

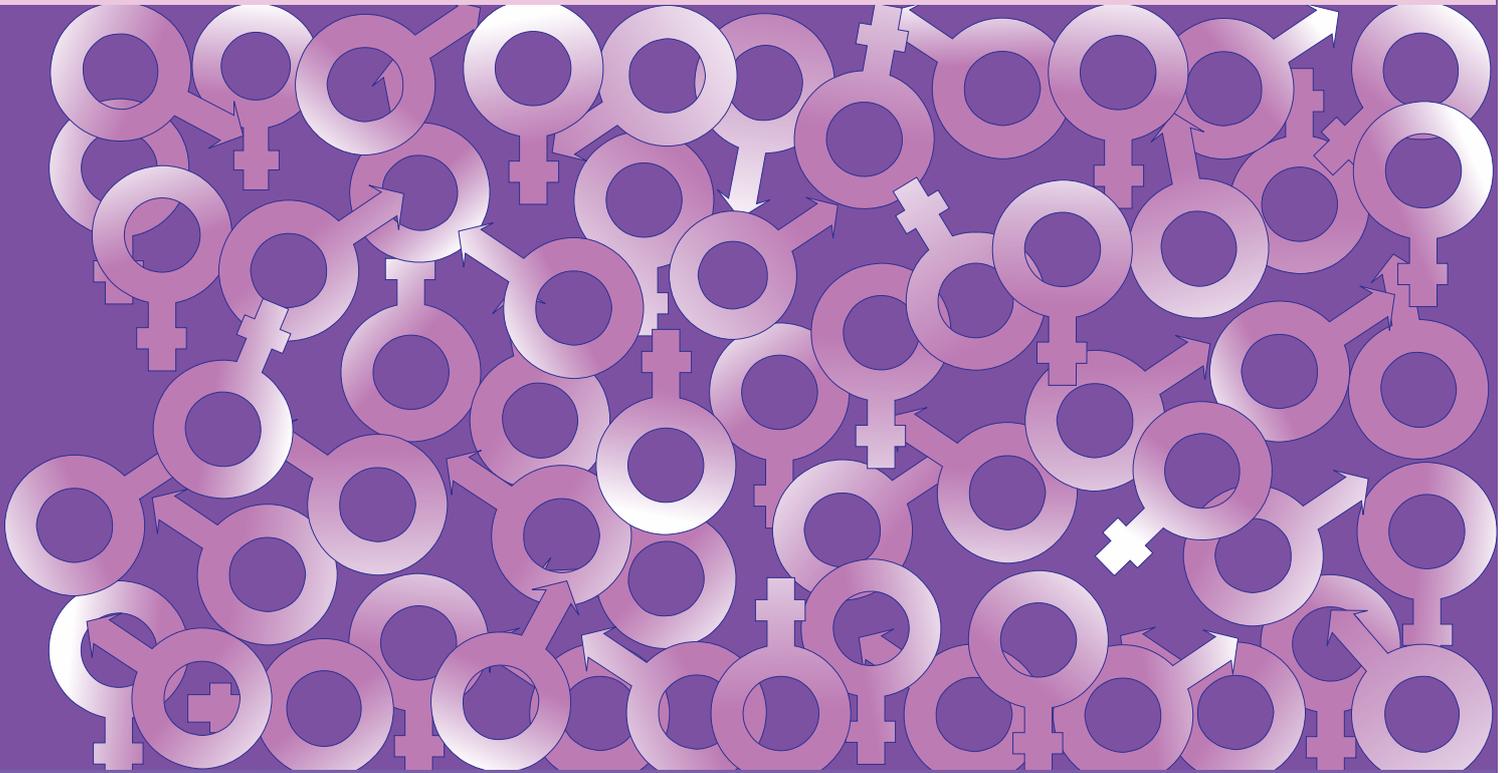
STUDY GUIDE

WOMEN AND DEVELOPMENT

Code No 4652/9161

Units 1-9

3 Cr.H.



**DEPARTMENT OF GENDER AND WOMEN' STUDIES
FACULTY OF SOCIAL SCIENCES AND HUMANITIES
ALLAMA IQBAL OPEN UNIVERSITY
ISLAMABAD**

ALLIED MATERIAL

WOMEN AND DEVELOPMENT

Course Code: 4652/9161

Units: 1–9



Department of Gender & Women Studies
Faculty of Social Sciences & Humanities
Allama Iqbal Open University, Islamabad

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COURSE TEAM

Dean Faculty of Social Sciences and Humanities:

Prof. Dr. Syed Hassan Raza

Incharge:

Ms. Atifa Nasir

Course Development Coordinator:

Ms. Maria Mustafa Malik

Unit Writers:

Ms. Syeda Najeeba Batool
Ms. Sabiha Ibrahim
Ms. Syeda Tasmeeera
Ms. Lubna Iftikhar
Ms. Raiha Aftab
Ms. Nadia Akhtar
Ms. Rabia Faisal
Ms. Maria Mustafa Malik

Unit Reviewer:

Dr. Qudsia Rifat
Dr. Riffat Haque
Dr. Anila Kamal
Ms. Atifa Durrani
Ms. Nazish Brohi
Ms. Sabiha Ibrahim

2nd Reviewer:

Ms. Maria Mustafa Malik

Editor:

Mr. Fazal Karim

Layout:

Asrar ul Haque Malik

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ALLAMA IQBAL OPEN UNIVERSITY
DEPARTMENT OF GENDER & WOMEN STUDIES

Dear Students,

Welcome to the course, 'Women and Development' C-9161 offered for BS program in Gender & Women Studies respectively. This book is the study guide for this three credit hours course.

Introduction to the Course:

The course is a study of foundational concepts; theories and approaches used in women and development planning and practice in a national and international context. The significance of women and development as an approach can be best described in the words of Dr. Mahbub-Ul-Haq, a world-renowned human development expert, that "equality is a necessary condition for sound human development. No nation can develop half-free and half-chained. Empowerment of women – through their full participation in education, employment and political and social life- is vital for them as well as the communities and nations."

Course Objectives:

After completing this course, you should be able to understand:

- the importance of women's involvement as economic actors in the process of development for a country through their multiple roles.
- how can female education, employment and labor force participation contribute to women empowerment in terms of social, political and economic advancement of a nation.
- the contribution of women in agricultural activities and in environmental preservation through their close bond with nature.
- women's role in maintaining and promoting local and global peace.
- the implications of media's portrayal of gender in the process of development of women.

How to Study:

The study guide comprising of nine units, spreads over nine topics. Each unit or chapter provides a basic explanation of the topic as well as reading references for further detailed study. Each unit requires two week's study. If you spend two hours daily to study your course, you can complete the course in eighteen weeks. In mid of the study period an online or face to face workshop will also be held which is an effort to help you to prepare for examinations and interact with you peer group and listen to the subject experts and exchange knowledge.

Please do not confine yourself to the materials, which are being uploaded by the university for your study on the AIOU's website. To enhance knowledge, the students are expected to extensively use library and the internet for latest educational resources.

Tutors Guidance:

In distance learning system basically, the students have to study on their own. However, the university does appoint a part-time or a correspondence tutor who not only evaluates your assignments, but also provides guidance regarding the course. The university organizes online and face to face workshops which the students need to attend regularly to enhance their understanding of the subject and prepare for the final examination. You will be informed regarding the tutor allocation, courses workshops and course assignment submission by the university.

Assessment and Evaluation:

According to university system your performance in the course will be evaluated through two modes that is:

- Home Assignments
- Final Examination

You will be required to do two assignments for this course. The assignments are spread over course units and are to be submitted to the allocated tutor for checking according to the schedule provided by the university.

The main objective of the assignment is to encourage you to study and appraise your performance. The tutor's assessment will guide you for the preparation of your next assignment.

The marks obtained in assignments add up to the final examination. The papers for final examinations are prepared based on the complete course. The final examinations are held in specified examination centers. For passing a course one has to pass both components of assessment that are take home assignments and final examination.

Best of Luck with your studies!

Maria Mustafa Malik
Course Coordinator

UNIT-1

WOMEN AND EDUCATION

Written by: Syeda Najeeba Batool
Reviewed by: Maria Malik

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Introduction

Women all over the world have been traditionally treated as unequal to men. In the not too distant past, the devout believed that a woman had no soul; she was born unclean and was intellectually inferior (Neft & Levine 1997, p.8; Hoeltich & Waltz cited in Walther 1995, p.60; Figes 1986). Women were described as the "gateway to hell", "the origin of the devil", and "the mother of all evils" (Shams 1991, p.5). They were considered mentally inferior and that the dictates of nature required home to be women's appropriate sphere of action (Greene 1984, p.20). The principal reason for women's subordination has been the biological difference between men and women, which restricted their movement. The role of childbearing and nursing kept women close to home and to the tasks essential for taking care of children. Men, on the other hand, free from pregnancy and child-rearing responsibilities, were liberated to go out of the house and hunt for food (Keddie & Beck 1978, p.22; Bullough 1974, p.5). Women's involvement in the house reduced their role to an "expressive" role and men took on an "instrumental" role (Baxter 1993, p.37; Parsons 1971 cited in Walby 1990, p.30).

In the twentieth century, and indeed up to the present time, these sentiments and conditions prevailed in many countries. In the West, however, the Second World War brought women out of their homes. They became an economic imperative. The spread of liberal education in the West led to a considerable change in women's status in society. In 1970 Barbara Ward claimed that the education of women was the most important factor in bringing about change in their roles and status all over the world. However, the majority of women in the underdeveloped world still retained their low status because of cultural prejudices, patriarchal attitudes and above all the deprivation of education.

Education plays an important role in the socio-economic development of a country. There are multiple functions of formal and technical education which contribute greatly to mental development of an individual and material and scientific development of a society. When speaking of development, it is important to underscore the active and essential role of women in the processes of development. It is not a coincidence that the countries with highest levels of human development come to the closest to offering equal opportunities and gender equity in their societies. But unfortunately, most of the third world countries including Pakistan have not done very well in the field of educating women, resulting low socio-economic status of women. Women who comprise half of the world's population can play an effective role in the social, economic and cultural transformation of the society through education.

Objectives

After reading this unit you will be able to:

- Appreciate the importance of women education for the development.
- Learn about worldwide need for women education.
- Suggest how education can bring change in Socio-economic status of women.
- Analyse the situation of women's education in Pakistan.

1.1 Women Education: Current Situation in the World

According to the 2000 World Education Report of United Nations Educational, Scientific, Cultural Organization (UNESCO), 905 million men and women, almost a quarter of world's adult population are illiterate. About 587 million or 65% of them are women. In 1985, the number of illiterate women was 592 million and 352 million respectively. In Latin America and Caribbean, there is no significant gender gap in education at primary level. The only regions where male/female disparities remain pronounced are South Asia, the Arab States and Sub-Saharan Africa. In much of South Asia and Middle East only one student in three is a woman. In Africa less than one primary and secondary student in three and less than one in tertiary student in five is female. In some Asian and African countries, the illiteracy rate for adult women is over 80 percent. Though there has been broad progress towards universal literacy, a huge historical deficit remains among today's adult woman which denies them full partnership in the society (World Education Report-UNESCO, 2000).

Illiteracy in rural areas continues to be high in most regions, even in countries where urban women have made significant progress. According to World's Women-UNESCO, illiteracy is sharpest in Latin America where the rural illiteracy rate among women aged 15-24 is 25%. In Asia and Pacific rural illiterate are double the urban rates and in Africa about three quarter of rural women aged 15-24 are illiterate. The dropout rates among the girls are much higher than among boys. In Mali 80 percent of girls never attend school and 60 percent of those who attend drop out during primary school. In Brazil, only 63 percent of children who start primary school reach second grade and 47 percent make it to grade four. Similar trends in female education exist in other Third World countries. An estimated 95% of the world's illiterate population lives in developing countries, and the majority of them are women (Ballara 1991 cited in Kinnear 1997, p.7).

The gender gap in literacy, primary and higher education is the largest in these countries. Hill and King (1993, p.2) estimate that in fourteen out of fifty-one developing countries, female adult literacy was below 20% in the 1980s and none of the countries had a male literacy rate lower than that. In Afghanistan, Nepal, Somalia and Sudan where female adult literacy is not more than 15 %, male literacy exceeds female literacy by three or four times. The enrolment rates of girls in schools in developing countries have been rising, but the expansion has not diminished the gender disparity. Except for South Asia and Sub-Saharan Africa, all other regions have almost achieved universal education for children (Hill & King 1993, p.3). The differences in boys' and girls' enrolment in schools in most of South Asia are marked (Curtin 1982, 9.10). The enrolment rate for girls and boys at primary level in South Asian countries, except Sri Lanka are as low as 15% in Bhutan and 50% in Nepal. The dropout rates at primary level are very high in Sub-Saharan Africa, the Middle East, South Asia and North Africa (Hill & King 1993, p.6).

The enrolment rates at secondary and tertiary level have shown the largest gender-gap, although the enrolment of women has been on the increase for the past few decades, from 12 percent to 44 percent from the 1960s to the 1980s (Khan 1993, p.211; Hill & King 1993,

p.9). In China and Egypt, the gross enrolment of girls was 66.2% and 63% respectively in the 1990s, while in India and Indonesia it was 39.2%. In Bangladesh and Nepal, girls' participation rate in the 1990s was as low as 15% (UNESCO Statistics 1996, Hill & King 1993, p.9). The enrolment of women in tertiary education has similar trends to those at secondary level. The enrolment rates of women in tertiary education in South Asia and Sub-Saharan

Africa are the lowest at 2 % and 1.1%, compared to East Asia and Latin American countries (Hill & King 1993, p.12). Hill and King (1993, p.I I) also observe that although throughout the developing world women's enrolment is concentrated in the humanities, home economics and arts, there is a significant improvement in their enrolment in non-traditional subjects such as business and public administration, medicine and science related subjects.

Women in the developed world have made significant progress in education since the second half of the twentieth century. In 1960, American women gained equal rights to education and work (Greene 1984, p.221). In the 1970s, British women were successful in getting the Anti-Discrimination Act passed which declared any discrimination on the basis of sex will be unlawful. Since then the pattern of enrolment and achievement has changed over the years and girls are participating in education more than ever. In Australia, the participation of females in schools was considerably lower than males in the 1960s but increased gradually and in 1999, almost 94% girls at the age of 15, 66% at the age of 17 and 13 % at the age of 18 and above participated in school education. This increase carried through to higher education where the female participation rate in 1999 was 55% (Burke & Spaul 2001, p.445). However, the situation of women's education is not as good as it looks. In countries where schooling is compulsory, girls are the first to leave school when they are legally permitted to leave school (Acker et al., 1984).

In the US, according to a study by the American Association of University Women, 'girls are systematically excluded from equal education through stereotyping and prejudice' (Women's literacy key to development 1995, p.67). The women are entering universities and colleges in America beyond their share of population and they constituted 56% of all undergraduate students and 56.4% of graduate students in 1996, although their participation in law, medicine, dental and other health care programs is still low compared to men (Higher education for women 1999, p.9).

The trend in girls' enrolment in humanities and the social sciences in advanced countries is not any different from the developing countries. In countries like Australia, New Zealand, Britain, Germany and Switzerland, in 1996 more than 70% of female students enrolled at tertiary level education, and their enrolment in the natural sciences and engineering remained less than 30%. The female enrolment in social sciences and humanities also remained well above 60% in these countries (UNESCO Statistic 1996).

For more information on the status of women education, latest statistics, causes of low status of women's education and measures for improvement please read:

Reading 1.1 (a):

- World Education Report-UNSECO 2000 available at www.uis.unesco.org

If women are to contribute effectively to national development in the 21st century, the fundamental question is whether they will be scientifically equipped to participate fully in the development processes, by receiving quality education that will prepare them to enter any field, expose them to science and technology and communications. Since 1975, when the first World Conference on Women was held in Mexico City, education for women has remained a key issue on international agenda. The Forward-looking Strategies for the Advancement of Women to the Year 2000 adopted at the third women conference in Nairobi described education as the basis for full promotion and improvement of the status of women, a basic tool that should be given to women in order to fulfil their role as full member of the society.

The fourth conference on women also recognized the importance of women education and recommended measures to improve the education of women. Though all these conferences clearly identified what needed to be done, these recommendations have not been implemented effectively in most developing countries by their governments. There are no compelling reasons for governments to follow through rather this is left to women in each country who for the most part have no political power and are not represented in most governments. The fact is that education for women in some countries is slowly improving; the gap between boys and girls, men and women is growing even faster.

Self-Assessment Question

1. After reading the above section can you identify three main reasons which effect on the development process in Pakistan?

For more details on the problems in women's education, causes of less education opportunities and policies about women's education, please read:

Readings: 1.1 (b):

- Women's Education in Developing Countries: Barrier, Benefits and Policies by E. M. King and M. A. Hill.

1.2 Importance and Need of Female Education in Development

It is generally agreed that national development is not just the growth of gross national product (GNP) and the accumulation of physical capital, human capital has taken a central place in the concept of development. A definition of development that makes people's needs and well-being the fulfilment of each individual's human potential in its 'material, spiritual, individual and social dimensions-the central focus has begun to be articulated internationally in recent years.

As the Human Development Report 1990 published by United Nations Development Program (UNDP) put it, "Human development is a process of enlarging people's choices...

Three essential ones are for people to lead a long and healthy life, to acquire knowledge and to have access to resources needed for a decent standard of living" (sited in Ahmed et al. 1991) Education has always been associated with providing a better quality of life for human beings. It has been regarded as a major means of imparting knowledge and skills to individuals and helping the process of social transformation. It is believed to have the capacity to facilitate a flow of vital ideas and information to the masses "increasing their awareness of the situation in which they live and of the possibilities and choices before them" (Thompson, 1981).

Even as education is supposed to enhance the quality of life and provide more opportunities for individuals in society, conceptualizations of what constitutes a better life have changed over the ages. The spiritual thinking minds of millennium ago has perhaps yielded place to a more production oriented human being in recent times. And therefore besides, seeing education as a creative experience, several scholars have expressed faith in its merits as a major dimension of whatever development takes place in society.

The role of education in development of human society can be seen from many dimensions political, economic and social. If we were to make investment in education, it would reap great returns in the quality of our democracies. The most prominent of democracies, the USA has produced several great statesmen who have recognized the importance of education for democracy. John Adams, one of the founding fathers noted that "Liberty cannot be preserved without general knowledge among the people", and John F. Kennedy echoed the sentiment in the twentieth century that, "Liberty without learning is always in peril, learning without liberty is always in vain". This connection was best summed up by political commentator Walter Lippman who had this to say, "No amount of charters, direct primaries or short ballots will make a democracy out of an illiterate people" (Arias, 2001).

Education is not only essential to the creation of democracies, it is essential to development, in particular to sustainable development. Sustainable development implies a balance between meeting immediate needs and looking into future with a long-term vision. It is obvious by now that the hierarchy of human needs dictates that someone who is hungry and has a family to feed will not think of protecting the environment first. Because of this, much environmental destruction has been caused by the subsistence farming of the poor families throughout the developing world. To reverse this phenomenon, concentrated efforts are required to meet the basic needs of the poor families, as well as strong programs of education that are capable of instilling a long term vision and teaching a responsible use of resources, will be indispensable (Arias, 2001).

World's 50 percent are women who can play an active and essential role in the processes of development. It is not the coincidence that the countries with highest levels of human development also come to the closest to offering equal opportunity and gender equity in their societies. Perhaps no society has yet reached the fullness of equality, because despite recognizing the need of equal opportunity for men and women, people made the same error of excluding women from the position of power, give them no voice in the community decision and cling to stereotypes and prejudices so deeply ingrained in the society.

Self-Assessment Question

1. Do you think educated women can play a vital role in rural development of a country?

1.2 Readings

- Introduction: The new discourse of Gender, Education and Development by Christine Heward, 1999.
- A Worldwide Need: Education of Women, by U. K. Singh and A. K. Nayak, 1997.

The role of women's education in development of countries had two-fold impacts i.e. economic and social.

1.2.1 Economic Impact

The education level of women is significant in development because it has direct influence upon their chances of employment, and the number of employed women in a country's total labor force has a direct bearing on both the GNP and the income of individual family. For example, disposable income especially in the hands of women influences food purchasing and therefore nutritional status of the family and so does it can have impact on various aspects of a woman's life and ultimately the family and the community.

Human capital theory suggests that just as physical capital augment people's economic productivity, so human capital acquired through education improves productivity of individuals. Studies of the resources of economic growth demonstrate that education plays a major role as a factor in the rise of output per worker. The new growth theories in economics place education and human resource development at the center of their explanation of long-term economic growth. Confidence has grown in the belief that education affects economic growth because many studies have shown positive correlation between a country's educational efforts and its economic status and causality has been attributed to education. Prominent examples of this are the so-called "miracle" economies of East Asia (Kingdon, 1997).

If female education raising human capital, productivity and economic growth as much as male education then women's disadvantage in education is economically inefficient. Research worldwide shows that in general, the economic benefits from women education-calculated as the economic rate of return to education-are comparable to those from men's education. Thus, from the point of view of economic *efficiency*, the gender gap in education is undesirable (Kingdon, 1997).

1.2.2 Social Impact

While the economic benefits of educating girls are similar in size to economic benefits of educating boys, the recent studies suggest that the social benefits from investing in women's education are far greater than those from investing in male education. Many researches worldwide have shown that female education has powerful effects on the total fertility rate hence on the population growth, the infant mortality rate, maternal mortality rate, the female disadvantage in child survival and on child education, health and nutrition.

Women's education level has a positive impact on their children's education. Tripathi (1999, p.16) discovers that 27.3% of the women started sending their children to school after attaining just literacy level. A survey by Save the Children in Gorkha village of Nepal shows that 90% of school age children of literacy level educated women were in school (Manchanda 1999, p.1). The educated women participants of Samant's study (1996, p.13) also wanted to educate their children so that they could become financially independent to be able to leave the slum area. The findings of Kumari's (1999, p.101) study in three Indian districts also confirms that literate household tend to send their children to school more than illiterate households. Her study showed that the enrolment of boys and girls in the age group 6-15 years was higher among neo-literate households than non-literate.

Education has not only the potential to transform women's personal life; it brings benefits to their family and to the nation as a whole. Research in many Third World countries has shown that there is a direct link between a mother's education and child health and mortality rate (Schultz 1993, p. 68). Summers (1994, p.8) believe that educated women are more likely to obtain medical help and care and improve sanitation practices. For further details on the social benefits of women's education please read the under mentioned reading:

1.2.1 Reading

Investing in All the People: Educating Women in Developing Countries, Lawrence H. Summers, 1994.

Schultz (1993, p.70) presents three arguments for why a mother's education level helps reduce child mortality and improves the health of the children in relation to other variables such as family income and health care facilities. According to him:

A better-educated mother uses a different mix of observable health inputs than the less-educated mother; she uses these inputs more effectively; and her education is positively co-related with the use of many minor health inputs that are not observed and credited with the effects of inputs on child health (p.70).

A study in Africa revealed that the child of a woman who has not been to school has a one in five chance of dying before the age of five, the child whose mother has a primary education has a mortality risk over 40% less and the child of a mother who has attended seven years of school has a 50% less chance of mortality (Summers 1994, p.10). Sadik (1990 cited in Hadden & London 1996, p.39, also cited in Closing the gender gap: literacy for girls and Women 1990, p.57) states that child mortality is reduced seven to nine percent with every year of the mother's education. Kumari's (1999, p.102) study revealed that the literates had better knowledge and a positive attitude towards health and hygiene. She says that literates collected safe water for drinking and had more awareness of the use of Oral Re-hydration Salt (ORS) for children than the illiterate persons.

A study on the effects of education on the timing of marriage and first conception in Pakistan conducted by Gangadharan and Maitra (2000, p.18) concludes that education has a significant impact on the age at marriage and the time for first conception. In their study,

they find that the women who married before 1950 had less education and got married earlier and the gap between marriage and conception was less in comparison with women who got married in 1980 and have more education. In world fertility surveys it has been established that better educated women delay marriage, for example in Africa, women with five to seven years of schooling tend to delay marriage up to five years compared to women who are not educated. The difference in Latin America and Asia remains three years (Schultz 1993, p. 74). In the case of Pakistan, Zafar (1991, p.44) states that even primary level education delays marriage more than the actual years of education.

There is a large body of research on the link between women's education and their decision for conception (see Hadden & London 1996, p.37). Haddan and London (1996, p.40), Chanana (1996, p.108), Sathar (1996, p.133), Amin (1996, p. 184), Summers (1994, p.10), Schultz (1993, p. 74), Zafar (1991, p.44) Dreze and Murthi (1999) agree that education has an effect on women's decisions about conception, especially in Third World countries. These studies explored many specifications and the result was the same that women's education level has negative effect of fertility rate. Summers (1994, p.10) states that studies within the individual countries indicate that an 'extra year of women's education decreases their conception rate by 5 to 10%. Although maternal education is associated with a decline in breastfeeding that results in a reduced gap between births, educated women are more likely to effectively use contraception, which compensates for the reduced gap between births because of less breastfeeding (Schultz 1993, p. 74).

The studies of fertility in Pakistan and India (Dreze & Murthi, 1999) reveal that although there is a greater preference for male children in Pakistani society and couples like to have large families, education certainly reduces women's fertility. Women's education has a more direct bearing on fertility than the husband's education (Zafar 1991, p.45). Educated parents prefer to have fewer children, which means more resources for children, which result in better health and education opportunities for the children. Heward (1999, p.207) and Sathar (1996, p.148) conclude that in Pakistan, the effects of education on fertility are largely confined to urban areas, because women have better access to education and are more mobile compared to women in rural areas.

The delay in marriage, increased gap between births and reduced child mortality and increased child-care and health all have a positive impact on women's personal and emotional life. The delay in marriages means more educational and work opportunities for women. The death of children and their bad health cause emotional trauma, therefore reduced child mortality saves women from this sense of loss. The interval between births ensures better health for the women themselves.

1.3 Education of Women in Pakistan

Women's education is considered a precondition for development in developed nations and in the developing world, the pace and direction of development is judged by the level of women's education. Unfortunately, since the country's independence in 1947, women's education has been given low priority in Pakistan. In Pakistan, women's education has been traditionally, confined to urban areas, consisting of "Naazra Quran" which meant teaching them to read the Quran (Holy Book of Muslims), without understanding it (the Quranic text is in Arabic, which is not the language of Pakistan). Currently, it is estimated that 60% of Pakistani women are literate in the Quran (Women as Educators and Women's Education in E-9 Countries 2000, p.13). The feudal and fundamental religious point of view has been very harmful for women's education. Housework and the care of siblings are considered more beneficial than the education of girls in the society. That is why after decades of gaining, the nation has achieved only a 36.8% literacy rate for females (Education Sector Reforms: Action Plan 2001-2004), with 55% literacy rate for urban women and 20.8% for rural women in 1998 (UNESCO, 2002).

The gender disparity in education in Pakistan at all levels is much higher than other countries in Asia, as well as the rest of the world. Female literacy in rural areas is as low as 9% (Economic Survey 1999-2000 cited in Education Sector Reforms: Action Plan 2002-2003). Pakistan is in the world's bottom ten countries for female net enrolment at primary school, i.e. 50%, whereas for boys it is 82% (Economic Survey 2001-2002). The enrolment rate for males and females at middle level education was 58.0% and 31% respectively in 1999-2000, while at secondary level, the overall participation rate for females was 19.4% compared to 37.9% for males in 1999-2000 (EFA Wing, Ministry of Education). The percentage of girls' enrolment in grade one to ten in rural areas in 1990-91 was as low as 4.0 % (Zahcer 1998, p.17). These figures reveal that the participation rate for girls at all stages is about half of those for boys, indicating a low literacy level among women. The dropout at primary school level is also very high. Out of the total of 35% of girls who join school, 56% drop out before completing primary school (Economic Survey of Pakistan 2001-2002). This becomes even higher in rural areas.

The situation of women's education at higher levels is equally appalling. The total number of female students entering universities in 1991-92 was 10,887 as compared to 71,153 male students. In professional institutions, only 1,100 female students were enrolled compared to 23,420 male students in 1991-92 (Zaheer 1998, p.52). The enrolment of women in universities has been declining over the last three decades, from 20% in 1971 and 16% in 1981 to 13% in 1991 (Pakistan National Report 1994, p.31). Not only do women have low enrolment in universities, they have been enrolling "stereotypically" in humanities and arts subjects.

Their enrolment in science subjects remains lower in universities as well in colleges and schools. The dropout rate at college level is considerably high. Fourteen percent of the girls enrolled in the third year of college do not attend the fourth year, mainly because they get married. Women's participation in vocational and technical education is also far behind

male participation and is very small in absolute numbers. The total number of vocational institutions for women in the country is 192, as compared to 288 male institutions. The majority of institutions for males are related to commercial courses, while women are mainly taught sewing and embroidery. The enrolment of women in all types of vocational institutions is 12,248, as compared to 54,468 males (Zaheer 1998, p.47). The Government of Pakistan has been striving to widen women's access to education, realizing its impact on the socio-economic development of the country, but there is still much to be achieved.

During the last five decades, there has been an expansion in the number of educational institutions and enrolments in Pakistan as in the rest of the world. But this expansion has predominantly benefited males rather than females. Despite the quantitative jump, and increased investment in the formal education sector, Pakistan has still been unable to solve the problem of the low level of women's education. There are many barriers to the expansion of women's education in Pakistan.

Self-Assessment Question

1. What are the barriers in enhancement of girls' education in your area?

For more details on the situation of women's education in Pakistan and financial and cultural barrier in the expansion of women education please read:

1.3 Readings

- Education of Women in Asia: Pakistan.

Since the dawn of 21st century, the government of Pakistan has geared its efforts towards both quantitative and qualitative expansion of education especially of women. Being a signatory of Dakar Frame of Action (2000) Pakistan is taking number of steps to improve the quality of education and reduce gender gap in education and is steering Education for All (EFA) six-point agenda. In spirit of Dakar Declaration 2000 the Education Sector Reforms (ESR) action plan has been formulated which aim to:

“promote EFA policies within a sustainable and well-integrated sector framework clearly linked to poverty elimination and development strategies”.

The major ESR strategies for women education and economic empowerment are:

- Integrated non-formal education provision to different groups where there is no education provision: sensitive to gender and development approaches for disadvantaged girls and boys, women and men (including child labour).
- Non-Formal programs to target nomad, riverine communities and women and children in prison and *darul amans*.
- Early childhood provision in targeted schools for improved literacy (*katchi*) programs.
- Primary school upgraded to elementary schools for better access of girls in far off areas.

- Linkages of women's literacy programs to technical institutes and micro credit programs.

EFA Action plan 2005-2015 has been prepared at estimated cost of Rs. 430 billion, which is the highest ever budget allocation for education sector in Pakistan. The proper planning and implementation of education plans are the need of the hour.

To read government documents such as ESR action plans and EFA action Plans and for latest statistic please use this website:

1.3 Reading

- www.moe.gov.p

Exercises

1. After reading the unit you must have understood the need and importance of women's education in development. Can you explain the social and economic impact of women's education on a society or a country?
2. What is the current state of women's education in Pakistan?
3. In your opinion, what are the barriers in women's education in Pakistan?
4. Write a comprehensive note on the education situation of women in the world with special emphasis on developing countries.

