

CHILD WELFARE SOCIETY

REPORT ON THE CENDER TRAINING **OF**

THE STAFF AND CHILDREN

OF ARAP MOI

CHILDREN'S HOME

HELD ON 28TH – 29TH NOVEMBER 2003



PREPARED BY:

JULIA AKELLO KUNGURU (MRS)
WEST KENYA DEVELOPMENT CONSULTANTS
P. O. Box 2034 – 50100,
KAKAMEGA, KENYA
TEL: 0733-265875
Email: jkunguru@yahoo.com

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INTRODUCTION

Nakurun Lapset Ry organized the seminar in conjunction with Child Welfare Society, Rift valley Branch. The participants were drawn from the staff and children of Arap Moi Children's Home. A total of 60 members (composed of staff, secondary and post secondary students) and 142 primary school children attended. The objectives of the seminar were to:

- ⊖ Equip the staff and children of Arap Moi Children's Home with skills and knowledge pertaining to gender
- ⊖ Adapt more gender conscious orientation in child rights issues, which gives due recognition to cultural differences
- ⊖ Create an atmosphere that encourages the participants to critically reflect on their own understanding of gender relations, issues and their own attitudes and behaviour.

DAILY DELIBERATIONS

Day 1: Participants' introduction and climate setting

Participants were led through the process of self-introduction by the consultant. Thereafter the consultant explained the training timetable to the participants.

Concept of gender and development

In order to understand the concept of gender, the participants were given an exercise, which led to the understanding of the word " gender". Each participant was asked to select an incident, which he/she remembers clearly, and answer the following guiding questions:

- ⊖ When did you first realize that you were a boy or girl?
- ⊖ How old were you?
- ⊖ What did you learn about being a boy or girl?
- ⊖ Who taught you?
- ⊖ What impact does this have on you today?

OUTCOME

From the exercise, the participants realized that gender is a social relation which is socially constructed, learned, and dynamic and that it differs from one society to the other. It was also realized that parents, kinsmen and learning institutions are major agents that determine the gender roles and responsibilities of men, women, boys and girls in a society. In addition, the exercise pointed out that an individual discovers his/her roles and responsibilities at an early age (between 4 and 13 years) through the influence of parents and other close relatives. The effects of gender relations learnt during childhood perpetuate the disparities that exist between men and women in social, economic and political life of an individual.

Through brainstorming, participants were asked to define the term gender. Very few participants had heard of it therefore the consultant therefore provided a broad definition of gender as " the women's and men's roles and responsibilities that are socially determined. It is related to how one perceives, is expected to think and act as a woman and a man because of the way society is organized, but not according to biological differences. As a concept, gender marks a fundamental axis of power relationship in society. It is used to define distinction in activity, access and control of resources and participation in decision-making.

Participants were then provided with a hand out both in English and Kiswahili that summarized various gender terminologies that are commonly used during gender awareness and training. The English version is found in annex 1.

Gender division of labour

In order to understand how labour is distributed according to gender in any society, the exercise on gender task analysis was carried out. Participants were divided in 5 groups of 7 members each. Each group was provided with posters showing a man, a woman and both (man and woman - family) and various tasks performed in a society. Participants were asked to sort the posters according to who does what.



