, health, credit facilities, and other resources that might enhance their well being and maximize their contribution in the wider community. The initiative recognized that development processes can be affected by gender inequality hence, the necessity of enshrining gender equity in all development initiatives.

In addressing gender inequalities and differences that affect women, and assigning rewarding strategies to mitigate them, the GAD initiative required that three distinct questions are asked; (1) **Who does what, with what resources?** (2) **Who has access to resources benefits and opportunities?** (3) **Who controls the resources and opportunities?**

- *Who does what? and with what resources* – This question seeks to find out how resources are distributed and the level of discrimination that may affect women

in terms of access to resources. it also addresses the extent of available resources at the first place

- *Who has Access?* – This question assesses how many people will use the resources and opportunities and that which will be generated (e.g., of resources include: - land, credit facilities, trainings etc.)
- *Who controls resources?* – This question assesses how many people (men and women) can have these resources and know how to use it.

Contrasting GAD, WID and WAD

- in contrast to WD and WAD, GAD recognizes social construction of gender as the factor that engendered gender inequality
- It did not advocate for WID adding women into development process rather it advocated for the rethinking of development concepts and practice through a gender lens
- Much like the WAD and unlike the WID, GAD sees women belonging to heterogenous groups and must be treated likewise in project development
- Unlike the other two models, GAD is critical of economic growth model of development but champions the essentialities of removing barriers to women's economic growth through socioeconomic empowerment

3.3 Understanding Gender mainstreaming

3.3.1 What is Gender mainstreaming

Gender mainstreaming has been defined by UNESCO as “a strategy for making women as well as men men's concerns and experiences an integral dimension of the design, implementation, monitoring and evaluation of the policies and programmes in all political, economic and societal spheres so that women and men can benefit equally and inequality not encourages”. Gender mainstreaming allows development organizations align the objectives of development initiatives with concerns of women and men. This means that gender concern is seen as important in all aspect of development, sectors and areas of activity and as fundamental part of the planning process. It also ensures that

gender policies are executed across organizational structures and maintained

3.3.2 Issues in gender mainstreaming

Gender mainstreaming emerged from the experiences gained from the approaches in the WAD and GAD in the 1980s. It was discovered from the experiences of the WAD and GAD that gender issues affecting women have not been achieved in the policy level. Hence, many development organizations began to adopt the strategy of integrating women's issues as mainstream projects in various programmes, instead of establishing separate women projects. Therefore, it can be said that gender mainstreaming is a strategy that recognizes the benefit of ensuring that both women and men benefit equally from all organizational policies, programmes and practice. The UNESCO paper on gender mainstreaming provides some relevant characteristics of gender mainstreaming as follows:

- Gender mainstreaming is globally accepted strategy for promoting gender equality, mainstreaming is therefore not an end, but an approach to achieve end which gender equality.
- In gender mainstreaming the independent and complementary roles of women and men are recognized
- Gender issues is not confined in one sector, but cut across various sectors of development and aims at transforming unequal relations between as well as the structures that maintain inequalities. Gender mainstreaming should be addressed as part of normal institutional mainstreaming and shouldn't only be in purview of women experts or institutions, rather it is the responsibility of entire organization and cannot be carried out in a single sector.
- Gender perspectives and attention to the goal of gender equality is central to all activities and must take place in policy development, implementation of programmes, advocacy activities, service delivery, legislation, resource allocation, dialogue, lobbying, and in all levels of project cycle (project planning, monitoring and evaluation).

3.3.3 Analytic tools for gender mainstreaming

1. Gender Analysis

Gender analysis as defined by USAID (2013:24) is “an analytic, social science tool which is used for identifying, understanding and explaining gaps between men and women that exist in the contexts of family, community and countries, and the role of gender norms and power relations in each context”. The analysis normally involves examining differences in the status of women and men, differences in access to assets, resources and opportunities; the influence of gender norms and laws in creating gender division of labour between paid and unpaid employments and volunteer activities, constraints and opportunities in narrowing existing gender gaps; potential differential impacts of development policies and programmes on women and men.

