Exploring the Role of Men as Practitioners within the Gender and Development Paradigm in International Development

by

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ABSTRACT

EXPLORING THE ROLE OF MEN AS PRACTITIONERS WITHIN THE GENDER AND DEVELOPMENT PARADIGM IN INTERNATIONAL DEVELOPMENT

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University of Guelph, 2012

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This research examined the role of men within the gender and development paradigm and male students’ perceptions of gender-related work in the professional practice of IDEV. The study addressed men’s experiences with both formal and non-formal gender training in IDS within Canadian and US graduate programs. The study asked questions about influential theory, skills and tools relevant to the GAD paradigm. The methods included an online survey of males in IDS graduate programs from five North American universities. Key informants were also interviewed, including faculty members from four universities and two senior level gender advisors working for large non-profit organizations. The findings were presented as four emerging themes: 1) Despite exposure to some gender training opportunities, many male graduate students are not engaged with theory and practise on GAD; 2) The relevance of men in GAD continues to be questioned by the field and men themselves; 3) There is little “buy in” to gender in IDEV by men studying IDS at the graduate level; 4) The field of GAD is primarily operating without the active engagement of men and therefore, is better associated with WID’s “women’s focused” policy and programming, an approach the UN acknowledges to have failed in the past. The study recommends adjustments within IDS graduate studies as well as further research on men and masculinity to strengthen the role of men in achieving GAD’s stated goal of gender equality.
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# List of Abbreviations and Acronyms

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<thead>
<tr>
<th>Abbreviation</th>
<th>Full Form</th>
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<tbody>
<tr>
<td>CIDA</td>
<td>Canadian International Development Agency</td>
</tr>
<tr>
<td>CSW</td>
<td>Commission on the Status of Women</td>
</tr>
<tr>
<td>DFAIT</td>
<td>Department of Foreign Affairs and International Trade</td>
</tr>
<tr>
<td>GAD</td>
<td>Gender and Development</td>
</tr>
<tr>
<td>GBV</td>
<td>Gender-Based Violence</td>
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<tr>
<td>IAFFE</td>
<td>International Association of Feminist Economics</td>
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<tr>
<td>IDEV</td>
<td>International Development</td>
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<tr>
<td>IDRC</td>
<td>International Development Research Centre</td>
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<td>IDS</td>
<td>International Development Studies</td>
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<tr>
<td>INSTRAW</td>
<td>International Research and Training Institute for the Advancement of Women</td>
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<tr>
<td>ITC</td>
<td>International Training Centre</td>
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<tr>
<td>MDG</td>
<td>Millennium Development Goals</td>
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<tr>
<td>SWC</td>
<td>Status Women Canada</td>
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<tr>
<td>UN</td>
<td>United Nations</td>
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<tr>
<td>VD</td>
<td>Virtual Dialogue</td>
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<tr>
<td>WAD</td>
<td>Women and Development</td>
</tr>
<tr>
<td>ICC</td>
<td>International Criminal Court</td>
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<tr>
<td>WID</td>
<td>Women in Development</td>
</tr>
<tr>
<td>CROMM</td>
<td>Centre for Research on Men and Masculinities</td>
</tr>
<tr>
<td>WUSC</td>
<td>World University Service of Canada</td>
</tr>
<tr>
<td>DAW</td>
<td>Division of the Advancement of Women</td>
</tr>
<tr>
<td>ECOSOC</td>
<td>United Nations Economic and Social Council</td>
</tr>
<tr>
<td>UNDP</td>
<td>United Nations Development Programme</td>
</tr>
<tr>
<td>UNIFEM</td>
<td>United Nations Fund for Women (French Acronym)</td>
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<tr>
<td>UNCSW</td>
<td>United Nations Commission on the Status of Women</td>
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Chapter 1: Introduction

1.1 Background

Perspectives and initiatives for improving the lives of women around the world have transformed dramatically in the last 60 years, shifting from a Women in Development (WID) perspective to a Gender and Development (GAD) perspective. However, when discussing gender, a potentially destructive prevailing idea continues to exist. Gender within International Development (IDEV) is often seen as a “women’s issue,” where with resources and education, women can be empowered to break out of poverty, oppression and violence. This thought process is simply out-dated because it follows the WID approach. The currently promoted GAD lens sees gender equality being created by not only the involvement of men, but by men and women working together.

