

**China-Canada Cooperation Project in  
Cleaner Production**

**Gender and Environment Training Course**

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**Ms. Pascale Méra**

ESSA Technologies Ltd.

Vancouver

**Ms. Du Jie**

CCCSU

# **DAY ONE**

## Introduction to Gender and Environment

# **Course Overview**

## **Day 1 Introduction to Gender and Environment**

**Part 1: Gender Concepts and Key Terms**

**Part 2: Gender & Environment: issues and perspectives**

## **Day 2 Gender Analysis & Planning; Gender Training**

**Part 3: Gender Analysis and Planning**

**Part 4: Introduction to Gender Training**

# **PART ONE**

## **Gender Concepts and Key Terms**

# Global Statistics on Women

- hold 13.4% seats in parliament
- represent 7.4% of cabinet ministers
- hold 1% of chief executive positions
- do 75% of the work hours
- 70% of their work is unpaid
- earn less than 30% of the world's income
- own less than 1% of the world's assets
- 1/3 experience domestic violence
- 1/4 are raped in their lifetime

# Gender Concepts

## **Sex**

Biological:  
we are born with it

Universal: same  
all over the world

Does not change  
over time

## **Gender**

Social, cultural:  
we learn it

Regional  
differences

Can change over  
time

# Gender Concepts

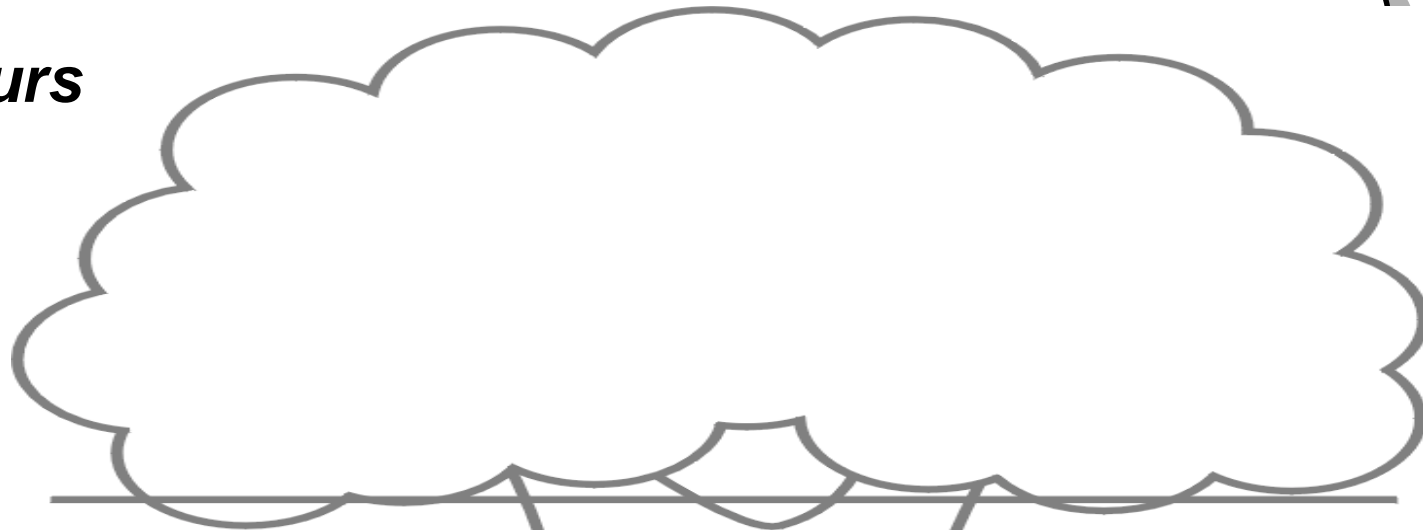
- Gender issues
- Gender division of labor
- Women's triple role
- Gender values and attitudes