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UNIT-2

WOMEN AND EMPLOYMENT

Written by: Sabiha Ibrahim
Reviewed by: Maria Malik

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Introduction

Work is central to current understandings of poverty, and well-being, as well as prescriptions for poverty reduction. Pakistan's population estimated in mid-2004 was 148.72 million; of these 47.5 percent were females and 52.5 percent males. According to the recent estimates from the Pakistan Labour Force Survey 2003/04 the total labour force is estimated at 45.23 million, with labour participation of males at 48.7 percent and of females only 11.2 percent. Gender based occupational segregation and its consequences are widely universal, and participation of women in the labour force is usually under-reported.

In comparing rural and urban, labour participation rates among women in Pakistan 79 percent of rural female populations above the age of ten are actively involved in family farming. High female labour participation in rural areas is because Pakistani economy is agrarian, and agriculture is a family occupation where women's work comes under family labor. Females are involved in production of major crops; intensive involvement in livestock production, forest product harvest and other non-farm activities i.e. cottage industry.

Social inequality and economic security affects women more directly than men. The growing incidence of female-headed households and increase in the number of women who are now working, provides evidence to the changing socio-cultural norms and the changing roles of women employment. Economic pressures have brought about a change to the basic tenet of the patriarchal system that males should provide for their family.

Objectives

After completing this unit, the students will understand the concepts relating to women and employment in general, and to Pakistan in particular that is:

1. The concept of economic dualism, focusing on women's role in employment and why there is a poverty trap for them
2. What is economic security and employment equality for women who are in the labour force
3. Finally, what are the problems these workingwomen have to face being a part of the labour force in a Pakistani society? And what are the solutions for better working conditions?

2.1 Economic Dualism: Women's Roles and Poverty Traps

Most developing countries are characterized by economic dualism in employment, as a result of wage differentials, or training and education or the rural-urban settings. Employment segregation between males and females has been a characteristic of the Asian labour market. In discussing economic dualism in context to gender we find that women's economic participation is greatly underestimated in official statistics. This is a result of incorrect and unsuitable methods of collecting statistics on female labour-force, inappropriate definitions of work activities done by females and the cultural inhibition to consider women work as labour. It has been argued that women's work within households is among poor households' women as wage earners provide cash income to purchase food for the families. In the poorest families women's earnings are critical to the subsistence of the households and considerable numbers of working women are the principal income earners. Yet, poverty is linked with women of the 1.3 billion people in poverty, nearly 70 percent are women. The increasing Poverty Trap among women has been linked to their unequal situation in the labour market, their treatment under social welfare systems and their status and power in the family. Even with increase in their income results show a loss in their overall benefits such that they 'females' are no better off.

Please refer to the following reading to understand what the issues in women's employment are:

Reading 2.1.2

Kazi. S. (1991) "*Women's Employment and Related Issues.*" In: Finding Our Way: Readings in Women in Pakistan. ASR Publications Lahore

Despite considerable progress in developing women's capabilities, their participation in economic and political decision-making remains very limited. The undervaluation of women is reflected in the undervaluation of their work and in the absence of recognition of the contribution that they make. The determinants of female labour force regarding its participation rate may be classified as 1) Neoclassical 2) Structuralist. The Neoclassical emphasize on education as the only important determinate of female labour force, while Structuralist say education is not the only determinant, rather education and female's family income both determine female labour force participation. In the-case of Pakistan female labour force participation rate is "U" shaped with respect to education and income. It means that low income and low education as well as high income and higher education increase the probability to raise female labour force participation, along with other factors i.e. family size, wage rates, job environment etc.

Official labour force statistics show a very minimal participation of women. For example, 2001-02 Pakistan Integrated Household Survey indicated that the female labour force participation rate was 27.61 percent in rural areas and 15.46 percent in the urban areas. In comparison, the men's participation rate was 84.54 percent in urban areas and 72.29 percent in the rural areas. Thus, it is clear that if women's contribution to economic production is assessed accurately, a conservative estimate of women's labour force participation would

be between 30 percent and 40 percent. Women work longer hours than men do. Surveys have revealed that a woman works 12 to 15 hours a day on various economic activities and household chores i.e. women on average work 53 percent in developing countries and 51 percent in developed countries.

Reading 2.1.5

UNDP (1995) *“Human Development Report”* Oxford University Press New York

The different sectors where women in Pakistan are gainfully employed are in 1) agriculture, as farmers 2) teaching and education 3) housekeeping and related chores 4) spinners, weavers 5) tailors and dressmakers 6) sales 7) medical workers and some are in 8) construction and clerical occupations.

The rise in female refined activity rate indicates feminization of labour in Pakistan. However, the rise in female activity rate has been accompanied by a more than proportionate rise in female unemployment and underemployment rate as a result of employment segregation that ignores their potential and development as human capital. Gender based differences also exist in the urban labour market namely in hiring practice differences, types of jobs assigned, and their fringe benefits are non-existent. Thus, economic dualism in employment roles and poverty traps for female labour in Pakistan still exist.

Refer to the following reading to understand overall developments, limitations and prospects of women employments in Pakistan:

Reading 2.1.6

Chaudary, M.A. (1999) *“Women Development: Limitations and Prospects”*. In: Human Resource Development and Management in Pakistan Feroz Sons (Pvt) Ltd. Lahore.

Results of HIES 2001-02 by making a table for male and female percentage distribution employed by:

- a) Age & Education
- b) Age & Province
- c) Age & Place of Residence

Self-Assessment Questions

1. Identify women’s role in economic activities in Pakistan.
2. What is economic dualism?

2.2 Economic Security of Women and Employment Equality

Social inequality and economic security affects women more directly than men. The economic, social and political status of women in Pakistan is one of the poorest in the Asia Pacific region and gender inequality is widespread. A new global report released by the International Labour Organization (ILO) on equality at work shows that women are still being discriminated against in the workplace worldwide, with Pakistan having one of the lowest rates in the world for female participation in the workforce. To address the issue of gender inequality in Pakistan, the Government has taken a number of measures in recent years. In addition to investing in social sectors, major initiatives include establishing various institutions and formulating policies, programs and legislation to deal with women's issues. Key institutions include establishment of Ministry of Women Development (MOWD) in 1989, provincial Women Development Department (WDD) in 1994, and National Commission for the Status of Women (NCSW) in 2000.

Despite these improvements over the last 30 years, the status of women in Pakistan continues to be low. Pakistan's ranking in the Gender-related Development Index (GDI) 2000 of the United Nation Development Program (UNDP), is 135 out of 174 countries. On the Gender Empowerment Measurement (GEM) 1999, Pakistan's ranking is 100th out of 102 countries measured. The Pakistan Integrated Household Survey (HIES 2001), documents many indicators on gender inequality in Pakistan. For example, according to the 2001 survey, adult literacy rate (10 years+) for females is 24.43 percent, and for males is 75.57 percent. The female labour force participation rate is far less compared to the male participation rate and as such their participation in economic activities is also low.

According to the Economic Survey 2003-2004, female labour force participation rate (10 years+) is only 13.92 percent as compared with 70.48 percent for males.

Please refer to the following reading to see overall gender statistics:

Reading 2.2.1

UNDP (1995) *Human Development Report* Oxford University Press New York

Women's labor participation is underestimated in official sources such as the Labor Force Survey (LFS) and the Population Census. Figures which were obtained from micro level surveys and the Agricultural Census show the duality of employment at the top and bottom socioeconomic level. Women because of social and cultural practices are more exclusively dependent on nonagricultural wage work and landownership as a means of livelihood, whereas men can extend their search to nonagricultural wage work.

Recent LFS data shows that the female share in professional work force in the urban areas has had a slight increase with 33 percent working as teachers and 25 percent as physicians. Urban female participation rates have increased only slightly from 3 to 5 percent. Informal sector surveys have shown an increase of workers who are women who have never worked before in the formal sector. In manufacturing, the female work force remains low at 5

percent in factories in the - Punjab and Sindh. Females are only 20 percent in regular employment compared with men who are 50 percent. Agricultural work on the family farm has shown an increase among females, there were 18 percent women in rural areas that were working as unpaid family helper from a total of 28 percent who were employed.

Women generate income through various non-farm activities. Cottage industry is one of the major areas of involvement of rural Pakistani women. Weaving cloth and rugs and sewing constitute important components of rural women's non-routine tasks. Rural women in Sindh are skillful in producing Rilee (hand-made bed sheets) and Sindhi Topees (caps), etc. of export quality. Women also generate cash income through the sale of livestock products. Though to a lesser extent, rural women also work on others' holdings outside their homes. Seasonal wage employment for females also exists by agro-ecological zones, i.e. the demand for female labour mainly concentrated in the southern cotton belt and irrigated regions of Pakistan.

Women Employment, Wages, Security and Discrimination

Discrimination in the urban labour market occurs when market allocation is determined and affected by non-productivity and factors such as sex, race, color etc. Empirical evidence for Pakistan as well as other Asian countries has indicated that the level of exploitation of home-based female workers is high. But no legal protection as such exists against exploitation. Discrimination in wages for the same job is only because of gender bias in the labour market that puts a woman at a disadvantage to competition. Discrimination not only takes the form of lower wages for similar work, but it is also very visible in recruitment or promotion policy. The fact that women accept these unfavorable terms only undermines economic vulnerability and limited work options. Since the literacy rate in females is less than males, there is only a limited female presence in the organizations, and it is not deemed viable or safe for a female to be employed in a predominantly male set-up. Also, constraints of job mobility, transport and childcare facilities hinder women to entering formal jobs. Among males the main objections they have against women working are “they will not be able to do tough work or cannot put in long hours”.

Survey done by different NGO's over time has shown that nearly 77 percent of women in employment country-wide are in the informal sector, where jobs are often badly paid, with no legal protection, and poor working conditions. There are reports that women in Pakistan are kept from entering key decision-making jobs in the public and private sectors.

Following is an example: According to a gender and governance study undertaken by the National Commission on the Status of Women in collaboration with the Asian Development Bank conducted in Sindh Province in 2001, none of the women government employees, despite seniority and proficiency, could be assigned postings equivalent to basic pay scales 21 and 22 in any of the provincial government departments or institutions. The survey found that no woman employee in BPS 20 or above was currently posted at the Services and General Administration Department, followed by 2.8 per cent each in grade 19 and grade 18. 3.6 per cent held posts equivalent to BPS 17, 1.1 per cent women employees could be categorized under grade 16 and 1.7 per cent under grade 15. Even in

the Education Department, where women are generally believed to be in the highest number, a majority of them were confined to junior grades.

Contrary to the federal laws, Pakistani organizations in practice do not offer equal employment opportunities to the candidates and there are instances of discrimination against candidates on the basis of gender, religion, ethnic origin etc. Though Islamic laws do not deny equality between the genders, women receive differential treatment due to misinterpretations of religious teaching. Due to various social beliefs and cultural bias, women's access to property, education, employment, etc. remain considerably lower compared to men. This situation is nonetheless on the change in the organizations in the big cities where females can in general work better than males, for example in the education sector, textile designing and interior decorations industry. According to government statistics for women's development in the country shows that there are more women entering higher professions in Pakistan today than ever before. Refer to the following reading for understanding how labour market is setup in Pakistan:

Reading 2.2.4

Chaudhary. M.A (1999) M.A. (1999) *“Institutional Setup of The Labour Market”* In: Human Resource Development and Management in Pakistan Feroz Sons (Pvt) Ltd Lahore

Activity

Carry out a small survey taking a department or a section within a public or private organization and make comparisons of wage rates, and grade levels for males and females. Give possible reasoning for the differences.

Self-Assessment Questions

1. Name the things which are produced in cottage industry.
2. Enlist few factors which cause discrimination for female employees.

2.3 Problems of Working Women

No society can develop morally, socially, culturally and economically without the participation of women. Gender discrimination and sexual harassment in the working environment are the two problems that almost every professional woman has to face. These problems not only hinder women from performing their professional duties effectively, but also result in a fewer number of educated women opting to go out and work. Women are still lower paid than men and are completely abused in some cases and do not receive the credit they deserve for their work. While professional women have more freedom to choose if and when they work, poorer women are sometimes forced to do so.

The following reading discusses issues of women employment:

Reading 2.3.1

Kazi S (1991) *“Women’s Employment and Related Issues.”* In: Finding Our Way: Readings in Women in Pakistan. ASR Publications. Lahore

The problems of female employment are restricted to demand in the labour market and supply side constraints. Preventing regular employment and keeping women in casual positions in the informal sector is the outcome of a deliberate policy of exploitation of a cheap source of labour. Statistics indicate that women comprise only 5.4 percent of federal government employees, mostly in the social sectors, while their numbers are almost negligible in higher levels of employment.

“Nearly 50 percent of Pakistani women need permission to step out of their homes and only a small percentage are allowed to go for work without chaperones, according to a study done by Sustainable Development Policy Institute. Most working women have to hand over their earnings to their parents or husbands. On a slightly positive note, the study shows that men now encourage their wives to work provided they earn reasonable salaries. Publicly though, there is still hardly any visible change. Around 50 percent of married women prefer home-based work due to fear of harassment at the workplace and other social pressures, adding that 90 percent of women have no knowledge of labour laws or legal recourses to curb harassment and discrimination.

Source: <http://www.oneworld.net/article/vicw/85813/1/572>

Some of the problems of working women cited as factors hampering women placement and promotions are that women are less suitable than men for many jobs; do not stay in jobs after marriage; remain absent from work more often than men; are not mobile etc. With reference to working conditions, it was found that women in Pakistan work under unspoken social norms and networks. Women also reported hostility or harassment by their male colleagues, low standard of office facilities, and a sense of discomfort in the seating arrangements and absence of separate rest rooms. A national commission of women (NCSW) report reveals that the main reason for the lower status of women is the lack of a conducive, safe work environment. About 50 percent of women in the public sector face harassment.

Policy measures needed for increase in woman labour force participation:

- resolve both conceptual and methodological problems and collect gender disaggregated data so as to generate a proper estimate of women’s economic participation
- improve all data base on women employment
- improve policy and planning processes to be participatory as well as gender-sensitive
- make the extension system more equitable to cover female farmers and food crops grown by them instead of merely focusing on male farmers and commercial crops
- recognize women’s pivotal contribution to the rural and urban economy
- conduct basic surveys to identify the varying problems of rural women in different agro-ecological and socio-economic conditions so that appropriate intervention needs could be identified
- launch massive basic and functional literacy programs for women so that they are able to learn and apply improved technologies

- train and educate females so they can contribute to country's economic growth
- assist women in marketing their products through the establishment of cooperatives;
- develop integrated credit program that considers all aspects of enterprise inputs;
- encourage women's access to education, training, employment, etc. by using mass media programs

The following reading helps to get a detail look at what are the conditions of employment for females, and how to improve them:

Activity

Interview a working male and a female from the same field of work. Identify their workplace problems. What are some of the differences?

Self-Assessment Question

1. What are the main problems of working women in Pakistan?

Extra Readings

<http://www.fao.org/sd/wpdirect/WPre0111.htm>

http://news.bbc.co.uk/1/hi/world/south_asia/1300700.stm

http://www.adb.org/Documents/Books/Country_BriefingPapers/Women_in_Pakistan/chap_01.pdf

http://www.adb.org/Documents/TARs/PAKJr45_02.pdf

<http://www.finance.gov.pk/survey/chapters/13-population.pdf>

Azim P. (1993). *Diversification of Women's Training and Employment in Pakistan*. FBS and Manpower and Overseas Pakistan Division, GOP Islamabad

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UNIT-3

THE LABOUR OF WOMEN

Written by: Syeda Tasmeeera
Reviewed by: Maria Malik

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Introduction

In Pakistan women are nearly fifty percent of the total population. In context to their participation as paid labour force their number is still very low, even though they are involved in unpaid work some way or the other e.g. working as mothers and as providers in the family business and farming. The value of work in terms of monetary benefits is given more than due consideration. The occupational role is not one of the primary roles that a woman is expected to fulfill, while most women are engaged in traditional occupations that are consistent with their domestic roles and can be performed in the home, some women are found in the non-traditional industrial sector. There are women engaged in varied occupations in our country, for instance journalists, lawyers, jurists, architects' engineers, airhostesses, television artists and producers, but they are very few in number. There are women in government services, in administrative positions, and in research organizations. There are a few women in top positions such as ministers, vice chancellors of universities or secretaries in the Federal government. Theoretically all these positions are open to women who have the requisite qualification. Women's' involvement in productive activities is low due to discrimination in hiring them in the labour market, social and cultural values, and underestimating their skills. Two paid occupations that are popular among women in Pakistan are working as teachers or doctors. Trends are changing but the intensity of change varies in urban and rural areas.

Objectives

After reading this unit, you will be able to:

1. Comprehend what is the nature of work for the females in general and specifically for females in Pakistan.
2. Discuss the factors of division of labour.
3. Identify the areas in need of attention.
4. Analyze the need to recognize unpaid female labour force participation.

3.1 WORK

3.1.1 Definition

“It is the activity performed to produce goods or services of value to others”. (Hall, 1986:13)

Work occurs within society; its meaning and value is determined by social values and beliefs. Unpaid work has no monetary measure but is defined in social relationships with others.

Labour Force is defined as those people falling between ages 15 to 60 years, who are able and willing to work whether employed or unemployed.

Labour Force Participation Rate is the number of persons in the labour force who are in the work force or actively looking for a job. This is measured in terms of percentages.

3.1.2 Work: The Need for Fulfillment

Many needs of woman are met by working. Topping the list would be the economic benefits entailed with working. Woman belonging to working class need to earn for survival others need to put their potentials at work. Working is associated with independence; it satisfies the need of achievement and gives a sense of power. For many it is the means to get a position in the society and build an image of their own apart from carrying the name of the family related to the father, brother or husband.

These needs might not be the only ones, which require fulfillment. There is another side to it as well. In the book “Women’s Work: Choice or Necessity?” Diana Furchtgott-Roth, (1997) reviewed Arlie Russell Hochschild’s *The Time Bind: When Work Becomes Home and Home Becomes Work* following aspects were highlighted:

Reading 3.1

Rothman, R, A. (1987) *Working Sociological Perspectives*. New Jersey, Prentice Hall.

- a) Work as a social outlet and source of pride: to avoid the burden of child care, the over burdening household chores, marriages that are not working, females have started making a choice and that is to choose to work in exchange of all these trouble. The author found based on an intensive study of a Fortune 500' company, interviewing a sample of workers at all levels of the corporation and observing them at home and at work. It is not out of necessity but a preference for one’s own self to work rather than stay home and for that full-time work is being preferred over part time work especially in America.
- b) The effects of the feminist culture: “Hochschild has put her finger on the modern woman’s dilemma. The feminist revolution sent the message that the path to fulfillment was through a career; therefore, young women now are growing up with the expectation that they should join the paid workforce rather than raising a family. But children still need parental attention. Hochschild’s description could very well

be true for those mothers who work full time in demanding jobs. Women might need to think about the source of satisfaction and the value attached to being with the children.

In the book “Role of Women in Development: A Perspective” Shahwar Junaid states that in Pakistan, apart from the obvious pressure to many early, home making, child bearing and rearing as full time occupation, there are many hidden pressures that are brought to bear upon women and prevent them from undertaking productive activity outside the home. Such hidden pressures must be taken into account when evolving strategies for the development of women for they isolate women as a group and limit the growth of the female personality. These pressures constitute one of the forces that are likely to prevent women from taking steps to improve their situation. Such pressures are likely to prevent women from taking up fulfilling and sustainable employment outside the limited range of the “industrial home” type of work that consists of sewing, knitting, making condiments etc.

Another factor that must be located before evolving strategies to provide sound economic base for the development of women is the point in education when women begin to think of a career as a permanent style of life. Once those conditioning agents and social pressures that prevent women from seeking a gainful employment have been identified, policies to eliminate such pressures can be formulated. This is the first stage in the struggle to improve the condition of women in Third World countries.

3.2 Division of Labour by Gender

Women are made to believe that they are inferior due to their inferiority in physical strength. Roles that are thought to be feminine and related to domesticity are readily accepted for females; which give way to discriminatory practices.

There is prejudice in deciding the tasks for females. Mostly tasks that require patience and endurance are given to females because it is generally thought that females have a greater endurance than males. Hence tasks that are somewhat boring are given to females.

In the industrialized world work can be divided into different categories such as technical and non-technical, intellectual work or physical labour so much so specializations have emerged in different fields. Such categorizations have drastically changed work roles.

In an agricultural lifestyle woman work hand in hand with their male counterparts along with providing personal services related to the family members. Care and feeding of livestock, milking and churning, cooking, carrying food to fields and feeding children, house cleaning and making dung cakes for fuel, carrying water etc. are specific for females in rural areas.

Women work is tied up primarily with domestic labour and assistance in farm work. It is not considered real work, as monetary resources are not attached to it. The rural women

work long hours and workload of a housewife in urban areas is not less, yet such work is not given due recognition.

The emergence of housework was in the earlier twentieth century hence division of housework among men and women was according to the social sanctions. Husband was the bread earner, so he was engaged in paid labour whereas the wife was associated strictly with the household tasks e.g. cooking cleaning, shopping etc. Changes are taking place and females share in work both inside and outside the house.

According to the Labour Force Survey the definition of the term “employed” includes the “unpaid family helpers”, who are mostly women. Persons “keeping house” (mostly housewives) are considered as out of “Civilian Labour Force”. While calculating labour force participation/activity rates unpaid family helpers and out of civilian labour force women are categorized as employed population. (P: 3-22)

a) Unpaid Work

This kind of work usually is not in exchange for a pay or wage. Homemakers and people doing volunteer work are involved in this kind of work.

b) Housework

People still do not take housework as an occupation; the reason lies in the socio-cultural systems, which takes this kind of work as a socially defined role of women and they cannot view it from an occupational stand point because like other work it is not done in exchange for pay.

Since work is a place to which people went and in exchange are paid money as wages, the home production that is a woman’s primary responsibility is obviously not work. Since no money is paid for the services, it is termed as not being work and is valueless.

(US Justice Department report published in 1979, quoted in Minton and Block, 1983:22)

Reading 3.2

Rothman, R, A. (1987) Working Sociological Perspectives. New Jersey, Prentice Hall. (P: 20- 21)

The following example illustrates a very common situation of a homemaker of Pakistan.

Saima is a housewife who has two children, one son who goes to school and an infant baby girl who is completely dependent upon her mother. Her husband goes off to work at eight in the morning and returns home at sunset. Saima takes care of her children, tends to her in-laws i.e. a father in law and an ill mother in law. Saima is considered to be amongst the lucky ones in the neighborhood, as she does not have a lot of people in her in-laws to tend to and only two kids to care for. Yet if we calculate the cost of her work that includes cooking, cleaning, washing clothes, taking care of the kids, catering

to her ill mother in law helping her son in his studies, picking and dropping him off to school, being a full time stay at home mother for the infant and performing other duties.

Calculation will include the pay of a cook, a cleaner, a nurse, a babysitter a tutor and a washerwoman etc. Saima works for long hours like her husband or even more than that as she does not have half days on Fridays or any off days on Sundays but is not given any wage for her work but her husband works and brings back money which in turn gives him a sense of superiority. In most cases the woman receives no acknowledgement, both in terms of money and recognition in words.

Self-Assessment Question

1. Can you enlist a few male and female traditional occupations?

c) Deviant Work:

There are some other kinds of work which are somewhat controversial due to the social meanings or stigmas attached to them such deviant work includes prostitution, burglary, gambling etc.

3.3 Women Employment Status

In Pakistan total male and female participation to the labour force has had little overall increase. According to the Labour Force Survey (LFS) of 1996-97 for both male and female total labour force was 36.35% whereas employed labour force was 34.13%. Among male who were employed were 86.55% and females employed were 13.45%, LFS of 2001-2002 shows a slight increase of 14.4%' indicating a very high dependency rate. Overall labour participation for females from urban areas was higher, with proportion of female's ES unpaid family helper declining and females working as self-employed and employees increasing.

Earlier women in Pakistan were mainly employed in the Government sector serving in the education division, health and social service, thus were stereotyped in roles of teachers or doctors only. Over time changes in percentage distribution of employed labour force by industry has had many changes. Labour Force Survey shows that females are now employed in many industries namely agriculture, community service, manufacturing, financial sector; few are now also working in construction, in wholesale and retail trade as well. Women's participation in non-traditional services is showily getting recognized as social changes in the society are taking place.

3.4 Women and Labour Policy

In a country study published by Federal Research Division one of the few challenges faced by Pakistani women concerns their integration into the labor force. Because of economic pressures and the dissolution of extended families in urban areas, many more women are working for wages than in the past.

In 1990's females officially made up only 13 percent of the labor force, this rate is very low mainly because of restrictions on their mobility by limiting their work opportunities or traditional backwardness has lead families not to encourage females to work outside the homes. In Pakistan mainly the poorest women engage in work—often as midwives, sweepers, or nannies—for compensation outside the home. More often, poor urban women remain at home and sell manufactured goods to a middleman for compensation. More and more urban women have engaged in such activities during the 1990s, although to avoid being shamed few families willingly admit that women contribute to the family economically. Hence, there is little information about the work that women do. On the basis of the predominant fiction that most women do not work other than their domestic chores, the government has been hesitant to adopt overt policies to increase women's employment options and to provide legal support for women's labor force participation.

The United Nations Children's Fund (UNICEF) commissioned a national study in 1992 on women's economic activity to enable policy planners and donor agencies to cut through the existing myths on female labor-force participation. The study addresses the specific reasons that the assessment of women's work in Pakistan is filled with discrepancies and under enumeration and provides a comprehensive discussion of the range of informal-sector work performed by women throughout the country. Information from this study was also part of the 8th Five-Year Plan (1993-98).

Two ILO and UN chartered articles on employment and rights of rural women state:

3.4.1 Article 11 on Employment

Obligating government to take all appropriate measures to eliminate discrimination against women in employment, Article 11 guarantees women the same employment rights, opportunities, choices and benefits as men. It obligates States to make every effort to remove both direct and indirect discrimination against women. Indirect discrimination consists of subtle and less obvious measures that adversely affect women more than men. Examples include irrelevant requirements of size or high age, or other considerations, which hinder women's equal employment opportunities.

Drawing together standards set in United Nations instruments, as well as those agreed with in the International Labour Organization (ILO), Article 11 affirms the existence of the right to work in international law and elaborates a comprehensive set of obligations of States Parties to ensure the full and effective enjoyment by women of that right. States Parties must guarantee women the same employment right and opportunities as men, both by dismantling discriminatory employment laws and practices and providing girls and women with the same de facto opportunities as men by ensuring that they are educationally and vocationally prepared for wide range of careers. In recruitment, the same criteria for the employment of men and women must be applied.

Women are guaranteed free choice of profession and employment and are not to be confined to work traditionally associated with women. They are to have equal rights in promotion, job security, all benefits and conditions of service, training and retraining.

Women are guaranteed the right to equal remuneration and all work-related benefits. They must receive equal pay for equal work. In addition to equal treatment for work of equal value, the subject of CEDAW's General

Recommendation 13, they must be afforded equality of treatment in the valuation of the quality of work. They are to enjoy the right to social security wizen unemployed, retired or incapable of work. Women are guaranteed the right to paid leave and healthy and safe working conditions.

Specific provisions prohibit any discrimination on the grounds of marital status or maternity. Dismissal on the grounds of pregnancy or maternity leave must be prohibited and subject to sanction, as must any discriminatory dismissal on the basis of marital status. States must also introduce measures, including paid maternity leave and maternity breaks without loss of employment status or benefits, to allow parents to combine family life with work and participation in public life. Here States are particularly encouraged to develop childcare programmes. Although prohibiting discrimination on the basis of women's reproductive function, Article 11 does enshrine their right to have that function safeguarded in the workplace, as well as obligating States Parties to provide special protection to women during pregnancy have often been the excuse for discriminatory employment practices, Article 11(3) obliges States Parties to review regularly any protective legislation which might be introduced for these purposes.

In its formulation of general recommendations, CEDAW has devoted considerable attention to the meaning of Article 11. In General Recommendation 13, concerning equal remuneration for work of equal value, it encouraged States Parties to consider gender-neutral job evaluation systems and to encourage the insertion of the principle of equal pay for work of equal value in collective agreements. In both General Recommendations 16 and 17, CEDAW drew attention to the disproportionate participation of woman in the unwaged informal sector, most commonly in family and rural contexts. The rights guaranteed in Article 11 are applicable to formal employment and, accordingly, leave such women unprotected and vulnerable. Again, in both General Recommendations 12 and 19, CEDAW drew attention to violence against women in the workplace, including sexual harassment, perpetrated by male co-workers and superiors. These general recommendations indicate that the elimination of discrimination in the workplace includes the obligation to eliminate workplace violence by means of appropriate legal and practical measures.

3.4.2 Article 14 Rural Women

Rural women frequently play a significant role in the economic survival of their families and communities. Frequently, however, rural women receive little or no recognition for their efforts, and they are often denied access to the results of their work or the benefits of the development process. Article 14 seeks to redress this by obligating States Parties to ensure the benefits of the Convention to rural women and to eliminate discrimination against them, thus allowing them to participate in and benefit from rural development. Article 14 obligates States to ensure that rural women participate in development planning

and implementation. Development projects should meet women's expectations as well as their special development needs and requirements. Rural women are to be ensured access to adequate health care facilities and family planning information, counseling, and services, and they are to benefit directly from social security programmes (Humphrey, Hubert H., 1996).

Rural women's rights to education and training and particularly, functional literacy is underscored, as is their right to equal access to economic opportunities, through employment, self-employment, credit and loans, specifically related to agriculture. They are to be granted access to marketing facilities and technology and to be granted equal treatment in land reform and resettlement schemes. Beyond this to combat the isolation rural women often suffer, States are obligated to ensure women the right to enjoy adequate living conditions housing, sanitation, electricity, water supply, transport and communications.

Self-Assessment Question

1. Analyze the standard ILO Article 11 and Article 14 in context to Pakistani female labour force participation.

3.5 Woman and Labour Welfare

Welfare, because of its dynamism is understood differently in different parts of the world. Islam gives the concept of a welfare society and a welfare society is part of the western society as well.

In the field of welfare and its promotion, ILO has done some commendable work. The committee of expert on Welfare Facilities for Industrial Workers convened by the ILO in 1963 had divided welfare services in two groups:

- a) Within the precincts of establishment
- b) Outside the establishment

Welfare Amenities within the Precincts of Establishment

(1) Latrines and urinals, (2) washing and bathing facilities, (3) crèches, (4) rest shelters and canteens, (5) arrangements (6) arrangements for prevention of fatigue, (7) health services including occupational safety, (8) administrative arrangement within a plant to look after welfare, (9) uniforms and protective clothing and (10) shift allowance

Welfare Outside the Establishment

(1) Maternity benefits, (2) social insurance measures including gratuity, pension, provident fund and rehabilitation, (3) benevolent funds, (4) medical facilities, including programmes for physical fitness and efficiency, family planning and child welfare, (5) education facilities including adult education, (6) housing facilities, (7) recreational facilities including sports, cultural activities, library and reading room, (8) holiday homes and leave travel facilities, (9) workers cooperatives including consumers' cooperative stores, fair price shops and cooperative thrift and credit societies, (10) vocational training for

dependents for workers, 911) other programmes for welfare of woman, youth and children and (12) transport to and from the place of work.