The Gender Analysis Framework (GAF)

The gender analysis framework (GAF) provides a structure for organizing and systematizing information about gender roles, differences and relations and examines how they affect potentials of carrying out programmes that will affect lives of women, men, boys and girls in the society. There are five domains of the framework, they are :

1. Access to assets or resources in society

This assesses how gender differences affect access to resources (tangible e.g., land, capital, tools etc., and intangible resources e.g., education, policy, information) by women and men and their various determinants.

2. Beliefs and perceptions

This assesses those cultural belief systems or norms that perpetuate gender inequality and differences and affects women and men behaviour, acceptance, participation and decision making. They also limit men and women’s access to needed resource (tangible and intangible) in communities.

3. Leve of participation in decision making

This aspect of GAF assesses norms and tradition that may condition or affect the way men and women may participate in decision making activities in their community. It assesses the extent of information and engagements women and men may have with

relation to decision making in political, socio economic and their capacity to participate at levels of decision making in these sectors in their community.

4. Power relations and distribution

One determinant of gender inequality is level of power relations and control of power between women and men. Power certainly prevails in all domains of life, and the GAF initiative see it as central to all gender relations. GAF will assess how this power relations and distribution determine the level of engagement of women and men, their access to assets and to what extent they can exercise their rights and associate with other or enter legal contract in the society.

5. Institutions, laws and policies

This dimension focus on the extent to which women and men have both formal and informal rights and they are affected differently by policies and rules governing social institutions, e.g., health services, education, legislation and government institutions of supports etc.

Dimensions of Gender Analysis

In development initiatives, gender analysis is conducted in three ways:

1. Gender Audit
2. Gender planning
3. Gender review

1. Gender Audit

Gender audit is an analytical tool for assessing and checking institutionalization of gender equality in organization in terms of their policies, programmes, projects and provision of support services and budgeting. As a method of gender mainstreaming, it helps assess the extent to which organizations are able to integrate gender concerns in their organizational culture, policies, programmes, structures and processes, and helps organization assess the level of performance in the tasks of gender mainstreaming and achieving gender equity in all processes.

The Tasks in Gender Auditing

The tasks in gender auditing include:

- **Desk review** and analysis of organizations main documents
- **Consultation** through interviews, focus group discussions, self-assessments, survey to access more information about level of impact
- **Tabulation and analysis of all collected data** – collected data are analyzed using different types of gender methodologies
- **Sharing and discussing findings**- this entails that findings will be shared and discussed with all that participated in the process
- **Drafting gender plan and creation of gender committee** – the gender committee (including all stakeholders, internal and external – e.g., men, women, organization, community) created are expected to ensure that the drafted plan is used as a working document.

2. Gender Planning

The European Commission defined gender planning as “an active approach to planning which takes gender as the key variable or criterion and which seeks to incorporate an explicit gender dimension into policy or action”. Gender planning is a method that emerged due to the inability of existing development initiatives to meet the goal of gender equality. The analytic was developed as a tool for assessing the extent to which policy and programme planning are aligned with the concerns of women and men, especially in ensuring the transformation of unequal gender relations in different policy areas. It paid interest in gender relations and structural inequalities that limit both women and men in their society. As an economic development tool, gender planning aimed to maximize economic growth and increase productivity and industrialization which in turn will yield dividend in boosting economic activities of people, especially countries where poverty and economic downgrade affects lives women and men.