# Gender Equality

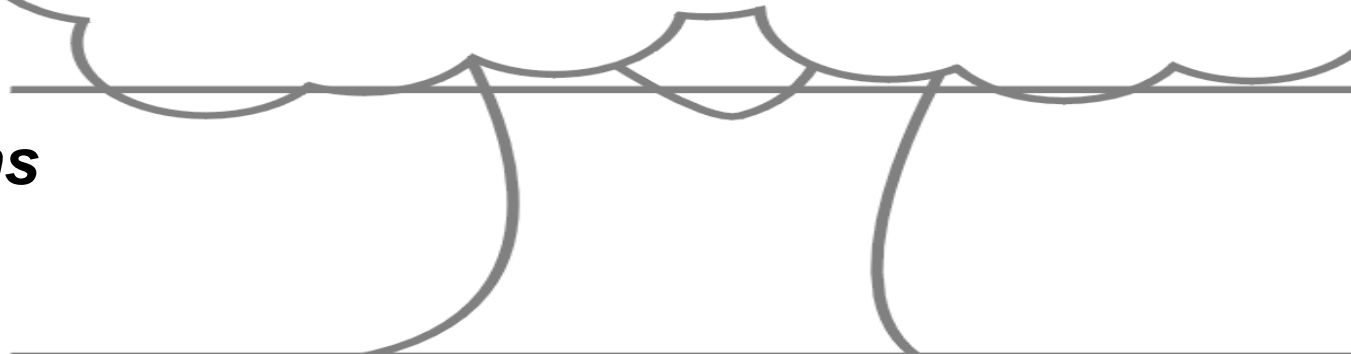
- The process of being fair to women and men
- Women and men
  - enjoy the same status
  - have equal conditions for realizing their full human rights and their potential to contribute to national, political, social, economic, and cultural development
  - benefit from the results

# Factors underlying gender inequality

***Behaviours***



***Institutions***



***Values***



Source: CIDA On-line Gender Training Course

# Practical Needs and Strategic interests

## Practical Gender Needs

- Short term
- Pertain to women's current condition
- Pertain to day to day living conditions
- Do not question division of labor
- Incremental
- Vary with economic condition

## Strategic Gender Interests

- Long Term
- Pertain to the position of women vis-à-vis men
- Include changes in the gender division of labor
- Seek to transform the division of labor
- Common for most women

# Women in Development

## Gender and Development

### **WID**

- Focus on women
- Changes women's condition
- Women as passive recipients
- Goal: effective efficient development
- Practical gender needs
- Access to resources

### **GAD**

- Focus on gender relations
- Changes women's position
- Women as active participants
- Goal: equal, sustainable development
- Strategic gender interests
- Access to and control over resources

# Mainstreaming Gender

Strategy for achieving gender equality

Two aspects:

- *mainstreaming women*
- *Mainstreaming gender*

# Mainstreaming: Approach

- approach to planning development interventions which considers implications of gender differences
- aims to reduce gaps & promote equality
- gender must be addressed in
  - national policies, plans and programs
  - international development cooperation initiatives
  - all sectors
  - all levels (policy, institutional, project)

# Chinese and Canadian Commitments to Gender Equality

## China

- Signatory to International Conventions
- National programs and laws

## Canada

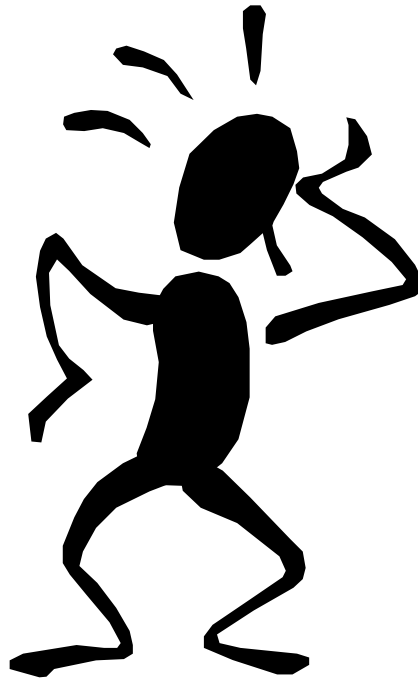
- Signatory to International Conventions
- Federal Plan for Gender Equality
- CIDA Policy for Gender Equality

# **Small group activity**

# **PART TWO**

## **Gender and Environment**

# What does gender have to do with the environment???



# **Gender and Environment: the linkages**

- Differential impact of environmental degradation
- Limited control and ownership over resources
- Different needs and interests regarding environmental protection and management
- Different strategies to protect the environment

# **Gender and environment: the gender gaps**

The case of Industrial Pollution Management (IPM)

- Opportunities for training and information
- Participation in decision-making about IPM
- Opportunities to attend university level engineering and science programs

# Gender and environment: the gender gaps

## The case of IPM - Continued

- IPM plans, policies, projects, and programs often fail to take into account both men and women's roles, needs and interests.
- Access to credit for purchasing clean technologies
- Gendered impacts

# **Mainstreaming gender equality in environmental management**

**Environmental Management can promote gender equality by:**

- increasing women's participation in decision making
- increasing awareness of the needs and experience of women
- improving environmental information and expertise by collecting gender disaggregated data;
- conducting gender analysis and gender impact analysis

# **Small group activity**

**End of Day 1**

# **Day 2: Gender analysis and Planning; Introduction to Gender Training**

# **Part 3: Gender analysis and planning**

# **Gender Analysis**

Tool for promoting gender equality

Process of identifying and understanding the nature and causes of gender inequality

# Gender analysis, continued

## **Two step process:**

Step one: identification of gender issues

Step two: analysis of causes of gender inequality

# Step 1: identification

## Things to consider:

- Needs/interests of different groups of men and women
- Division of labor
- Access to and control over resources
- Decision-making roles
- Structural and socio-cultural factors
- Gendered results / impacts
- Institutional capacity to promote GE

## Step 2: Analysis

Identify the causes of the gender issues.