Self-Assessment Question

1. What are the most important welfare services within and outside the precincts of establishment for female workers according to your point of view?

3.5. Reading

Welfare Measures and services related to women Employees (P.1-11).

3.6 Woman as Work Force in Rural Areas

Domestic labour of females is not accounted for as work, and in Pakistan majority of females work in domestic labour. Pakistani rural woman is involved directly or indirectly in the agriculture sector and domestically at home for long hours but due to lack of monetary benefits their contribution is not counted. Women are tied up the whole day in household chores, as well as helping outside the house in harvesting, cotton picking, storing grains, spinning etc. which is not accounted for at all. Such stretched hours of working leave very little time for the woman to give proper care to their children. The National Agriculture Policy provides no clear policy for the development of rural women, who form the backbone of the rural economy.

In the following extract from an article based on Nisara Habib's book, *Invisible Farmers: A study on the role of women in agriculture and the impact of pesticides on them* some realities can be checked.

The Census of Agriculture does acknowledge the work of women in agriculture but indicated a drop in their contribution from 42.6% of all family workers in agricultural households in 1980 to 36.2% in 1990. In 1980, women constituted about 25% of all full time and 75% of part time workers. In 1990, the Census registered 25.87% and 61.25% respectively. However, these figures do not correspond to the reality because the smaller the size of the landholding, the more intense, active and efficient the role of the women becomes. It is not cost effective for smallholders to hire paid labour.

The decade from 1980 to 1990 has seen a further fragmentation of landholdings. Fragmentation means that women's work has to be even more intensive in order to make agriculture economically affordable. Women have to work more, longer and harder. They are economically active and substantially contribute to many activities, including:

- Crop farming and livestock keeping
- Post-harvest activities
- Household management
- Off-farm and non-farm economic activities
- Bearing and rearing children and looking after the sick

Some of the above activities are recognized as important, the visibility of women is selective, and their invisibility is rooted both in economic and social factors. Rural women of Pakistan are economically active but are also economically dependent. Women have neither ownership nor control over resources and they are expected to surrender their rights in favor of male family members for example their brothers, husbands or sons.

Women work and produce on land they do not own. With the introduction of market economics this situation has further deteriorated. The harvest is sold by and through men, and men control income. Land is owned by men and they enjoy the fruits of the land as well. Thus, men automatically become visible and women become invisible. (Humphrey, Hubert H.,1996).

3.7 Woman in Urban Areas

More and more women are getting educated which compels them to start their profession. The growing economic pressures are creating a need especially in urban middle class to join the paid work force. The rising standards of living are bringing a social change, which in turn is compelling more women to take up profession. Educated parents who themselves are engaged in occupations influence their daughters in joining the labour force and pursuing careers

3.7.1 A Time of Change

Although the situation regarding women and work remains very different from that of men, there are dramatic signs of change. With economic development and changing role of the extended family, increased financial pressures, lowered birth rates, and contemporary women's aspirations for themselves are all contributing to more female participating in the labour force. (Quisumbing, L.R. & Lazarus, B.B. (Eds.)1985)

Exercises

- Q.1 Discuss the benefits of economic independence for women.
- Q.2 Write in detail what are the affects to rural development without women labour participation.
- Q.3 Are women a part of the recognized labour force in Pakistan? Support your answer with reasons and facts.
- Q.4 Discuss what are some of the recent changes to female work participation in Pakistan.

Reference

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UNIT-4

WOMEN AND EMPOWERMENT

Written by: Lubna Iftikhar
Reviewed by: Maria Malik

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Introduction

Power refers to all kinds of influence between persons or groups, including those exercised in exchange transactions, where one induces others to accede to his wishes by rewarding them for doing so. Empowerment is a simple and adaptable method of mobilizing a capacity for action and keeping it operative. But the power holder must ensure that he can recover the discretion, he has foregone at an appropriate time.

According to Blau (1982), physical coercion, or its threat, is polar case of power, but other negative sanctions of the threat of exercising them, are usually also effective means of imposing one's will on others. The crucial factor is the baseline from which an individual starts when another seeks to influence him, and the only difference between punishments and reward is in relation to this initial baseline. Thus, definition of power takes a different turn now. It becomes the ability of persons or groups to impose their will on others despite resistance through deterrence either in form of withholding regularly supplied rewards or in form of punishment.

Three implications are noted:

- i. The concept of power refers to individuals or groups ability to impose his or its will on others recurrently.
2. The punishment threatened for resistance makes power a compelling force yet there is an element of voluntarism in it.
3. Power is asymmetrical and is testing on net ability of person to withhold rewards and apply punishments to others.

Interdependence and mutual influence of equal strength indicates lack of power. The question that who will be more powerful is answered by competition for status, which arises in process of social integration and gives rise to differentiation of status in groups. According to Blau (1982), the initial competition in newly forming groups is for participation of time. Whatever attracts individual to group, whether they seek to gain simply acceptance, social support or power, obtaining these social rewards requires opportunities for proving oneself worthy of them. The member who makes important contribution to the discussion is first rewarded by approval of others, by having them increasingly turn to him for his suggestions and for his approval of theirs, and if his suggestions continue to prove viable, he is further rewarded by their respect for his abilities.

The object of competition shifts in this process to command their respect and compliance, or, at least earning their acceptance and social support. Earning superior status in a group requires not merely impressing others with outstanding abilities but actually using these abilities to make contributions to achievement of collective goals of the group. It requires suggestions that help individual members of group to improve their performance. Initially, high respect of group is a sufficient reward but for long time goals, it is inadequate. Exchange relations become differentiated from competitive ones concurrently with the differentiation of social status that emerges in course of competition. As status becomes

differentiated in-group, those whose abilities win respect of others go on to compete among themselves for positions of power and leadership. The high-status members furnish instrumental assistance to low-status ones in exchange for their respect, which help the high-status members in their competition for dominant position in the group. Furthermore, role specialization develops, particularly in complex social structures where a great variety of contributions are needed. Once an individual is not only accepted by members of a social class but is also recognized by outsiders as belonging to it, and perhaps even as having more or less social standing within it, the existing social agreement on the class ranking further success his social status by rooting it in class structure.

Contemporary feminist perspectives on power differ. Power is not viewed as a property possessed by those who dominate, rather it is seen as process in which people transform them personally and collectively. Power derived from energy and strength in people, requires an openness and vulnerability. It involves linking the personal domain with the public domain to redefine the self as a whole and as vitally connected to others. Thus, when feminists speak of power, it is often that we speak about power-with, rather than power-over. This synergistic framework recognizes the interdependency of the private and the public domains of reality.

If we apply this framework to the building of women's alliances, we recognize that feminist leaders need to move outside their own particular set of experiences in order to work together successfully. In doing so, we must recognize that women of different backgrounds bring differing styles as well as different levels of expertise to collation. All of us are grounded in different cultural traditions. For women whose cultures have been marginalized, culture becomes even more powerful force. For example, African American women see leadership reflecting collective change. This comes out of a cultural tradition of communalism, which means the survival of the individual is dependent on group survival. Many American Indian women see leadership as intricately related to family and Indian community, no matter what sphere this leadership emerges within.

Empowerment means, "to give power". It is a term used to described one's enhancement strengthening one's chances in field of life. Empowerment of women is best described in terms of status and quality of life enjoyed by them. It means to provide women with due rights and enabling them to decide their own future without any environmental stress. It includes both personal enhancement and strengthening of life chances as well as collective participation in efforts to achieve equality of opportunity and equity between different genders, ethnic groups, social class and age groups. They must have power to be autonomous under conditions that they prefer.

Reading Introduction

Blau, P. (1982). *Power Exchange*. Pp.3-45. Great Britain: APH Publishers.

Objectives

Following are the main objectives of unit:

1. To find out meaning of empowerment in Western and Eastern societies
2. To describe various approaches explaining why women empowerment is necessary.
3. To locate various differences between urban women empowerment and rural women empowerment in Pakistan.
4. To point out various problems in Pakistani sector in making women empowered.
5. To study various projects working in Pakistan for helping women to be empowered.
6. To study various resources available to women in Pakistan for acquiring jobs and skills.

4.1 Approaches to Women Empowerment

Women empowerment is best described in terms of Identity Empowerment Theory. The premise is that women's behavior and quality of life can be changed by increasing their awareness of strength of social influences and of interplay between intended and unintended consequences of women's decisions and actions. There are seven concepts of identity empowerment theory, which are as follows:

1. **Self:** Women must give highest priority to deepening their understanding of who they are and what they are.
2. **Gender:** It is related to self. Stereotypes and expectations of women associated with these stereotypes permeate each woman's reality especially during earliest developmental stages of socialization.
3. **Family:** Women are more bound by family responsibilities. Self and gender are derived from emotional programming people receive from their families.
4. **Religion:** Another traditional site of women's oppression, which creates and exerts inner controls on their behavior. Religion must be used to strengthen women's individuality as well as persistence in growing and pursuing long-range goals of their own.
5. **Work:** Women's everyday work is influential in defining their life chances, in most family situations, however, the combination of family and work demands overburdens middle and lower-class women with stress.
6. **Situation:** The circumstances of women's lives throughout world, affect all women. Women can learn a great deal about themselves and their options by learning about contrasting conditions of women in diverse historical and cultural settings. This identification process must be carried out.
7. **Feminism:** It is a political ideology that expressly addresses women's need for equity. It is important to take a stand in relation to feminism, as it is an ideology which women cannot afford to ignore.

Self-Assessment Question

1. Enlist seven concepts of identity empowerment theory.

Women empowerment must be thought of as a direction that beckons each and every woman. It is invitation to live fully and to become the person each woman wants to be. If appears necessary for women to not to rely on evolution for changing their destiny or divine help but need to hour is to acknowledge and act on their potential strength by becoming a sufficient force. The factors that help enhance feelings of empowerment among women are education, employment, decision-making, and control over property. Though, all these factors are inter-related and of equal importance, but economic independence is undoubtedly the most important one. This is one area; in which women of world differ i.e., working women tend to have an edge over nonworking women.

In our social structure, women's subordination is considered as being natural. The entire process of socialization of a girl in family leads her to internalize the concept of

dependence, which is crippling to any notion of empowerment. Women's well-being and autonomy derives from their ability to control economic resources generally by working outside home or creating household budget. Both women's individual growth and their self-destructiveness have been shown to be strongly influenced by their family responsibilities and dependencies.

Working women in our society have to withhold dual responsibilities of home as well as work. This is because the newest predominant economic family structure – the dual earner family – tends to reflect more egalitarian values from the nuclear family where only husbands work. In many occasions it has been found that their families might help them in their dual role by taking care of home responsibilities but on other occasions, families cause further problems for women. However, a gradual change is observed among people's feelings towards role of women.

The change is clearly evident in school, college, and university enrolment of female students. Change in family literacy show that today, we have more educated women available for work force. Since, most of the jobs are of informatory type, more women are getting jobs which make, the relatively independent economically and influences their traditional status in their families. Even if we talk of our society, family support is what builds woman or breaks it. It is indeed, observed that women of stronger and supportive family background would succeed more in life and thus would be more empowered. Professional women are found to be more motivated to do their best and to accomplish significantly. Similarly, it is seen that women in both law and medicine revealed a consistent picture of strong family support for achievement efforts even though these efforts were not always stereo-typically feminine.

Activity

Compare western concept of empowerment with that of eastern concept of empowerment.

Women's effort to achieve independence and enlargement of her field of activities are continually met with skepticism, which insists that such efforts should be made only in face of economic necessity. Cultural factors exert a power influence on women. There may appear certain ideologies concerning the nature of women that she is innately weak, emotional, and enjoys dependence. It is obvious that these ideologies function not only to reconcile women to their subordinate role, but also to plant the belief that it represents a fulfillment they crave or an ideal for which it is desirable to strive.

Following conclusions are derived from above-mentioned strategies:

1. Power structure of family is not influenced by women whether working or non-working
2. Family support makes women realize its potential and helps her to play effective role.
3. Stereotypical roles assigned to women can only be demolished if family makes positive contributions in life.
4. Successful women know how to integrate marriage with their separate identity.

Empowerment can be considered a change in the context of a women or men's life that enables her/him to increase capacity of leading a complete human life, characterized by external qualities such as health, mobility, education and awareness, status in the family, participation in decision making, and level of material security, as well internal qualities such as self-awareness and self-confidence. The empowerment approach focuses on meeting women's strategic needs in terms of their triple role, but unlike the equity approach, focuses on a bottom-up, self-reliant approach. The equity and empowerment approaches have been labeled as GAD (Gender and Development) approaches because of their emphasis on strategic needs.

4.2 Urban Women Empowerment

Almost 30% of women of Pakistan live in urban areas. Day by day, as population of our country is increasing more and more people are migrating from rural to urban areas. This has numerous indirect repercussions on the family structure and on social structure as a whole. For competition of resources, the joint family structure is usually disintegrated replaced by smaller sized nuclear households. A major advantage of urban living relates to spread of education and recruitment of women in formal sector. Since most of the institutions of higher learning and professional education are usually located in cities and towns, it opens up new avenues for women. The literacy rate is expected to go higher for women population in these regards. A second major advantage is the fact that most women in urban areas tend to enjoy greater autonomy and decision-making capacity. Not only do they control household administrations but also many women of urban areas enjoy high salaried positions in good organizations. This gives a great boost to status of women who were considered as subordinates for most of the century.

Although, the picture in general of urban areas is not as bleak as that of rural areas in terms of women development or empowerment but the major difference has been that of social class. Women of upper class tend to enjoy greater autonomy and better status than that of middle or lower class. Perhaps, the reason may be the kind of social set up that these different classes of women have to encounter. It has also been observed that education light inculcates self-awareness, but it fails to help women to acquire due respect from society. Many highly educated women suffer at the hands of cruel societal system due to unfair distribution of rights. Usually women among the higher socio-economic groups enjoy better educational facilities and thus, they opt for professional and higher prestige occupations, whereas women from lower socio-economic groups are compelled to choose lower and non-professional jobs due to their economic necessities. As a result, this segregation itself harms autonomous nature of women.

Most working urban women spend a greater amount of their day outside homes. But this does not allow them freedom from household responsibilities. However, they might not be as burdened as rural women but still for most of them, value their work. Thus, whatever kind of empowerment they enjoy, women are strictly woven into a family structure, which has emotional implications on them.

Women's groups, NGOs and other sections of the civil society are also playing a vital role in empowering women in this region. Women's organizations have greatly helped in raising consciousness about the rights of women and drawn attention to the social and economic hardships experienced by them. These organizations, along with the relevant NGOs, have been campaigning for legal reforms and legislative changes for the betterment of women. Social development in general and human rights in particular form the broad frameworks within which the women's organizations are working in advancing the cause of women. As in most other areas, these organizations tend to be more resourceful and effective in the developed and more advanced countries of the region. In the weaker economies, these organizations need further strengthening in order for them to play a more meaningful role in empowering women.

Reading 4.2

Krishna swami, L. (1999). Empowerment of Women Through Micro-Enterprises. In Patel, Devi and Tadas. (Eds). *Women and Development* Pp.386-390. New Delhi: Har-Anand Publishers.

4.3 Case Study: Orangi Pilot Project (OPP)

The Orangi Pilot Project is an NGO reputed for its community development work and income generating programmes for the urban poor in Orangi (Karachi). BCCI Foundation established it in 1980 through donation funds. OPP's work in this area attracted donors from Sept. 1987 to May 1991 and is engaged in a variety of community self-help programmes covering low cost housing, health and family planning, education and women work centers. The present case study deals with the women garment workers of Orangi. It demonstrates the significant change of women in their condition, engaged in paid work and income generating activities cost effectively. This study shows that these women have been moved from the state of bounded contract to being independently employed with a higher income, dignity and self-respect.

Self-Assessment Question

1. Highlight few projects contributing in women empowerment in Pakistan.

4.4 Rural Women Empowerment

Development and empowerment tend to go hand in hand. An understanding at dynamics of social and economic development experiences from a historical perspective has shown that empowerment fundamentally influences people's access to resources, the mobility of productive forces and their output and role of technology both as embodied in empowerment of productive force and as influencing the world view of users of technology. In all the above dimensions women have been negatively affected.

Rural women are perhaps the least awarded or most suppressed of the whole category. Round the world, by the end of century women's labor force is likely to be around 83 million in the rural areas. Although, this labor force should increase their chances of empowerment, but generally it is seen that the burden of household responsibilities along with their job duties discourage them to exercise their due rights. In spite of their crucial role in family structure, neither their ownership nor their access to resources has increased; it may in fact have decreased over time. Their mobility has not been significantly influenced because of their reproductive roles and ties, which have not weakened from time immemorial, and hence their ability to respond to the imperatives of change is slow and hampered.

Women in urban areas normally share same workload as men. Their productive activities yield equal results in terms of income as their male counterparts. In fact, on certain occasions their daily activities including their household chores exceed that of their husbands. However, the amount of gain, whether emotional or material, is close to none. Normally, most tenants use family labor in farming and women of these households usually participate fully in the production activities. As a result, their duties are doubled along with housework. Despite these efforts, their status and rank remain similar to second grade citizens. They are being beaten up as well as tortured not only by their husbands but many "other" elements of family.

Self-employment is another form of rural income generating program. Most women who do not possess any kind of ownership of land tend to earn their living by either selling certain goods i.e. dairy products and home-based weavers and potters or by providing their services as cooks, cleaners to the feudal lords of their village. The treatment they receive in return of their services might discourage them to even think of empowerment. By not being aware of their true social and political rights, they render harm to themselves. They continuously dissolve themselves into a vicious cycle, which is further strengthened by their daughters and then their granddaughters. Another major factor that hampers a rural women approach to empowerment is lack of education. By not educating the women one whole family remains under folds of darkness. Unless they realize that power lies in their own hands, they would continue to let others rule their destiny.

The major requirement at this stage is to implement certain women rural empowerment programs to increase women's employment opportunities as well as increased awareness

of their rights. Any kind of exploitation should be eradicated immediately both from system as well as on individual level.

The growing participation of women in paid employment has contributed significantly to the economic and social empowerment of women. Access to earned income improves women's position within the household substantially, gives them greater control over the distribution of such earnings and household resources, and generally improves their status and strength in society as well as their own self-esteem. The ability to earn income from outside and to engage in activities other than household-oriented ones can lead to significant social change in the long run. Where women are generally denied the ownership of property and control over assets, the ability to earn outside income can become an important instrument for the transformation of gender relations and challenge many traditional modes of social and economic relations. Growth in employment has also led to bridging the gender wage gap, suggesting that there can be macroeconomic effects on the conditions and pay of women workers independent of any policy interventions.

Small businesses have emerged as significant avenues for the economic empowerment of women. The flexible nature of these businesses facilitates the participation of women in formal economic activities as entrepreneurs, managers and workers. They can be run with simple technology and limited financial and managerial resources. They also tend to be family-based, an important aspect in women's decisions to participate in formal economic activities. However, the effective participation of women in these businesses is highly constrained by their limited access to financial resources, marketing links, technology, business networks, and information on investment opportunities. They also face legal and regulatory obstacles in many countries of the region. Effective policies and programmes are needed in these areas to promote the participation of women in small businesses.

The advancement of women in development in the region entails the creation of an enabling environment. They should also be complemented with mechanisms that lend them assistance and access to power, information and support. Such an environment remains a prerequisite for women and men to work together towards empowering women. The ongoing economic crisis in several countries of the region has underlined the vulnerable situation of women. It has also severely undermined the progress made during the last decade in empowering women in the economic and social fields. Shutdowns and lay-offs in the manufacturing sector have affected many women, who have borne the major brunt of job losses in the affected countries. In all of these economies, female employment in the service sector is also being negatively affected, with older women workers the first to be laid off.

Apart from the economic impacts, access to micro credit has had far-reaching social consequences for women in poverty. It has given rise to a new division of responsibilities within the borrowing families, with a greater recognition of women as significant contributors to family welfare. It has also improved the social status of women borrowers and attenuated the grip of patriarchy in traditional societies. However, these benefits and potentials of micro credit programmes and schemes have not been uniformly realized in all

the developing countries of the region. Important issues have remained unanswered, with the growing realization that not all micro credit programmes and schemes are succeeding in incorporating gender issues effectively to promote the social and economic empowerment of women in poverty. The importance of poverty reduction as a goal to empower women has been widely recognized. However, in spite of the preponderance of the poor being female and the increasing feminization of poverty, anti-poverty interventions have tended to be gender-blind, or at best gender-neutral, in needs identification, project design and implementation.

Activity

Compare and contrast development approaches of rural and urban women of Pakistan.

Despite many international agreements affirming women's human rights, girls and women are still much more likely than men to be poor, malnourished, and illiterate, and to have less access than men to medical care, property ownership, credit, training, and employment. They are far less likely than men to be politically active and far more likely to be victims of domestic violence. Where women are poor, uneducated, and have little participation in the wider society, family size tends to be large and the population growth rate high. Population and development programs are more effective when they center on improving the education, rights and status of women.

Women in developing nations are usually in charge of securing water, food and fuel and of overseeing family health and diet. Therefore, they tend to put into immediate practice whatever they learn about nutrition, preserving the environment and natural resources, and improving sanitation and health care. Of the 960 million illiterate adults in the world, two-thirds are female.

Programs that offer girls alternative life choices can help them stay in school and, consequently, delay childbearing. This lengthens the time span between generations. Such women tend also to have fewer children three or four rather than six or more.

Laws and customs often deny women the right to own land, inherit property, establish credit, receive training or move up in their field of work. Laws against domestic violence are often not enforced on behalf of women. Achieving gender equality in these areas will require the support of men who exercise most of the power in these spheres of life.

The roles that men and women play in society are not biologically determined – they are socially determined. Often justified as required by culture or religion, they still vary widely by locality and change constantly; they are not immutable. Slavery, torture and racial and ethnic prejudice are also centuries-old practices now rightly condemned worldwide when they involve people of color, political dissidents, Jews or other ethnic groups. Violations of women's human rights must receive the same international censure.

4.5 Agha Khan Community Agricultural Based Project

Agha Khan Rural Support Programmes basically works in North Pakistan. The Agha Khan Rural Support Programmes is a private, non-profitable organization, which started its initial work in Gilgit region in mid 1980s. But now this programme comprises six districts. This programme has facilitated the formation of hundreds of women's organizations. This case study focuses on the experiences of the women with their organizations through these organizations; women have gained access to production packages, which provide them with initial inputs for vegetable gardening. These women also take advantages of training and credit-services, which allow them to make effective use of the production package. Participation in the women organization has changed women's lives economically as well as socially. They are contributing to household income investing money in productive activities and saving for future expenses. This economic activity has brought change in their lives, as women are negotiating at household level and involved in village-level decision-making.

Activity

Locate any one project relating to women empowerment operating successfully in Pakistan.

4.6 Women's Access to Skills and Jobs

A large majority of women in Pakistan are carrying the double or triple burden of doing all domestic and unpaid or underpaid productive work. Across the country most rural and urban women work much more than the men in the households. In the fields, the main male-specific task is the preparation of land for cultivation. In most other tasks' women are working jointly with the men in picking, planting, weeding, harvesting and threshing. While for crops like cotton, and most minor crops such as groundnuts, maize, grams, barley and fodder, there are female-specific tasks of picking and threshing. In most rural areas' livestock care is a female-specific task, in addition to the carrying of water, collecting of fuel for cooking and the repair and maintenance of the mud-structured homestead. In the urban areas women are involved with different family survival strategies and working in the formal and informal sectors. In the informal sector, women are working in a variety of trades ranging from most traditional ones of sewing, embroidery, and traditional crafts to the modern ones. In the formal sector, women work as laborers in the construction and mining industries, in different factories, in the services and trade sectors, and as health and education personnel.

Unless women's work gets reflected in data the normal assumption that women should somehow be provided work and made economically productive would continue as a dangerously false premise. An added dimension is that although women's work may not mean more than mere subsistence survival for the household, it does not mean that work can be easily substituted by activities selected by project formulators. Their control over resources or their accesses to them are critical elements in their ability to participate in empowerment. Their access to the changes in technologies, their abilities to generate the

resources to utilize the latest technologies and their participation in training program are largely determined by their existing control. The more complex dimension is one where the majority of women in the country cannot lay claim to any productive resources except their labor power. Formal categorizations in Pakistan place her origin firmly in the household, headed by male. A significant issue that needs to be highlighted at this point is that women who own no resources are not only unable to have a separate identity they also have very definite constraints placed on their access to productive enterprise.

The conditions encountered by women at their workplace are appalling and they are being continuously exposed to insecurity, exploitation and health hazards. Most of the women, thus prefer to work at home where they can combine their multiple domestic and economic duties, avoid social sanctions against going out to work and get help of other members of their households. MI exercises in integrations have to begin with the building of the activity profiles of women in Pakistan, as there is scant information on this aspect. Work outside and inside the home has to be explicitly identified and recognized.

Reading 4.6

Ahmed, N and Zia, S. (1991). Integrating Women into Development. In Zafar. (Ed). *Finding our way*. Pp.87-109. Lahore: ASR Publications.

Exercises

- Q.1 Give Various Perspectives on Empowerment
- Q.2 How is urban women's Empowerment different from that of rural women's empowerment.
- Q.3 Describe various ways in improving women's access to various sources and technology.
- Q.4 Discuss whether empowering women would free them of discrimination attitudes of society.

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UNIT-5

**WOMEN AND TECHNOLOGY:
THEORY, POLICY & PRACTICE**

Written by: Raiha Aftab
Reviewed by: Maria Malik

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Introduction

Technology is rapidly changing our world. It is bringing up services that were un-thinkable a couple of decades ago. Every New Year unveils some new process or invention. If we take a look at the 19th and 20th century inventions, such as the telephone, the phonograph, the wireless radio, the motion picture, the automobile, and the airplane, we can see how well seeped technology is in everyday life. With the development of assembly-line, mass production of automobiles and household appliances, and the building of ever-taller skyscrapers, acceptance of innovations has not only become a fact of everyday life but also a way of life in itself. Society is being rapidly transformed by increased mobility, rapid communication, and a deluge of available information from mass media (MacGowan, 1998).

Objectives

The unit is a basic orientation towards the following objectives:

1. To Elaborate the basic concerns that are addressed by theories related to technological development.
2. Identify the policies that shape the science and technological concerns of different countries.
3. To assess the adaptability of these policies and identify the hindrances and impediments in their implementations.
4. To identify the technologies that relate to women.
5. Elaborate why women workers are and could be sidelined by increased adoption of technological advancements.

5.1 Theory, Policy and Practice

Technology originates from the Greek word, 'Techne', which means art or skill. Thus, technology is the discipline by which humans utilize their scientific knowledge to change or manipulate their physical world. It enables them to make tools that they can use to enhance their work capabilities etc. Technology is said to be "the practice of any or all of the applied sciences that have practical value and/or industrial use." When the principle of machinery was given by science, technology stated making machinery that was applicable in daily life. The oven, the cooking range, the heaters were all technological advancement of the concept of fire introduced by the early man (The Chambers Dictionary, 1994).

Science can be defined as knowledge, that has been establish (validated) by observation and experiment, critically tested, systemized and brought under general principles. In other words, any activity that is carried out to establish the validity of a claim is a scientific activity, it could be any activity, like the routine task of boiling water to kill germs. The concept that germs in water are killed at 100° C was first an idea from one individual, and then it was tested for validity. When it was proven over and over again that germs do die at a specified temperature, we started using this technology to better our lives.

The penetration of advanced technologies, and in particular information technologies, into everyday life has proceeded at a breathtaking pace over the past decade. Such technologies will touch and transform the personal and working lives of current and future generations of for many decades to come. A significant fraction of every nation needs to learn about such technologies in order to conduct their professional/personal lives and to live as informed citizens in an age that will be defined by advancing technologies.

The concerns of development of science and technology have wide ranging perspectives. Some are broad enough to cater to all spheres of concerns, while some are deal with only specific concepts. The general perspectives relate to the salient aspects of human life. Major axis in the theoretical explanations of why science and technology are important for society, include:

1. The Broad Perspective

i. The Economic Perspective

The economic aim of any science and technological movement involve an emphasis on enhancement of production and management of society based on technologically safe and sound revolution. This is directly related to a stale and balanced economy. Theorists believe that in order to reach such a point, maximum resources of the country have to be utilized. Both, manpower and the material resources. 'Scientists, economists and technological experts, all believe that developed economies could stagnate, and the economies of the developing countries have difficulty taking off if their entire population does not become involved in scientific and technological cultures' (Fourez, 1997). Thus, international bodies have accepted that continued growth can be enhanced and sustained only if the financial input is matched by allocations of

funds in research fields and practical implications and projects. This is the reason that, the wellbeing and prosperity of a nation is related to the education process.

ii. The Social Perspective

A science and technological culture reflect the scientific literacy of a nation. The more people are science oriented the more is there a tendency to take a progressive and time-oriented decisions. An informed and systematic approach would not only control misunderstandings and consequent chaos about the matter, it would also help in taking specific and suitable steps. For example, if the government of Pakistan wants to formulate a policy on education, it should first devise a program that highlights the various aspects of education, educate the public about it and then proceed to develop a policy. Otherwise most sections of society would feel isolated and ignored. Leading to hasty and ill-informed decisions. Science and technology ensure that the opinions of experts can be understood by a spread of the population and that their decisions can thus be subjected to democratic control. Power over knowledge should not concentrate in some hands. It should be decentralized, and people should be able to have their say in important matters.

iii. The Cultural Perspective

The third group of perspectives is related to the human angle. It is concerned with 'enabling each and every individual to participate in the scientific culture. The scientific culture is characterized by increased communication, ability to initiate changes in life and maintenance of such chinwags. It also signifies the capacity to take pleasure of what the scientific and technological innovations have to offer.

iv. The Socio-Political Perspective

Science and technology are also concerned with a combination of abstract, knowledge related topics and a whole range of power related interests, both at national and international levels (Fourez, as cited in Jenkins, 1997). It is a banner term that covers many socio-political issues.

In Pakistan, the democratic government has been unable play its role in fulfilling the needs of the people. Since no public forums or committees are consulted before taking any decisions. Most policies are formulated in closed door meetings and hushed filings. Even when people, local experts and public opinion is sought, individuals with the 'know-how' and minorities usually shy away from taking an active role in decision making process. Every new law and rule are an imposition on the common people. This rule out any mature dialogue process on any issue. Additionally, unconcerned attitudes of those in the concerned areas, reduces the reliability of steps that are taken. Again, the incorporation of women in such process's leaves allot to be desired. Though at present time, incorporation of women in the political bodies have alleviated the situation somewhat, women representation is still missing in the basic lower levels. The norms and values of society still inhibit the admittance of women t the lower strata of decision-making.