How Gender planning works:

Step1: Defining the Problem

In this stage of the planning, the agenda and intervention problem is defined , this include the needs, roles, resources and opportunities available to women and men, and any constraints to them

Step 2: Defining the Policy/Programme/Project

This step includes the framing of the intervention approach based on the problem analysis and with the aim of identifying alternative solutions to them. The step involves deciding on which gender approach to be used for dealing with identified problems. The step involves carrying out impact assessment of the various approaches to know the best approach to use

Step 3: Legitimacy and Operational design

In this stage the intervention and its organizational and delivery design is formulated. The decision makers will identify the outcomes of the intervention, the actions to be taken, the partners and their roles, the necessary budgets and the delivery method, time frame and structure of the organization. At this stage, decision makers are specific about outcome and indicators for ensuring outcome of the intervention projects. The interventions address how gender intersect with age, ethnicity, education, country of birth or disability etc. A gender evaluation and monitoring strategy is planned in this stage to ensure adequate monitoring and evaluation of effectiveness of intervention in relation to gender specificities.

Step 4: Defining the Budget

This is the last stage and deals with how budgets are streamlined to meet all the gender mainstreaming requirements in the interventions. Adequate resources are allocated to meet gender objectives with a target in achieving these objectives

4. Gender Review

Gender review or evaluation is the application of gender mainstreaming strategy while carrying out systematic and objective assessment of the design and planning, implementation and assessment of results and outcomes of development interventions targeted to women and men in relation to gender inequality and its variables. It can take place in upon completion of the intervention when focus is placed on the impact of project in promoting gender equality. The gender review is used to review project interventions to ascertain their capacity for impact. Reviewed projects that are certified are then executed.

How Gender Review is carried out:

Widely used evaluation criteria are: relevance, efficiency, effectiveness, impact and sustainability:

a. Relevance:

This criterion involves assessment of the degree of importance of the project in terms of reaching objectives of gender mainstreaming and achieving gender equality.

b. Efficiency

This criterion involves assessment how the gender policy in programmes meet the objective of gender mainstreaming and achieving gender equality. it addresses several questions such as has the lives of women and men benefiting from the interventions been transformed? Are the means and resources efficiently used to achieve the results? Were results reached at reasonable cost? Has cost benefits been equitably allocated?

c. Effectiveness

This criterion addresses the effectiveness in achieving gender equality. The questions that are asked here include: Have the results contributed to the achievement of planned results and outcomes? Did the result meet the needs of men and women? Did the stakeholders also benefit from intervention in terms of capacity building, awareness etc.

d. Impact

The review criterion assesses how the outcome of interventions meets wider policies, processes and programmes that are vital in enhancing gender equality, especially in the area of women's unpaid labour and the situation and constraints to their economic livelihood throughout the globe. The questions it asks are: Did the intervention contribute to balance in resource allocation? Did it reduce discrimination and marginalization against women? A gender specific evaluation will show the gap in the supposed impact exposing strengths and weaknesses wherever possible.

e. Sustainability

This criterion checks how interventions are sustained over time. When project time line is done, sustainability check involves determining the extent to which intervention projects will impact on beneficiaries in long term, after the project deadline is reached. The question asked here is: to what extent have strategic gender needs of women and men been addressed in the project, and has it resulted in sustainable improvement of women's rights, equality and wellbeing in the long terms?

4.0 CONCLUSION

In this unit we have come to have an understanding of what gender inequality entails. The unit dealt with many issues in gender inequality in development. We understood that gender inequality are socially constructed and maintained by societal structures such as norms, patriarchal cultures and beliefs, and addressing these structures required well structured techniques. One of these techniques is gender mainstreaming which focused on ensuring that gender issues affecting women and men in the society are enshrined or integrated in development policies, programmes and interventions targeted towards achieving gender equality. In the unit we saw various strategies that have been put in place in addressing the effects of gender inequality on women as well as tools for gender mainstreaming and to put them in use, which is a practical aspect of this course.

We also understood that gender mainstreaming is an important aspect of women development, because through it gender inequalities facing women in society can be identified and adequate responses targeted towards solving them.

5.0 SUMMARY

This unit looked at the meaning of gender inequalities, the various issues and how these issues are relevant in understanding the condition of women and men in gender biased societies. The unit gave us the meaning of gender mainstreaming, the importance and role in development initiatives. Gender mainstreaming is not an end to the problem of gender inequality but a strategy towards ensuring that development initiatives meet the objectives of gender equality. IN the unit, various tools for gender mainstreaming was discussed and we saw the various ways they are applied to achieve the objective of ensuring gender equality in terms of ensuring that women and men have equal access to resource distribution and information, equal power and control over resources, and participation in decision making in society.