Use analytical frameworks:

- Legal/policy
- Stakeholder/institutional analysis
- Gender stereotypes

# Gender Analysis: What to do

- Understand gender relations
- Recognize women and men's contribution
- Include female and male stakeholders
- Identify barriers
- Understand practical needs and strategic interests
- Identify differential impacts
- Gather baseline data / sex-disaggregated data
- Outline expected risks and develop strategies to minimize risks.

# **Gender Analysis Tools**

# Gender analysis tools

Vary depending on the initiative / research

*National-level:*

- Review of country reports
- Regional statistics
- Reports on the status of women

*Project / community level:*

- Consultations with community, institutions, organizations
- Analysis of media trends

# Gender analysis tools

- Activity profile
- Access and control profile
- Decision-making profile

# **Gender Analysis Tool 1: Gender Division of Labour and Activity Profiling**

- Reproductive role
- Productive role
- Community managing role
- Community politics role

# **Gender Analysis Tool 1: Gender Division of Labour and Activity Profiles**

## Types of labour

- reproductive, family, unremunerated
- productive, remunerated
- community, voluntary
- community politics

## Unit of analysis & variables depends on scope of the intervention

- household
- community
- macro level

# Example of Time Use Analysis

## Rural Farmer Family in China

Time	Women	Men
4:30 am	wake up, collect water & fuel wood, cook	sleep
6:00	feed pigs	wake up
6:30	breakfast	breakfast
6:45	go to field: weeding, planting, looking after rice	go to field: ploughing
11:45	come back for lunch, feed children	lunch, drink beer
12:30 PM	housework	have nap
2:00	back to field	back to field
5:30	back home, prepare dinner	sitting, chatting
6:30	dinner	dinner
7:00	cleaning, wash clothes help children with homework	fixing things (told by wife) or watching TV, or visiting neighbor, or attending village meeting
9:00	pounding rice, grind corn, embroidery, weaving,	go to bed, or later
10:30	go to bed - feed baby in night	

# Activity Profile - micro level

Source: Harvard Analytical Framework

<b>Activities</b>	<b>Women</b>	<b>Men</b>
<b><i>Family</i></b>		
Activity 1	cooking	fixing home & equipment
Activity 2	cleaning	educating children
Activity 3	washing	
Activity N	care for animals etc.	
<b><i>Productive</i></b>		
Activity 1	weeding	preparing land
Activity 2	transplanting	harvesting
Activity 3	food processing	etc.
Activity N	harvesting embroidery	
<b><i>Community maintenance</i></b>	cleaning & building roads, schools	managing building roads & schools
<b><i>Community politics</i></b>	People's Committee meetings	People's Committee meetings

## Gender Division of Labour: macro level

Sectors	Organisation	Job	Level
Industry ( <i>subsectors: garment, food processing, ceramic</i> )	formal	manual	pay
	informal	assembly	skill
	home-based	technical	decision-making
	factory	administrative	job security
Education	government	service delivery	promotion opportunities
Health	private	management	
Agriculture	small, medium, large	finance	
Business	urban/rural		

# **Gender analysis tool 2: Access and Control Profile**

*Source: Harvard Analytical Framework*

- Access to and control over resources & benefits
- Resources necessary to carry out activities
- Benefits derived from these activities