2. The Gender Perspective

Women have not always been encouraged to work outside the home. The call for women to move out of domesticity into the industrialized work force comes as recognition of the fact that women form a major part of the population. That in turn stemming from the realization that utilization of women can boost and strengthen the labor force. The gender perspective also states that women will enter the spheres of science and technology if they are provided with technically sound and practical benefit. That is important because research has shown that women tend to focus on areas and problems that require practical solutions, where they feel help is needed (Layton, 1994). Plus more and more women need to be incorporated into positions of authority. Their work and status in society needs to play up. This will create role models for aspirant women scientists. At more basic level technical education or short courses need to be organized. These must tackle machines. Rather it should be thought of as a process of removing mental blocks that women and society erects between women realizing their true intellect aim at removing apprehensions of women towards their ability to handle and usefulness as skilled labor. For a wider perspective please look at the following article:

Readings 5.1 (b)

Hynes, H.P. (1994). Gender and the teaching of and learning of technology.
In David Layton (ed.), *Innovations in science and technology education*, Vol V. France: UNESCO Publishing

Self-Assessment Questions

1. What is meant by science and technology?
2. What do you think is the logical relationship between science and technology?
3. Can you identify factors that affect the acquisition of technical knowledge for the two genders?

Government of Pakistan has laid out a science and technology policy for the country. The policy provides an overview of the efforts that the government of Pakistan is bound to take in order to improve the condition of science and technology in the country. Major emphasis was laid on efforts related to utilizing and upkeep of natural resources of the country. The government feels that in a Muslim country we are obliged to use and nurture the vast resources that God has provided us with.

Being an agricultural country maximum importance is given to the enhancement agricultural production. Efforts have been taken and still others are underway to develop technology to help our farmers enhance their production. Efforts are also taken to make life of the common man more convenient. Eradication of poverty, illiteracy, proviso of basic necessities of life (food, shelter, clothing and health) and in general to raise the standards of living. The aims of the science and technology policy are:

The aims and objectives of the national science and technology policy are:

1. To cultivate and promote science and technology in society and create physical and social environment conducive to the pursuit of scientific activities.

2. To reorganize, activate and expand science and technology system in the country with a view to make it more efficient, dynamic and self-reliant.
3. To ensure that the science and technology system is directed towards the achievement of national goals and aspirations, in particular towards the welfare of the people, sustained growth of the national economy and security of the country.
4. To develop, strengthen, and modernize the engineering and technological base of the country so as to achieve self-reliance in this field, reduce import of consumer goods and promote export of value-added manufactured products.
5. To develop speedily the requisite level of technological capabilities in the country through planned promotion of indigenous technologies as well as imports. Assimilation and adaptation of advanced technologies for increasing the gross national product and ensuring optimal exploitation of country's natural resources.
6. To ensure regular supply of adequate strength of high-quality research manpower for the science and technology sector and create an environment providing necessary motivation for high quality performance.
7. To develop an effective information network for science, engineering and technology, having adequate links with international information services, for providing research and development workers and other interested agencies speedy access to current knowledge in different science and technological fields.
8. To popularize science and technology at the grass root level so as to mobilize the creative abilities of the entire nation and facilitate widespread application of science and technology for socio-economic uplift of urban as well as rural areas.

The national commission of science and technology at the current moment are concerned with enhancing the status of science and technology, with laying special emphasis on information technology (Pakistan council of science and technology, 2003). The major goals of science and technological development are to:

- Strengthen Ph.D. programmes. To enhance the number of PhD's which are around 70-80 at present. A grant of 500,000 per student is provided per year to upgrade and enhance the number of PhD's. Accompanying this is another scheme that is awarding Ph.D merit scholarship scheme to promote research and training for deserving students as well as teachers at different national universities.
Supporting technical education. A scheme has been developed to enable the flow of adequate supply of trained teachers, 'scientists and engineers to meet the growing needs of institutions, research organizations and the production sector.' This includes developed of adequately developed labs, state of the art computers and other science related artifacts.
- Improving quality of education through faculty development and revision of curricula. The higher education commission is now awarding merit scholarships and post-doctoral fellowship to deserving and qualified teachers. Sometimes it pays as much as 90 percent of the total costs of the courses. Programmes have been introduced to develop and train faculty that can lead to better education.

Whereas all these efforts have been undertaken, the government of Pakistan still refrains from citing if any special efforts have been provided to female students and teachers to

accommodate and lure them towards making use of these schemes. Though a large number of female students are found in natural and pure science campuses and educational facilities, it still unclear if they are willing to venture towards practical application of their knowledge. According to the statistics reported by the ministry of education, there are about same number of boys and girls attaining higher education all over Pakistan (that is around 38,477 boys and 37,535 girls), with a total of 76,012 number of students attaining higher education. Though subject wise segregated data is not available (Ministry of Education, 2001).

According to statistics reported by Pakistan Engineering Council (PEC) the following trends are found in professional engineers, there are about 2260 number of female engineers working the country out of a total number (83964) of engineers and their areas of interest lies in:

PROFESSIONAL ENGINEERS' REGISTRATION STATISTICS

Civil	-	705
Electrical	-	537
Mechanical	-	162
Chemical	-	75
Electronics	-	280
Metallurgical	-	7
Agriculture	-	16
Aeronautical	-	0
Mining	-	2
Petro-Gas	-	1
Telecommunication	-	0
Mechatronics	-	1
Industrial	-	2
Computer	-	450
Nuclear	-	0
Textile	-	15
Bio-Medical	-	7

Table 1: Reprinted from Pakistan Engineering Council, 2004

Through this table one can assess the dearth of women in the scientific fields and the absence of women from hard-core sciences like nuclear telecommunications and aeronautical sciences.

Reading 5.1 (c)

Kibria (1998) *Technological acquisition in Pakistan, a story of a failed privileged class and a successful working class*. (1st ed.). Karachi: City Press. pp. 397-412.

5.2 Women, Technology and Development

The status of women in Pakistan is not homogenous due to the interconnection of gender with other forms of exclusion in society. Theory has long established the need to incorporate women into science and technology spheres. It recognizes that gender determines the kind of areas and fields that people like to venture into. Men are found to like and hence take part in pure sciences. The acquiring of knowledge is important for men. On the other hand, women have been found to orient towards sciences that may help them make the world a better place. Even when men and women enter the same type of sciences, they tend to have different focus. Women want to use their knowledge to make the world a better place to live for their families, help people and make friendly innovations (Fourez, 1997; Faruqi, Hassan & Sandri, 1988).

The focus of developing scientific thought and its applications take on different meanings at individual level. It includes 'governments, institutions concerned with formal or other means of education, the media, the professionals, communities of scientists and technologists, industrialists, the business world, community groups, teachers, other educators and individuals, as well as those see in scientific and technological literacy opportunities to redirect scientific and technological education' (Jenkins, 1997). Every level plays its part in enhancing the level. At the basic level are the professionals who are actually engaged in scientific innovations and studies. They are the production houses. Then comes the societies and the communities of scientists and technologists, industrialists and so on. Every level takes science and scientific thought to a further point. Research has shown that unless women are incorporated at each level of above-mentioned areas, substantial changes cannot be made. Women need to be educated. They need to be lured into the science faculties in universities and colleges and given opportunities to use their full potential at national levels (Jenkins, 1997).

Technological advancements demand that men and women should realize the need of the hour. The issues that are of great concern are:

- Gender equity in the distribution of technological education
- The impact on technology development owing to (greater) gender balances in scientific decision-making.

Researchers and academia feel that women are usually under-represented in almost every area of recognized scientific activity. Even in areas where women are statistically well represented at lower and medium levels, (university faculties, for instance), they are under-

represented at the higher levels of decision-making. Also, women tend to concentrate on certain, stereotypical occupations when they make career choices. They work typically at home, as farm helpers, nurses, school teachers, secretaries and so on. Although the trends are changing but, women still prefer to take up occupations that complement their domestic obligations. That is, if they do decide to actually start a career (Layton, 1992).

Some people argue that women do not have the ability or intellect to understand the complexity of machines. This widespread view is also the reason that women or their needs are not considered while making a policy about the use of machinery. In most organizations, policy makers and decision takers are usually men. Their resistance to recognize the work of women in official capacity is the real reason that we still see such a great divide between the genders in the workplace. This also leads to dissatisfaction of women workers from their jobs.

According to the United Nations, the dearth of information on women's activities across all sectors has led to a lack of understanding of the 'different worlds' that women and men live in. This includes access to education and work, health, personal security and leisure time. The result of all these factors is a policy, that has been ill formed, and strategies that are unfounded and practice that goes unquestioned. Additionally, when compared to men with similar qualifications, tasks and responsibilities, women are over-represented in part-time employment or unemployment and in low-paid and insecure jobs (Anonymous, 2003).

Taking the example of Pakistan as an underdeveloped or pre-industrialized country. Although there are prospects of developing many other industries in the country, (like mineral based industries, chemical factories¹), Pakistan can be specified as a manufacturing country because over 75% of its working force is involved in agriculture. Women farmers contribute a great deal to farming. They not only provide cheap labor but also are more willing to do manual work. Farming is an example of the stereotypical view about women. It has the unwritten rule that cannot handle machinery and they have no use for it.² Thus a double blind exists for women who do manage to go out of the house to work. On one hand they are not provided with the state-of-the-art technology. On the other hand, even if they do get the required technical assistance, they do not have the training to handle these. Additionally, most of these farmers tend to be women. If these women farmers are helped by the government or any external financier, the benefits will not only be reaped by individual farmers, but the GDP will also improve. Some benefits that can be visualized include the following:

- The main bulk of the farmers will be able to increase their production as a result of the use of this technology, which would cause a reduction in drudgery, involved in farming.
- The development of the nation's agricultural sector will have a positive effect on the stability of the nation's economy.

¹ Information source [online]: <http://www.pakistan.gov.pk/industriesandproduction-ministry/>

² See also [online]: <http://www.pakistan.gov.pk/women-developmentdivision/informationandservices/ab-books-02.html>

- The increased food production as a result of use of appropriately designed technology will also cause an increase in the women's income. This will invariably be led to the development of rural areas, which play an important part to the nation's development.
- With a change in working conditions and less time spent on manual labour, women's health will improve.
- As less energy will be spent on farm activities. Also, the women will have more time to bring up their children as well.
- An increase in the use of this technology by the women will increase the amount of food being processed on the farm. Machines are considered to be more efficient than humans.

On the whole, a wide and encompassing approach will have to be inculcated in the general masses if women development has to be based on found and technical grounds. Because most of these steps relate to giving importance to women as important part of the human life and recognizing that they do have the potential to perform cognitively challenging and productive tasks. For Pakistan, which is an agriculture-based country, it is important to note that technological input into the agricultural sector is important for the food production. And this technology is indispensable for keeping up with the rapid rate of food demand as a result of population growth. Apart from other reason one strong reason is that the rural women farmers are still employing the old, crude energy sapping traditional methods to fulfill their role as food producers and processors. These traditional methods are characterized by low productivity, which doesn't allow for enough food production to meet the food demand. This indicates that we need modern technology. And additionally, these technologies need to be given in to the hands of the women workers as much as the men laborers. Greatly hampered by patriarchy, this endeavor is further hindered by low level of education of women, lack of access to factors of production, and limited authority for decision making and other socio-cultural reasons.

Self-Assessment Questions

1. Should technology be made easy for women? If yes, then why and if not then why not.
2. Would women benefit from technical education?
3. Are gender considerations validly blamed for the underdeveloped of women?

5.2.1 Cultural Perspectives

In all cultures of the world, women have clearly defined roles and responsibilities according to a socially defined Gender Division of Labor (Anonymous, 2003). Although in some cultures these roles are currently being questioned, in much of the world the Gender based division of labor continues to determine the differing roles and responsibilities. Therefore, there are different needs and interests, of men and women.

Feminists believe that roles are not fixed. But most of the times we refuse to examine the various roles that we assign such labels as man work and women work. These labels are created by the society and thus are changed according CO social, environmental, economic

and technological trends. Social factors affecting these gender roles and gender-differentiated interests include:

Institutional arrangements create and reinforce gender-based constraints and conversely, can foster an environment in which gender disparities can be reduced. Socio-cultural attitudes and ethnic and class/caste-based obligations that determine men's and women's roles, responsibilities, and decision-making functions. Religious beliefs and practices that limit women's mobility, social contact, access to resources, and the types of activities they can pursue. The formal legal system reinforces customs and practices giving women inferior legal status in many countries.

5.2.2 Women are Central to Development

It is fact that women are central to development. And as per their gender-defined roles, women make a major contribution to the production of food and the provision of energy, water, healthcare and family income in the developing countries. In fulfilling their reproductive responsibilities, women produce 80% of food crops in sub-Saharan Africa, 70-80% in South Asia, and 50% in Latin America and the Caribbean. Women tend to be responsible for water for people and livestock, and for the production of biomass fuels and fodder for domestic use. Their reproductive responsibilities also include the gathering and processing of medicinal plants and oils. (Anonymous, 2003)

Reading 5.2 (c)

Manni (1987). Vast sky, heavy wings. In *China reconstructs*, Vol XXXVI, No 3, March 1987.

5.2.3 The Marginalized Group

Every community bases its advancement on the natural characteristics of the geographical area it occupies. If a country has ample rich soil, then the natural occupation of the people living there would be agriculture. Of course, if the same land is bestowed with ample water to irrigate the crop, and good breed of animals its tendency to grow and produce good quality product is enhanced. Similarly, a land that is bestowed with good mineral resources is bound to explore them. The art and skill used by people of a particular area to enhance their productivity and optimum use of their natural resources is referred to as local knowledge.

Local knowledge is one area in which women's science and technology knowledge and practices are critical for ecologically sustainable development. Like other scientific systems, local knowledge systems develop technology and management practices to improve the quality of life of people.

Primary social differentiation among economically active members of a society is based on gender, therefore specific spheres of activity become the domains of different genders as they increase their knowledge and skill over time. As a result, local knowledge and skills possessed by women often differ from those held by men. For example, in certain parts of

the Asia, women have much more knowledge of livestock management practices than men, whereas men know much more about soil classification than women.

Mobility plays an important role in the hindrance to their advancement in the industrialized world. Owing to religious and cultural factors they cannot go out of the house to sell their products themselves. They must send their products through contactors. And as such they usually remain ignorant to the type of techniques and latest gadgets that are now available in the market for tasks that they do by hand.

According to report on human development in South Asia the ratio of unemployment is on the rise. This fact is much more important in the view that more women than men are adversely affected by this trend. Rates of unemployment quoted by the report are as follows:

Country	Female	Male	F/M Ratio
Pakistan	14.9	4.2	3.5
India	10.0	7.0	1.4
Bangladesh	2.3	2.7	.9
Nepal	0.7	1.5	.5
Sri Lanka	16.2	7.1	2.3
Maldives	2.7	1.6	1.7

Table 2: Female and Male Unemployment Rates in Selected South Asian Countries, 1990-2000 (in %).

5.2.4 Awareness Barriers

In addition to the lack of economic resources to support women and women's groups integrating new technologies in their everyday lives and activities, there is also an awareness barrier that must be overcome before the full, positive potential of technologies in women's lives can be realized (anonymous, 2003). There are three types of awareness issues that act as obstacles to women's use of technologies:

- ❖ Awareness of personal ability,
- ❖ Awareness of the utility of technologies, and
- ❖ Awareness of available resources

One barrier that needs to be overcome is the lack of personal awareness many women have of their skills and abilities in relation to technology. This barrier is the most serious and damaging to the cause of women in the fields of science and technology. 'Many women express fear and anxiety when introduced to new technologies because of a perceived lack of knowledge and awareness without the realization that they have many skills suitable for use with technology, women will have difficulty getting beyond their fear and understanding the possibilities that technologies hold for their lives.'

Secondly women lack knowledge about the usefulness of the technologies and the possibilities they hold. For example, there is stereotypical image in everybody's mind that

only boys play with mechano sets and tough looking toys and computer and machineries. 'Women approach communication technologies as tools and need to understand their utility before they will invest their hard-earned time and money in them.' women need to be educated about the need and the possible uses of tools and machineries before they are taught how to use them.

'The third awareness barrier that needs to be addressed is the lack of knowledge about available resources to help women to learn more about use of communication technologies.' After overcoming the first two barriers, women face an uncertain situation when they wish to learn more about communication technologies and benefit from the possibilities they can offer. It happens because there is little information available to help them. Thus, programmes developed for women need to reach out to the women with relevant information. Thus, even if opportunities surface regularly, unless and until an efficient and useful way is devised to lure women, there is less possibility of women joining in.

Activity

Can you identify and make a list of reasons why such barriers exist? Identify all the factors that you think create these barriers for women in your society.

5.2.5 Lack of Initiative

While assessing the present status of women in the industrial sector is reviewed and assessing policies in the development of technological use, it was concluded that women tend to suffer because of inactivity on part of those responsible for providing equal employment rights to women. Ignorance tends to reside in the following three areas:

- ❖ Non-inclusion of their work in the nations gross national and domestic product figures.
- ❖ Making operation, servicing and repair of the machines very difficult for the women.
- ❖ The absence of a link between the women and research/development institutions.

This has resulted in the developed technologies being inappropriate for the women to use. Also, the lack of women extension workers has not helped the low adoption of agricultural technology by the women since the presence of the women workers will help dissolve the bias or suspicion of the women farmers to the introduced technology. This bias is usually due to the deep-rooted attitude of the role of women in poor information dissemination is another reason since the women are not aware.

Another reason for the low adoption of the technology by the women farmers in Pakistan and other Muslim countries is the influence of misinterpretation of religion on the women. Some women are kept from realizing their potential by the literal application of the concept of chaddar and chardewari. This hinders the women's link with other people (especially, males) apart from their family members. All these reasons have made the available agricultural technologies incapable of achieving their aims of increasing agricultural

production and the farmer's productivity because the bulk of targeted uses are not participating actively in its use. Yet, official machinery tends to be:

1. Slightly reluctant to advance loans to women,
2. Not ready to grant equal status to women
3. Accept them as credible and responsible for payments of loans

According to the International Conference on Population and Development (1994³) 'woman's empowerment' and 'improved status', are both very vital for the "economic, political and social development" of women of the world. They also stated that since women are the primary care givers in society their personal well-being and health is directly related to the health and well-being of the whole nation. Empowerment of women coupled with 'eradication of poverty', 'social development', 'environmental protection' and 'social justice' can produce meaningful results.

Science and technology are basic components of human activity and as such provide the means for states to meet their economic, cultural and social needs. As well as their physical, emotional and cultural aspirations. For these reasons, Science and technology policies which meet social requirements such as food production, health and well-being and personal development, which stimulate innovation and industrial strategy, train specialists and apply scientific research in different fields, are all essential elements of public policy.

However, the distribution of scientific knowledge, literacy, innovative ability, and application is by no means consistent around the world. Lack of resources and lack of political commitment mean that many countries do not possess adequate scientific resources or infrastructure. Despite the recognition that 'access to scientific and technological knowledge and the ability to exploit it are becoming increasingly strategic and decisive for the economic performance of countries and regions in the competitive globalize economy', a comparison of ratios of gross domestic expenditure on research and development to gross domestic product shows that the highest proportions of GDP are spent on national Research and development in the industrialized countries. Developing countries do try to keep its technical standards up to mark but usually make superficial changes in policies and then do not follow up these changes in actual field.

As such, the productivity factor of any industry and organization has to be in the hand of the supervising officers. The more interested he is/will be in seeing sonic change and increase in productivity of project. This will result in a better run unit and greater output. In case of Pakistan, government officials' usually do not take clear interests in the completion of projects. Since there arc committees and committees of people over seeing different aspects of the same project, responsibility tends to bet divided and the work suffers. Same is the case where employment of new technology is concerned. Officials tend to become stagnant when their professional qualifications are not challenged for a long time. As a result, they do not have the information required for adopting new technologies.

³ International Conference on Population and Development (1994) was held in September 5-13, in Cario. Available [online]: www.iisd.ca/linkages/cario.litml

When new people come up with ideas that may benefit industry in a particular sector, the officials get threatened. The concept of adoption of new technology threatens them. They are also threatened by the fresh blood that may replace them sooner or later.

5.2.6 Replacing Old Methods with New Methods

Technologies, which must help the producers to improve upon existing, traditional methods. It also leads to the use of tools and techniques that are carefully tailored to the users need and are fairly operable, serviceable and repairable. This does not mean that some of the technologies but the level of adoption is still very low in order to increase the level of use or adoption of women in Agricultural technology a number of considerations on technological, social, cultural, and political issues which have to be made. The design, fabrication and distribution of such technologies must involve an interdisciplinary effort as well as include and consider users perspectives.

Self-Assessment Questions

1. What is meant by awareness barriers?
2. Can you explain the concept of chadar and chardevari?
3. What is meant by the term marginalization? Can you identify marginalized groups of society apart from women?
4. A man says, “my wife doesn’t work”. How can you refute his claim?

5.3 Choice of Technology

Choice of technology is directly related to the prevailing social practices of any country. Taking the example of Pakistan, we can see that technological forces are not only limited to genders, they are also limited to opportunities. Instead of an organized attempt to train people to use certain types of machinery, tools, and techniques appear to be thought of as a part of the particular organization. Opportunities to use technology exist in different spheres and women can take up jobs according to their tastes and priorities (Shakil, p.55).

Dauber and Cain, 1981, p. 5, have quoted the problem in this manner:

“The choice of technologies is one of the most important collective decisions facing a developing country... It is the choice that affects the whole fabric of economic and social structure. It determines who works and who does not; the whole pattern of income distribution; here work is done, and therefore, the urban/rural balance; and what is produced, that is for whose benefit resources are used.”

This it is believed that whatever technology is chosen it should be beneficial for the working forces. An ideal situation would be where new technology should replace only the arduous, unnecessary labor and not the manpower. It will increase in the productivity of manpower and reduce losses due to fatigue or situational variables. But when technology is used to replace the actual manpower, it may create stress in the nation economy. It may lead to unemployment and hence misbalance in division of economic means. In economic countries underemployment and unemployment are critical problems.

When we discuss the relationship that technological inventions can have with the development of women, the following concepts come into mind. Choice of technology is affected by:

- The available technology
- The technology available to women in terms of access.

The basis of this concept is related to the concept of availability. Women or any other member of a community can choose to use or adopt the technologies available in that particular community. Thus, choice of technology is dependent upon the general development of that particular area. This directly points to the provision of appropriate and functional technology to the local areas.⁴ It may mean provision of tractors, fertilizers, storage facilities and so on to farmers; stitching machines, raw material.

On national level, women have started to venture into areas that make use of machinery and new technologies. Though a complete enumeration is not available, the major areas that generally employ women include the following fields.

1. The Medical and Paramedical Domains

Nursing is a field that has always been monopolized by women. In recent times there has been a substantial increase in the Government managed hospitals, private hospitals, clinics, pathological laboratories and X-ray units. Off late medical profession has become a very profitable business and doctors have converted medical care into business. This profession needs and utilizes technology. The technological advancements are unbelievable, local hospitals usually have operating units, EEG machines or at least X-ray units.

2. Teaching

Teaching has been one of most important profession where bulk of our educated women is absorbed. At present, women employed as professors in universities, principals in women colleges, lecturers in professional institutions and countless women teachers in primary, middle and high schools. Many educated and qualified women have started their own private schools creating jobs opportunities for educated girls.

Programmed instructions can greatly enhance the style of teaching at all these levels. The teacher can make use of technological advancement to plan her lecture better. Since it is an accepted fact that an image can do wonders in place of a verbal instruction. Women can easily handle ethnological advancements like tape recorders, slides and film stripes, overhead projectors, films and computers to organize every day lectures can be based on a multimedia presentation using PowerPoint instead of charts or verbal instructions. Virtual universities make use of radio and broadcasting methods to relay information to thousands of national viewers.

⁴ The Government may change for the provision of such services or may provide them free of costs. NGO's and CO's may be also be called for aid and collaboration.

3. Industry

Women workers have/can also have been employed by industry. Both heavy industry and light industry can/does benefit from the services of women workers. (Shakil, *n.d.*, p. 55)

Percentage distribution of women employed by major industry division can be summarized as:

Major Industry Division	Women	Men	Women	Men	Women	Men
	66.4	40.7	79.9	57.3	7.2	5.6
Agriculture and forestry and fishing.	0.0	0.1	0.0	0.1	0.0	0.1
Mining and quarrying	10.0	11.3	701	6.7	21.9	20.9
Electricity gas and water	0.1	1.1	0.0	0.7	0.4	1.9
Construction	0.5	7.7	0.5	8.0	0.4	7.2
Wholesale & retail (restaurants)	2.8	16.5	1.8	10.9	6.8	28.2
Transport, storage and communication	0.4	6.5	0.3	4.8	0.8	10.1
Finance, insurance. Real estate and business services	0.1	1.1	0.0	0.4	0.4	2.7
Community, social and personal services	19.9	15.0	10.3	11.0	62.2	23.1
Others	0.1	0.0	0.0	0.0	0.0	0.1
Total	100.0	100.0	100.0	100.0	100.0	100.0

Table 3: Federal bureau of statistics division, 1998, P. 145

As we can see from the table, women are mostly employed in the informal sector. The Informal sector is sometimes referred as the primary employer of poor urban workingwomen. International trends suggest however that any advancement in technology seems to benefit man as compared to women. The reason for this lies in the attitudes and beliefs that any work with female laborers (especially in agriculture) is “backwards” and any “modernization” should female laborers with male laborers. (Federal bureau of statistics division, 1998, p. 145)

Advancement in technology may adversely affect women in industrial sector. For example, women’s jobs and income from home brewed traditional beer in some African countries are threatened by the introduction of large-scale breweries. In Indonesia, following the introduction of rice mills in Java, 12 million workhours of women were lost, depriving women of their only source of income. Similarly, in a study in disputed territories of Jammu and Kashmir, it was proven hat with the introduction of machines to spin yarn, the livelihood of 20, 00- women was affected. (Dauber & Cain, 1981, p. 38)

4. Banking

In recent times, there has been a tendency in educated women to join the banking profession and many women work as bank managers, cash officers, accountant and clerks. Some of

the banks have opened exclusive ladies' branches absorbing many educated women. The establishment of First women bank in Pakistan is endeavor that supports this trend, not only does it provide employment women in its nationwide branches, but it also provides loan for advancement of technology and establishment of projects (Shakil, *n.d*)

Banking is a desk-job. Yet the innovations in technology are bound to effect women too much. Increased and better performance of computers in the banking sector can seriously limit the venture pf women in this area. All the banks today aim for highly developed IT section that manages the data bank online.

Non-governmental organizations that work for rights of emancipation of women have also worked well in this regard. For instance, National Association of Business, Professional and Agricultural Women, ABP&AW, has published a guide for women who want to invest some income generating activities. This guide provides a description of area that women can establish an industry in, but also indicates these basic costs associated with each project. Other NGO's like APWA also work under EPB, (export promotion bureau of Pakistan to promote that home-based women workers. (Guidebook for women self-employment, 1990. July)

5. Air Lines

Airline services have kept some jobs specifically for women. They offer good wages, and prospects of traveling all over the world. Women are not only working as executive and hostesses, they are also now included in the capacity of pilots on National airlines. Since women % are being accepted as pilots any change in technology would not prove to a threat to the survival of women in this industry.

6. Construction

Women workers can be commonly sighted in construction sites. This area generally employs un-skilled workers. The working hours are un-limited, and the wage system is also piece meal. The amount of work completed directly affects the amount wage earned for the day. Introduction of technology can help these women to increase productivity and thus increase the amount of money they take home.

Self-Assessment Questions

1. What are the basic considerations while choosing technology?
2. What type of technology is preferred by women?

5.4 Role of Women in Science & Technology for Development: Some Suggestions

Traditionally, there has been a distribution of the work done by men and women. During this century, industrialization has meant that many manual jobs have become mechanized and easier. Even so, on an international level, especially in agriculture, technology has been developed for those jobs the men used to do (tractors for ploughing and pumps for watering), whereas women carry on weeding and planting out seedlings by hand. Additionally, all the improvements in domestic chores are out of reach for most of the women in the world.

Therefore, we need new ideas to make technology more accessible and unburden women of a lot of these chores. Universities, researchers and many foundations that have appeared in recent years and that help developing countries have an important part to play. Any aid must give people the chance to develop without having to depend on constant contributions from outside (they need the allegorical rod with which to fish for themselves) and this aid must aim at minimizing the use of resources.

Introduction of agricultural technology to the women would involve reducing the drudgery involved in farm activities. This is so because most of the manual labor is done by women. The cutting of the fields is a hard task that is done by women. Taking care of the cattle is also a manual work done by women. However, this technology should be appropriate i.e. should be such that:

- ❖ The women can understand and use them.
- ❖ Technologies should have easy operation power, be serviceable and be repairable.

5.4.1 Linkage between Research Projects and Target Population⁵

Links between research institutes and women farmers preferably through female extension workers is suggested as another way of increasing the level of use of Agricultural technology by the women. An increase in the level of use of the technological innovations by the women will derive various benefits that will go beyond the women themselves to affect the nation as a whole.

5.4.2 Use of Information and Communication Technology⁶

People in developing countries can use Information and communication technology effectively. It would provide huge amount of possibilities if development initiatives involve local partners and the business community at the ground level. This could happen by two complimentary processes.

⁵ Here, target population means the population or the people who are bound to use the new technology. Sometimes the inventor may not be able to understand the situation where his/her gadget must be used.

⁶ Communication technologies have been used as an example so clarify a point. The reader can substitute communication technology with any other type of technology. Meaning and context remain the same.

- ❖ The initial process would be where companies who have already established themselves at other places around the world see the developing world and underserved populations as valuable markets and create products specifically targeted for them.
- ❖ Secondly governments and citizens of developing nations could take the assistance of these companies in establishing a working relationship with them.

5.4.3 Technical Training

Supporting and training the people that sustain community-based networks and centers is, to a certain extent, more practical than trying to help each individual member. Providing resources, up-to-date information, and training for the community center staff and volunteers can make them better equipped to help their members learn basic or more advanced technological skills, gain access to training programs, and more generally, motivate them to learn more by keeping them informed of the many opportunities that already exist.

Other forms of support are also necessary to ensure that all women can participate and benefit from the information disseminated through community centres and networks. Women usually demand the following facilities when they venture out of home:

- ❖ Childcare arrangements for women attending workshops and training, x1 Training sessions and other types of activities to help women further their education and working skills and
- ❖ Resources (which include access to libraries, access to computers and other institutional data bases,) so that women are able to successfully complete distance education courses, etc.

5.4.4 Overcoming Awareness Barriers

The access barrier related to a lack of concrete resources, such as hardware and software, available to women and women's groups may be alleviated by partnering with private industry and government. This would entail lobbying, promoting, and creating campaigns to help community centers, women's groups, and other equity-seeking groups have more material resources (such as computers, current software, printers, and paper) and funds so that a sustainable model of learning and training activities could be established.

In order to overcome some of the awareness barriers:

- ❖ A database of resources and opportunities for women in relation to new communication technologies should be established.
- ❖ The development of large resource centers that lists all learning, training, and funding opportunities from educational institutions (including formal, non-formal, experienced based, etc), government should be established.
- ❖ Co-operative style programs would help to make more women aware of the resources and opportunities available to them for the possibilities that exist in relation to new technologies and their learning.

- ❖ Information needs to be disseminated in non-electronic formats as well as electronic ones so that people without access to the necessary technology will also be aware of existing opportunities.
- ❖ Up-to-date information regarding funding opportunities especially under-publicized and under-utilized government programs should also be disseminated through as many means possible.
- ❖ Attempts should also be made to sensitize women to the commercial and governmental imperatives that shape technology and its uses.
- ❖ Personal awareness may be fostered through the advancement and solidification of grassroots cultural expressions by offering and disseminating information on activism.