6.0 TUTORED MARKED ASSIGNMENT

1. Define gender inequality and discuss the determinants of gender inequality in society
2. Discuss one of the measures in addressing gender inequality in development initiatives
3. List and discuss the characteristics of gender mainstreaming

7.0 REFERENCE AND FURTHER READINGS

UNIT 3: IMPLEMENTATION OF GENDER POLICIES IN NIGERIA

CONTENTS

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
 - 3.1 Gender Policy in Nigeria
 - 3.2 Gender Policy Framework in Nigeria
 - 3.3 Gender Policy Priority and Thematic areas
 - 3.4 Constraints and Prospects in the Implementation of gender policies in Nigeria
- 5.0 Conclusion
- 6.0 Summary
- 7.0 Tutor-Marked Assignments
- 8.0 References/Further Reading

1.0 INTRODUCTION

Addressing gender inequality should be one of the priority areas in country's policy. International organizations has baffled at the persistent structures of gender inequality existing in the developing countries despite many interventions that have been carried out on elimination or at least reducing effects of gender inequality in developing world. It is agreed that one of the challenges of institutionalization or mainstreaming of gender in development initiatives in these countries is lack of adequate implementation of gender policies in state and local level in developing countries.

Nigeria is a developing country and has aboutpopulation of women, of which has continually faced abject poverty, while some face various cultural limitations that affect their lives. Nigeria is also a patriarchal society meaning that certain patriarchal practices which affects women's rights, autonomy and access to resource control exist and have not been completely eradicated. Unfortunately, like most of the other African nations, Nigeria has not been able to effectively implement gender policies that will deal with gender inequality structures affecting women, and this as a result of certain factors which we will look at in this unit. we will also look at how to

deal with the issue of gender inequality through effective implementation of gender policies in the country

2.0 OBJECTIVES

At the end of this unit student will be able to:

1. understand the meaning of gender policy
2. The various issues that gender policy in Nigeria supposed to deal with
3. Learn about the various factors that affect successful implementation of gender policy in Nigeria
4. Understand the various measures to take to ensure effective implementation of gender policy in Nigeria

3.0 MAIN CONTENT

3.1 GENDER POLICY IN NIGERIA

Following years of uncoordinated national response to women's issues, the gender policy in Nigeria was formulated to address issues facing women, especially gender-based discriminations and security issues women are faced with in the country. in the year 2000, Nigerian government decided to take a bold step to adopt and pass into law the National policy on Women which was guided by the global instrument on the Convention of all Forms of Discriminations Against Women (CEDAW), its alternative protocols and the human rights verdicts in the 1999 constitution of Nigeria.

A critical issue the National Gender Policy would deal with the overarching need to address gender inequality in development process, with the aim of making women and men partners in development, and mor importantly, dealing with the structures which continue to promote gender-based differences in access to resources, imbalance in power relations between women and men and equal participation of women and men in decision making. The policy equally draws from the Beijing Platform of Action (BPA) in particular as this provides a unique opportunity for women to become a critical part of the decision-making process in development that are related to

economic, political and social development of the globe and with a central concern on the alleviation of poverty facing women in societies.

3.2 GENDER POLICY FRAMEWORK IN NIGERIA

According to the Gender Policy Framework document prepared by the Federal Ministry of Women Affairs and Social Development (2006, pg. xix) and extracted from (<https://nigerianwomentrustfund.org/wp-content/uploads/National-Gender-PolicySituation-Analysis.pdf>), the National Gender Policy in Nigeria has the following four pillars, namely:

- Policy reforms with implication for mainstreaming gender concerns at all levels
- Provision of gender education and capacity building to ensure technical expertise and positive gender culture’.
- Ensuring gender justice and human rights
- Economic reforms that will help enhance productivity and policy efficient and lasting outcome for the empowerment of women and vulnerable groups in Nigeria.

