



Community of Practice Training Workshop on Gender focused research in the Arab World

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Session 2: **Brief Overview on Gender Research in Arab World**

1. Key Concepts for Gender research
2. Types of Gender research Agents
3. Challenges of Gender research
4. Way Forward



Key Concepts for gender research

Key Concepts for gender research help provide gender-related information on existing

- Access to resources
- Knowledge, beliefs and perceptions
- Practices and participation



Sex vs. Gender

- **Sex** is a system of classification based on a combination of **biological and physiological factors** (generally male or female).
- **Gender** does not refer to men or women but to the **relationship between them** and the way it is socially constructed.
- Gender thus refers to the **cultural meaning** that is ascribed to a person's sex (generally labelled masculine or feminine).



Masculinity and Femininity (1)

- Masculinity and femininity are gender identities, shaped by socio-cultural processes, **not** biology.

They are often used to identify a set **of characteristics, values, and meanings** related to gender. These terms exist only in structures of gender relations.

From an early age, children are socialized and encouraged to perform specific and conform to gender roles.

The repetition of gendered narratives and images in media has helped to shape these cultural norms around what it means to be a man or a woman, masculine or feminine.

Femininities and masculinities are **plural** and **dynamic**; they change with culture and with individuals.



Forms of Masculinity and Femininity in Arab Culture (2)

<i>masculinity</i>	<i>femininity</i>
<ul style="list-style-type: none">• strength• dominance• aggression• Independence• active• rational thought• production• breadwinner• Subject• Public sphere• technology	<ul style="list-style-type: none">• weakness• submission• compliance/vulnerability• Dependence• passive• emotion• consumption• nurturer• Object• Private sphere• manual



Masculinity and Femininity (3)

- Masculinity and femininity are not only oppositional; they are also hierarchical. The values tied to masculinity, by and large, have been seen as superior to those associated with femininity. These structures generate multiple forms of masculinity, including non-violent masculinities. However, hierarchies among men tend to subordinate the less aggressive.
- Because cultural notions of “feminine” and “masculine” behaviour are shaped in part by observations about what women and men do, it creates a kind of “gender marking” which tends to discourage women or men from entering “gender-in authentic” occupations.



Vitamin pills in shape of man flexing muscles



Stereotypes

- Gender stereotypes are the **beliefs about the characteristics** associated with, and the activities appropriate to men or women.
- Gender stereotypes have four different **aspects—physical characteristics, traits, behaviours, and occupations.**
- Current stereotypes of women and men have been influenced by **historical views of women and men.** The Cult of True Womanhood held that women should be pious, pure, submissive, and domestic. For men, several models of masculinity show gender role stereotypes.
- One of these is the **Male Gender Role Identity**, which holds that to be successful as men, males must identify with the elements of that role, including the need to avoid all feminine activities and interests, have **an achievement orientation, suppress emotions, and be aggressive and assertive.**
- Gender stereotyping **begins early in development** and results in children holding rigid rules for gender-related roles.



Stereotypes(2)

- Gender stereotypes have more similarities than differences across cultures, with the male stereotype fitting the *instrumental* model and the female stereotype fitting the *expressive* model.
- Implications of stereotypes:
 - this situation is labelled as **stereotype threat** because the presence of these negative stereotypes threatens performance and self-concept. (Steele and Aronson)
 - gender - based stereotypes create **internalized oppression** in women and enable men to exercise attitudes of dominance.
 - **perpetuate gender relations**
 - **perpetuate discrimination** thus reducing opportunities & career development



Patriarchy

- “Systemic societal structures that institutionalise male physical, social and economic power over women” (Bridge)
- Patriarchy power means the capacity to direct the behavior of others , even against their will.
- Classical Middle Eastern patriarchy is **understood in terms of pastoral societies** in which **kinship was equivalent to society and was the key force organizing politics, economics, religion and other social processes**. The dominance of male elders over kin groups translated into patriarchy , as **state elders competed with kinship leaders for control** over individuals and groups leading to **state patriarchal** forms.
- Contemporary patriarchy in the Arab Middle East takes many forms and can mean the dominance of males over females and elders over juniors (males & females) and the mobilization of kinship structures, morality and idioms to institutionalize and legitimate these forms of power



Patriarchy (2)

- Patriarchy is still a major force hindering Arab women's advancement. A combination of patriarchy, conservative religious interpretations and cultural stereotyping has built a very strong psychological barrier among Arab populations regarding women's participation in the public sphere.
- The **hierarchical, patriarchal tribal structure** of several Arab societies may be another factor that contributes to this state of affairs. Ultimately, an acceptance of the status quo and possibly an unconscious fear of change ,have become a major challenge that has to be dealt with .