It must be mentioned here that only the government or private sector would have to be sincere in their efforts to give these suggestions a reality. It not only would require change in the present set up of women affairs but also require great amount of financial resources. Hiring of people to cater to these specialized needs, setting up data bases, extraction of valued information, creating awareness among the masses that such changes are really needed, removing defenses that may evolve as result of mobilizing women, any other factors will have to be catered to.

Taking the example of agriculture again, this increased level of use can be achieved through the following ways:

- i. Research institutes should establish links with the women farmers so that their research will have the women users as their main focus during the design of these agricultural technologies.
- ii. The women users should be able to test the technology produced and adequate feedback be given to the researchers so that improvement will be made before the final production of the technology. This will make the technology being produced to be very appropriate for the women end-users.
- iii. The number of women involved in the technological development should be increased. The government should ensure that more women (e.g. the leader of the village women cooperatives) are involved in the planning and execution of agricultural projects.
- iv. Extension workers should endeavor to make sure that the women are the actual beneficiaries or users of new technological innovation. Also, more female extension workers should be employed to help the women break any socio-cultural barrier that may cause if the extension workers were male.
- v. Government and research institutes should organize training at village level for the women, through the extension workers, to increase their knowledge on the operation, service and repair of technological innovations. Also, women should be properly trained on new technological innovations at their level so that they will aware of the benefits of the innovations.
- vi. The available credit facilities through the government and the donor agencies should be made known to the rural women and obtaining these credit facilities should be made as easy as possible. Also, the women should be allowed to make their choice

of the appropriate technology to be purchased for their use after adequate training on the different available ones have been made for them.

- vii. The technologies must be designed taking into consideration the differing processing preferences and requirements based on the different localities. The technologies should be locality specific as possible.

United Nation's Secretary-General, Kofi Annan', believes that the promotion of science and technology is a cornerstone of the kind of economic progress that Africa (or any other country) needs if it is to compete in the 21st century. Knowledge, he said, is the one aspect of our lives that is still not being globalized, in an age when the acquisition and advancement of knowledge is a more powerful weapon than any missile or (land) mine. (UNESCO)⁷

The current picture of usage of science and technology in Africa, shows a continent often near the bottom of the league. In 1995, 33 of the 48 Least Developed Countries were in sub-Saharan Africa. A 1992 study estimated that Africa counted only 20 000 scientists and engineers, or 0.36 percent of the world total. According to another study, the region was responsible for only 0.8 percent of total world scientific publications. Its world share of patents is close to zero. In Japan, the USA and Europe, there are between two and five scientists and engineers per 1000 population. Parts of Sub-Saharan Africa have less than five scientists or engineers for every 10,000 population, as do India and some countries, such as Brazil and Colombia, in Latin America.

According to a report on Human Development⁸, 1995, research has proven that no society offers the same opportunities to women as they do to men. They believe that although the trends of seeking education are almost the same for both sexes, there appears to be a big gap between the rates of education seeking in some parts of the world. The statistics state that that among the 900 million illiterate people in the developing world there are two women for every man. Girls make up the majority of the 130 million children without access to primary school (Anonymous, 2003). The discrepancy continues and even increases all the way up the educational ladder.

Women's employment opportunities remain limited because of the following reasons:

- Women make up the majority of the 1.3 billion people in absolute poverty.
- Women receive a disproportionately small share of credit from formal banks.
- Women receive a much lower average wage for men: they hold lower-paying jobs and work in the informal sector. Those women who work in higher-paid formal sector jobs are often likely to be paid less than a man for the same work.

Of men's total work time in industrial countries, roughly two-thirds is spent in paid activities and one-third in unpaid activities. For women, the situation is the reverse. In

⁷ Mr. Kofi Annan was speaking a special United Nations meeting on science and technology development in Africa in February.

⁸ UNDP is a n organization of United Nations that conducts independent studies of developmental projects of countries that are members of the United Nations.

developing countries, more than three-quarters of men's work is in market activities. So, men receive the lion's share of income and recognition for their economic contribution. On the other hand, most of women's work remains unpaid, unrecognized and undervalued. If women's unpaid work were properly valued, it is quite possible that women would emerge in most societies as the major breadwinners, or at least equal breadwinners (Anonymous, 2001). According to the statistics issued by the ministry of labor, manpower, the total number of women employed in the labor force is around 14.75 percent as compared to an 85.25 for men. 13.4 percent of the women are paid for their services, whereas 33.65 (%) are unemployed laborers (Labor force survey, 2000).

Women are using technology more than ever before. They are more liable to use online services at work and for leisure purposes. It can be safely assumed that women are more computers friendly than their male counterparts and are making up an increasing percentage of internet users around the world. This is also for the factor that industrialized countries have provided opportunities to these women to incorporate computing systems into their lifestyles. Increasing number of women workers are now accessing local markets (and possibly the world markets) while sitting at home or in safe environments. Web developers, engineers, video game programmers, 3D effects creators and industrial designers, who are using technology to revolutionize the tools and content that shape our world.

According to a report by BBC, Women are fueling a surge in Internet use in Britain as they catch up with men. An extra two million women have gone online over the past six months, a jump of 10 percentage points. The growth of the Internet in Britain is mirrored across the world, with 474 million people online at home (BBC, 2001).

Self-Assessment Questions

1. Do you agree with the quotation of United Nation's Secretary-General, Kofi Annan?
2. Can barriers be overcome on personal level?

5.5 Women and Technology: In Industrialized and Non-Industrialized Countries

Industrialized and non-industrialized countries differ from each other in one basic trait. The industrialized countries realized a long time ago, say a century ago, that the national economy cannot progress to a stable and consistent state with ample industrialization. Additionally, they also worked out that ignoring women in the industrialization process would shorten and overburden the labor force. As a result, they wooed women towards science and technology. The endeavors to include women into the fields related to science and helping them adopt technological advancement were manifold. Initially the idea was introduced in major women forums. Then the print media and the entertainment media were used to shatter stereotypes that depicted men in science and technology. They highlighted the work and contribution of women who had a career in technology related fields. Then the women friendly courses were introduced in universities and colleges. Thus,

their society can transform from being a pre-industrial country to be an industrial one is by the process of initiating social and economic change. This social and economic change is closely intertwined with technological innovation, particularly the development of large-scale energy production⁹. Industrialized countries realize their potential to develop infrastructure, work to increase and maintain the level of production and encourage investments in areas that have to be satisfactorily developed. Non-industrialized countries need to pay attention to all these aspects to bring about an industrialization revolution.

On the other hand, the non-industrialized countries or pre-industrialized countries lack the zeal and the commitment to make efforts that might enhance their industry. Lack of political unity or stability, absence of steady industrialization policy and inability to grasp the importance of skilled labor for industry are some reasons that they are not yet included in the industrialized countries. Additionally, it is these very countries who fail to understand the importance of incorporating women into the industrial areas. Even in countries where more and more women are getting higher education and going for specializations, majority tend to remain associated with the professions related to education.

Women refrain from venturing into the practical application of their knowledge. It is usually the untrained and unskilled female labor that agrees to venture into the industries.

Having achieved an insight into what steps an industrialized country has to take in order to maintain its economy and ensure a steady flow of workers.

The labor force is considered to be a principle player in the industry and production of any country. Equal participation in all walks of life can ensure not only mean raised standards of livings, better (mental and physical) health and establishment of an economy based on sound concrete infrastructure.¹⁰ Analyses of types of employments and areas that can be specified as providing employment to women all around the world are:

5.5.1 Formal Sector

Women play a very limited role in the formal organized sector. Taking the example of South Asia, majority of nations have less than one fifth of the women working in the formal sector. Sri Lanka stands out as the sole country that has been able to achieve 45% rates of involvement of women in formal sector. On the whole however women tend to be at the lower end of the ladder, concentrated in health, education and community services.

May Rihani (1978) believes that the formal sector is 'based on the exchange of goods, services and information existing in rural and urban and women play the major role in creating and maintaining these networks. She further adds that 'the economic importance

⁹ For further discussion, explanation of technical terms please see Wikipedia, free encyclopedia (online): <http://en.wikipedia.org/wiki/Industry>.

¹⁰ Classification and material adapted from Mahbub Ul Hag human development center (2004). Human development in south Asia 2003: the employment challenge (1st e.d.). Karachi: Oxford.

of such networks ranges from the maintenance of status among the privileged to physical survival among the poor' (p. 11).

5.5.2 Informal Sector

Women all over the world, form the majority of the informal sector. This sector is defined by productive tasks such as inter-regional trading, selling street foods, selling market produce, producing and selling textiles and handicrafts, beer brewing, hair styling, even small-scale mining. The workers can vary from one worker to 10-20 people.

Informal sector provides women with the opportunity to work from home and earn a livelihood. This also includes the piece-meal workers of India and Pakistan. (Who tend to produce luxury and beauty products at minimum rates and are not even paid 10 % of the cost these items are sold in international markets).

In fact, women make up the majority of informal sector in most developing country economies. As part of the formal sector, women make up 50% of the labor force for cash-crop production. They are also present in the electronics and textile manufacturing sectors: women make up 70% of the workforce in Asia Free Trade Zones. Participation of women in the income generated by informal sector, 1997, can be summarized as:

All informal	–	23	percent
Agriculture	–	02	percent
Non-Agriculture	–	26	percent
Oil and Mining	–	0	percent
Manufacture	–	26	percent
Energy	–	15	percent
Construction	–	01	percent
Trade	–	33	percent
Transport and Communication	–	03	percent
Financial Enterprises, Real Estate, Insurance & Services to Enterprises	–	24	percent
Communal, Personal and Social Services	–	36	percent

5.5.3 Agriculture

If agriculture is the backbone of Pakistan's economy, then it should also be accepted that women are the backbone of Pakistan's agriculture sector. The fact remains that despite their invisibility, they tend to form the base work of the agriculture sector. Figures related to various sectors of employment on various sectors include:

Country	Agriculture	Industry	Services
Pakistan			
Male	40.7	20.2	39.0
Female	66.3	10.5	23.1
India			
Male	57.6	16.6	25.8
Female	77.7	11.1	11.3

Bangladesh			
Male	54.4	10.8	33.7
Female	77.5	7.6	11.0
Nepal			
Male	74.9	3.6	21.4
Female	90.5	1.3	8.2
Sri Lanka			
Male	37.7	22.6	36.7
Female	48.8	22.2	27.3

Table 4: Employment by Sector in South Asia (Selected countries), 1991-1999. (%)

Self-Assessment Questions

1. What are the basic differences between the women of industrial nation and Non-industrial nation nations?
2. Where do you see the woman of Pakistan?

Exercises

- Q.1 How has technology changed the lives of women? Does it have the same effect on men too?
- Q.2 Write detailed note on the use of technology in setting up a factory. What sector will be your choice, and why?
- Q.3 What are the factors that impede the participation of women in the technological sector?
- Q.4 Who do you think is really responsible for the breach in the ability to use technology between the two sexes?
 - a) Do you suppose that men are responsible?
 - b) Are women the real culprits? Give reasons to support both the points of views.

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UNIT-6

WOMEN AND AGRICULTURE

Written by: Sabiha Ibrahim
Dr. Qudsia Rifat
Reviewed by: Maria Malik

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Introduction

The recognition of women's role in agriculture development needs to be acknowledged and accounted for in national statistics. Agriculture occupies a strategic place in Pakistani economy. It directly supports three quarters of the population, employs half the labour force and accounts for one quarter of Gross Domestic Product. It is important in terms of food security and foreign exchange earnings. Women in the agriculture sector in Pakistan comprise 79% as compared to 57.3% of males. Women participate in all operations related to agriculture namely harvesting, sowing, picking cotton, drying seeds and maize and rice husking etc. There are nearly 38% economically active rural women who work on their own family farms.

Rural Women in Pakistan play a very pivotal role in their homes as well as in the national economy. They spend a great deal of time carrying out these tasks mostly as unpaid family helper, in addition to their household work like cooking, cleaning, fetching water, collecting wood etc. They also make a visible contribution to livestock and poultry farming activities and cottage industry. Even though rural Pakistani women are involved in all aspects of agriculture they do not participate at the level of planning or policy making nor do they participate in training programme to learn new agriculture methods.

Please refer to the following reading for detail study of role of women in agriculture:

Reading 6.1 (a)

Ahmed, N (1995). Rural Women and Agriculture. (Eds.) Khan, N.S. et al. Unveiling the issues. ASR. Lahore, pp.33.39

Objectives

After detailed study of this unit it is expected that you will be able to:

1. Describe women's contribution in agriculture sector.
2. Argue for the need of women's exposure to agricultural technologies
3. Explain the role of women in economic and social development
4. Discuss the constraints in the formal recognition of women in agriculture.

6.1 Women as Farmers

Women and particularly rural women throughout the world play diverse roles in their community along with men. They perform multiple agricultural operations supplementing and complimenting each other's contribution. Some activities are done jointly, and some are carried out independently. In agricultural sector, they are not only involved in the field and household activities, but they play a vital role in sub sectors like livestock, poultry, forestry, fishery, and plantation.

Rural women in this way do extensive work in the fields at every step of the crop production. They work as potential agriculturists in the developing countries. Their potential is available for better utilization in order to increase agricultural production. Women perform most of the work manually. They usually use locally made and simple tools. Many research that have been conducted have estimated the time consumed by female workers from an average family generally ranges between 6 to 8 hours in the fields. Rural women regard this work as a part of their daily routine. They are neither paid nor do they demand remunerations for their work. The cost of production is thus reduced by the amount equaling their efforts. Rural women actively participate in food production and processing, but it is not the case in planning for agricultural development. A better understanding of contribution of women in agriculture in the third world countries can be gained through referring to the suggested reading.

Reading 6.1 (b)

Momsen, J.H. (1991). *Women and Development in Third World* London: Routledge Publisher, pp.44-65

There are two basic types of farming societies in Asia:

- a. Tribal land that are unaffected by technology.
In tribal areas men are mostly engaged in trade hence women folk tend the land. Men do plough and sow, but the women do the rest.
- b. Farming areas affected by new technologies.

In areas where technology has affected farming there are hired and contract laborers and women are mainly engaged in transplanting, weeding and harvesting. Generally Pakistani rural women take the following agricultural activities and processes:

- Irrigation and harvesting of vegetable on farms near houses.
- Raising and transplantation of vegetables and rice in plain areas.
- Harvesting of wheat, maize, sugar cane, cotton, and oil seeds.
- Clearing fields from fossils, roots and weeds.
- Spreading farm manure in fields.

Self-Assessment Question

1. Is there a gender division of labour in agriculture? If yes, what is the difference between the role of men and women?

6.2 Food Production, Processing and Preparation

Until the mid-seventies the emphasis in agricultural development was on farming systems for production of export crops. It was assumed that increased production will automatically result in eradication of world food crisis. However, with time there has been increasing awareness that neither an increase in general food production, nor an increment in income will lead to better nutrition (Berg, 1979, Bert, Scrimshaw and Call, 1973). Therefore, there has been growing interest to include nutritional considerations into agriculture development planning.

The research has revealed that there is a strong linkage between nutrition and food production processes. It has been realized that more insight is needed into the processes involved in food production to understand these linkages to eradicate the world food crisis.

The post-harvest processes through which the produce is prepared for marketing or consumption are called “Food Chain” or “Food Cycle” activities. Both the agricultural and livestock products are processed and prepared for marketing.

The activities involved in post-harvest handling of agricultural products include preparation of threshing floor, threshing, winnowing, drying, preparation of storage bins, packing and storing of the produce.

Post-harvest handling of livestock products includes collection (e.g. eggs, Milk) preservation and storage. Generally, the rural households collectively participate in these activities and for this reason in development planning household is taken as a unit of production. The understanding of importance of household in food chain activities resulted in highlighting the role of women in food chain activities and nutrition.

Kabeer has categorized the post-harvest activities according to gender division into “sex-sequential” and sex-segregated forms of food production. Sex-sequential form of activities refers to the activities, which require work input from each sex at different stages in the production cycle of a single product. Sex-segregated form of activities refer to those activities for which either men or women are solely responsible. Example of sex sequential crop production rice cultivation in Bangladesh where men engage in all the field-based stages of production, women are responsible for post-harvest activities and men once again step in at marketing stage.

Example of sex-segregated form of activity is cultivation of rice and millet crops in Gambia where men and women produce different crops on their separate fields. Men are responsible for growing Sorghum and millet while women are rice growers.

Similarly gender based division of labor can be observed in livestock production and rearing. Larger stock such as cattle, have to be grazed over large distances and often require male labour while smaller stock and poultry can be cared for by women alone.

In Bangladesh and India rearing of goats and poultry is a common means by which poor women transform their only resource, labour power into productive assets.

To understand women's role in food cycle and effect of various factors on their contribution it is important to understand different forms of women's involvement in food production and processing activities. However, despite gender division of labour, there does appear a general predominance of women in post-harvest food chain activities.

6.2.1 Role of Women in Food Cycle Activities

Women play a crucial role in post-harvest food cycle activities however; their contribution is often underscored as household or domestic chore.

Women are generally responsible for preparing, processing, preserving and storing livestock and agricultural products. In Sub Saharan Africa and Caribbean women produce 80 percent of basic food stuffs. In South Asia and Pacific as well as Latin America, Women's home gardens represent some of the most complex agricultural systems known. In Pakistan and Bangladesh women manage their kitchen gardens they use the produce for family and marketing as well. Fishing is another area where women's involvement is traditionally high. For example, in Pakistan women are involved in fishing business as interpreters, although over time their involvement in fishing business has reduced, rather they are involved in peeling shrimps, weaving nets and making fish baskets.

A rural woman spends 15.50 hours per day in different tasks, out of these she spends five hours per day in caring livestock, making food concentrates, collecting fodder, grazing animals, cleaning sheds, collecting cow dung for fuel, making dung cakes, milking animals, processing animal produces like ghee, and market the products such as eggs and milk. In Sindh and rural Punjab, in Pakistan, women spend 115th to 114th of their daily working hours on livestock relaxed tasks. All fresh milk is based on small scale domestic farming production run by women.

Women in rural areas are almost exclusively responsible for nutrition of the family. Preparation processing, and preservation of food for family or marketing purpose entails, besides the main tasks, collecting fuel wood and fetching water. A lot of time of rural women is consumed in fetching water and collecting fuel wood.

Women as producers of food and livestock as well as primary meal makers have important responsibilities to ensure food security. As primary managers of livestock, women ensure a supply of high-quality protein to the country.

The conservation of biodiversity and plant genetic resources is now widely recognized as crucial to food security Women being the principal producers of food have a special knowledge of the values and diverse use of plants for nutrition, health and income. In India, the centers for Indigenous knowledge Systems noted in a study of two villages in Tamilnadu, Women have intimate knowledge and understanding of the traditional rice varieties and their preparation as well as in vegetable seeds, similarly in a study on women

of two villages in Pakistan, documented by Khoj Research and Publication Centre that women see weeds not as a pest but as a source of food for humans and animals.

6.2.2 Factors Affecting Women's Participation in Food Chain Activities

Women play a significant role in food chain activities. However, the extent of their contribution is determined by a number of factors. Some of these factors include, access to land, sexual division of labour, control of labour product and decision-making, access to economic services.

In some parts of the world women own separate land on which they cultivate for family consumption. Mostly women work on joint family plots, some women are solely responsible for production due to out migration of their husbands, while still others have no land and they work for others on wages. Hence women's productive input is largely determined by their access to land.

Production is used, on the one hand, to meet family food needs, and other hand for marketing, for cash which is used for other needs. In this situation men tend to control the labour product and decision-making they tend to sell most of product to meet household needs other than the food. Whereas women try to retain more to fulfill family food needs. This conflict over control can seriously effect women participation.

Sexual division of labour is another important factor in determining women's level of participation. In some countries, women are involved in all farm activities e.g. in Saudi Arabia, while in North African Muslim countries women are less involved in field production and more in post-harvest activities such as processing, storing and preserving and sale of the products.

Patriarchal control over economic services limits women's access to credits to purchase tools or other necessities for farming.

Women's participation in marketing of the products is also dependent upon factors like proximity to the market area and availability of transport. Mobility for marketing and selling of products is also affected by the type of transport available. In some parts of the world e.g. in Asia and Africa use of bicycle or ox-carts is not common among women. Hence the type of transport available can also be limiting factors in female participation in selling of products.

In the areas where households have switched over to cash crops women workload has increased. Women in these parts of the world have to cultivate for family consumption and share their husband's workload of cultivating cash crops. Seasonability in another important factor effecting women's workload and income.

For example, in peak times of weeding and transplanting, or picking and post-harvest processing women's workload greatly increase mainly because poor landless women are dependent on wage labour and try to make the most during seasonal peak times.

a) Socio-Economic Factors

Socio economic status of women or heads of the household is also a major factor in determining women's workload in food chain activities.

Women who have a better socio-economic status can hire other labour for tasks such as collecting fuel wood, fetching water, for post-harvest processes. They can even have help for preparing meals for the family.

Better socio-economic status may decrease women's workload, but often privileged women are deprived of decision-making power in the use of products. A higher socio-economic status of family head could result in polygamy reducing not only the status of women but also forcing them to opt for poorly paid, time-consuming arduous activities to satisfy their needs.

Power structure in the families also affect women's role in food chain activities. Generally older women occupy the upper rungs of the hierarchy in power structure. They have more power in decision-making and generally they allocate tasks to junior women.

b) Urbanization and migration

With the increasing trend of men migrating to urban areas for cash employment number of female-headed household has tremendously increased.

Out migration of males has multiple impacts, workload of female head of the family has increased consequently they have to lease their land to sharecroppers which means less share in output. However, absence of male head may also result in females having more power in decision-making and in fulfilling their needs. When men leave their farms for shorter duration for cash employment, they tend to invest their income in their farms so that when they return, they have better prospects in farming

c) Impact of Technology on Women

An increased focus on new technologies for women may influence household nutrition in several ways. Successful interventions in one of women's activities in food chain can trigger change in another. Thus, technology which can save women's labour and increase productivity may be instrumental in more food flowing through the food chain as well as in releasing some of women's time and energy for other activities within or outside the food chain.

Technologies to ease women's work in food processing, preservation and preparation in the third world are among the least developed, yet they have a great scope for improving household nutrition (Tinker, 1979; Carr, 1981 Brandtzaeg, 1982). In a paper prepared by ECA (1978) estimates of time used by different societies for processing staple foods (maize and manioc) using manual methods such a mortar and pestle showed that this operation alone can take several hours per day. Labour saving technology could release women's time for other tasks, including childcare and income earning activities. Reduction of post-harvest food losses has come into focus as one of the methods for alleviates hunger and

malnutrition. Estimates of the percentage of food lost and scope for improvement vary a great deal between countries and regions (Can, 1978). It has been estimated the technology applied to the storage, processing and preservation of various foodstuffs should be able to reduce losses by 50 percent, and increase food available on the world market by 10 percent (National Academy of Sciences 1978, cited in Tinker, 1979). The objective of decreasing food losses can only be achieved if the women who store and process the food are reached with adequate training and appropriate technology.

Introduction of technology for making weaning food have been tried as a measure of increasing the nutritional levels of children. In a field study in India, Brandzaeg (1982) introduced simple technology for making inexpensive weaning foods on a cooperative basis. The production was based on traditional ways of food preparation, which was one of the reasons why it became popular among the women. It had a substantial effect on children's nutrition, which was shown by comparing the growth rates of children consuming the weaning foods with those who were not. However, the organizational part was not developed enough at the time when the author left the village, and the preparation of weaning foods came to a stop.

Technologies for food supporting activities, such as water and energy for cooking have obvious implications for the nutritional situation, both with regard to clean water supply, the possibility for boiling the water and the time used by women in these activities.

A number of reports and articles have focused attention on appropriate technologies for women (Carr, 1978; ECA, 1978, Tinker, 1979, Carr, (1981). These include discussions on suitability of different equipment and techniques in different settings.

The emphasis is on technology, which is simple and inexpensive enough for women's organizations to buy the run, Carr (1978) argues that most hand operated crop processing machines used in Africa have proved more economically efficient than the more sophisticated imported diesel operated machines.

Tinker (1979) points out that nutritional dimension should be considered when introducing labour saving technology. She uses the examples of milling. The incomplete milling, through hand pounding, leaves sufficient bran in the rice to provide the much-needed vitamin B. She wonders if it is possible for a new technology to be devised, so that this source of nutrition is not lost.

Carr (1981) takes up, inter alia the very important issues of introducing labour saving technology to ease women's seasonal workload. Promising developments referred to in this report are the attempts to reduce seasonal post-harvest labour bottlenecks by the introduction of equipment which would allow the harvest to be stored before processing. A greater focus on women's seasonal workload when introducing technology may have great implications for nutrition since, as we have shown before (see section 5.2), when the seasonal workload in food production or processing increases, the time spent on food preparation and child care is reduced.

The question of how women will allocate the time saved through introduction of technology has been discussed in a few studies. In a pre-project study in Ethiopia (Kabeer 1978), the anticipated effects on women's work and nutritional status of children were discussed with the villagers. In the area where project expectations were highest, most of the men anticipated that the women would spend more time on housework, whereas a majority of the women said that they would spend it on income generating activities as well as on housework.

Tinker (1979) refers to a number of studies where technology, utilized in women's organizations or movements gave women more time. In the "mabati" movement in Kenya women used the traditional rotating credit societies to accumulate cash to buy iron sheets, which were essential for collecting rainwater. With the time saved from fetching water women increased their production of vegetables, chickens and pigs.

When women in Cameroon were released from their labour of grinding sorghum, they turned to community-based projects, such as enrolling in training programmes in cooking and improving farming techniques (Tinker 1979).

The organization, process and participation aspects are crucial both to how the technology is received and the changes it makes in the life and working situation of women. In this respect Tinker states:

Many of the "new" technologies presently being tried around the world have in fact been tried many times before. That is why the major focus today is on process and adaptation. No longer can it be assumed that a piece of equipment or a method of production can be packaged and dropped in a village where, like a genie, it will transform the quality of life (Tinker, 1979, p.25).

Carr (1981) also emphasizes that technologies should be tested and worked out by the target group.

As discussed by Palmer (1981), Stoler (1977) and Tinker (1979) a contradiction may arise between farm women's need for labor saving technology and the risk of displacement of landless women laborers. This point is particularly important with regard to nutrition, since the nutritional situation is often the worst in the households of landless laborers.

Studies from Bangladesh and Indonesia indicate that millions of women have lost their jobs through the spread of rice mills. A careful assessment of the needs of women of different social economic groups before the introduction of new technologies is therefore needed.

This subsection has been taken from:

Dauber Roslyn and Cain L Melinda (Eds.) (1981) Women and Technological change in Developing Countries, AAAS selected Symposium (pp. 57-58)

Self-Assessment Questions

1. What could be the possible effects of empowering women in decision making of food chain activities?
2. Carefully study the tables given below and answer the questions.
 - a. Identify the food chain activities in which females make more input than males.
 - b. Identify the activities in which women's participation is less than men. Can you think of any reasons for low participation of women?
 - c. In the second table the data shows male and female participation in livestock related activities comparing the data in the two tables can you say that female participation in livestock management is higher than in farming activities?

TABLE 1

Operations	Male Family	Female Family	Hired Male	Hired Female	Exchange
Seed Preparation	18.9	8.04	--	0.4	--
Purchasing Inputs	98.9	0.4	--	0.2	0.4
Titling	79.3	--	20.7	--	--
Sowing	97.6	--	2.0	--	0.4
Planking	79.1	--	20.9	--	--
Sealing	84.6	--	14.5	--	0.9
Collecting farm yard manure	11.0	87.8	1.2	--	--
Applying farm yard manure	93.2	6.6	0.2	--	--
Spreading chemical fertilizer	98.1	--	1.4	--	0.5
Taking off fodder	69.3	30.7	--	--	--
Weeding	85.4	12.1	2.1	--	--
Harvesting	90.5	6.0	1.8	0.5	1.2
Binding (Wheat)	94.1	0.4	3.2	2.2	--
Husking (maize)	38.9	56.4	2.8	1.9	--
Preparing threshing floor	74.5	18.0	5.6	--	--
Threshing	84.5	14.2	1.3	--	--
Drying	--	--	--	--	--
On-farm transport	98.0	0.8	1.3	--	--
Off-farm transport	98.1	1.9	--	--	--
Selling produce to agent	99.5	0.5	--	--	--
Selling produce to villagers	98.1	1.9	--	--	--
Preparing storage	15.1	84.9	--	--	--
Storing food for home	41.5	58.5	--	--	--
Storing fodder	87.9	12.1	--	--	--

Source: Freedman, J. and L. Wai. (1988) Gender and Development in Barani Areas of Pakistan

TABLE 2

Operations	Male Family	Female Family	Hired Male	Hired Female	Exchange
Building & maintaining sheds	17.1	1.3	81.1	0.4	--
Cleaning sheds	8.4	90.7	0.8	--	--
Cleaning animals	49.1	50.0	0.9	--	--
Grazing animals	87.0	11.2	1.8	--	--
Watering	55.4	43.8	0.8	--	--
Bringing fodder	46.7	52.5	0.8	--	--
Milking	32.2	67.4	0.4	--	--
Preparing ghee	--	100.0	--	--	--
Egg Collection	13.0	87.0		--	--
Manure collection	6.2	92.9	0.9	--	--
Care of birthing animals	52.4	47.2	0.4	--	--
Care of sick animals	75.5	24.0	0.4	--	--
Selling produce to agents	86.7	12.7	0.6		--
Selling produce to villagers	5.9	94.1	--	--	--

Source: Freedom, J. and L. Wai (1988), Gender and Development in Barani Areas of Pakistan (p.31).

Reading 6.2.1

Chapter 4. Determinates of Women's Work and Participation in the Different Parts of the Food Chain. <http://www.unsystem.org/scniarchivesinpp04/ch09.htm>

6.3 Women Access to Agricultural Technology

Food is the most basic need to be satisfied in the process of development. Food and nutrition related problems are more severe in the third world countries. According to the 1980's report of the US Presidential Commission on World Hunger "more than three quarters of the world's inadequately nourished people live on the Indian subcontinent, in South Asia and in Sub Saharan Africa. Many also live in Latin America and the Middle East, and pockets of the poorly nourished persist in the United States and other rich countries as well". Technological interventions are considered as a possible solution to third world food crisis. Agricultural technology can be used to enhance food production. However, the agricultural technology developed and used by the western world is not appropriate for use in the third world countries for the following reasons:

- a. Majority of the farmers are not trained or skilled to use these technologies.
- b. These technologies have not been developed keeping in view gender division of labor in the third world's agricultural system nor are they appropriate for geographical conditions of the third world countries.

- c. Labor is abundant in the third world countries. The use of technologies, which are not labor intensive, may result in unemployment or under employment in the rural areas.
- d. The technologies are not women friendly and may result in unemployment of rural women.

Shehwar Junaid states in her book “The Role of Women in Development” that when the people of an underdeveloped area first come 'into contact with modern technology a common base in experience is established, not just between entire nations and entire societies but between the sexes as well. It is at this point that women face problems similar to those of men.

Hence it is essential to consider the possible impacts of technological change on both men and women and to adopt or develop technologies that are appropriate for local needs of men and women in agriculture and farming.