The guiding principles of the policy are listed as:

- Making gender analysis an integral part of all policy articulation, implementation and evaluation
- All stakeholders, including government, the private sector, civil society organizations, and community-based organizations, development partners, and individual women and men, are to take a role in the mandate for gender equity and equality.
- Instituting a gender policy that brings about cooperative interaction of women and men, and a gender culture which entails cooperation and interdependence rather than separation.
- Policy implementation is to depend on a cultural re-orientation that will be supported by policies and programmes of gender education, sensitization,

motivation and responsiveness, rather than only through legislations.

- Transformation of the policy environment within which gender equity programmes are to be implemented, thereby providing enabling structures and political will
- Reforming the existing structures of women development with a view to strengthening their capacity for a more robust mandate.
- Women empowerment is considered as integral to the achievement of gender equality.

Generally, the policy adopted existing structures and practices as well as from living experiences of women in Nigeria and from various international experiences and practices.

3.3 GENDER POLICY PRIORITY AND THEMATIC AREAS

The policy recognized that women more than men tend to face challenges in balancing reproductive and productive roles and this tends to affect their wellbeing and ability to be more productive in developing the nation. Moreover, as noted before, the gender-based inequalities they face in society denied them opportunities to be more productive and economically useful in the national development. To this end, the policy was designated to deal with more of women's issues than men. To address its priority area, the policy allotted 17 thematic areas that dealt with women's issue in relation to overall national development. The thematic areas are as follow:

1. National development issues.
2. Family, culture and socialization
3. Gender based violence
4. Education
5. Poverty and economic empowerment
6. Employment and labour issue
7. Agriculture and rural development
8. Environment and natural resources

9. Health and reproductive services
10. Gender and HIV/AIDS
11. Politics and decision making
12. Gender, Peace and Conflict management
13. Information, communication and media
14. Other forms of inequalities (vulnerable groups and inequalities in society)
15. Gender physical and social services
16. Legal and human rights
17. National and international partnership for development

extracted from - <https://nigerianwomentrustfund.org/wp-content/uploads/National-Gender-PolicySituation-Analysis.pdf> (further discussion on each of the thematic area is found in the above url)

3.4 CONSTRAINTS AND PROSECTS IN THE IMPLEMENTATION OF GENDER POLICIES IN NIGERIA

Although Nigeria has a very sound and robust policy on gender, it is unfortunate that the implementation of this policies has undergone several challenges since its formulation in 2000. After careful examination of gender issues and the inability of the national policy to address the challenges of gender inequality, it was realized that the efficacy of the policy strategies was dependent on the following factors:

- a. Political will
- b. Gender as core value for transforming the Nigeria society was controversial issue
- c. Patriarchy
- d. Coordination, networking and monitoring impediments.

a. Enhancing Political Will

Formulating and implementation of gender policy requires the support from all stakeholders, starting from the highest level of governance to the other tiers of government. However, the extent of acceptance of the contents of the policy by all level

of stakeholders in the country, may have led to the unsuccessful implementation from the top levels.

b. Accepting Gender Equality as a Core Value for Transforming the Nigerian Society – The role of gendered norms and practices

Because the Gender Policy Framework is anchored on gender inequality principles this has made the policy receive several rejection and query from local groups, especially in fundamentally gender biased societies. In this case, for gender policy implementation to work it is necessary that traditional norms and structures that promote inequality between women and men be adequately challenged and combatted. All traditional structures that impede women's participation in decision making and development processes must also be brought to check and limited for actualizing gender equality for transformation of Nigerian society.

c. Confronting Patriarchy

A major task for successful implementation of National Gender policy in Nigeria is patriarchal system that is found in most parts of the country. To achieve gender equitable society and gender sensitive society, women should be recognized as having equal rights men and share mutual respect with them. Patriarchy is a male dominant culture and affects women's rights and access when compared to the men.