- 2001 Arab Society, AUC Press



Decision-making power

- Is **the ability of people to decide, to influence and to control and enforce freely** within an individuals household, community, municipality and the state.
- Decision making continuum:
 - 1) no participation,
 - 2) is informed,
 - 3) discusses,
 - 4) is consulted,
 - 5) decides and controls outcome.

The research can focus on the national, community and household levels.



Household

- Household is a basic unit of analysis in research
- Gender norms and roles are reproduced in the private and public spheres and all other areas of life.
- Understanding how this framework operates at the household level is important **because it provides a sort of mental map of the acceptable roles, responsibilities, and behaviours for each household member.**



Household (2)

Assumptions	Empirical challenges
nuclear	Extended and female headed etc.
Men are the breadwinners	Triple role of female members
Equal access to resources	Unequal access
Unanimous decisions	Decisions are gender specific
Income is benefitting all	Different needs
Household is a homogeneous unit	Need for disaggregation of household (adapted from DPU gender module))



Caution

- When asked, respondents answer **does not** necessarily reflect the composition of their households, the realities of their daily lives, or their aspirations for their lives . **They do, however, describe the normative framework that binds both women and men.**



Gender Gap

- The differences between women and men, especially as reflected in social, political, intellectual, cultural, or economic attainments or attitudes.



Gender Gap (2)

- “Global Gender Gap” [report](#), compiled by the World Economic Forum (WEF) in 2014 was worse than in previous recent years, when 17 of the bottom 20 were Islamic states.
- Nineteen out of 20 countries with the lowest scores in an annual survey of gender equality around the world are Islamic, and 12 are Arab states.
- The survey, covering a total of 142 countries that year, measured gaps between women and men in four key areas: **political empowerment**, **economic participation and opportunity**, **educational attainment**, and **health and survival**.
- The 20 countries at the bottom of the 2014 list, in order from the lowest-ranked, are Yemen, Pakistan, Chad, Syria, Mali, Iran, Cote d'Ivoire, Lebanon, Jordan, Morocco, Guinea, Mauritania, Saudi Arabia, Egypt, Oman, Ethiopia, Algeria, Turkey, Bahrain and Tunisia.
- With the exception of Ethiopia, all are Muslim-majority states.
- The highest-placed Arab state is Kuwait, in 113th position.



Gender Gap (3)

The Global Gender Gap Report of 2015 reveals that

- In the **Middle East and North Africa**, Israel (53) and Kuwait (117) are the highest-placed countries in the region. The United Arab Emirates follows in 119th position. Both Kuwait and the UAE lose 4 places this year despite a slight increase in their overall scores due to relatively faster change in countries such as India, Korea. Rep and Zambia.
- The MENA region is also home to the lowest-ranked country in the index, Yemen, which, at 145th, has remained at the bottom of the index since 2006; but has significantly improved relative to its own past scores.



Gender Gap (4)

	MENA Top 10	
	The Global Gender Gap Index	Global rank*
	Israel	53
	Kuwait	117
	United Arab Emirates	119
	Qatar	122
	Bahrain	123
	Tunisia	127
	Algeria	128
	Mauritania	132
	Saudi Arabia	134
	Oman	135

Source: The Global Gender Gap Report 2015

Note: *2015 rank out of 145 countries



How to use the Concepts in Research?

- It's important to think critically about how gender plays a role in the way we produce and consume stories, images, words, and characters. This will **help us gain a better understanding of the world around us**, help us decide whether we think certain representations promote the types of values we believe in, and help us come up with ideas for how we might work to change things for the better.
- As you look through the concepts, **use them along as building blocks and avenues to dig deeper into this facet of identity** and ask questions. We might start by asking:
 - How are masculinity and femininity represented in our sector ?
 - What specific images and words contribute to our understanding of those concepts?
 - How can they help understand **gender based constraints or gender-based opportunities** offered to men and women in their personal and professional lives?



Types of Agents of Gender Research

Universities

- Arab gender research has seen a breakthrough and today **almost all universities have their own centres for women's studies or gender studies.:** United Arab Emirates, Yemen, Saudi Arabia, Jordan, Palestine, Lebanon, Egypt, Tunisia, Morocco, Sudan,
- Ismail's centre in **Aden** has an extensive gender library, in English and Arabic. In 2006 it began offering a **post-graduate certificate program** in gender and development and is working to establish a master's program.
- The University of **Jordan** in Amman hosts a Centre for Women's Studies and **is the first public university in the Arab world to offer a master's degree in women's studies.** (ca.50 students enrolled, including some men). The university also recently approved plans to offer an introductory course on women's studies as an elective for first-year students.