Inappropriate technologies often have a deleterious effect on poor rural women. Many technologies have undermined women’s traditional role in agriculture for example use of insecticides and pesticides has deprived the poor women from their income from weeding

Almost universally, new technologies for food-chain activities have been introduced for men regardless of women’s contributions. Technology, because it is modern, is somehow assumed to be appropriate and understandable only for men, not women. Besides, rural poor women are usually illiterate, and so presumed unable to alter custom to adopt new technologies. Further, rural credit is scarce enough, and seldom is extended to women because they lack assets for collateral. Land is the major rural asset, and colonial governments registered communal land in the man’s name.

Women’s uncertain access to land, credit, and education prevents their access to and control of new technologies, which might help them out of the mire of poverty so that they could afford land, credit, and education. This vicious circle had intensified women's dependency on men in rural areas and undoubtedly encourages urban migration. With fragile marriage patterns the rule rather than the exception, women have little incentive to improve their use of land either for production or for fuel gathering. Given their incredibly long workdays, poor rural women have almost no spare time which they might use to learn new processing or preservation techniques. Living at the margin, fearful that any change would further reduce their ability to feed their families, women are rightly suspicious of new technology. Interventions must not only reduce the workday but must also provide sufficient income to buy the food or services, which the women stop providing, and to pay for the cost of the technology.

To date, most new technologies introduced into agricultural production have had a deleterious effect on poor rural women. Small machines for processing agricultural products and new technologies for improved preservation have mixed impacts.

Modern technologies, being focused on non-subsistence crops has been to draw off land and labor from the food crops. Men dominate the cash crops, the more fertile lands and

technology. Women grow food crops on poor lands using traditional methods which are labor intensive, time consuming and inefficient

The inefficiency arises from the fact that women have limited access to information and land which would allow them to become more productive this differential access is based on accepted social norms and customs. Similarly, the heavy workload already imposed on women often prevents them from adopting improved technology than requires additional labor inputs". (Economic Research Bureau, Dar-e-Salam, 1978).

The negative impact of use of agricultural technology on women was noted in Indonesia where the intensive farming system has traditionally supported a more equitable society than plough farming system of South Asia.

The new high yielding varieties of rice have changed the traditional system. Landlords make high investments in the new varieties and naturally want increased return from the crop. Traditionally women were the harvesters, they used a small knife for cutting individual stalks of rice. The women used to leave as much as 10 percent of the rice in the field due to the method they used in cutting the rice stalks. This 10 percent used to provide a sort of social security for the poorest which again were mainly women.

The rice stalks were divided between the harvester and the landlord by a ratio of 12-15% to the harvester and the remaining to the landlord. To get increased return a new technology: a hand sickle was introduced. Gangs of men were hired to complete the harvest using hand stickler. Little rice was left in the field! Further the men were paid by weight rather than by rice stalks, thus lowering their reward than what women used to get. This change in harvest practice has drastically reduced women source of income and family food particularly of landless group and have effectively abolished the gleaned rice for the poorest.

Technological interventions in the post-harvest have mixed impacts. Technologies which are used in post-harvest activities, are of two types mechanical technologies, which reduce the expenditure of human or animal energy, and the improved methods of preserving.

Grinding mills for wheat & millet, rice huller, small pressers for palm oil, coconut milk, sugarcane, grinders and beaters for making peanut oil are few examples of mechanical technologies being used in the third world countries there are hand operated simple machines which can relieve much of the drudgery from these activities which not displacing too many laborers. As early as 1950s the grinders were introduced into what is now West Cameroon. These grinders were adopted through corn mill societies. The technology was simple and easy to use. The women having increased leisure turned to other community-based development activities like storing rainwater into storage tanks for use in the dry season. They learnt new farming techniques. Marilyn Carr, in her book on "Appropriate Technology for African Women" argues that most hand operated crop processing machines used in Africa have proved more economically efficient than more sophisticated imported machines. A study in Kenya compared four types of corn grinding;

a Nigerian study compared four types of palm oil presses, found that locally generated intermediate' technique was far superior to a fully mechanized foreign machine these and other similar studies show that technologies can be useful to women. However, it cannot be assumed that a piece of equipment or a method of production be packaged and dropped in a village, where, like a genie, it will transform the quality of life. Disaggregating the intended beneficiaries by sex, and also by socio-economic levels, is a clearly necessary step, but not alone sufficient.

Technologies can be useful to women: Technology could greatly reduce post-harvest food loss, providing additional food for poor families or supporting small food processing industries which can provide much needed income to poor women. Improved methods for processing and preserving food as well as improved access to water and fuel can also free women from backbreaking and time-consuming labor. But without income, the women cannot try her hand at new technologies continue to be introduced to men only; women are worse off than before. This vicious circle must be broken, and technology is both part of the problem and part of the solution.

Reading 6.3.1

“Female Access to Agricultural Technology” in New Charlton, Sue Ellen M. (1984) Women in Third World Development, West view press/Boulder and London pp.84-101

Self-Assessment Questions

1. How can an inappropriate technology effect a women's participation in agriculture? Give an example
2. Discuss the reasons for which introduction of new agricultural technologies have detrimental effects on rural women.

6.4 Contribution of Rural Women in Economic Development

Labor force plays a central role in development, directly as suppliers of the most important input into production and indirectly as the dominant influence in the human environment.

Females constitute a major segment of the labour force in rural economy. However, their contribution is underscored and is not reflected in statistical surveys and reports women participation varies from 25% to 45%. Female participate in three major areas of rural economy namely, crop production, livestock production and cottage industry.

i) Crop Production

There is a gender-based division of labor in the activities relating to production of crop women's participation rate depends on the phase of production and on nature of the activities. Generally, at the initial stage the production work is more male intensive, e.g. men mainly do preparation of land. At the later stages the labour is more female intensive e.g. transplanting weeding, picking and post-harvest activities for example thrashing, winnowing etc. are mainly women's responsibility women mostly work as unpaid workers especially in the families which work on their own

land although they contribute in the income generating activities as much as their input in farm activities.

ii) Livestock

Livestock management is mainly females' responsibility. Female's contribution in livestock is comparatively higher than in crop production activities. Hence livestock production is an important income generating activity for women. Female contribution in livestock production and income is 60% for total labor input. It is interesting to note that the women who earn more from livestock has more freedom and power in decision making regarding the livestock and use of the income. It indicates that any improvement in women's skills or resources relating to livestock will help them to earn more and enjoy a better status in the family

iii) Cottage Industry

Craft production has been an acceptable income generating activity across the cultures. Generally, the agents supply women with raw materials and collect the finished product. In Pakistan's cultural setting it is therefore more acceptable for women to earn through craft work because it does not require them to leave their homes and requires minimum investment. Complete data on women inputs in cottage industry is not available because the census does not include non-agriculture households of rural areas, secondly the data available does not include gender-disaggregated data. In rural communities there are households who earn through activities such as pottery, leatherwork, weaving, fishing etc. Economic contribution of non-agriculture workers is thus underestimated whereas female make a substantial contribution through handicraft.

iv) Women's Contributions in the Household

Besides farm and non-farm activities women are heavily engaged in regular household chores such as cooking, cleaning etc.

Fetching water and collecting firewood are the two most time-consuming female tasks which often are not counted towards women's economic contribution.

Rural Women walk for miles to collect water and fuel for household use and also for agricultural and livestock use. Collecting fodder is equally time consuming and difficult task. In some area's women spend 80- percent of their time on these tasks.

Activity

If you have accesses to some rural area try to interview a few women to find out

- a. the tasks they perform inside and outside of their homes. Make a list of tasks
- b. the time required for various tasks e.g., collecting fuel wood, fetching water, feeding animals.

Try to estimate if these households hire workers for these tasks how much it may cost them.

6.5 Research on Women and their Role in Rural Development: Problems and Constraints

There are number of problems or reasons for which authentic data/information on the role of rural women in economic development is lacking. Some of the reasons are as follows:

- a. General attitude of the society
 - b. Lack of resources
 - c. Political reasons
 - d. Non standardization of terminology used in research
 - e. Lack of comparative studies.
-
- a) General attitude of the society about women's labor inputs informing and agriculture is a major cause of non-reflection of female participation in economic attitude. Third world societies tend to give less importance to women and their work. Women's contribution is often underscored as household chores and of little importance in economic development.
 - b) The fact that there is general lack of standardization of terminology used in research has hindered the proper reflection of women's economic contribution in the national statistics of the third world countries. For example, if there is no standardized definition or description of economically active person, their different studies will focus on different segments of the rural society and there are chances if a description used for a study may not include women are high.
 - c) Sometimes the governments for their political reasons underscore or over score the contribution of certain group.
 - d) The resources both manpower and physical, are often lacking.
 - e) Lack of resources. In the third world countries the trained manpower for conducting surveys and research studies is lacking. Physical resources e.g. mean of reaching labor force, are also lacking. These shortcomings affect the quality quantity of research work.
 - f) Lack of comparative studies: Cross cultural or longitudinal comparative studies could provide a better insight into variation and similarities between different societies and can help in development planning accordingly. However, such studies are scarce and limited in number.

Self-Assessment Questions

1. Keeping in view the culture traditions and education level of rural women discuss the possible problems in conducting research on rural women in Pakistan.
2. How could political priorities affect research activities and findings of research on rural women?

Exercises

- Q.1 Discuss the gender division of labor in farming and agriculture. Also discuss the factors which determine role of women and men in farming and agriculture
- Q.2 Describe the role of women in food chain activities. Also discuss the factors, which effect women's role.
- Q.3 "Agricultural Technology is both a part of the problem and part of the solution." Discuss supporting your argument with examples.
- Q.4 What are the causes of scarcity of data on role of women in agriculture?
- Q.5 Compare the contribution of women and men in agriculture.
- Q.6 Introduction of agricultural technology has adversely affected socio-economic status of rural women. Discuss.

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UNIT-7

WOMEN AND ENVIRONMENT

Written by: Nadia Akhtar
Reviewed by: Maria Malik

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Introduction

Women have a vital role in environmental management and development. Their full participation is therefore essential to achieve sustainable development (Principle 20, Rio Conference on Environment and Development, 1992). The central issue of women's development is women's empowerment: to enable them to take an equal place with men and to encourage them to participate equally in the development process in order to achieve control over the factors of production.

The equality of access is obtained by ensuring the principle of equality of opportunity, which typically entails the reforms of the law and administrative practice to remove all forms of discrimination against women.

The 'equality of participation' in all the stages of a project cycle (need assessment, project formulation, implementation and evaluation) means involving the women and men of a community in the same proportion in decision-making.

Finally, it is important to ensure not only the participation of women in the decision-making process, but also the utilization of this participation through consensus and mobilization to achieve the 'equality of control', over the factor of production and the distribution of benefits.

This unit focuses on the profound and unique roles that women have played in protecting and enhancing the natural environment and human health. You will explore a range of environmental and health issues from the perspective of women. You will learn about some of the key strides toward improving our environment in which women have been the driving force.

Objectives

The unit is designed to describe:

1. Environment and major issues related to Environment.
2. Why to focus women for environmental protection?
3. The role women have performed so far is protecting environment.
4. How to enhance women participation in managing environment?

7.1 Women and Environment

Worldwide, women have primary responsibility for rearing children and ensuring sufficient resources to meet their needs. In the rural areas of developing countries, women are also the main managers of essential household resources like clean water, fuel for cooking and heating and fodder for domestic animals. Women make up more than half of the world's agricultural workforce. They grow crops for the home and market and often produce most staple crops. In the poorest countries, women head almost quarter of rural households.

In rural settings, women become the key players when men migrate from rural areas to urban centers to explore new sources for income, leaving their families behind. Women's family burdens and responsibilities increase, though in these cases they may receive money for housing, education and health care for their family. Urbanization also offers a series of risks and opportunities to women. Pregnancy and childbirth are generally safer in urban areas, where health care is more likely to be accessible as compare to rural areas. City life also offers women, a broader range of choices for education, employment and marriage, but it also carries heightened risk of sexual violence, abuse and exploitation.

However, although women have the primary responsibility for managing resources, they usually do not have control over these resources like land, inheritance, access to credit, agriculture extension and resources management services. National law or local customs often deny women right to secure title or inherit land, which means they have no collateral to raise credit and improve their conditions. Whether urban or rural, choices over family size and spacing; health care, including reproductive health; education and partnership with men, access to credit and right to secure or inherit land are among the range of options women need in order to be effective managers of household and other resources and to achieve sustainable development.

Environment is integral to overall process of development. It includes the relationship and interdependence that exist between people and natural resources. Environmental change is thus the product not only of natural events but also of the application of development models, practices and lifestyles. In turn, any modification of the physical environment has important socioeconomic consequences that affect the quality of life. As gender issues are linked to environment, so are environmental issues.

Women's involvement in health and environmental decisions is essential. A growing body of experience shows that reproductive health and environmental services can work very profitable together, if they are designed to meet communities' own priorities. Laws and policies on women's rights and equality, and on the sustainable use and protection of natural resources, are an integral part of development. Without such support, many women are trapped in a vicious spiral of continuing environmental degradation, poverty, high fertility and limited opportunity to credit, land and other facilities. Now the women's groups are organizing to integrate women fully into the political process, so they can take their full part in making policy decisions affecting their lives.

To understand the role of women in protecting and managing the environment, a better understanding of environment and its problems is needed. Let's have a closer look on the basic concepts about environment and some major gender related problems, today world is facing.

7.1.1 What is Environment?

In simple words, the environment means our surroundings. At the most basic level, it refers to our home, our community, our workplace and our world. The term environment also refers to all the living and non-living things that affect the life of an individual organism or population. The environment includes natural and social surroundings and conditions.

The environment has different components which are divided in to three broad categories i) physical, ii). Chemical and iii) Biological. Physical components of the environment include light, temperature, soil, gravity etc. the chemical components include water, atmosphere, nutrients etc. and the biological components consist of living organisms. These three broad categories interact with each other and influence all life forms.

The natural environment operates as an ecosystem. An ecosystem is usually a natural functional unit. In it, living things such as vegetation, animals, microorganisms and, of course people co-exist and interact with the non-living things such as air, water, soil and minerals to form a stable and self-sustaining system. The interactions are based on the change of materials and energy.

The interaction of living and non-living things within an ecosystem involves the flow of energy, the cycling of matter and the regulation of populations of organisms. Energy flow in ecosystem is not a cyclic process. It flows in linear pattern through the ecosystem i.e. plant capture energy from sunlight for production of their food from which it is transferred to animals and human beings. However, the material flow is a cyclic process e.g. water cycle, which we observe commonly. This cyclic process points to an important characteristic of ecosystem that is inter-dependence. The organisms within an ecosystem depend on one-another as well as on the non-living things also.

This interdependence results in competition on resources and results in population regulation as one organism is linked to the other through food chains. So, increase or decrease in one's population will have significant effect on the population of the other.

Self-Assessment Questions

1. Define environment and give a brief description of its components.
2. How Ecosystem works? Explain with reference to flow of energy and matter within different components of environment.
3. Explain water cycle with the help of diagram.

Activity 7.1

Understanding the concept of population regulation, suggest how population regulation takes place in this ecosystem, where insects and chickens eat the fallen fruit and seeds, the worms and bacteria decompose the chicken manure and rotting fruit, the plants use nutrients released into the soil and the man eats chicken and fruit.



Describe that what might happen if the man stops eating chicken.

In case of human beings, due to better health facilities and food supplies, there is an exponential increase in human population. Population, consumption and poverty are intricately interwoven. They constitute a vicious circle. Increase in population will result in greater pressure on natural resources through increased demand for basic needs. Higher consumption on diminishing natural resources breeds poverty and environmental degradation.

7.1.2 Environmental Problems

With industrial revolution, human became capable of dramatically changing the face of the earth, the nature of its atmosphere and the quality of its water. Today, because of rapidly increasing human population and advancing technology, ever-growing demands on the environment are causing a continuing and accelerating decline in the quality of the environment and its ability to sustain life.

We are faced with many threats to our environment. All these problems are of concern to young people; a degraded environment is a threat to their future survival.

7.1.3 Population

Until the late eighteenth century, the world's human population grew slowly because the death and birth rates were almost equal. The child mortality rate was high and adult life expectancy short because of disease and poor nutrition. From the beginning of the nineteenth century the population began to grow faster mainly due to improved agricultural methods, which led to better food supplies. Approximately about 80% of the world's population lives in poorer, developing countries. The growth rate in these countries is much

faster than developed countries. Population has the tendency to grow exponentially. That is, population grows by geometric progression, for example 1:3:9:27:81. The growing Population leads to rapid consumption of resources. The effect of growing population is large in the poor countries where competition for limited resources is more. Thus, population increase results in number of other problems like poverty, low literacy, malnutrition, unhealthy living, migration and urbanization.

Population change in any society takes place through three basic mechanism-fertility, mortality and migration. Biologically speaking, women's fertility role is prime in terms of bearing children and contributing to the population. Women are thus closely linked to the population change process taking place in any society.

7.1.4 Poverty

The World Commission on Environment and Development (1987) observed that our world has more hungry people today than ever before in human history. In developing countries, the majority of people have very low standards of living. This is often manifested in the form of low incomes, inadequate housing, poor health, limited or no education, high infant mortality, low life expectancy and a general sense of hopelessness and despair.

Poverty lessens people's capacity to use natural resources rationally as poor people, who are unable to meet their needs, are forced to exploit natural resources for income or for their own use. In countries with large population of poor people, poverty intensifies the pressure on environment. Globally the increase in poverty has come about because of the unequal distribution of land and other assets, rapid increase in population and low living standards, among other things. Majority of the world's poor are women due to inequalities in their situation in the market, access to credit, treatment under social welfare services, status and power in family. So due to their status in society women have become both agents and victims of environmental degradation, although not the cause.

7.1.5 Malnutrition and Unhealthy Living

Lack of food is one of the many consequences of poverty. Our planet produces enough food for everyone alive today. Undernourished people lack either the money to buy food or land to raise their own food. Women own only 1 % of the world's land and produce more than half of the world's food, and in countries of food scarcity percentage is even higher.

The unhealthy living or lifestyle can be observed among many people who are not very poor, rather culturally, they have adapted to such living or they cannot afford change. For example, people living in the old, inner cities are blighted with poverty, unemployment, drug use, crime and violence. Family life is difficult in inner city and the destitute neighborhood. In these cities the lifestyle of the inhabitant is totally unhealthy, not for absolute poverty reason but due to unawareness, illiteracy and lack of civic sense.

7.1.6 Unplanned Migration

Faced with poverty and hardships of the countryside, many hundreds of millions of people in developing nations continue to migrate to cities in search of employment and better life. People

are forced to live in sprawling, wretched squatter settlements and slums that do not even provide adequate water and sewers and much less other services. The women, who spent most of the time in these slums and being responsible for the health of the family and sanitation in the home, face the greater risk of diseases caused by unhealthy living and poor basic services.

The migration further results in

- Forest cover declined and
- Pollution

7.1.7 Deforestation

Forests are the home to many forms of plants and animal life, for about 200 million people forest are their only homes. Pakistan has one of the lowest endowments in the world. There has been a natural reduction in the forest for last 30-40 years.

Forest serves local communities in many ways.

Trees for Food

Trees directly or indirectly provide rural women with a substantial portion of their families' diets. They are often the only reliable source of food for the family when crops fail or during the lean periods between harvests.

Trees for Fuel

Fueling and tending the household fire has always been women's work. So has the much harder job of collecting and transporting the fuel.

Trees for Household

Women rely on the presence of trees to maintain many parts of their households. While men are usually though not always responsible for house construction, it is nearly always the women job to carry out minor repairs. Trees provide nearly all that is needed; poles for building and sheds, leaves for thatch, canes and stems for wattle and fibers for twine.

Trees for Income

Small scale, forest-based enterprises, such as the collection and processing of raw materials into useful products, are major sources of income for the poor and especially for rural women, including those from landless families.

Trees for Fodder

Women keep domestic animals in most societies and are responsible for finding fodder for these animals. Trees are especially valuable as a source of fodder because they can often provide it when other sources are scarce typically at the end of a dry season or the beginning of a wet one.

7.1.8 Air Pollution

Air pollution is caused by the gaseous emission from industries, motor vehicles and burning fossil fuel. The amount of pollution and its effect vary greatly from city to city and

from season to season. Air pollutants resulting from fossil fuel burning like sulphur oxides and nitrous oxides, on combining with water vapors produce acid rain. The effect of fossil fuel burning increases due to increase in deforestation as trees serve as natural absorbers of carbon dioxide.

Thousands of women all over the world, working in houses filled with smoke by burning coal either for cooking or warming their houses in the winter season. The situation becomes worse in case of poor ventilation. The effect of this smoke on women's health is evident in an increase in respiratory diseases, such as bronchitis, coughs, and dyspnea, i.e. difficulty in breathing and lung abnormalities.

7.1.9 Water Pollution

Water pollution is any physical or chemical change in surface or groundwater that can adversely affect living organisms. It results from effluents discharges from industries, agricultural runoff and domestic sewage discharge into freshwater bodies and makes water unfit for use.

Women are the primary water carriers, managers, end users and family health educators and they play a paramount role in water management. By virtue of women domestic functions, they are in constant contact with polluted water and are therefore the group most vulnerable to water related diseases. Women make multiple and maximum use of water resources and attempt to assure that these water resources do not become polluted.

7.1.10 Agricultural Pollution

Women make up the majority of the subsistence farmers. In most rural cultures, it is their work, which provides a family with its basic diet and with any supplementary food that may be obtained from barter or from selling surplus goods. Sustainable agriculture is food production, which respects both the natural and social environment. It is based on wise use of natural resources and renewable resources with moderate exploitation and is controlled by the community it supports, so that it may have flexible respond to the needs both of people and their environment. Women's agriculture knowledge provides security for themselves and for others.

Self-Assessment Questions

1. What do you think what is the biggest problem Pakistan is facing with respect to environment?
2. Write a brief description of environmental problems with relation to women.

7.2 Environmental Protection: Why Focus on Women?

Principle 21 of Rio Declarations on Environment and Development states that:

“Women have a vital role in environmental management and development and that their full participation is essential to achieve sustainable development.”

Women are focused more for environmental protection because of the following factors:

7.2.1 Women as the Majority of the World's Poor

Women suffer many inequalities and as a result are the majority of the world's poor. Any suitable development project, which aims to alleviate poverty, must have, built into it, the involvement of women in the decision-making planning, advising and extension work in the field.

Women's poverty has been linked to inequalities in their:

- Situation in the market
- Access to credit
- Treatment under social welfare systems
- Access to health and education services, and
- Status and power in family.

In each of these areas, more opportunities are available to men. For example, in Latin America and the Caribbean, women comprise only 7% to 15% of the beneficiaries of credit programmes. Similarly, less than 10% of African women are able to access small-scale credit even though they produce more than 75% of household food. Access to credit is crucial for any woman who plays a dominant role in agriculture, for example managing small farms. Such women are left to deal with problems such as poor output and crop loss through disease. However, they rarely receive the benefit of agricultural training or technical assistance from extension services.

Even when faced with these inequalities, women constantly strive for a better quality of life. The quality of life for women and children can be quantified and used as an index of the effectiveness of sustainable development programmes. The index tells us a great deal about the relative social positions of men and women. It manifests itself in the struggle of women for a better livelihood, comprising access to:

- Sanitation and proper housing
- Health care and education
- The right to live in a healthy and balance environmental and satisfy the demand of life.

It is mainly through their battle against the deterioration of their living conditions, and those of their families, that women have been playing a major role in sustainable development issues. For example, women have always played an active role in demanding improvements in their environment. As a result, it is often felt that the quality of life issue links women and sustainable development.

Activity

Do you know the percentage of women who are living in poverty in your country? If not, try to find out.

7.2.2 Women as Educators, Users, Managers and Conservers of Environmental Resources

As children's first teachers, women have an important and far-reaching role to play in instilling in their children, through reasoning and example, concern for the environment. In this role, women teach best by example and by early childhood training of the children.

In carrying out domestic duties, women are in intimate, daily contact with their immediate environment as users and/or collectors of fuel, food, water etc. Women in many poor parts of the world collect fruits, nuts, leaves etc. from forests for food. In place like Caribbean, choice of food in the marketplace is still largely made by women. In a real sense, women determine a crucial part of the nutrition of the country. They also grow much of the world's food: 70% in Africa, 50-60% in Asia and 30% in Latin America.

Women manage water supply in the home. They are responsible for safeguarding health by providing potable water and water for hygiene. They are also responsible for conserving supplies. In many parts of the world' women are also carriers of water. This is a tiring and time-consuming task.

Women are consumers. In this role, women play a vital part in conserving fuel, food and water. They also play an important role in protecting other environmental resources. For example, they can contribute to halting ozone depletion by choosing environmentally friendly products. In addition, they can contribute to halting the depletion of natural resources such as corals and wild animals by choosing fashions which do not require their destruction.

Women are controllers of population growth. Through family planning, women help in controlling population growth. Therefore, there is need for an increase in efforts to educate women on family planning. To be effective, all such efforts must take into account traditional practices and views about contraception, and the relationship between population growth and resource consumption.

As the foregoing discussion shows, women are in a position to influence attitudes to, and use of the environment. Their choice in using natural resources affect not only the environment but also their own and their family's health. However, if their influence is to be positive, they need training, land, credit and simple conservation technologies.

When women's needs are not met, the results are detrimental not only to the environment but also to their family's health. For example, if appropriate technologies for cooking are not provided, women may have one of two options:

- To rely on trees for firewood and charcoal, thus contributing to deforestation
- To conserve fuel by not boiling water or cooking food long enough to destroy any water borne diseases, thus contributing to ill health in their families.

Neither of these options is desirable. When women's needs are met, the results are generally beneficial. For example, if alternative fuel sources are available and appropriate training is provided, many women around the world could get involved in replanting trees and a managing forest. This is particularly true for women in Asia and Africa.

Self-Assessment Question

1. Why it is necessary to involve women in environmental protection process. What benefits it will provide?

7.3 Women and Environment Linkages

Women, as agents of change, have developed their own strategies to cope with environmental degradation. Their first reaction is often to put more time, energy and effort into the supply of natural resources. They also economize the use of resources or look alternatives, such as using dung and crop residues instead of fuel wood. Women organize themselves and start networks to prevent further degradation of their environment. An example of this is the Political Chipko-Andolan Movement, which protects the forest in India. As individuals, but even more often as a group, women initiate specific activities, including wastes disposal and recycling in urban areas, soil conservation, reforestation and intercropping or the establishment of collective biogas plants.

Case Study 14.1: Chipko-Andolan Movement

The Chipko Movement in India shows how women have fought bravely to preserve their forests and introduce successful tree planting programmes. Women have realized the value of the forests in the substance of life. Forests are essential for a regular and clean water supply.

The Chipko Movement articulates in song the value of the forests to provide man's multiple needs.

*What Forests bring us
Soil water and clean air
Soil water and clean air
The basis of our life*

In 1974 the women of the Chamoli district in Uttar Pradesh were faced with the threat of their forests being destroyed for commercial purposes. When the contractors arrived to cut the trees, the women who were alone in their homes organized themselves and marching into the forest encircled the trees. Chipko means to hug. The women informed the woodcutters that they would just have cut off their heads. The contractors who were intimidated by the joint protest withdrew. In the forests of Rajasthan too the systematic felling of trees had caused major ecological instability resulting in soil erosion and catastrophic flooding. The women rose to action resisting state and private agencies that were causing the destruction. They fasted, guarded the forests and wrapped themselves round the trees to be felled. Their silent protests were so effective that Indira Gandhi issued a 15-year ban on the commercial felling of trees in Uttar Pradesh. The Chipko movement which arose in a particular area has gained momentum and now spans the whole Himalayan region covering as much as 5000 km across in India, Nepal and Bhutan. There had been instances in India where the women protested against destroying forests for potato farming and mining even though their husbands and sons were given employment in the new development projects. In the face of strong opposition from the men folk, the women continued their protest refusing to walk extra miles a day in search of fuel and fodder. The Chipko Movement has now branched into taking positive steps to rehabilitate the environment by tree planting campaigns.

In Andhra Pradesh in India where much rainfed cropland is exhausted, women organized themselves at village level to revive the land with traditional farming techniques. They received no support from Banks, but the Deccan Development Society provided them with loans. The project involved 400 women in 20 villages. Within 3 years, over 280 hectares of cropland was returned to production and more land was added every year. Both international agencies and the Indian government have endorsed the programme as a good example of sustainable development.

Source: "Women in Environment and Development" by 'Lorna Dewaraja' Page No. 89-90, Harmonizing Environment and Development in South Asia. Edited by K.H.J Wijayadasa, 1997, South Asia Cooperation Environment Programme.

Linkages between women and environment are clear from this diagram.

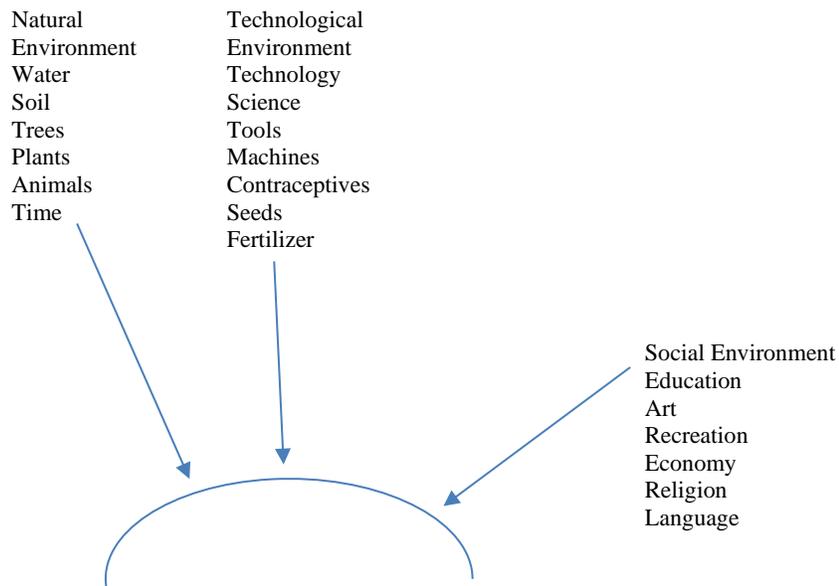


Figure 7.1 Women and Environment Inter linkages

Beijing Platform for Action, describes role of women for protection of women as

Human beings are at the center of concern for sustainable development. They are entitled to a healthy and productive life in harmony with nature. Women have often played leadership roles or taken the lead in promoting an environmental ethic, reducing resource base and reusing and recycling resources to minimize waste and excessive consumption.

So, it's clear that empowerment of women is necessary for achieving sustainable development.

World Commission on Environment and Development 1992 defines sustainable development as

“Development that meets the need of the present generation without compromising the ability of future generation to meet their own needs”

- To rely on trees for firewood and charcoal, thus contributing to deforestation
- To conserve fuel by not boiling water or cooking food long enough to destroy any water borne diseases, thus contributing to ill health in their families.

Neither of these options is desirable. When women's needs are met, the results are generally beneficial. For example, if alternative fuel sources are available and appropriate training is provided, many women around the world could get involved in replanting trees and a managing forest. This is particularly true for women in Asia and Africa.