The field of IDEV highly values professional development and lifelong learning. This is evident as a Master's degree is often a requirement for both junior and senior level positions. Additionally, there are a variety of formal and informal training opportunities that exist within the field. The study of International Development (IDS) is certainly not experiencing a lack of interest by students in North America. It is a popular choice as an undergraduate degree. However, there are fewer options to pursue IDS at the graduate level in Canada. Gender is reflected in many aspects of IDS graduate programs. Graduate programs often tend to be less structured than undergraduate programs, and allow students to forge their own directions in their research and some of their course pursuits. Therefore, despite the existence of opportunities to
increase one’s knowledge, awareness and skills in gender and development, not all students pursue this path.

The scope of IDEV is vast, and appears infinite at times. However, gender is relevant in all aspects of the field. Gender plays a major role in all eight of the Millennium Development Goals (MDG). Gender equality is even explicitly acknowledged as one of them, confirming its importance by those in the UN and other development organizations.
1.2 Problem Statement

In the last fifteen years theory on men and gender justice initiatives has been growing. Development organizations and scholarly research have acknowledged the impact and importance of including men in advocating for gender equality. There is literature on how to engage men, why we should engage men and the transformative impacts it could potentially have in the field of IDEV. From this, organizations and initiatives have been created that collaborate with men in working towards gender justice: the White Ribbon Campaign, that involves men against violence against women, Care’s Young Men Initiative, and the UN’s Elimination of Violence Against Women in Partnership with Men are examples.

However, initiatives that work with males are extremely limited compared to gender justice initiatives that work and collaborate with women. As the body of knowledge about the importance of men in achieving gender equality grows, why are initiatives in the field so slow to grow? There is a vast discrepancy between theory and practice when it comes to men, gender and development.

While there is evidence in research regarding engaging men in issues of gender, there is a lack of research on male practitioners in the field of GAD within IDEV. Positions such as gender advisor or gender specialist are heavily held by females. Numerous job descriptions that were reviewed (and cited later in the review of literature) found that a graduate degree in IDS or a related field was a necessary requirement in applying for many high level jobs in the field, including those with a focus on gender and development. Therefore, many of the skills that are required to perform these jobs are acquired during a Master’s degree in IDS.
However, literature on the experiences of men and gender training during their graduate degrees in IDS is not only limited, but in some cases non-existent. The lack of literature leaves a gap in the research of what gender knowledge, skills and attitudes men are/are not acquiring during their graduate program experiences in IDS and the subsequent implications on the field.
1.3 Purpose and Goals

The purpose of this study is to contribute to an understanding of the experiences of male graduate students with gender training to provide insights on the field of GAD within IDEV. The goals of the study include strengthening the understanding of the experiences and perspectives of men working and pursuing careers in IDEV, as well as an understanding of the role and study of men within the GAD paradigm.

1.4 Objectives

1. To identify men’s experiences with gender training opportunities in IDS graduate programs.

2. To explore males’ perceived knowledge, attitudes and skills about gender and development based on their experiences within their IDS graduate programs.

3. To compare male students’ experiences with gender training opportunities and experiences in IDS graduate programs with insights and perspectives from program coordinators and faculty members.

4. To compare male students’ experiences with gender training opportunities and experiences in IDS graduate programs with insights and perspectives of gender advisors working in large IDEV organizations.

1.5 Research Questions

1.1 What opportunities are there for men involved in graduate programs in IDS to learn about gender and development?

1.2 What is the level of participation by males in these opportunities?

1.3 What topics are male graduates exposed to within their graduate programs in IDS?

2.1 What knowledge and skills do males in IDS perceive they have in gender and development?

3.1 What are men’s attitudes about pursuing gender in IDEV?
3.2 What opportunities do students have to increase their knowledge of gender within IDS graduate programs?

3.3 What are the participation rates of men in gender training opportunities in graduate programs in IDS?

4.1 What are their thoughts and perspectives on men and gender in the field of IDEV?

4.2 What were their experiences leading up to becoming a gender advisor?
1.6 Assumptions

The study assumes that males are essential in advocating for gender equality locally and internationally. It also assumes that males pursuing IDS at the graduate level are more likely to apply for a job within IDEV upon completion of their degree than those pursuing IDS at the undergraduate level.

1.7 Limitations of the Study

Masters programs in IDS in Canada are limited. Ones that do exist have a limited number of males enrolled (more details provided in Chapter 4). Therefore, although the researcher was able to recruit a significant number of males to take part in the study, the population as a whole was limited.