A participant explaining *who does what in a community* to the plenary

OUTCOME

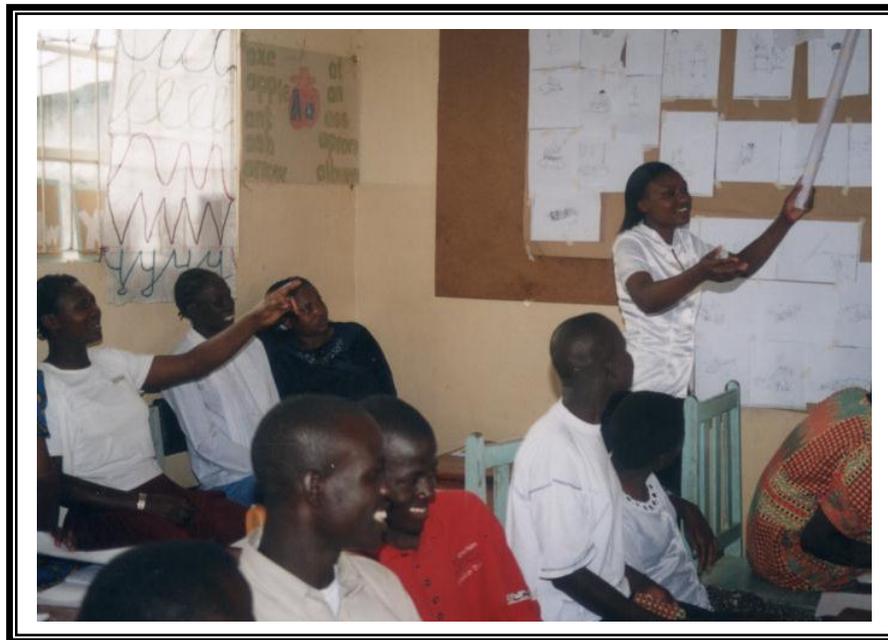
The discussion generated debate on particular tasks such as weeding, harvesting, tethering livestock and iron clothes which are assumed to be performed by a family, but in reality, it is the women who perform these tasks. From the discussion it was concluded that:

- ◆ Women perform more tasks than men and the tasks are conceived to be of low value by the men and the community e.g childcare
- ◆ Men perform least reproductive tasks such as water and firewood collection
- ◆ Men perform tasks considered to "heavy" and they are economic based e.g construction, fishing, water vending, livestock herding

- ◆ Men have time for leisure therefore they can be seen playing games while women do not have such an opportunity.
- ◆ Performance of tasks by gender was influenced by cultural traits in any society e.g what is done by men in one society is done by women in another society. For instance, among the people of Western Kenya, house construction is a responsibility of the men, while among the Maasai, women do construction of the manyatta.

Gender access and control to resources

This activity was done to help participants understand the distribution and ownership of resources in a society. It was answering the question " who owns what and who has access to what resources in a society". Posters depicting a man, a woman and both (man and woman - family) and various resources found in a household were displayed to participants in plenary. Participants nominated 4 volunteers, one who categorized resources owned by man, the other sorted out posters showing resources owned by a woman, the third one was in charge of resources owned by a family while the fourth was to lead the discussion on who owns what.



This photograph shows participants in a discussion on *access and control of resources in a community*

OUTCOME

It was realized that:

- ◆ Men own tangible resources (assets) e.g cars, television, animals while women have access to them
- ◆ Women own inferior resources household utensils e.g cooking pans, baskets, brooms, cups
- ◆ What was perceived to be owned by a family are resources which were obtained by both man and woman but they are usually controlled by man e.g money, furniture, food stores etc.
- ◆ Due to the participants' cultural differences they were in agreement that ownership of resources was influenced by society norms and education background.

Day 2: Gender time management

The second day was dedicated to training the primary school children in gender. The children were divided into two groups; the first group consisted of children in standard three to eight while the rest were younger children below standard three.

The first group was taken through an exercise that shows gender roles and responsibilities in a household. The participants were asked to list down the tasks performed by fathers (men), mothers (women), boys and girls. This was followed by an exercise on gender time management. Both boys and girls were asked to list how they manage time while at Arap Moi Children's Home (Mji wa Watoto). This was to measure how boys and girls spend their time at the Home.

OUTCOME

Time	Boys	Girls
6 - 7.00 a.m	Wake up, spread beds and say a prayer	Wake up, spread beds, bathe and say a prayer
7- 7.30a.m	Breakfast	Breakfast
7.30 - 8.00a.m	Sweep/mop dormitories	Sweeping and mopping dormitories
8 - 11.00a.m	Washing clothes, water collection, washing school van, washing the clinic and splitting firewood	Washing clothes, bathing babies, washing utensils, feeding babies, and preparing lunch
11.00a.m - 12.40 p.m	Cleaning sanitation units, the compound and followed by relaxation	Feeding babies
12.40 - 2.00p.m	Lunch	Lunch
2.00 - 6.00p.m	Ball playing, swinging and watching television	Washing utensils, cleaning dining hall, resting/playing
6.00 - 7.00 pm	Watering vegetable gardens and bathing	Bathing and feeding babies
7.00 - 8.00 p.m	Supper	Supper, washing utensils, watching television
8.00p.m	Sleeping	Sleeping

From the above, participants concluded that girls are occupied most of the time; therefore they have less time to relax. The other activity performed by group one was gender task analysis.