Self-Assessment Question

1. Why it is necessary to involve women in environmental protection process. What benefits it will provide?

7.4 Participation of Rural Women in Protection of Environment

Prolonged misuse of natural resources has resulted in degradation of lands, forests and pastures and pollution. The rich soils of the Indus basin in Pakistan are experiencing water logging and salinity, wind and water erosion and rapidly spreading desertification. Forests are near extinction. Rangelands are being denuded.

Such ecological resource depletion has profound impact on women's basic roles of obtaining fuel, fodder and water. Shrinking of mangroves stands caused by scarcity of freshwater after the barrages were built, has-made coastal women walk longer for the collection of fuel wood for the household and fodder for the livestock. The women of Baba and Bhit Islands say that it often takes them nearly half a day to gather fuel wood. They sometime have to bring back young branches. Growing desertification caused by changed farming practices in fragile ecosystems has made women walk for miles in search of water. Women in Sindh walk up to 10 miles to fetch water. Moreover, as soil degrades due to deforestation, salinity and water logging, and food and income decline, women are founded to become marginalized. They are left with the responsibility of taking care of degraded land holdings when men migrate from the village. Women cotton pickers in Pakistan suffer from blisters and skin rashes caused by the chemicals sprayed to protect cotton plants from pests.

Women of Pakistan play an important role in environmental protection. They take care of farmyard manure collection and its application, which has important consequences in soil fertility management. Women possess knowledge of herbs for medicine for both general and reproductive health, food and fodder. They also know the location of pastures and water sources, etc.

Box 7.1 Khalida Bibi, Takya Village, Pakistan

Khalida Bibi, 39, is one of 33 laureates who received the Prize for Women's Creativity in Rural Life 2003 bestowed by the Women's World Summit Foundation. Khalida's great knowledge of indigenous seeds makes her active in biodiversity conservation in her village. She can evaluate quality and water requirements simply by holding the seeds in her hands. Within her house, she has created a village seed bank with more than 70 seeds from different crops. She grows both indigenous and hybrid varieties to test their productivity. and conserves only the best quality for distribution to other women farmers. A role model for these women, Khalida shows how they too can benefit from their indigenous knowledge, generate income and improve family living conditions.

Source: Women's World Summit Foundation Global Newsletter, no.12, July 2003, p.19

For people who live in fragile eco-regions such as forest's, hills, and semi-arid plains, agricultural and animal husbandry are the main sources of income. Besides, they depend heavily on natural resources for their survival. For example, they collect firewood for cooking, fodder for cattle feed, roots, tubers and wild fruits for human consumption. In addition to this collection and selling of bamboo, gum, mahau flowers, tamarinds, honey, beedy leaves, palm leaves, sal leaves, black jamoons, spices, broom sticks and herbs forms an important source of income to these people. In all these activities women play a central role. Gathering, processing and storing, utilization and management and marketing the forest product is mainly the job of a women. They contribute 70 percent of the work and the rest only by men. Even if there are no male member in the family the women do everything but rarely, we find a man doing the work of women.

The linkages between, natural resource and the domestic economies of poor rural households are fairly clear, and they can be categorized in to three patterns.

1. Natural resources are central to the livelihood. Many studies have documented that poor household are dependent on free bio-mass goods and common property resources than better off households.
2. Women are the primary gatherers and managers of bio-mass goods in poor rural household. As mentioned above women perform key roles not only in the gathering but also in the processing, storing, utilization and marketing of free bio-mass goods.
3. Women's roles and responsibilities are pivotal not only to the management of natural resources but also to the management of domestic economy. Studies have shown that women work longer hours, pool more of their income to the household budgets, and manage the day today consumption and cash flow needs.

Reading 7.4

“Women and Environment” available at

<http://www.unep.org/documents.multilingual/default>. Page No.5-83 (in allied material)

7.5 Women as Preservers of Environment

Women comprise over half of the world's population. They make a major contribution to the well-being and sustainable development of their communities and nations and to the maintenance of the earth's ecosystem, biodiversity and natural resources. Women has always performed a distinct role: in managing plants, animals in forest, dry lands, wetlands and agriculture: in collecting water, fuel, fodder for domestic use and income generation, and in overseeing land and water resources. By doing so they contribute time, energy and skills and personal vision to family and community development. Women's extensive experience makes them an invaluable source of knowledge and expertise on environmental management and appropriate actions.

Sometimes despite large obstacles women have proven to be highly effective agents of change organizing all over the world to demand and work together. Innumerable organizations with women at the helm have contributed to setting a sustainable agenda

through their advocacy and lobbying, developing alternatives to unsustainable development, and making sure that women's voices are heard, and their perspectives taken into account.

Case Study 7.2 Green Belt Movement, Kenya

By Mia MacDonald (Worldwatch Institute)

“Trees are alive, so we react to them in very different ways. Often, we get attached to a tree, because it gives us food and fodder and fuel for our fires. When you plant a tree and you see it grown, something happens to you... You see the relationship between a person and the environment. It is wonderful to see that transformation, and that is what sustains the movement!”

Wangari Maathai (in: Cuomo, 2001)

Launched in Kenya on Earth Day in 1977, the Green Belt Movement was one of the first efforts to incorporate the links between gender and natural resources within a grassroots environmental campaign in this case, by mobilizing women to plant indigenous trees. Since its founding, the Movement has created a national network of 6,000 village nurseries, designed to combat creeping desertification, restore soil health and protect water catchment areas. About 20 million trees have been planted by the Movement's 50,000 women members. While some trees have been harvested, millions more (including native fruit trees) still stand. In recent years, the Movement's work has expanded to include issues of food security and the production of native foods, such as millet and groundnuts, many of which have been abandoned in favour of fast-growing, more ecologically demanding crops for export, such as coffee, tea and flowers. Conceived by the National Council of women of Kenya, the Movement has always sought to address gender disparities, self-sufficiency and the role and power of women in environmental protection. The trees provide women with shade and windbreaks for crops, improved water resources, food and income (women are paid for seedlings that survive), as well as skills and autonomy. “Implicit in the act of planting trees is a civic education, a strategy to empower people and to give them a sense of taking their destiny into their own hands, removing their fear...” says founder Wangari Maathai, now Assistant Minister for Environment, Natural Resources and wildlife in Kenya's new Government. The Movement's work has spread to other countries through the Pan-African Green Network, with NGO partners taking up tree planting and women's empowerment activities.

Source: “Women and Environment”

<http://www.unep.org/documents.multilingual/default>

7.6 Gender Mainstreaming in Environmental Policies

A recent World's Bank study (2002) found that the gender equality is essential for countries' economies. Sustainable development is not possible without equity. Infact it is a prerequisite for any action aimed at improving people's quality of life. This implies that gender equality and equity are not only a question of fundamental right and social justice but are also instrumental and a precondition for environmental conservation, sustainable development and human security.

The UN Millennium Development Goals (MDGs) also puts target to eliminate gender disparity by ensuring provision of primary and secondary education to girls, share of women in wage in the non-agriculture sector and representation in the Parliaments.

7.6.1 The Rationale for Investing in Women

Women produce half the food in some parts of the developing world, bear most of the responsibility for household food security, and make up a quarter of the work force in industry and a third in services. In addition to income-generating activities (in cash and kind), women's household activities include caring for the sick, house maintenance, and such vital work as caring for children, preparing food, and fetching firewood and water. Yet, because of more limited access to education and other opportunities, women's productivity relative to that of men remains low. Improving women's productivity can contribute to growth, efficiency and poverty reduction—key development goal everywhere.

Investing proportionally more in women than in men in education, health, family planning, access to land, inputs, and extension is, thus, an important part of development strategy, as well as a matter of social justice. It directly reduces poverty through substantial economic payoffs in higher productivity, and more efficient resource use. It contributes to environmentally sustainable development. It produces significant social gains—lower fertility, better household nutrition and reduced infant, child, and maternal mortality. The intergenerational gains are particularly striking: a mother's education has a stronger impact on the health and education of her children than does the father's. Studies also show that income controlled by women is more likely to be spent on household needs than income controlled by men.

7.6.2 Gaps and Barriers

Women are facing problems in following domains

- Education
- Health
- Limited access to agriculture extension and credits
- Legal and regulatory barriers

Self-Assessment Questions

1. Write a short note on how education of women will support the better role of women in environmental policies?
2. What steps can be taken to involve women actively in environment protection?

7.6.3 Gender Mainstreaming in Strategy

Embarking on a gender-mainstreaming strategy calls for simultaneous steps in several fundamental domains:

- Knowledge and understanding of the issue and validation of women's contributions to sustainable development
- At the institutional level, adequate political will combined with concrete actions
- Assurance of women's rights, and that they benefit from environmental goods and services
- Full participation of women at all levels, particularly in decision-making
- Improvement of the socio-economic position of women
- Women's empowerment
- Identifying the impact of the macro context on women and their environment

Reading 7.6 (b)

“Women and Environment” available at

<http://www.unep.org/documents.multilingual/default>. Page No.5-83 (in allied material)

Exercises

- Q.1 Write a detail note on how women are directly suffering from environmental problems?
- Q.2 Why it is necessary to involve women in environmental protection? Write a detail note with special reference to linkages between women and environment?
- Q.3 Provide a case study on role of women in environment protection other than provided in the unit.
- Q.4 Suppose in a village a water supply scheme is under construction, how you can involve women in this project? What benefits women involvement will provide in sustainability of the project?
- Q.5 Government of Pakistan is formulating a policy for environment protection. What could be the consequences of not involving women in the policy formulation process?

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UNIT-8

WOMEN AND PEACE WORK

Written by: Rabia Faisal
Reviewed by: Maria Malik

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“If nonviolence is the law of our being, the future is with women.”
Mahatma Gandhi

Introduction

Women and Peace work is a very important unit because it relates to not only the sociology of war, but also into the psychology of war and the impact war has had over a period of years on women. Why is it important to study the impact of war on women? Why is it important to know how women as mothers, daughters, wives and individuals suffered through ages as the silent victims of war? It is important because we need to acknowledge women's role in bringing about peace in the times of war whether it be in the households or be it in the fields of war itself. The field of International Relations is gendered to the very core. Where we talk about war, we always have an image of men fighting as soldiers and women nursing those soldiers. Never does it cross our mind that it could be otherwise. The way history has been written proves only the role of women as nurses during war time but now that the times have changed, and women are also being inducted as combatants one needs to give them due appreciation.

This is the reason for compiling this unit so to provide you sufficient knowledge to students about the role women have played in bringing about peace and the impact war has had on women. For centuries women have had been silently living through their horrific experiences of war and their contribution to bring about peace has gone unnoticed. This unit is an attempt to bring forth those silent experiences and help students relate and share their lives. Women as peace researchers have transformed the face of international relations and have provided the world with a new vision to deal with issues of war and peace. Feminist scholars have opened different avenues for researchers to explore the world of politics. With the mushroom growth of NGO culture, women are finding a platform for themselves where they can raise their voices and concerns about sensitive political issues which no longer remain "male-dominated" point of views. There are millions of peace NGO's in the world at this moment which are working for a better and secure world. Therefore, it is really important to understand this feminist perspective which has brought with it a revolution of ideas and thought to change this dangerous world in which we live in now to a more peaceful world. These NGO's with their mission statements have certainly made a difference and has made clear to the rest of the world that women are no longer victims of war but are the proponents of peace standing on equal footing with men working for a better much safer tomorrow.

Objectives

This unit aims at achieving the following objectives:

1. To inform you about the impact of war on women
2. To develop an understanding of peace feminism as a branch of International Political Ideology and introduce the work of some prominent women peace researchers
3. To understand the functioning of NGO's run by women in order to bring peace and stability in the world.
4. To study the role United Nation plays in involving women in peace keeping operations to provide them legitimacy and recognition.

8.1 Women as Silent Victims of War

Women continue to suffer unnecessarily in wartime, because the laws that are meant to protect them are all too frequently not respected or implemented. Ever since the ancient Greeks, women have been protesting the military adventures of men. The classic feminist views that shape this activism and the anthology take on not only war, but the whole male culture. They see violence as a symptom; look at it through the broader lens of power, dominance, and hierarchy. These terminologies are gendered because whenever we read of power and hierarchies, whenever we try to rationalize dominance, we assume that they have to be related to the male domain.

It is hard to imagine a world without war. A world where there will be peace and no conflict has become a hoax due to increasing number of insecurities that humans face. This insecurity is not only faced by the states with respect to their borders but also that of humans and the concept of human security is increasingly taking its roots in the field of international relations. There are conflict areas in this world where generations of women and girls have known nothing except for war. For them the meaning of “peace” is new. For them the life that their grandmothers have lived, the life that their mothers are living and the life they have to give to their children is full of “insecurity”. The sad part is that war is the only thing they could relate to. An estimated one hundred million people have died in war over the last century, both men and women have died different deaths, tortured and abused in different ways during war.

But whatever the way was, war has left psychological, biological and social impact more so on women because the generations that came over the last century had mothers who were victims of the brutality of war.

Self-Assessment Question

1. Cite the reasons for female vulnerability during war.

It may appear that more men die in wars than women, but it is very important to note that during war women experience violence, forced pregnancy, abduction, sexual abuse and slavery. Their bodies are deliberately infected with HIV/AIDS or carrying a child conceived in rape have been used as signals or warnings to deter enemies. Women have to bear through the harm, silence and shame during war and this situation of women in armed conflict has been neglected for centuries. Along with the extensive psychological trauma that women suffer during war, the long-term effects of conflict and militarization create a culture of violence that leaves women vulnerable after war. Rule of aggression prevails rather than the rule of law because the institutions of governance and law are weakened, and social fragmentation is enhanced. Therefore, women’s security remains threatened till the legal infrastructure is rebuilt.

Reading 8.1 (b)

Women in Afghanistan: A Human Catastrophe

Reading 8.1 (c)

A question of Honor: Women, Ethnicity and Armed conflict

8.1 Reading (d)

Lives Blown Apart: Amnesty International Publication, 2004.

Activity:

Women have been victims of war in various forms as you have studied. Select such two cases where women have been victims of war (whether it be psychological, physical or sociological impact) and interview them to narrate their horrific experiences of been affected by war.

8.2 Peace Feminism & Women as Peace Researchers

Most feminists who have been critics of masculine militarism view themselves as bystanders or victims of men's wars. Throughout early 1970's and 80's feminist IR scholars have analyzed the field of IR through the eyes of victims who suffered at the hands of follies committed by men in the name of war. *Missile Envy* was published by Dr. Helen Caldicott (1984) in which she denounced the arms race which helped set out a brand-new line of feminist scholarship. Barbara Zanotti (1982) wrote a book "Patriarchy: A State of War" in which she remarks:

"Why weren't we prepared for this? the immense nuclear holocaust; the final silencing of life; the brutal extinction of the planet. We have lived the violence so long. We have lived under the rule of the fathers so long. *Violence and patriarchy; mirror images. An ethic of destruction as normative.* Diminished love of life, a numbing to real events as the final consequence. We are not even prepared. Wars are nothing short of rituals of organized killing presided over by men deemed "the best". The fact is-they are. They have absorbed in the most complete way the violent character of their own ethos."

Another feminist scholar, Diana E.H. Russell (1987) links masculinism with militarism and states that;

"the very real threat to everyone's survival posed by nuclear war is not what makes it a feminist issue. Nuclear war is a feminist issue because the threat of nuclear obliteration is a consequence of the distorted values, psyches and institutions that sexist arrangements have bred. We must face the fact that at this point in history the nuclear mentality and masculine mentality are one and the same. To rid ourselves of one, we must rid ourselves of the other."

In feminist analyses of war and peace, one of the most extensive treatments is given by Sara Ruddick (1989). Ruddick believes that "War is exciting; women, like men are prey to the excitements of violence and community sacrifice it promises." (1989:154). In a powerful passage she writes:

“A pure maternal peacefulness does not exist; what does exist is far more complicated: a deep unease with military endeavors not easily disentangled from patriotic and maternal impulses to applaud connect and heal; a history of caring labor interwoven with romance of violence and the parochial self-righteousness upon which militarism depends.” The link between “mothering” and peace that she seeks to establish is contingent upon a non-gender-exclusive definition of the initial term in the equation (1989:156).

On a slightly different note, Burguières (1990), in her overview of “Feminist approaches to Peace” finds some feminist analyses contaminated by “assertions, unsubstantiated by history or thoughtful analysis”. Her solution is not to abandon the search for a feminist conceptualization of peace and war, but she rejects “assertions such as ‘patriarchies are based on militarism’ or ‘women are peaceful, men violent.’” She rather visions feminist peace which emphasizes the responsibility both men and women have to bear to resist war: “women have no superior moral claim to being bearers of peace.” Another prominent writing comes from Elshtain (1987). She cites that pacifist women “are greatly outnumbered by the majority of their gender who do not enter into pacifist construal’s as a chosen identification; indeed, women in overwhelming numbers have supported their states wars in the modern West.” In another work that Elshtain carried later on she points to “hundreds of hair-raising tales of bellicose mothers, wives and girlfriends writing the combat soldier and requesting the sacrifice of the enemy as a tribute or gift to her.”

In our quest to understand how different feminist IR scholarship is on issues relating to war and peace it is imperative to understand how feminists view security as an issue in International Politics. Feminist perspective about what security is very different from what male realist state. Mostly security is defined in terms of political and military security which if elaborated would include protection of state boundaries, preserving states integrity and protecting state through external and internal hostile environments, Martin Wight’s (1966) “realm of necessity” (Wolfers, 1962). For security specialists, military power remains supreme and a central element of analysis in international politics (Walt, 1991:222). For feminist IR scholars, however this definition of security remains too narrow because according to them this definition of security only entails security issues of the post-cold war world (Kolodziej, 1992). Therefore, feminists have amended this definition of security and have included new security dimensions more broadly to cover security from all forms of violence may it be physical, ecological and structural (Peterson and Runyan, 1993; Tickner, 1992). For realists of classical IR, state and international system remained their focus in defining security but for the IR feminists the definition of security starts with this individual or community instead of state and international system. Christine Sylvester (1994) states security to be elusive and partial which involves struggle and contention: it is a process rather than an ideal in which women must act as agents in the provision of their own security. IR feminists have faced critiques to their definition of security that it fails to fall under the realm of International politics but over a period of centuries these structural inequalities and gender imbalances have contributed to constructing a world of international politics which has excluded women from its realm.

Like their male counterparts, IR feminists (Tickner, Seifert, Enloe, Moon and Martin) are also concerned with why wars occur. They are also trying to solve conflicts but rather than proving that men are aggressors and women peaceful, they are trying to include various other issues in their agenda which include military prostitution, rape in war, issues of civilian casualties and on more “softer” front human rights on the whole (Enloe,1990). Female take on issues of international politics is different from men. They are trying to include various important issues as matters of deep concern for the international community which besides others also include issues of structural and ecological violence (Braidotti, 1994).

Tickner (1988a) has provided a critique of Morgenthau’s realism and has done justice to Kenneth Waltz’s three levels of analysis in a feminist fashion. Tickner identifies “gender” as a social construction which varies over time and place. Her problem with gendering International Relations remains closer to the language that is used to explain various theories and continued practices. Power, independence, autonomy and use of force are all those terminologies that relate to “hegemonic masculinity”. Since gender relations in this world of International Politics is unequal therefore, we see that International Relations theories also use dichotomous constructions such as war/peace or anarchy/order pair whose construction also depends on similar unequal relationships.

Thus Tickner’s (1992b) critique of “hegemonic masculinity” contends “that international politics is such a thoroughly masculinized sphere of activity that women’s voices are considered inauthentic... The values and assumptions that drive our contemporary international system are intrinsically related to concepts of masculinity; privileging these values constrains the options available to states and their policy makers”.

What most feminists want the world to understand is that men’s lived experiences are taken as human universals resulting in what Peterson (1992) calls “a systematic bias of codified knowledge and cultural ideologies”. Therefore, since men are taken as international ruling class, the experiences through which women live, the voices that they raise and the concerns that they have about international politics, fails to find any place in this discipline leaving women homeless in the field of International Relations.

Taking Kenneth Waltz’s neo-realism from a feminist perspective, state according to Tickner (1988a) is gendered. Tickner in her critique of Waltz’s three levels of analysis contends that Man, State and Intl System are gendered in a sense that they create a national security discourse which favors wars and rules out other ways of security provisions. Morgenthau’s Political Man is a citizen warrior. In Prince, Machiavelli’s concept of “virtue” was associated with courage and might which had to struggle against “fortuna” described by Machiavelli as female. Result remained that women posed a danger to soldiers or to be more explicit, to the national security. State also remains gendered especially if one looks at the attributes state possesses like those of self-help, independent, autonomous, power-seeking and privileged which have socially constructed masculine connotations. But still the constituent actors according to realists’ assumptions remains states, “abstract unitary actors whose actions are explained through laws that can be universalized across

time and place”. And the International System remains gendered that there are power seeking behaviors of men/warrior citizens and then there are power seeking behaviors of states in an international system, which has put by Hobbes is in a state of “a war of every man against every man.”

Peterson (1992) contends that ‘national security’ is contradictory for women. She states “Radically re-thinking security” is one consequence of taking feminism seriously: This entails asking what security can mean in the context of interlocking systems of hierarchy and domination and how gendered identities and ideologies (re)produce these structural insecurities. Analyzing the power exchanges among unitary states or among elite men in the public sphere, a wide range of power relationship that discriminates against women is missed out which is beautifully captured by Enloe (1990) and she states “they have underestimated the amount and varieties of power at work. It has taken power to deprive women of land titles and leave them little choice but to sexually service soldiers and banana workers. It has taken power to keep women out of their country’s diplomatic corps and out of the upper reaches of the World Bank. It has taken power to keep questions of inequity between local men and women off the agendas of many nationalist movements in the industrialized as well as agrarian societies. It has taken power to construct popular culture, films, adventurism, books, fairs, fashion which reinforces, not subverts, global hierarchies”.

After trying to understand how feminists view realism and thus their approach to understanding state through their own construction of levels of analysis, can one establish a “straightforward equation in which women equal peace and men equal war”? (Burguières,1990). Perhaps yes, the feminine sensitivity and caring/nurturing nature provides them the natural benefit of the doubt to be “inherently peaceful” than their male counterparts.

Self-Assessment Question

1. After having read peace feminism, how would you analyze “US Invasion of Iraq War-2003” from a feminist perspective?

Reading 8.2 (a): by Coats.C.Susan *Peace Feminism in International Relations* Online version. (<http://www.du.edu/f-suscoate/>)

Activity:

Write two poems written by female scholars that talk about “Peace”.

8.3 Women in NGO's Related to Peace Keeping Issues

There are many different NGO's which are working in the world for women rights and are run by women bearing an agenda of peace. For study purposes, one case study of Afghanistan is being included to give students an idea about NGO's working for the cause of peace. Why Afghanistan? Perhaps Afghanistan's case is the only case in the world where one could develop a nexus between women rights and international peace and security. After September 11 and with the US invasion of Afghanistan, the world has sort of awakened to what was happening to Afghani women under the rule of Taliban. Poverty, violence, illiteracy, harassment and extreme repression was the life of those women who were living in Afghanistan especially outside Kabul. Now with the election in Afghanistan and the fall of Taliban, the situation of women has improved considerably. The new liberation has brought with it a sense of enlightenment which has provided these women with a sense of freedom and peacefulness which they had never experienced before. That is basically the reason why most of the women in Afghanistan have chosen to carry on the peace and security drive by joining various NGO networks and international organization.

“The vision of these Afghan Women is simple: They want a life free from hatred, violence and poverty. They want a more prosperous and secure Afghanistan - an Afghanistan where men, women and children can go about their daily life safely. Where boys and girls, men and women can live to their full potential with access to education, health care and decent work. Where women and men can live in stable homes and healthy communities. If the strategies to improve the status of Afghan women are to succeed, they stress that these need to be formulated within the historical and social context of the country and with the participation, ownership and capacity building of Afghan women from a diversity of socio-economic and political background. They also want special efforts to be made to reach out and engage Afghan men for a better understanding and support for women's issues. The creation of spaces in which a diversity of voices and realities can be heard, valued and addressed is itself a good development practice. It leads to ownership and long-term stability.” Noleen Hower, Executive Director of UNIFEM. March 8, 2002 (<http://www.peacewomen.org/WPS/Afghanistan.hunl>)

8.3.1 Case Study of WAPHA

Women's Alliance for Peace and Human Rights in Afghanistan (WAPHA) mission is a nonpartisan, nonprofit and independent organization founded by ZIEBA SHORISH-SHAMLEY, Ph.D. After the fall of Taliban WAPHA has increased its peace activities to achieve peace and stabilize the human rights conditions in Afghanistan which were completely deteriorated during the Taliban regime. Women were the ones which especially suffered at the hands of Taliban's horrific rule.

WAPHA aims at achieving the following goals:

1. Full restoration of Afghan women and girls' human rights.
2. Afghan women's full participation in the peace processes and government of Afghanistan.

3. Afghan women's full participation in every aspect of Afghan sociocultural system that includes educational, political, economic and medical systems.
4. Afghan Women's full participation in reconstruction of Afghanistan.

WAPHA aims at complete restoration of Afghan woman's rights and their agenda is to foresee that Afghan women's rights must be realized and assured. We are living in such times where inequality can no longer be tolerated there WAPHA aims at insuring that Afghan women be given an equal opportunity to participate in the civic and social sectors of their country; this involves their participation in the Grand Assembly (Loya Jirga), Parliament and in the future broad – based governance body of Afghanistan. Peace without restoration of woman's rights can never be true peace.

Recommendations to the United Nations and the United States for A Possible Viable Peace Solution: The following recommendations are the result of interviews held with various Afghan scholars, experts, journalists, Women's Rights advocates and others.

1. The United Nations forces must move into the city of Kabul to demilitarize the city. The Grand Assembly (Loya Jirga) should take place under the auspicious of the United Nations. The Grand Assembly must include representations from all Afghan ethnic groups, political groups, military factions, religious groups, and proportional representations of the Afghan women. The Grand Assembly processes should form the interim government.
2. This government may stay in power for about two years during which the repatriation of the refugees and the reconstruction of Afghanistan should start.
3. When peace and security is restored, free election should take place, where a broad-based, democratic, representative government is formed by all people of Afghanistan, including women.
4. The Beijing Platform for Action by the United Nations emphasizes the human rights of women. These human rights include women's full and equal enjoyment of their rights in access to education, health, work and elimination of all forms of discrimination against women. Therefore, the human rights of women and girls in Afghanistan must remain a priority for the United Nations, the United States and the international community. Efforts must be focused on the rights of women and girls to have full access to health, education and work and other social and political aspects of their society.
5. The United Nations and the United States must end the monopoly of participation of the armed groups and political groups in the United Nations peace initiative. The United Nations should diversify contacts within the Afghan populace, particularly with the Afghan women inside Afghanistan as well as Afghan women refugees living in Pakistan, Iran, Tajikistan and other neighboring countries. The United Nations should „formally include the Afghan Civil Society and non-violent political and social centers to become equal participants with the armed groups in the United Nations peace initiative.
6. The Afghan women must be involved in the peace process and must have the right to be effective participants in the internal and external affairs of their country and

society. Having women at the table must be a condition of the peace talks. A democratic, representative government should be established, in which all members of the Afghan society, regardless of gender, age, ethnicity and religious affiliation can be equally represented.

7. The United Nations and the United States should encourage nongovernmental organizations to work in Afghanistan and to address woman's security, access to health education and other basic needs. The United Nations and the United States should provide funds for the Afghan NGOs for training of the Afghan refugee women in the areas such as empowerment, capacity-building, individual skill building, advocacy and development.
8. The United Nations and the United States should negotiate for the local population to have the right to govern themselves. The United Nations and the United States should support the idea of self-determination and a democratic system of governance for the Afghan people. The United Nations and the United States should negotiate for an agreement from the armed groups for the redrawing of the administrative unit in the government. Representation of the administrative unit should enhance the cohesion of the different ethnic groups of different territories and provinces within Afghanistan.

The United Nations and the United States should inject moral and human rights measures to judge the sincerity of the armed groups and political groups in the United Nations Peace initiative. The United Nations and the United States should identify and recognize the democratic elements inside Afghanistan who support human rights in general and woman's rights in particular. These elements should be supported and encouraged by the United States and the United Nations and should be included in peace talks.

(<http://www.wapha.org/peace.pdf>)

Reading 8.3 (a)

IRC study on “The Impact of armed conflict on women” retrieved from <http://www.reliefweb.int/library/document/200/icrc-women-17oct.pdf>

Activity:

Search for NGO's in your locality/district that are run / joined by women and are working for peace related issues and then document their mission statements & goals. Also record as to how successfully they have been able to contribute in maintaining peace or resolving conflicts. You can also take any UN organization working on peace issues with gender perspectives.

8.4 United Nations, Women and Peace

In order for any country to progress it is very important that women folk of that country no matter whatever the percentage remains should become an active part of that country's peace processes, democracy and governmental machinery. It has mostly been the case that women remain overwhelmingly excluded from participating in peace talks and post-conflict reconstruction and continue to suffer physical and sexual violence during war. Mostly gender perspectives are not systematically included in the planning, implementation, monitoring and reporting of any area of peace and security work. Even though women can play a crucial role in identifying and defusing tensions before they turn into open hostilities, too often they are ignored at the peace table.

“The number of women who participate in formal peace processes remains small,” according to a report produced by UN's Secretary General, Mr. Kofi Anan about women, peace and security. “The leadership of parties to conflict is male-dominated and men are chosen to participate at the peace table. The desire to bring peace at any cost may result in a failure to involve women and consider their needs and concerns.”

The Secretary-General cites many examples of women's movements contributing to peace processes in recent years, including in Liberia, Northern Ireland, Colombia and the Democratic Republic of the Congo (DRC). Resolution 2000 of UN Security Council calls for women to have equal participation in peace-building efforts and spotlighted the violence and abuse suffered by women and girls during conflicts. According to Mr. Anan's report, state military organizations and rebel groups are both responsible for violations including murders, rapes, abductions, torture and acts of sexual slavery. Some of the worst examples have occurred in Sudan's Darfur region, Afghanistan and Burundi.

UN realizes that there is an increasing understanding of the specific impact of war on women and girls and the important role that women can play in resolving conflicts and re-establishing peace and many individual Member States have taken steps to improve the gender balance in peacekeeping missions and to ensure that peacekeepers are specifically trained on the protection of women. But still there is a lot that needs to be done in changing worlds perspectives about the role women can play in solving conflict and bringing peace and the reason for such an understanding comes from the fact that only two of the UN's 27 peace operations are headed by women.

(<http://www.un.org/apps/news/story.asp?NewsID=I2376&Cr=women&CrI>)

8.4.1 UN Security Council Resolution 1325

The UN Declaration of Human Rights from 1948 is the basis for international agreements about human rights. As time passes, it has become evident that this instrument does not treat women and men in an equal fashion and that it lacks provisions needed to protect women from discrimination. In the Declaration, there is no guarantee for women to vote or to own property, and there is no protection against discrimination in the workplace. Nor is there protection against abuses such as rape, genital mutilation, or the burning of widows.

In the old-fashioned language of the Declaration, it says that people shall live together “in a spirit of brotherhood,” which explicitly excludes women. Due to these shortcomings, the Declaration needs to be strengthened with respect to gender equality. The fifth UN Conference on Women was held in New York in 2000. On October 31 the UN Security Council adopted resolution 1325, which establishes the right of women to take part and play an active role in processes of peace and reconstruction. (for full text of UNSC Resolution 1325 see 1.6.1 (a)).