Types of Agents of Gender Research (2)

- In 2006, the American University in Cairo, a privately run university with U.S. accreditation, also **opened a master's program in gender studies.**
- Women's centres, such as the Institute for Women's Studies in the Arab World at the **Lebanese American University**, can be found in universities from **Tunisia to Lebanon.**
- However, communication among them remains minimal and their progress depends on the cooperation of their local governments and ability to find funding.

January 18, 2008 Arab World Forum Shares Gender Field Notes By: [Iman Azzi](http://womensenews.org/2008/01/arab-world-forum-shares-gender-field-notes/)

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Other Actors

- Research centers (regional)
 - **CAWTAR** Centre for Arab Women Training and Research, CAWTAR, in Tunis.
 - **AWRAD** Arab world for research and Development
Conducts Polling on Gender Equality Saudi Arabia
- Networks
- National Machineries
- NGOs /PVO
- Scholars
- International Agencies/Donors
 - ILO
 - World Bank
 - UN
- Journals
 - Kohl Journal for Body and Gender Research
- <http://gsrsrc-mena.org/gsrc/kohl/>



Challenges facing Gender Research

Political

- **Restricted movement and regional politics.**(f.eg.West Bank has 4 women's centres, including one at Bir Zeit University but the centres have limited access and mobility).
- **Women researchers cannot always leave their own villages** and **Specialists** also **cannot always go to remote villages**, As a result of the barrier, Palestinian women have a big problem in attending or remaining at educational institutions.
- While Palestinians are oppressed by the Israeli military occupation women are also oppressed by men in Palestinian society.
- In some contexts, **forms of state feminism have created the illusion that gender equality has been achieved** and **gender analysis is redundant**, an illusion accepted by many women and men.
- the latest **socio-political turmoil sweeping across the region**, which have created **dogmatic, military, or conservative Islamist regimes** , are calling on restricting women's freedoms and rights.



Challenges 2

Socio-cultural

considerable resistance of sceptics and opponents to the field hinder by allegations that **women's studies is alien or irrelevant to the region's culture and gender specialists are pawns to the West**. In general issues related to women's rights can be portrayed by oppressive governments and religious fundamentalists as another **Western export being imposed on Arab society**.

The **term gender itself** is new and **society is not ready to accept the idea**. The term gender itself is very often seen as **going against religion**.

linguistics:

Arabic lacks a word for the concept of gender. The common phrase used is "**social type**", and its usage varies across the region. In print, the English word "gender" is often spelled out **phonetically** in Arabic script.

Most discussion of women initially falls under the **category of family** in order to initiate the mainstreaming of gendered language and before the talk about women's rights can begin .



Challenges 3

Resources

Human

The first challenge to institutionalize gender and women's studies is **scarce academic women's studies experts** in the Arab region.

Financial

- Procuring **funding to support** such academic programs is also a large hurdle.
- **Declining economies,**

- Upswing for Gender Research Following the Arab Spring
- 2016-03-31
- <http://www.nikk.no/en/news/upswing-for-gender-research-following-the-arab-spring/>



Way Forward

- Despite a backlogged agenda of legislative reforms in the region, interest in studying gender is on the rise in the region.
- Gender research is growing globally and in the MENA region there is now the **internationalization process** that has begun **through the networks** wherein countries help compare things with each other. This helps open each other eyes to their own structures,
- MENA region itself plays a central role **in redefining its own intersections** and challenges when it comes to gender and research.
- Following the Arab Spring **an upswing was observed for gender research and growing numbers of female researchers** .
The breakthrough for gender research is particularly noticeable in **Egypt, Lebanon, Morocco and Tunisia**, but research is also starting to come out of Algeria, Palestine and Yemen.



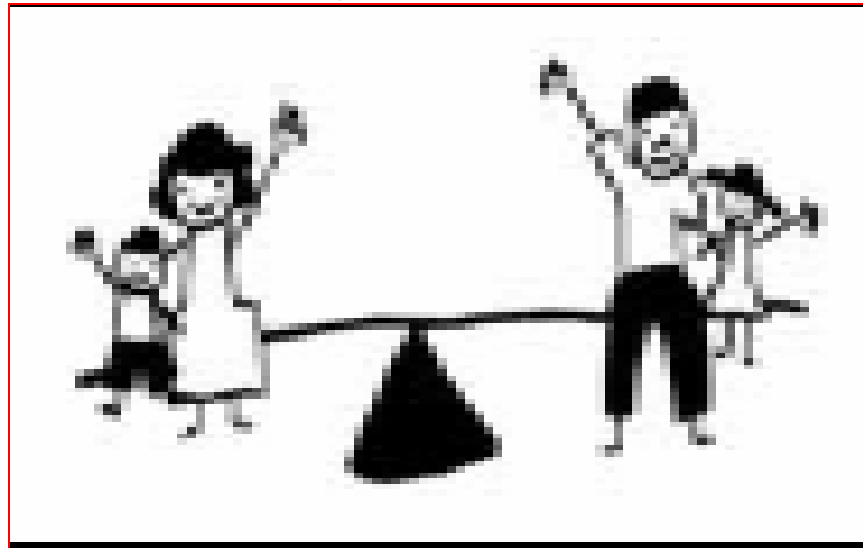
Way Forward (2)