Gender task analysis

This activity was carried out to enable the participants understand the various tasks performed by men/boys and women/girls in a society. As a prelude to this activity, the consultant asked each participant to state what he/she wishes to be after completing school by answering the following question; *when I grow up I would like to be...*

OUTCOME

The participants identified the following professions

Boys	Girls
Pilot +	Teacher +++++
President	Lawyer +
Cook	Nurse +++
Engineer	Doctor ++
Driver +	Secretary ++
Marine Engineer +	Butcher
Soldier +++	Tailor
Surgeon	Journalist
Headmaster +	Social Worker
Treasurer	Knitter
Teacher	Typist
Professor	Air Hostess
Captain	Pilot +
Bank Manager	Finance Minister
Lecturer	Clerk
Member of Parliament	Lady Judge
Prime Minister	District Officer
Scientist	Member of Parliament
Doctor	

+ Profession preferred by more than one participant

Observation

It was observed that more girls selected professions, which are commonly identified with women such as teachers, nurses, and airhostess. Boys selected professions, which are considered men' s domain. The environment they live in influenced all these choices.

In order to qualify what the boys and girls do at the Home, the consultant asked both boys and girls to list what tasks they perform at Arap Moi Children' s Home. The following tasks were enumerated:

Boys	Girls
Feeding the cow	Bathing babies
Cleaning the sanitation units	Washing clothes
Washing the Home van	Mopping girls dormitories and classrooms
Mopping the boys' dormitories	Feeding babies
Watering vegetables and flowers	Home sanitation e.g sweeping rooms
Home sanitation e.g cleaning the compound	Weeding
Farm preparation	Harvesting
Harvesting	Cooking
Weeding vegetables	Water collection
Shelling maize after harvesting	Weeding vegetables
Water collection	Cutting vegetables before cooking
	Baby seating

Observation

Both boys and girls perform most of the tasks at the Home. In addition the girls assist the Home mothers in bathing and feeding babies.

Hygiene behaviour

The consultant introduced the activity to test out the participants' understanding of good hygiene behaviour at the Home. Posters depicting common hygiene behaviours in a society were displayed in plenary and the consultant asked three volunteers to sort the posters into three categories of GOOD, IN BETWEEN AND BAD hygiene behaviour. The activity aimed at sensitizing participants on the good hygiene behaviour.



Gender Trainer assisting the participants during presentation on Hygiene behaviour

OUTCOME

The boys were keen to point out unhygienic behaviours performed by males e.g urinating in a water source, sharing one water source with animals, answering the call of nature in bush, while girls were concerned with practices carried out by females e.g washing utensils in streams/rivers, cooking food in the open, sharing food on one plate. At the end of the session, the participants promised to adopt good hygiene behaviour.

The second group consisting of younger children could not grasp the gender concept therefore the trainers decided to hold a session on proverbs, poetry, games and songs. During this session, the girls proved to be more active than boys. The photograph below shows a girl reciting a poem on *when I wake up...* for the rest of the group.



Participant reciting a poem

Evaluation of the gender training

A moods calendar tool was used to assess the training. The tool consists of three facial expressions showing very happy, happy and sadness (confused). All the topics facilitated during the workshop were listed on the calendar and participants were asked to tick in the box showing their facial expression. 90% of the participants were very happy with the training while 5% were in just happy and 5% were sad (confused).

Recommendations

1. Further gender training should focus on the staff and Board Members so as to give them skills to plan and coordinate the centre activities in a more gender conscious manner
2. The activities carried out at the home are gender bias. As noted, girls do more work than the boys, there is need to change this so that both boys and girls can maintain the status quo.

Conclusion

The training was an eye opener to the understanding of gender. It gave the participants a chance to reflect their daily relationships at the home. Due to the time factor, the consultant was not able to introduce other aspects of gender such as gender analysis frameworks. Participants were happy with the training and they hope to have another opportunity to learn more.

ANNEX 1: GENDER TERMINOLOGIES

Gender

The concept of Gender refers to women's and men's roles and responsibilities that are socially determined. Gender is related to how we perceive, expect to think and act as women and men because of the way society is organized, but not according to biological differences. As a concept, Gender marks a fundamental axis of power relationship in society. It is used to define distinction in activity, access and control of resources and participation in decision making.