Additionally, during the study the researcher gained consent by the University of Guelph Research Ethic’s Board to use Survey Monkey. However, the policy has recently changed, and Survey Monkey is no longer allowed to be used as a survey tool.

1.8 Significance of the Study

The findings from this study contribute to building the capacity of IDEV by contributing to literature on men, gender and development. They will influence scholarly research, development organizations, gender policy and IDS graduate faculty to consider, acknowledge and explore the experiences of men within graduate programs in IDS and their impact on GAD within IDEV.
The study addresses and contributes to the gap in the research on men and their experiences with gender in IDS and consequently the field of IDEV. It also provides insights to development organizations on their access and exposure to various gender training opportunities as well as their knowledge and attitudes towards gender in IDEV. Additionally, the study provides insights into the study of men and masculinity in the GAD paradigm and how it is shaping the field.

1.9 Overview of the Thesis

The thesis is comprised of six additional chapters followed by the Bibliography and Appendices. First, the Literature Review includes a review of scholarly research, and documents put forth by development organizations in order to provide a background on men, gender and development. The Methodology chapter discusses the design of the study, including the data collection methods, tools being used and sampling procedures. Data analysis procedures will also be discussed.

Next, the Context chapter provides a background to the study, by including a description of IDS graduate programs in Canada as well as information on gender training in IDEV including terms and concepts, types and access. A Findings section will follow, involving a description of the findings from the data collection methods noted in the Methodology. Next, the Discussion chapter will involve a culmination of ideas, perspectives and insights from the literature discussed in the Literature Review, information provided in the Context chapter as well from the Findings section. Lastly, the final chapter will provide a summary, conclusions and recommendations from the research study.
Chapter 2: Review of Literature

2.1 Introduction

The purpose of this literature review is to provide background on men, gender and development. The researcher attempts to argue through the literature that in order to attain the promoted GAD perspective, we need to also include the perspectives and a stronger theoretically understanding of men and masculinity; an understanding that is limited in the literature and in the field. The literature discussed involves a critically reflective survey of research including academic and peer reviewed journals, books, articles, and resources put forth by development organizations and government bodies to provide a deeper understanding of men, gender and development.

2.2 Gender in the Field of International Development

The perspectives and initiatives of improving the lives of women around the world have transformed dramatically over the last sixty years. Much of these changes can be attributed to the diverse perspectives from feminism (including those from conservative, liberal, radical and socialist feminists). Their increasing value and validation and lens in economics, and other aspects of culture, society and development has had tremendous impacts on the field as it is today. IDEV has shifted from looking at Women in Development (WID), to viewing women in the context of gender in the currently promoted Gender and Development (GAD) perspective. Much of the influential literature on gender in IDEV comes from the 1980s and onwards. However, the 1970's women's movement and early feminist writers have significantly shaped the field as it is today.
Gender is a social construct that refers to men and women. Therefore, in moving from a WID to a GAD perspective, the largest shift is the explicit inclusion of males into the thinking. However, despite some literature and limited initiatives, GAD is largely about women and not men. Although men are discussed as being important in creating equality in gender and development, the study of men and masculinity continues to be highly associated with the study of gender and sexuality and not IDEV. The conceptual understanding of men and masculinity continues to be vague in the context of GAD.

While there is a growing body of knowledge on involving and developing programs that engage males in issues related to gender, there is a lack of research on representation of males in the field of gender and development as a career. Positions such as gender advisor or gender specialist are heavily held by females. According to Martin (2005) all senior gender advisors in UN peacekeeping missions are women, further associating the term "gender" with women’s issues in the minds of UN peacekeepers. This is acknowledged by the gender departments in the field: "We would like to have more males in this office," said a gender advisor, but no one qualified ever applies…For some [peacekeepers], gender is an emotionally loaded term closely allied, perhaps, to the terms ‘feminist’ or ‘feminism” (Martin, 2005). Therefore, including males in GAD is challenging.

To better understand GAD as it is today and where men fit in, this section provides a historical narrative that captures how women, men and gender have been conceptualized through various development paradigms within the UN.
2.2.1 United Nations Commission on the Status of Women

Literature from the UN describes the transformation of gender since the conception of the Commission on the Status of Women (CSW). The CSW originally included 15 female members and now has a membership of 45 individuals at one time. During the period of 1946 to 1962, the CSW focused on promoting women's rights and equality by “setting standards and developing international conventions” directed at “changing discriminatory legislation and developing and supporting...global awareness of women’s issues” (CSW, p. 2006). This was the first evidence of the UN acknowledging the severity of the injustices women face around the world.