- The next step, is for **qualified gender studies specialists to exert more pressure on public policy.**
- Gender research can **pave the way for the decision-makers to create a starting point for a change.**



(Session 3) Framework for Gender Analysis and Research Tool Box

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Gender Analysis

- The **systematic gathering and examination of information on gender differences and social relations** in order to identify, understand and redress inequities based on gender
- Gender analysis is a **diagnostic, participatory, iterative, dynamic** tool for development planners and crucial to gender mainstreaming efforts
- There are a number of different approaches to gender analysis including the **Gender Roles of Harvard Framework**, the Moser **DPU Framework**, the **Social Relations Analysis**, the **Women's Empowerment Framework** and **Levy's Web of Institutionalization**.



4 stages of Gender Analysis

- Collection of Information
- Analysis of Information based on Needs
- Identification of Entry Points
- Design and Planning of Interventions



Research Tools

Desk reviews

Household Interviews

Focus Group Discussion

Direct Observation

Semi-Structured Interviews

Case Study

Stakeholder workshop

Trend Analysis

Day-time Use Analysis



Stage 1: collection of Information

- Gender division of labor or roles
- Access and control over resources
- Influencing factors



Gender Roles

- **Gender roles are learned behaviors** in a given society /community , that condition which activities, tasks and responsibilities are **perceived as male and female.**
- Gender roles are affected by age, class, race, ethnicity , religion and can change by the geographical economic and political environment.



Gender Division of Labor (1)

- Information needed means finding out:
- **Who** does what within the household, community, workplace, organization or sector (men, women, girls , boys , elderly)
- **Where** the work is done (location, patterns of mobility)
- **When** the work is done (daily, seasonal patterns)
- **How** much time it takes



Gender Division of Labor (2)

- The socially determined ideas and practices defining what roles and activities are deemed appropriate for women and men
- Reproductive
- Productive
- Community Management and
- Community Politics



Gender Roles (1)

- **Reproductive roles:** refer to the activities needed to ensure the reproduction of societies labor force (child rearing, and care for family members such as children, sick, elderly workers, tasks mostly done by women)
- **Productive roles:** (paid and unpaid)refer to activities carried out by men and women to produce goods and services either for sale, exchange, or to meet the subsistence needs for the family. For example in agriculture, productive activities include plating, animal husbandry & gardening that refers to farmers themselves or for other people and employees.



Gender Roles (2)

- **Community managing role:** activities undertaken primarily by women at the community level, as an extension of their reproductive role, to ensure the provision and maintenance of scarce resources of collective consumption such as water, health care and education, voluntary unpaid work undertaken in free time.
- **Community politics role:** activities undertaken primarily by men at the community level, organizing at the formal political level, often within the framework of national politics and may be paid directly or result in increased power and status.



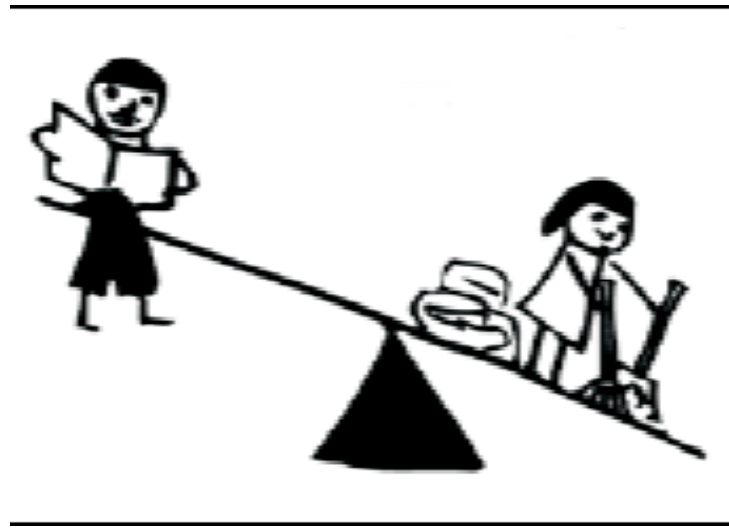
Some tips

- As much of the work performed by women is under-valued or invisible, the **best source of information on the work women do is women themselves.**
- It is important to **consider all relevant work.** Thus overlooking unpaid or subsistence or care work can result in under-reporting of women's workload