According to UNICEF (2011) the gain that will accrue from dismantling the impact of patriarchy on women's lot in Nigeria include:

- Enduring gender role relations as women and men balance their different roles and responsibilities within the private and public spheres of life and exchange of social skills between women and men is enhanced;
- Freedom of choice and balance of power in matters of sexuality, reproduction and reproductive health; ·
- Improved quality of life at the household level, with talents and potentials of boys and girls properly nurtured and tapped for development; ·

- Improved leadership terrain through the full use of leadership skills and styles of men and women ·
- A more humane social climate as the needs of men and women, old and young, boys and girls, rich and poor become the focus of policies and development plans become more sustainable

d. Proper Coordination and Networking

This issue deals with the extent to which institutions, organizations and the civil society have been able to coordinate and network together to bring about best parities for implementing gender policy in Nigeria. A critical area these stakeholders can assess include the effectiveness of gender analysis tools, accountability and transparency issues, and budget. This can only be achieved through a well targeted coordination, networking and monitoring efforts. To this end, the UNICEF (2011) justified the following as ways of ensuring better implementation of gender policy, and ensure effective coordination, networking and monitoring in the process:

- Drawing up of a National Gender Strategic Framework and Action Plan to be reviewed every five years to guide a System-wide approach to gender mainstreaming and implementation of the policy.
- Sectoral Gender Action Plans for public and private institutions shall derive from and be aligned with the policy
- Ensuring a well-coordinated gender mainstreaming framework within and across public and private institutions
- De-centralizing gender mainstreaming responsibilities using short, medium, and long – term strategies ·
- Clearly allocate monitoring and evaluation responsibilities within institutions.
- Use participatory mechanisms throughout the Gender Management System

4.0 CONCLUSION

The unit presented the rationale for a gender policy in Nigeria and the various issues that were pertinent in the formulation of the policy in Nigeria. We looked at the key pillars of national gender policy in Nigeria as well as the guiding principles. Also, the unit presented the thematic areas of the gender policy and explained why women were the target group in drawing up the thematic areas of the policy. The unit discussed the various constraints to the implementation of gender policy in Nigeria and then offered strategies for addressing these constraints.

5.0 SUMMARY

Gender policy is a strategy for ensuring enhancement of gender equality at both international and national level. The concern of gender inequality gave rise to the notion for developing further strategies whereby countries in the world can work out a plan for ensuring gender equity at all levels of human engagement and social relationship. This unit dealt with gender policy initiative in Nigeria, the various strategies', key issues, principles, thematic and challenges to implementation of the policy as well strategies' for addressing constraints. we understood that for proper implementation of gender policy to work both national and grassroots levels, government and other stakeholders should be able to deal with underlying factors and structures that maintain and sustain gender bias in the society.

6.0 TUTOR-MARKED ASSIGNMENT

1. what are pillars of Gender policy in Nigeria?
2. What are the reasons why gender policy implementation has not achieved the goal of limiting gender inequality in the country today?

7.0 REFERENCES/FURTHER READINGS

UNIT 4: WOMEN AND POLITICAL PARTICIPATION IN NIGERIA

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
- 4.0 Level of women's political participation in Nigeria
 - 4.1 Factors affecting women's participation in politics in Nigeria
- 5.0 Strategies for improving women's engagement in politics in Nigeria
- 5.0 Conclusion
- 6.0 Summary
- 7.0 Tutor-Marked Assignments
- 9.0 References/Further Reading

1.0 INTRODUCTION

Equitable participation of women in politics and government is essential to building and sustaining democracy. Though they comprise of 50% of the world's population, women continue to be under represented in political issues and decision making. Lack of participation in political issues also affects the level of information would have to deal with marginalization and discrimination that affects them. The patriarchal system found most part of Nigeria challenges the ability to be represented properly or participate in politics because in patriarchal societies women's voices are silent, and decisions made for them. In this unit we will further look at how gender inequality affects the way women in Nigeria are represented or participate in politics and government and in decision making.

