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Gender and Land Rights: Don't Forget Men & Boys

Cynthia Caron, PhD

Gender and Tenure Specialist

Cloudburst Consulting Group / Clark University

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Natalie Elwell

Senior Advisor for Gender and Environment,
USAID



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**GENDER EQUALITY
AND FEMALE
EMPOWERMENT
POLICY**

USAID POLICY

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Dr. Cynthia Caron

Assistant Professor,
International Development and Social Change,
Clark University

Gender Specialist,
Evaluation, Research and Communication (ERC) Project
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Webinar Outline

- Background on the 16 days of activism
- General introduction to Gender Relations, Land and Violence
- What programs that focus on gender equality and empowerment can learn from men
- How men and boys might be included



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Gender programming

To “do” gender means to pay attention to women and men and how men and women relate to one another:

Either through access to and use of land, through acts of violence, or how tensions around access to land might create violence.

See additional information here:

<http://usaidlandtenure.net/commentary/2013/12/do-secure-land-tenure-property-rights-reduce-gender-based-violence>



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USAID's Gender Policy notes this too:

“Gender equality concerns women and men... means more more than parity in numbers and laws on the books; it means expanding freedoms and improving overall quality of life ... without sacrificing gains for males or females.” (USAID, 2012: 3)



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Gender Equality has two forms

- Formal equality
 - Women have the legal right to own, inherit, or sell land (“laws on the books”)
- Real equality
 - Women receive / are able to access the entitlements granted

Formal equality is a necessary but not a sufficient condition to create gender equality



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Gender relationships and LTPR programming

- Select instances where gender relations particularly are important for LTPR programming and GBV:
 - Inheritance rights
 - Marital property
 - Authority and decision making



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Land ownership: achieving equity and opportunity

- When widows do not inherit land from their husbands, they often become marginalized, and marginalization is a form of violence & can lead to violence
- Perception change: socialize boys and girls about rights for men and women to inherit and own land

“Land is the most important economic asset in Afghanistan. In rural areas, access to land is key to avoiding poverty. When a woman relinquishes her land inheritance or is precluded from owning land, her economic stability, food security, and livelihood opportunities are compromised.”

USAID Land Reform in Afghanistan (LARA) Project



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Access during marriage

- When women are not allowed to own property within the context of marriage, they are vulnerable to abandonment and/or dependent on their husbands
- Example from post-tsunami reconstruction work in Sri Lanka (2008)



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Changing Access Changes Social Relationships

- Because increasing women's ability to own and access land and resources
 - Redistributes resources between men and women
 - Fundamentally changing relationships between men and women

Access to resource often equals access to power.

It is rarely easy for anyone to give up power!



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Therefore, don't forget men and boys

- In order to consider the ways in which access to land and resources increases access to power, we need to understand how men and women identify with the power that access to land provides.
 - Essential to know how men perceive that their relative social position and power in society and in their relationship with women might change with LTPR programming and its emphasis on real equality for women and girls



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Men, land, and what it means to be a man

- In every society, what are the dominant understandings of what a “real man” does?
 - Provider for the family
 - Not only day-to-day, but also in terms of lineage
 - Central to family identity (caste identity is to be a land-owning farmer)
 - Land ownership indicates that a boy has made a successful transition into manhood
 - “Fathering a male child means you are a real man” (Nanda et al 2014: 56)



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Preference for sons & perpetuation of gender inequality

- Desire to have sons not only to carry on the lineage but to maintain family wealth
- Higher desire for sons among men and women in poor rural households

Source: Nanda Priya, et al. (2014). "Study on Masculinity, Intimate Partner Violence and Son Preference in India". New Delhi, International Center for Research on Women.



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Statements that measure son preference

- It is important to have a son to carry on the lineage or family name
- Having a daughter is a financial burden

Statements that measure daughter discrimination

- A woman's most important role is to produce a son for her husband's family
- Daughters and sisters can ask for a share of the natal property
 - Here we see how rights to land leads to discrimination against girls



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How we approach the notion of patriarchy

- Patriarchy primarily thought of as the ways in which men subordinate women
- Men also subordinate men, and use access to land to do so
 - Men based on clan / kinship groups work collectively to grab land from other men (in some contexts land grabbing is part of male identity)

Source: Jackson, C. 2003. "Gender Analysis of Land: Beyond Land Rights for Women." *Journal of Agrarian Change* 3(4): 453-480.



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“Without sacrificing gains for males or females”

- This phrase presents intellectual and programmatic challenge (challenges can be exciting!)
- Intellectually, necessitates that we must know what men and women in their particular contexts consider a gain (and conversely a loss)
 - How do women experience control by men?
 - How do men express that control?



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Programmatic questions

Simple gender analysis questions that you can ask:

- Where are the women?
- Where are the men?
- How do men and women end up in these positions?
- Who benefits from women being where they are? Who benefits from men being where they are?
- How does this placement of men and women affect how the household / village / society works?



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Integrating Gender in LTPR Programming means

- Finding ways to reallocate rights and resources without persons in power (often men) feeling as though they are “sacrificing” or losing out
- How might we do that?



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Including boys is on the rise:

- Efforts to promote gender equality constrained by patriarchal influences.
- Bolivia: *“My father is very macho and that is why he bothers me a lot when I help my mother in the kitchen”* (364).

Source: Gervais, C. 2012. “Boys Meet Girls Rights: Bolivian Adolescent Males Claims of Commitment to Gender Equality”. *Children & Society* 26: 356-367



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Kenya Justice Project:

“Education and high-level buy-in were the keys to the success of this unique pilot project. Within the community, education was targeted at all levels and groups—from traditional elders and chiefs, to youth and children, and women.”

See: <http://usaidlandtenure.net/projects/kenya>



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Work of the Nike Foundation:

- Seek not only to educate boys and girls and men and women about rights, but also to engage in activities and exercises that foster opportunities to question and thereby change gender roles
- “Gender power dynamics mean that these social norms are defined by men. That’s why more must be done to change how boys and men view themselves.”

See: <http://www.girleffect.org/explore/breaking-the-cycle-of-violence-against-girls/why-redefining-masculinity-is-the-key-to-preventing-violence-against-girls/>



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Where else to look for inspiration?

- GBV Programming in context of war/conflict
 - In-depth attention to and testing out research methodologies to improve the study of men-on-men violence (usually in the context of men raping men)

For one example, please see USAID IMPACT blog:
<http://blog.usaid.gov/2013/12/masculinity-and-violence-in-conflict/>



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In Conclusion:

- Think about gender and its connection to violence and land rights
 - Relationally (between men and women)
 - Inter-generationally (between generations – socialize boys)
- Make time to understand how land and violence figure into what it means to be a “real man”
- Find ways to address these identity issues in LTPR programming
- Remember that men and women possess different knowledge and find ways to draw upon that knowledge in land use planning exercises



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Questions – Raise your hand

- Cynthia Caron – Technical gender questions
- Yuliya Neyman – USAID LTPR programming questions
- Natalie Elwell – USAID gender policy questions