In 1963 the General Assembly requested the CSW to draft a Declaration on the “Elimination of Discrimination against Women.” It was the first time the UN had acknowledged the need to address discrimination from the perspective of women and to draft principles to address the issue (CSW, 2006). In 1965 it was drafted and adopted by the General Assembly. However, because it was not legally binding, and departments only voluntarily provided their implementation procedures; it was initially fairly ineffective.

To further enforce the severity of the inequities women face around the world, in 1975 World Women's Day was declared (UN, 2012). The Mexico City conference, which corresponded with the acknowledgment of International Women's Year, led to naming 1976-1985 as the UN Decade for Women (UN Action for Women, 1996). This was another significant step in acknowledging the rights of women and their struggles for equality.

In recognition of the limited influence the “Declaration on the Elimination of Discrimination Against Women” had, in 1979 the deceleration moved to being a convention, where it gained more status and influence (CSW, 2006) and consequently, accountability. While
feminism was “gaining momentum” and credibility, the United Nations was expanding and broadening with the addition of newly independent nations. Simultaneously, this saw a rise in organizations committed to gender equality (UN, 2012). These changes contributed to the shift and growth of perspectives around women and IDEV.

2.2.2 WID and WAD Perspectives

Although often considered historic or even archaic in current literature advocating for strategies in working towards gender equality, the Women in Development (WID) and Women and Development (WAD) perspectives continue to exist within development organizations today.

Rathgeber (1989) wrote about the various acronyms that reflect the shifts in perspectives towards gender and development that continue to be relevant today. She begins with WID, associating the perspective with egalitarianism and modernization, also adding that in the WID perspective "the position of women in various sectors of the economy for the first time was studied separate to men" (p.5). She narrows down its roots even more specifically saying that the term “came in to use in the early 1970s, after the publication of Ester Boserup's work, Women's Role in Economic Development (p.2). Razavi and Miller (2005) also describe the roots of WID beginning in the early 1970’s, and state that is was a phrase developed by a Washington based network of female development professionals (Razavi & Miller, 2005, also supported by Rathgeber, 1989). They argued that modernization was impacting women differently than men. Additionally, the development process was not enhancing but deteriorating the status and rights of women (IDRC, 2000).
The WID approach was soon criticized and a new perspective was added to thinking on women and development. According to Peterson and Runyan (2010) the WID model "saw women integrated only at the margins of economic development through separate, small-scale "income-generating projects," and was not necessarily addressing the systemic and societal issues. Out of criticisms of this approach, the Women and Development (WAD) perspective was conceived. In contrast to WID, the WAD perspective, involves the perspective that "women have always been part of development processes and that they did not suddenly appear...the WAD perspective focuses on the relationship between women and the development processes" (p.10). Therefore, in contrast the WID approach focusing on the inequalities of women individually, the WAD approach sees women through a systems approach, where women are seen in relationship to how IDEV is viewed as a whole, and are considered within initiatives and policies.

WID appears to continually be found more often than WAD within documentation put forth by non-profit organizations, government departments, and organizations associated with the UN. Although there are criticisms towards the WID perspective in present day literature, historically, it is a perspective that led to a metamorphosis of how women were perceived within IDEV, and led to the surfacing of numerous inequities that existed and continue to exist throughout societies to this day. However, as education is not static, neither are perspectives. As more gender related knowledge is gained perspectives are shifted. However, despite this, WID is a perspective that continues to be used in the literature and even more commonly within initiatives put forth by development organizations including the UN.
2.2.3 Feminist Economics

The Women's Movement had great impacts on discussing the construction of gender in the Global North, and increasing initiatives and facilitating dialogue on gender in IDEV. The feminist lens in economics arguably had and continues to have one of the greatest impacts on gender and development. Feminist economics, sometimes associated with welfare economics, impacted how women were viewed in IDEV. Feminist economics also questions other aspects of gender, and ways to advocate for the importance of males being involved. According to Nelson (2005) feminist economics picked up “steam” in the eighties, and clout and value in the nineties and the years following. She also attributes its growth and establishment partially due to critiques that: “grew out of dissatisfaction with the mainstream treatment of “women’s issues” (Nelson, p.58) and elaborates with this definition:

Feminist economics is a field that includes both studies of gender roles in the economy from a liberatory perspective and critical work directed at biases in the economics discipline. It challenges economic analyses that treat women as invisible, or that serve to reinforce situations oppressive to women, and develops innovative research designed to overcome these failings. Feminist economics points out how subjective biases concerning acceptable topics and methods have compromised the reliability of economics research” (Nelson, 2005, p.58).