8.4.2 Case Studies

a) NGO Working Group on Women, Peace and Security

The Women, Peace and Security Working Group was formed in June 2000 to lobby for a Resolution on women, peace and security at the UN Security Council. Its purpose is to promote the participation of women and the promotion of a gender perspective in peace and security, policymaking, conflict management and peace building initiatives of the United Nations.

The members include

1. Amnesty International
2. Hague Appeal for Peace
3. International Alert
4. The Women's Commission for Refugee Women and Children
5. International Women's Tribune Center
6. Women's Caucus for Gender Justice and
7. Women's International League for Peace and Freedom.

The Women Peace and Security Working Group works on the basis of a number of important principles:

- The diverse mandates, constituencies, areas of expertise, geographical location and membership contribute to enhance the potential impact of the individual organizations both in their efforts to affect global policy processes and their interface with their constituencies.
- The work of the group has a predominant focus on UN processes relevant to women, peace and security.
- A distinctive contribution of the group is the linking of macro policy processes to the perspectives, concerns and aspirations of women working for sustainable peace in areas affected by violent conflict.
- The work of the group is a part of the larger programmes undertaken by all members. As far as possible and when appropriate the initiatives of the members can link and complement the initiatives undertaken by the group as a whole.

Key Activities

- Ensuring the effective implementation of all aspects of Resolution 1325.
- Monitoring and responding to policies on women, peace and security of relevant UN bodies.
- Establishing an ongoing dialogue with policy and decision makers in the UN system including bodies, agencies and member states.

- Developing policy prescriptions to key member states and the UN system.
- Advocating for effective implementation and, when appropriate, providing guidelines and best practice for implementation.
- Liaison and support to individuals and working groups promoting issues on women, peace and security and acting as change agents within the UN system.
- Opening spaces for women's organizations to affect change in the UN system and facilitating women's organizations understanding of the system.

(See Table for a complete activity chart)

(http://www.international-alert.org/women/old_website_two/NGOWG.html)

b) Women's International League for Peace and Freedom (Aotearoa)

WILPF (Aotearoa) is part of the international women's peace organization established in 1915 to 'bring together women of different political beliefs and philosophies who are united in their determination to study, make known and help abolish the causes and the legitimization of war'.

There are WILPF group in 42 countries, all working towards the same goals:

- An end to war, violence and coercion;
- Peaceful negotiated solutions to conflicts;
- Universal disarmament and the diversion of resources away from armed forces and weapons to meeting human needs;
- The elimination of all forms of inequality, oppression, discrimination and exploitation;
- The establishment of an international economic order based on meeting the needs of people, not on privilege and profit;
- Environmentally and socially sustainable development;
- Reform and strengthening of the United Nations to assist with achieving the above goals. WILPF (International) has consultative status at the UN, and we use this to ensure women's voices for peace are heard at that level.

In Aotearoa/New Zealand, we are committed to honoring the Treaty of Waitangi as this is a positive way to prevent conflict and to remedy past and present injustice.

Activity:

Do you think that women make better peacemakers than men? Provide logical arguments for both sides.

8.5 Conclusion

Militarism, War and Peace are contradictory and complex terms. It is impossible for women to show support for their combat warrior son and not support the idea of their government's use of armed force. It is a grave contradiction that binds women because the

way they look at peace and war is not the way the rest of the world constructed in social gendered context by men is seen. War is no doubt cruel. Over centuries, women have been participating in militarized combats as nurses, doctors, mothers, daughters and wives of the soldiers who were sent out in the field with all the love and support they could muster. But if we analyze this act, it almost feels impossible to talk of peace as it has taken a new meaning altogether as time has passed by.

The fervor of World War I, II and cold war has died. Women have awakened to the feeling that they cannot go on living contradictory lives. In the wake of post-cold war and especially after the events of 911, a new wave of peace feminism has come on the rise. Feminist IR scholars have given violence a new meaning. In their definition, violence is not only what takes place on the battlefield; it is also the violence which takes place on the streets, in the confines of the four walls and also in the public and private spheres. Their contention is simply that if one recognizes the violence in the battlefield then what stops one to acknowledge other forms of violence. Feminist IR scholars have given new meaning to security as well. To them, security is not only the security of state borders, but it is also the insecurity women face in all spheres of life. It is the insecurity they face at the hands of men who are at the helm of affairs. It is the socio-economic security and equality that they are asking for.

This kind of security will only come when gender equality will find its place in our societies. War and peace do not hold dual meanings. What war is for men, it is also for women. What peace is for men, it is also for women. But because of our gendered social constructions, war and peace in the minds of men are only limited to the battlefield. As for women, they are fighting their own wars at every step of their lives. For women peace is not the only peace of winning a war, it is also the peace of mind. It is therefore important to understand feminist perspectives on war and peace and give them their due status in the field of International Relations which is not justifiably gendered. It is gendered because we don't take feminist definitions of war and peace seriously.

It is gendered because we don't believe peace of mind to be equal to peace in the war zones. It is gendered because for centuries women have been serving and healing the war ditched men and bearing their babies. They are still doing so but with a difference. Now they have broadened their horizons, now they are asking for equality, now they not only want to serve and heal the sick but also be one of them. Military conscription has taken a long time to include women but now that they have, women are out in the battle fields to prove they can bring peace from the battle fields into their homes, into their lives and the lives of their loved ones.

Exercises

1. What do you understand by Peace Feminism? Why is the field of International Relations gendered?

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WOMEN, PEACE AND SECURITY: COUNTRIES IN CONFLICT							Women Peace and Security Themes
Africa	Caribbean	Central/South America	Western Europe, Central and Eastern Europe (CEE) Commonwealth of Independent States (CIS)	Middle East/West Asia	South Asia	South East Asia/Pacific	
North Africa: Western Sahara West Africa: <u>Cote d'Ivoire</u> <u>Guinea-Bissau</u> <u>Liberia</u> <u>Nigeria</u> <u>Sierra Leone</u> Great Lakes: <u>Burundi</u> <u>Central Republic (CAR)</u> <u>Democratic Republic of Congo (DRC)</u> <u>Rwanda</u> <u>Uganda</u> East Africa/Horn: <u>Eritrea</u> <u>Ethiopia</u> <u>Somalia</u> <u>Sudan</u>	<u>Haiti</u>	Brazil <u>Colombia</u> <u>El Salvador</u> <u>Guatemala</u>	<u>Northern Ireland</u> Bosnia and Herzegovina <u>Chechnya</u> <u>Cyprus</u> <u>Georgia</u> <u>Kosovo</u> <u>FYR Macedonia</u> <u>Tajikistan</u>	<u>Afghanistan</u> <u>Iraq</u> <u>Lebanon</u> <u>Occupied Palestinian Territories (OPT)</u> <u>Israel</u>	<u>Burma Myanmar</u> <u>Cambodia</u> <u>India</u> <u>Kashmir</u> <u>Nepal</u> <u>Pakistan</u> <u>Sri Lanka</u>	<u>Aceh (Indonesia)</u> <u>Bougainville (Papua New Guinea)</u> <u>Fill</u> <u>Solomon Islands</u> <u>Timor-Leste</u>	<u>Early Warning and Conflict Prevention</u> <u>Demobilization</u> <u>Disarmament</u> <u>Repatriation</u> <u>Resettlement and Reintegration (DDRRR)</u> <u>Displacement</u> <u>Economic Rights and Security</u> <u>Governance and Elections</u> <u>Health</u> <u>HIV/AIDS</u> <u>Human Rights Violations and Violence against Women</u> <u>Human Security</u> <u>Justice and Reconciliation</u> <u>Landmines</u> <u>Organizing for Conflict Resolution and Peace</u> <u>Peace Negotiations</u> <u>Peacekeeping</u> <u>Racial Discrimination</u> <u>Reconstruction</u> <u>Small Arms & Light Weapons (SALW)</u> <u>UNSC Resolution 1325 on Women Peace and Security</u>

Source (<http://www.peacewomen.org/WPS/Index.html>)

(This table clearly shows the countries/regions in conflict and wherever there is conflict there are women and children in danger. UNIFEM has determined the countries profiled based on those that have been addressed in the work of the United Nations Security Council and General Assembly).

UNIT-9

WOMEN AND MEDIA

Written by: Maria Mustafa
Reviewed by: Maria Malik

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Introduction

The Mass media occupies an increasingly central place in the lives of women and men all over the world. Media are the most pervasive and one of the most powerful of many influences on how we view men, women and their social roles. Wood (1996) Media insinuate their messages into our consciousness at every turn. All forms of media communicate images of the sexes, many of which perpetuate unrealistic, stereotypical and limiting perceptions

Media is a cultural force, which not only reflects the social reality, but also modifies it according to the demands of the age. The contents of the media serve as a model and source for identification and gratification of certain psychological needs (Pervez, 1986).

Media images are powerful tools of socialization, shaping and reinforcing both positive and negative attitudes (Rider, 2000).

According to Shahid (1999) six major media of mass communication are newspapers, magazines, books, television, radio and films.

These can be further divided in two categories:

- Electronic Media
- Print Media

With the changing times more and more people are turning toward the mass media especially the electronic media which are sweeping aside the barrier of illiteracy, which have traditionally excluded vast populations from access to information and entertainment via the printed word.

The media are well placed to influence our opinions and attitudes about ourselves, our relationship, and our place in the world. In the world as seen through the lens of the media, social and occupational roles are divided along gender lines. Women and their issues are underrepresented in media and when women appear at all, they are portrayed in stereotypical ways.

According to women's portrayal and presentation in media, an extensive cross national study spanning 25 channels in 10 European countries, found that from one country to another there are "Few grounds of optimism, instead we come across the same dreary litany, an endless repetition of the same statistics, tinged with despair" (Rao, D. B. et al, 2000).

The following unit is aiming to understand the phenomenon of women, media and development; the unit encompasses the themes like biased portrayal of women, statistical under representation of women, forms of participation of women in mass media and the impact of media on women development. The unit will enable the students to gain an insight about the role of media in biased projection of images and issues related to women,

the reasons for statistical under representation of women in media, the challenges faced by women who are working in media, the contribution that media women are making in the profession and in society at large. This unit is also an attempt to explore the relation between media and its impact in the course of development for women.

Objectives

The unit is designed to provide you an understanding of:

1. The various kinds of media and their role in society
2. The stereotypical portrayal of women in media and its consequent and social attitudes.
3. The participation and representation of women at various levels in media
4. The impact of mass media on the process of development for a nation with special reference to women.

9.1 Role of Media

According to Pervez (1984) Media has three societal roles:

1. The watchman, to provide information about the happenings and the events
2. The contributor to the decision-making process, to provide the material necessary for a dialogue on certain issues
3. The modifier of attitude, during the process of decision making the media modifies attitudes, preferences and actions in the desired direction.

The role and status of women in any given society can be studied through the images of woman which the media projects. The contents of media which are popular in any specific segment of the society e.g. youngsters, adults, children, women, students, etc., reflect the psychological needs and the social demands of that specific group. In our society women, because of the social deprivation and home confined interests in life, are influenced by the media to a great extent (Pervez et al, 1984).

The acceptance and popularity of media or part of the media is based on the process of identification. Basically "identification" refers to a person's involvement in the depicted event, through a psychological relationship with one or another of the participants (Weiss, 1968).

Through the process of identification, the person is pulled into the world of communication by his or her sentiments towards the story character, with whom he or she identifies. The stronger the base for the identification the more will be the liking and acceptance. The process of identification provides an opportunity for the imitating or modeling the behavior of the portrayed characters.

The characters portrayed through media can act as a model for the person, who is more successful. The match or the identificant character can serve as a source of conformation or reinforcement for his own behavior. (Pervez et al, 1984)

In a society like Pakistan, which has a low literacy rate: audio-visual media has very strong impact. Due to the limited scope of the print media the audio-visual media becomes most influential agent because it can influence the ordinary women folk to become a part of the development process by getting education and participating in national labor force. Women's identification with positive role models can be a big step towards development for women. Women are inspired by images of successful, empowered and independent women and this inspiration encourages them to imitate these role models.

In Media portrayal of women as productive units of society can trigger the urge in the women audiences to work and contribute to the family's income. They can learn to be financially independent and not be a burden on male family members if they are in a position to earn their own living.

Since media is such a powerful and convincing means of communication, the state uses media as a tool to influence and control people's thinking processes. The family planning campaigns in media educates the women about the serious health implications of repeated pregnancies. Giving birth without sufficient gap between the children leads to the subsequent health complications and increased mortality rate of infants and mothers. Women can contribute positively towards their own and the country's improvement by using effective family planning methods to keep the size of their family small.

Through effective use of the media health ministry campaigns are also creating awareness regarding health and hygiene. The focus of these promotional campaigns is to educate these women about the hazards of living in a polluted or filthy environment and the benefits of cleanliness and good hygiene. Thus, these efforts are making women, even uneducated rural women, seriously concerned with issues of health and hygiene.

The government has also been involved in using media for convincing people to send their children especially girls to school for the purpose of ensuring a life that promises equal opportunities and rights for them.

In a developing society, media has dual responsibilities of providing entertainment on one hand, while on the other hand it should educate the masses. Media is not only used as a campaigning tool to persuade people to get education infact mass media can be used as a creative, practical and cost-effective vehicle to make to educational opportunities accessible for rural poor and women. For instance, in the case of province of Quezon in Philippines, mass media specifically community-based radio broadcasting model is being effectively used to promote sustainable agriculture. This community-based radio (CBR) broadcasting for long distance education brings knowledge within the reach of poor rural households and to simultaneously promote the empowerment of women and strengthen community development through.

Please refer to the following regarding for a more detailed view of this case study.

Reading 9.1

SD dimension: Gender and development / radio broadcasting for rural and farm household:
http://www.fao.org/sd/_Wpdirect/Wpre011.htm_date:9/22/2005

Self-Assessment Question

1. Enlist ways in which media paves way for development of women.

Media in Pakistan has always been controlled and censored by the state, by capital and by patriarchy. (Zia, 1085). Many studies on mass media have proved that the media plays a vital role in conserving or reinforcing the existing views and attitudes of a society. Media acts as a strong force in maintaining the status quo in the roles of different segments of the society. The fictional characters portrayed through the popular media serve as a model or identification object for a large number of people.

Biswas (2003) explains in research study *Mass Media and women's Empowerment in Bangladesh* that "efforts made to women's empowerment and development in the country tends much to rely on the mass media and resultantly media feels responsibility to share its power to influence the dynamics of women's liberation. But, media in its functioning in favour of women's empowerment imagine confrontation from diverse forces and for its own profit it compromises with patriarchy, political parties, religion and market. Consequently, it fails to fight the evils that cause women's subordination."

9.2 Portrayal of Women in Media

Although as the name suggests that this section deals with portrayal of women in media generally but actually, we will be emphasizing the portrayal of media in Electronic media specifically.

Wood (1996) elaborated on the themes how the media represents gender:

1. Women are underrepresented, which falsely implies that men are the cultural standard and women are unimportant or invisible.
2. Men and women are portrayed in stereotypical ways that reflected in stereotypical ways that reflect and sustain socially endorsed views of gender.
3. Depiction of relationships between men and women emphasize traditional roles and normalize violence against women.

Reading 9.2 (a)

Julia T. Woods, (1996). *Gendered Media: The Influence of Media on Views of Gender*. In Gorham, J. (Eds.) *Mass Media 96/97*. Guilford: Dushkin Publishing Group/Brown & Benchmark Publishers pp23-32.

And also, according to Wood (1994) the media interacts with individual and societal images of gender in three keyways.

- First, the images we see portrayed in the media reflect our cultural understandings of gender.
- Second, at a more individual level, media images reflect societal views of what typical males and females "should" be like.
- Third, media are gatekeepers of information and images. To a significant extent, they control what we see and know by deciding what programs to air, what news stories to feature, how to represent issues and events, and how to depict women and men. (As cited in Rider, 1999)

Social scientists, researchers and international agencies working for the emancipation and welfare of the women are aware of the fact that the image of women projected by the media constitutes a major obstacle to eliminate the discrimination against women throughout the worlds, and is a main factor in preserving the traditional sexist attitude towards them (Pervez et al, 1984).

The survey of the literature on women and media brings out the fact that all over the world which the images of women projected through the media tend to reinforce the traditional attitudes and often present a degrading and humiliating picture of women.

Self-Assessment Question

1. What are the themes identified by Wood regarding the representation of gender in media?

Cantor (1972) found that women in T.V. commercials were mostly shown in domestic roles while men were mostly portrayed in occupational roles. If women are shown as employed, they are shown in traditionally feminine occupation.

Gallagher quoted the study by Dispenza (1975) it was found that women are primarily used by the advertisers to sell products to both women and men on the basis of their sexual appeal. (As cited in Pervez, 1986)

Gallagher (1979) in her research titled "Portrayal and Participation of Women in Media" stated "Overall media treatment of the women can best be described as narrow. On films, in the press and the broadcast media, women's activities and interests typically go on further than the confines of homes and family. Characterized as essentially dependent and romantic, women are rarely portrayed as rational, active or decisive. Both as characters in the fictional media contents, and as newsmakers in press and broadcasting, women are numerically underrepresented – an absence which underlines their marginal and inferior status in many spheres of social economics and cultural life. Prevalent news values define most women and most women's problems as un-newsworthy, admitting women to coverage primarily as wives, mothers or daughters of men in the news. In their own right they make headlines usually only as fashionable or entertainment figures. Much media advertising directed at women as consumers is condescending in tone, and manipulative in intention, as the bait through which products are advertised. Women are exploited in terms of their sexuality and physical appearance. Underlying practically all media images of women, though characterized somewhat differently from one country to another, is a dichotomous motif, which defines women as either perfectly good or wholly evil, Mother or whore, virgin or call girl, even traditional or modern". (As cited in Pervez 1984, Pp.5-6).

For detail knowledge of the researches related with women and media please refer to the following reading:

Reading

Pervez, S., Jamil S., Shamim Y. (1986). Content Analysis of Mass Media Appealing to Women. Islamabad: National Institute of Psychology. Pp.3-11

About the portrayal of women in media, Afiya Zia (1985) expressed that cinematic images of women in Pakistan are crude stereotypes churned out for an overwhelming male-orientated "public viewing".

Pervez, S. (1986) in her paper "Image of Women in Media" based on a Research project "Analysis of Mass Media Appealing to Women" revealed some very interesting and substantial conclusions about the portrayal of women in media. According to Pervez the female in our media is shown to be beautiful, passive, romantic, nurturing, sacrificing, dominated, humble, modest, irrational, indecisive economically unproductive and resigned to fate. She has a low self-concept and narrow interests. She has a strong need for affiliation and is in search of "He".

9.2.1 Images of Female Body in Mass Media

Modern society is obsessed with physical appearance. Attractiveness is a key element of how women view themselves and how others view them. Images of female bodies are everywhere. Women and their body parts are selling everything from food to cars. In many societies' thinness is associated with attractiveness. Popular film and television actresses are becoming younger, taller and thinner. According to Striegel-Moore, Silberstein, & Rodin (1986) More females than males' express dissatisfaction with the way they look, and they use body shape and thinness as measures of their appearance. Mintz & Betz (1986) found that for women, dissatisfaction with their bodies more generally

Influences their overall self-esteem. Women 's magazines are full of articles urging that if you can lose those last twenty pounds, they will have it all-the perfect marriage, loving children and a rewarding career. The media are significant in setting the standard for female appearance. Television and movies reinforce the importance of a thin body as a measure of a woman's worth.

According to Cirkena and Cuklanz (1992) images of the ideal female body reproduced in advertisement, films, television, and other texts serve to create a conception of the female body against which real people measure themselves and others. Unfortunately, there is a large gap between reality and the ideal portrayed by the media. Infact, the media images of female beauty are impossible to attain for most of the women who are naturally larger than the models. As cited in an internet article on one hand women who are insecure about their bodies are more likely to buy beauty products, new clothes, and diet aids. On the other hand, research indicates that exposure to images of thin, young, air brushed female bodies is linked to depression, loss of self-esteem and the development of unhealthy eating habits in women and girls.

The American research group Anorexia nervosa & Related Eating Disorders, Inc. says that one out of every four college aged women uses unhealthy methods of weight control including fasting, skipping meals, excessive exercise, laxative abuse and self induces vomiting.

In 2003 teen Magazine reported that 50 to 70% of normal weight girls believe they are overweight and 35% of girls 6 to 12 years old have been on at least one diet.

Jean Kilbourne (Internet source) argues that the overwhelming presence of media images of painfully thin women means that real woman's bodies have become invisible in the mass

media. The real tragedy, Kilbourne concludes, is that many women internalize these stereotypes, and judge themselves by the beauty industry's standards.

For further reading about the topic please refer to the following article:

Reading 9.2.1 (a)

Beauty and Body Image in the Media:

http://www.mediaawareness.ca/english/issues/stereotyping/women_and_girls/women_beauty.cfm dated: 28/12/2005

Tiggeman and Pickering (1996) found that the total amount of television watched (about 20-25 hours per week) is not associated with perceived body weight, body dissatisfaction, or with a desire for thinness, but the *type* of programs (soaps, movies, music videos, sports programs) watched is associated. Another finding of their research is that, on average, the adolescent girls in their study bordered on being underweight based on objective measures, but most perceived themselves as somewhat overweight and were dissatisfied with their weight.

Self-Assessment Question

1. How does the ideal female beauty stereotypes affect the women way of thinking?

For a detailed view of the topic please refer to the below mentioned reading in the allied material:

Reading 9.2.1 (b)

Rider, E.A. (1999). Assigning Roles to Women. *Our Voices: Psychology of Women*. City: Publisher. Pp.155-157

9.3 Women's Portrayal in Print Media

9.3.1 Romance Novels

Romance novels accounts for 35-40% of all mass-market paperback book sales, making them the most popular forms of reading (Linz, 1992).

Regardless of their popularity, these novels are often condemned as "trashy" and their readers stereotyped as "unintelligent, uneducated, unsophisticated, or neurotic" (Krentz, 1993).

The reality is quite contrary because most readers of romance novels are women under the age of 50, about half have college education and half are employed outside the home. Most are in relationship with men (Linz, 1992).

The contents of these books include some of the most traditional and stereotypical representations of women and men.

Modleski (1980) describes the typical and predictable script of romance novels:

A young, inexperienced, poor to moderately well-to-do woman encounters and becomes involved with a handsome, strong, experienced, wealthy man, older than herself by ten to fifteen years. The heroine is confused by the hero's behavior since, although he is obviously interested in her, he is mocking, cynical, contemptuous, often hostile, and even somewhat brutal. By the end, however, all the misunderstandings are cleared away, and the hero reveals his love for the heroine: she, of course, reciprocates.

Women are portrayed as weak, helpless, submissive, and sexually naive, whereas the men are strong, powerful, controlling, and sexually experienced. Thus, the representations of most women and men in these books include elements that are highly stereotypical and traditional.

According to Radway (1991) the reason for the popularity of these novels is that they provide the readers some relaxation and escape from their daily life problems.

Krentz (1993) accounts the popularity of these romance novels to the fantasies constructed by the authors.

Radway (1991) most appealing attribute of these novels is their predictable and happy endings.

Modleski proposed that our focus should not be on the books themselves, but on the societal conditional that create a need for them. The books allow women to temporarily escape their lives and fantasize about someone else's life.

9.3.2 Newspapers

Let's begin with a few statistics about the representation of men and women in the newspapers. Men are referred to or quoted on the front pages of the newspapers 73% of the time, leaving a mere 25 % share for women (Herandez, 1994). This varies somewhat by newspaper. For example, the New York Times refers to the women only 18 % of the time on the front page. About two-thirds of the front-page stories are written by men, as are about three quarters of the opinions or editorial pieces. Many of the women who are presented positively in the news are entertainers, whereas most of the positive portrayals of men are as authorities or experts. Alternatively, women are shown in the "society" or "living" pages of the newspaper, which focus on the home. Thus, we see women underrepresented in newspapers, and we see them portrayed in stereotypic ways.

Men and women read different things in the newspaper. Men read about professional sports, international news, and local school sports. Women read about local news issues and the advice column, as well as international news. Miller (1993) as cited in Rider (1999) suggests that traditional definition of what constitutes news is out of touch with today's women. Further, stories are often written in a style that appeals to men, but not particularly to women.

The reports of Sex crimes against women appear as sporadic and sensational items in newspaper. A few case studies from newspaper reporting of sex crimes expose the attitude and selectivity in approach to sex crime reporting (Zia, 1985). The sensationalized reporting of these sexual offences inflicted upon women further increases the humiliation that the victims and families have to face. The contributory role of newspapers was in highlighting select cases that made for more sensational news and thus sold more copies. The newspaper coverage revealed an underlying code of ethics that made it permissible to refer openly to the sexual abuses of underprivileged women but carefully worded the assault of a middle-class female victim, almost as a gesture of mitigation. Please refer to the following reading for detailed study of the related topic:

Reading 9.3.2 (a)

Zia, A.S. (1995). Media and Women-An Overview. In Khan, N. S. & Zia, A., (Eds.), *Unveiling the Issues*. Lahore: ASR Publications. Pp.84-86

According to Vani (2005) the news appearing in Indian media about violence on women indicates it is an attractive topic for the media but it is dealt with no positive and sensitive coverage of issues in the media. The print and electronic media have also been very active in denouncing violence against women recently, so much so that the government had to think about making a legal issue. Many feminist groups and NGOs have been using street theatre based on folk songs and puppetry to communicate their points of view. Some professional recommendations suggested that the media organizations should provide guiding principles on non-discrimination, non-sexist language and should avoid gender prejudice altogether. For further assistance please go through the following reading.

Reading 9.2.3 (b)

Vani C. (2005). Gender and Violence: The Role of Media. In Devi, K.U. (Eds.), *Violence Against Women*. New Delhi: Serials Publications. Pp.2-7

9.3.3 Women's Magazines

In an analysis of three popular women's magazines (Cosmopolitan, Glamour and self), Duran and Prunsek (1997) found that the articles in the magazines strongly emphasize on relationships. The underlying theme of many articles is that the women don't know what to do to have a successful relationship and need advice from an "expert". Articles address sex (18% of all articles), understanding the opposite sex (14%), initiating relationship (11%), conflict in relationships (10%), breakups or divorce (8%), Gender and talk differences (8%) and how to revitalize relationships (5%). Women's magazines are full of articles urging that if you can lose those last twenty pounds, they will have it all-the perfect marriage, loving children and a rewarding career.

Men are often portrayed negatively in women's magazines, perpetuating stereotypes that they are unaware and neglectful when it comes to home, family, and relationships. Stereotypic work roles are also found when we analyze women's magazines like Good Housekeeping, Ladies' home Journal. (Ruggeiro & Weston, 1985). The researches of Goffman (1979), Kilbourne (1989) and Kang (1997) regarding the analysis of the print

media indicated that in advertisements women were portrayed stereotypically. Regular exposures to ads that stereotypes and sexualize women create and perpetuate sexist attitudes about women. For more information on these stereotypes and the consequences of these stereotypic representations, please refer to the suggested reading:

Reading 9.3.3

Rider, E.A. (1999). Assigning Roles to Women. *Our Voices: Psychology of Women*. City: Publisher. Pp.151-152

9.4 Women as Media Persons

Since the 1960s, feminists have argued, “it matters who makes it”. When it comes to the mass media, “who makes it?” continues to be men. Men continue to occupy approximately 75 % of the positions of power in the mass media. And the prospects become much bleaker for women as they climb the corporate ladder.

Sarwar (2004) found that there are more women in media than ever before, particularly in the English print media as well as in the relatively new TV channels, including top positions. At one all three editors of The News in Karachi, Lahore, Rawalpindi, were women. Women also hold senior editorial position in the news departments of private television channels, as well at Pakistan television. There are also women working as directors of feature films and as well as advertising agencies in Pakistan. The presence of women in these fields is as essential as the presence of gender sensitive male colleagues.

The 2001 study conducted by the Annenberg Public Policy Centre at the University of Pennsylvania of American is damning. The center reports that only 13 percent of the top executives of American media, telecommunications and e-companies are females. And that 13 per cent is not concentrated at the top: women constitute only 9 percent of the boards of directors for these companies, and they hold only 3 per cent of the most powerful positions.

Women working in the media have made some inroads. In 2001, the International Federation of journalists reported that around the world, 38 per cent of all the working journalists are women. According to Communication Professor Martha Lauzen, 24 per cent of the American television producers, writers, and directors are women.

The lack of women in the media is paralleled by the scarcity of women in charge of media. Only about 5% of television writers, executives, and producers are women. (Lichter, Lichter, & Rothman, 1986) Ironically, while two-thirds of journalism graduates are women, they make up less than 2% of those in corporate managements of newspaper publishers (Women and media, 1988). Female film directors are even scarcer, as are executives in charge of MTV. It is probably not coincidental that so few women are behind the scenes of an industry that so consistently portrays women negatively. Some media analysts (Mills, 1988) believe that if more women had positions of authority at executive levels, media would offer more positive portrayals of women. (As cited in Wood, 1996)

Self-Assessment Question

1. Is there equal representation of male and females in the media industry?

According to Lauzen's research, the women who actually work in the industry make the biggest difference. Behind the scenes, they can have a definite impact on the ways women are portrayed on the screen and in print she wraps up her research by stating that when women have more powerful roles in the making of a movie or TV show, we know that we also get more powerful females characters on screen, women who are more real and more multi-dimensional. (Women working in media: Internet source)

According to Munima Sultan (2004) In Bangladesh due to lack of corporate media, problems like job security, low salary, lack of monetary facilities and manpower and gender imbalance also exist in the media. Women are underrepresented in the media for their low participation in politics. Therefore, their interests remain unattained by the highly politicized, male dominated media.

Self-Assessment Question

1. What do you think is the reason for the gender imbalance in the positions of authority in media industry?

9.4.1 Recommendations for Positive Portrayal of Women

Pervez (1984) concluded her research "Analysis of Mass Media Appealing to Women" on the remarks that the governments gives and controls the major policy lines, but of course the contents and colours are added by the creative writers, intellectual, technocrats and artists. They are the real hands, manipulating the media. It is not possible to bring any positive change in the media contents unless the people at policymaking level and implementation level; willingly and honestly strive for the change. On the basis of the findings of her research, she has made a few recommendations to improve the image of women through the media.

- Women should not always be depicted in stereotypical ways as always sacrificing, emotionally dependent, suffering, passive, and submissive.
- Media should not only emphasize on women 's physical beauty but also on her inner positive qualities.
- She should be shown as having her own identity and unlimited interests.
- She should not be confined to domestic roles instead she should be portrayed as an economically productive unit.

Self-Assessment Question

1. Think of ways in which stereotypical portrayal of women can be wiped out from our media.

Exercises

1. Elaborate on the various roles that media plays in the society.
2. Discuss in detail the psychological effects of viewing the images of “unattainable female beauty” in media on the women audiences.
3. Identify the stereotypical ways in which women are portrayed in Pakistani media.
4. Explain the ways in which media can influence the progress and development of a nation especially its women.
5. Can women at the policy-making positions in media industry bring about a change in the way women are represented in media?

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