Sex

Is the biological difference between men and women. Sex differences are concerned with men's and women's bodies.

Gender relations

Are concerned with how power is distributed between the sexes. They create and reproduce systematic differences in men's and women's positions in a given society. They define the way in which responsibilities and claims are allocated and the way in which each is given a value.

Gender segregated data

Data specified according to gender.

Gender responsive or Gender Sensitive

Recognizes that gender is an organizing principle of society that affects men and women in all acts and relationships and consequently influences the outcomes of the development intervening. It refers to actions that are undertaken bearing in mind the general position of males and females and seeks to address the situation for common good of both.

Development

Development is the process by which resources, techniques and expertise are brought together to bring out rates of economic growth resulting into social transformation.

Gender and Development (GAD)

GAD focuses on social, economic, political and cultural factors that determine how men and women can participate in, benefit from and control resources and activities for their development.

Practical gender needs

What women require to fulfil their roles and tasks e.g training and access to child care, services.

Strategic gender needs

The needs of men and women to obtain greater equity in their status through changes in their respective roles, responsibilities and decision making capacities in their society in order to overcome their subordination.

Gender blind

Person, policy or an institution that does not recognize that gender is an essential determinant of the life choices available to us in society.

Gender gaps

Disparities between men and women caused by their actual gender roles.

Gender equality

This refers to the enjoyment of rights privileges and life opportunities regardless of whether one is male or female. Thus women and men direct gender equality objectives towards the equal enjoyment of socially valued goods, opportunities, resources and rewards.

Gender equity

Addresses issue of asset sharing and seek to ensure equal access to economic resources. These include land, credit, science, technology, information and markets. Gender equity principles emanate from the premise that women's unequal access to the resources is a constraint to development because it limits their full capabilities for their own benefit and that of society.

Gender responsive planning

Clear defined indicators for collection of and subsequent use of gender disaggregated data and information.

Empowerment

Strengthening a person's ability to make decision and action based on acquired knowledge through information and provision of skills to exercise over one's life and not to the detriment of others.

Women's Empowerment

Enabling women to take an equal place with men and to participate equally in the development process in order to achieve control over the factors of production on an equal basis with men.

Participation

Full involvement of people in the development programmes which affect their lives

Participation of women

Women being able to make their views known and to take decisions which affect their lives. It also means that women's concerns influence development policy and project aims, and that women play a part in evaluating project impact.

Feminists

They are those who recognize the exploitation of women and its relationship to other forms of oppression and who work actively to change it.

Feminism

Aims for equal rights and transformation of all oppressive relationships in society.

Mainstream

To bring women from the margins into the centre of the main development programmes and of the institutions that deal with the economy.

Mainstreaming

Means both increasing women's participation in development programmes and ensuring that women's perspectives, needs and concerns constitute the basis of the redefinition of development itself.

Production

This includes the production of goods and services for income or subsistence. Both men and women perform productive work but not all of this is valued or rewarded in the same way.

Reproduction

This encompasses the care and maintenance of the household and its members such as cooking, washing, cleaning, nursing, bearing children and looking after them, building and maintaining shelter.

Condition

Immediate and material circumstances in which men and women live, related to their present workloads and responsibilities e.g providing clean water may improve the condition of women by reducing their workload.

Position

The place of women in society relative to that of men.

Productive roles

Activities done by both men and women to provide an income, either in cash or in kind e.g. cash crops, subsistence crops.

Reproductive roles

These are activities carried out to reproduce and are for the household e.g. childbearing, childcare, fuel and waste disposal, home maintenance and sanitation.

Community roles

Activities that are done by both men and women to provide goods and services for the community e.g. being a chairlady of a women group, provision of free labour for protection of a spring.

Status

Women's low status is perpetual through the low value placed on their activities.

Affirmative action

Compensation for past injustices and underserved historical disadvantages. Affirmative action is necessary to ensure fundamental justice in the distribution of opportunities and resources.

Access

Who is in a position to utilize.

Control

Who has the ultimate authority to make decisions.

Resources

What is available to individuals to perform their activities e.g. land

Benefits

What do individuals derive from performing the activities (both tangible and intangible benefits).