2.0 OBJECTIVES

At the end of this unit students are expected to:

1. Have a clear understanding of the contending issues in women's participation in Nigeria
2. Have an overview of the extent of women's participation in politics and

decision making in Nigeria

3. Identify factors that hinder adequate participation of women in politics and decision making and how women's participation in politics and decision-making levels can be improved

3.0 MAIN CONTENTS

3.1 LEVEL OF WOMEN'S POLITICAL PARTICIPATION IN NIGERIA

It is not an understatement to say that equitable participation of women in politics and government is a sine-qua-non for building and sustaining democracy. Although women make up about 50% of world's population, in most parts of the developing world they are still deprived of the rights of engaging in politics and decision making at all levels of government. Despite all efforts made by international community and national government, women still face gender biased structures that maintain differences and subjugation of women under men. These structures have consolidation in people's cultural norms, belief, values and practice which are often very hard to adjust in order for women to gain recognition in the society.

A critical evaluation of Nigeria's political history shows great marginalization of women in politics and decision making at levels of society. From precolonial to post-colonial era, women in Nigeria have remained under the control of the men and subjugated from their rights, including political rights. The national politics are often played by men than women (Adelakun, 2006). With the gender structure holding that politics is a male purview, women continued to diminish in the political picture of the country and started growing cold feet in political matters (Aderigbe, 2003). The assumption that women's role is to procreate, provide care giving attention to the family and do house chores and subsistence economic activities, relegated women to the background of anything political in the country. ‘

Nonetheless, history has shown the impact of women's movement in changing existing structures e.g., the nwaobiara dance and the Aba women's riot, which took place in colonial days. Women's engagement in politics in precolonial days was even more

pronounced than the recent times. We see powerful women rulers in precolonial days such Queen Amina of Zaria, Moreni of Ile Ife, and after independence in the case of Funmilayo Ransom Kuti, Margaret Ekpo, Hajia Gambo Sawaba, whose engagement in politics yielded great outcomes to their people.

In recent times, the appalling situation as posited by Okafor (1998:5) is that Nigerian women find themselves in a hostile political environment so unconducive that they feel despaired and discouraged to participate or vie for leadership positions in the governance of this nation.

3.2 FACTORS AFFECTING WOMEN'S PARTICIPATION IN POLITICS IN NIGERIA

The inability of women to properly fit in the political arena has affected their empowerment and social recognition. Asase (2003) believe that women's low participation in politics is determinant of continued gender inequality they face, since there low representation of their concern in decision making levels. Aderibigbe (2004:15) attributed the following factors as barriers to women's quest for active involvement in all aspects of national life:

a. Entrenched cultural practices

Aderigbe argued that the assumption is that politics is the birth right of men in most parts of the country and women have no business playing political games. Another assumption is that men prefer to be considered the decision makers at all levels of social life, hence, women are considered followers. According to Orokpo et al (2017:81) social conventions, values, and mores combine to maintain the stereotype of Nigerian women as kitchen dwellers who are only gatecrashers into spheres outside of their matrimonial homes.

b. Religious Beliefs and Values

Religion equally plays critical role in diminishing opportunities of women to engage in politics. Religion creates stereotypical structures that maintain gender inequality and enhance gender gap between women and men in societies.

c. Poverty and Illiteracy

Poverty and illiteracy affect women's options of engaging in politics. Political arena is elite zone in all societies, and being part of this elite class demands certain standards of life of which wealth, connections and education play a critical role. Where poverty affects women, the tendency to overlook immediate needs – survival for political participation is very rare.

d. Male dominance in political and economic sector

Men's purview in the country has always been in politics and economy. With their continued dominance over these sectors, which are critical to wellbeing, level of access and engagement of women in the political arena is highly challenged.

e. Misconceived role of women in politics

Most assumptions of women in politics are that they are either promiscuous or insubordinate to men. Wrong and unjust labeling like this can deter women from coming out of their shells to participate in politics.