# **Gender analysis tool 2: Access and Control Profile**

*Source: Harvard Analytical Framework*

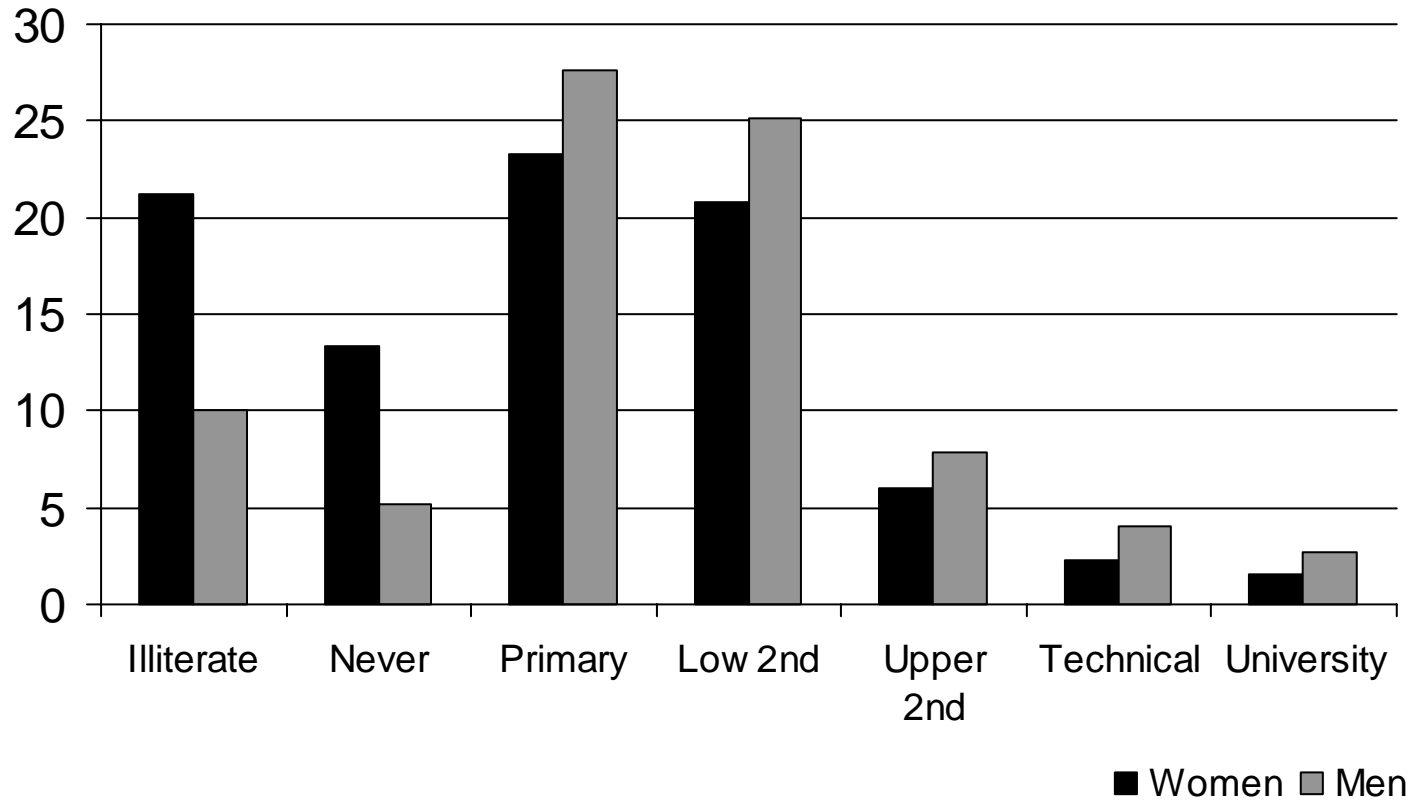
- Access: opportunity to use resources
- Control: power to decide on use, ownership
- Women have less access/control of resources

# Access & Control Profile

	Women		Men	
<b>Resources</b>	<b>access</b>	<b>control</b>	<b>access</b>	<b>control</b>
Land				
Equipment				
Technology				
Labour				
Credit				
Education				
Training				
Information				
<b>Benefits</b>				
Income				
Assets				
Power/status				
Opportunities				

# Education: completion rates

Source: VLSS 98



## **Gender analysis tool 3: Decision-making profile**

- What decisions affect people's lives?
- What is the decision-making process?
  - Who is consulted?
  - Who makes final decision?
  - Who is impacted by the decision, how?
- Spheres of decision-making:
  - policy (e.g. environmental policy, etc.)
  - workplace (e.g. in industry: hiring/firing policy, training, promotions, work conditions, salary, etc)
  - household (division of labour, large expenditures such as equipment, schooling, health care, etc.)

# Household-level decision-making analysis

Decision on Activity	Who makes decisions				
	Woman only	Man only	Woman usually	Man usually	Both
Use of revenue					
Education					
Time use					
Family planning					
Resource use and management					
Travel					
Savings and investment					
Work schedule on cash crops or subsistence crops					

# **From Gender Analysis to Gender Planning**

# **Gender Analysis = Identification of**

The division of labour

Access and control

Needs

Constraints and opportunities

**leads to**

## **Gender Planning**

Strategies to overcome constraints  
and to utilize opportunities

# **Part 4: Introduction to Gender Training**

**END OF DAY 2**