Triple Role /multiple burden

Women tend to work longer than men as they are usually involved in **three different gender roles**-reproductive, productive and community work



Access to and Control over Resources and Benefits (1)

All roles require the use of resources which can be

- **economic** : such as land or equipment
- **political** : such as representation , leadership and legal structures
- **social**: child care, family planning, networks, education
- **time**: a critical and scarce resource



Access to and Control over Resources and Benefits (2)

Women and men have different levels of:

- **Access:** the opportunity to make use of the resources needed for their work
- **Control:** the ability to define its use and impose that definition on others over those resources
- **Benefit :** use of resources and make decision about their use and outcome



Factors influencing the gender roles, and access to and control over resources and benefits

- **Economic conditions:** poverty level, income distribution, inflation rate, international trade relation, structural adjustment programme etc. [
- **Demographic conditions:** fertility rate, labor supply, internal migration patterns.
- **Culture:** prevalent norms and values, ethnicity, tradition
- **Legislation and regulations:** national development policies.
- **Training and educational levels:** training facilities.
- **Institutional arrangements:** nature of government institutions, workers organizations, NGOs , CDA.
- **War**
- **Education**
- **Religion**
- **Global events** conferences
- **Environmental** climate change, earth quakes etc.



Information on influencing factors is used to

- **Understand the social context** in which the project, program or policy is situated
- Identify the factors that contribute to **gender based constraints** and help to understand the underlying causes for gender inequalities.
- Identify the factors that contribute to **gender based opportunities** that affect both males and females from accessing the resources and benefits accorded by the project.
- Plan how the factors may be addressed by the program



Stage 2: Analysis of Information

- Because women and men have differing roles based on their gender, they also have differing gender needs, classified as either strategic or practical.
- **Practical gender Needs (PGN)** are the accepted needs women identify in their socially accepted roles in society , do not challenge but arise out of gender division of labor and **women's subordinate position** in society (ex. Water, shelter , food, income, health care, security)
- **Strategic Gender Needs (SGN)** : are the needs women because of their subordinate position in society. They vary according to contexts, related to gender divisions of labor, power and control, are more long term & less visible than Practical Gender Needs(ex. Legal rights, domestic violence, equal wages and women's control over their bodies or resources.
- Meeting SGN changes existing roles, reduces inequalities between women and men, girls and boys through **transforming unequal gender relations** and women's subordinate position.



Stage3: Identification of Entry Points

- Based on the results of stages 1 & 2 possible **entry points** are identified which might help **cover the needs** recognized and alleviate the present situation and correct some imbalances.



Stage 4: Planning and Design

Define gender-explicit results, indicators and plan of actions

- **What** are gender-explicit results
- **How** will actions achieve PGN and SGN?
- **What** indicators will be used to measure results?
- **How** will the monitoring and evaluation processes be used?



Research Tools used in Gender Analysis Steps

Research tool	Step 1	Step 2	Step3	Step 4
	Gathering Information	Analyzing needs	Identify Entry points	Planning & Design of results
Desk reviews	X			
Household Interviews/survey	X			
Focus Group Discussion	x	x	x	x
Direct Observation	X			
Semi-Structured Interviews	X	x		
Case Study	X			
Stakeholder workshop				x
Trend Analysis	x			
Day-time Use Analysis	X			



Matrixes for Gender Analysis

Gender Roles

Gender Roles	Men	Women	Time/Duration	Location
Reproductive				
Productive				
Community Management				
Community Politics				



Matrixes for Gender Analysis

Men and women's Access and Control over Resources

Resources	Ownership		Use & Maintenance of Resources		Decision to sell		Actual Selling		Decision to spend income	
	♂	♀	♂	♀	♂	♀	♂	♀	♂	♀
Land										
Labor										
Income										
Technology										
Skills										
Information										
Transportation										
Markets										



Matrixes for Gender Analysis

Gender Needs

Practical Needs	Strategical Needs met	Strategical Needs to be addressed



Matrixes for Gender Analysis

Factors influencing Gender Relations

Factors	Opportunities		Constraints	
	♂	♀	♂	♀
Demographic Emigration				
Cultural				
Institutional				
Educational				
Others				