violent nature of politics in Nigeria

women are mostly seen as weaker sex and do not have the capacity to endure certain ill games played in daunted politics in Nigeria, the violence that elude just and peaceful political activities have come to affect the capacity of women's interest in politics in the country. This could also be the reason for women's apathy to politics in the country.

f. Repressive nature of socialization and low self esteem

Internalized value of being the second-class citizen in the country after the male folks can affect women's interest in politics

g. Women's multiple role and Time constraints

Being engaged in both productive and reproductive roles as mother, wife, caregiver and sometimes breadwinner for the family deny women ample time to engage in political activities.

h. Lack of solidarity among women

This is true when we see the reaction of women towards women in politics, and the level of support they give to them during election or campaign.

STRATEGIES FOR IMPROVING WOMEN'S PARTICIPATION IN POLITICS IN NIGERIA

As of the 2015 election, Nigeria had 20 women out of 359 in its lower house (5.6%) and 7 out of 109 in its upper house (6.4%). This put it 180th in the world ("Women in Parliaments: World Classification," 2019). Following the 2019 elections, women make up 7.3% of the Nigerian Senate and 3.1% of the House of Representatives. No state governors are women (NWTF, 2019 cited in Kelly, 2019:4, extracted from https://assets.publishing.service.gov.uk/media/5d430c8eed915d09ddb354a/596_Nigerian_Women_Governance.pdf).

These worrisome structures show the dire need of restructuring the existing political situation using a gender lens to it. According to a paper presented by Oluyemi (2016:12) on women's level of participation in politics in Nigeria (extracted from https://unstats.un.org/unsd/gender/Finland_Oct2016/Documents/Nigeria_paper.pdf) at Gender conference at Finland and for National Bureau of statistics, the paper presented the following as ways of improving women's political participation.

1. Political parties should create a support network for prospective aspirant by pairing them with established women politicians who will be playing key role as mentors and provide capacity building for young or aspiring female politicians as to enhance and develop them ahead of subsequent elections.

2. Building mass Coalition of women support and advocacy group using NGOs and Grassroots women associations to coordinate support and advocacy for fellow women aspirants.
3. To create enabling environment that allows women to engage meaningfully in decision making process in a sustainable and effective way that is free from violence and harassments of any kind.
4. Establishment of legal funds to assist women politicians to challenge electoral malpractices of any form at all levels of political processes.
5. Introducing quota system as gender equality measure at all levels of government and Identifying and engaging relevant stakeholders such as Independent National Electoral Commission and political parties to ensure strict adherence to gender equality measures in all electoral processes

5.0 CONCLUSION

The unit dealt with some of the issues in women's participation in politics in Nigeria, by showing us the historical background of women's level of engagement in politics. The various factors that impede adequate participation of women were also explored and then suggestions were made on how to strategically improve women's participation in Nigeria.

6.0 SUMMARY

The unit has shown us that women's participation in politics is a dire area for policy address, given the unequal relations between men and women which are facilitated by existing gendered norms, practice, religion and male dominance. these structure in turn limit women's options and access to resources, information and ability to engage in politics at the same level with their male counterparts. This unit has presented some of the factors that maintain hegemonic hold of political field by men in the country and suggestions were made for improving engagement of women in politics at all level of society.

7.0 TUTOR-MARKED ASSIGNMENTS

1. What are factors that limit women's engagement in politics as men in Nigeria
2. Explain two strategies prescribed by Oluyemi (2016) for improving women's political participation in Nigeria?

8.0 REFERENCES/FURTHER READING

MODULE 2 - RIGHT-BASED GENDER ISSUES IN DEVELOPMENT

- Unit 1 Women's Right and Cultural Hegemony in Developing Societies
- Unit 2 Gender and sexual distribution of Labour
- Unit 3 Understanding issues in Gender Based Violence (GBV) and Violence against Women and Girls (VAWG)
- Unit 3 Understanding the issues in Women's Reproductive Rights