The International Association of Feminist Economics (IAFFE) was conceived as a result of small group discussions at the American Economic Association Conference in Washington, DC in 1990. A particular session of the conference, “Can Feminism Find a Home in Economics?” drew many people and much interest, and is said to have led to the development of the IAFFE in 1992. However, it was not until 1997 that the IAFFE gained “special consultative status” with the Economic and Social Council of the United Nations (IAFFE, 2011).
Shortly after, in 1999 the *UN World Survey on the Role of Women in Development* endorsed the findings of feminist economists worldwide that macroeconomics is not gender neutral. It recommended the protection and enhancement of the value of women’s labour through the coordination of global economic demand” (United Nations Intellectual History Project, 2007). This resonated with the UN, and is demonstrated in their literature promoting gender equality, however continues to not be promoted or explained in many of their practices.

Feminist economics stresses the fact that systematic changes from the majority group need to be considered. Therefore, in advocating gender equality, empowering women is not enough, males need to not only be involved but also engaged.

**2.2.4 Gender Mainstreaming**

During the Fourth World Conference on Women in Beijing in 1995, the concept of *gender mainstreaming* was established as a major global strategy for the promotion of gender equality. The strategy aimed at an “integration of women and gender issues into mainstream policy areas that previously did not take into consideration the needs and capabilities of women and men” (DAW, 1997). From the conception of this idea, it has evolved and transformed with the help of non-profit organizations, government bodies related to development, as well as prominent feminist writers (DAW, 2007). *Gender mainstreaming or mainstreaming a gender perspective* was originally defined as:

"the process of assessing the implications for women and men for any planned action, including legislation, policies or programmes, in any area and at all levels. According to the ECOSOC it is a “strategy for making women's and men's concerns and experiences an integral dimension in the design, implementation, monitoring and evaluation of policies and programmes in all political, economic and societal spheres so that women and men benefit equally, and inequality is not perpetuated. The ultimate goal is to achieve gender equality” (ECOSOC, 1997, p. 2)."
Three specific principles defined were: empowerment, accountability, and integration. These three principals continue to be adapted and evolved in gender mainstreaming guides today. This was a significant step in including a gender lens in all aspects of IDEV.

2.2.5 Millennium Development Goals (MDGs)

The eight Millennium Development Goals (MDG) were created in 2000 at the Millennium Summit by a group of world leaders with a deadline of 2015 (UNDP, 2012). Although bold in their timeline, the goals seek to address all issues deemed as critical in IDEV today.

The third MDG, “promote gender equality and promote women” explicitly addresses gender (UN, 2012). However, all eight MDGs are related to gender within contexts of: education, poverty, disease, shelter, and maternal health and effect gender and development. The MDGs shape the perspectives and goals of development organizations and the creation of initiatives.

Although the MDGs were a positive step in terms of acknowledging the importance of advocating for gender equality, there has been much contention with the MDGs, even by organizations within the UN. Peterson & Runyan (2010) quote a representative of UNIFEM saying that "women are still more likely than men to be poor and at risk of hunger because of the systemic discrimination they face in access to education, healthcare and control of assets" (p. 131). Therefore, although the goals seek to improve the lives of women, they are extremely vague. They appear to continue to use the WID approach, advocating for women to empower themselves and do not address the specific roles and accountability males have to play in
creating gender equality. Women continue to be in a vulnerable position because even within the UN they continue to operate with a WID perspective that is not truly acknowledging the important contributions of feminist economics.

In viewing the transforming debate from moving from WID to GAD, the MDGs do nothing directly to address men within gender, patriarchal societies, or hegemony. They simply address the role of women. There continues to be no clear role for males in advocating for gender equality. Examples of what an empowered women looks like are provided, such as being a part of decision making in a community and being educated, but there are fewer concrete examples of what gender equality looks like in terms of men and women working together and none of men and their responsibilities. There continues to be room for much interpretation, and less concrete evidence on how to achieve these goals. The strategic objectives of the MDGs maintain the fact that gender and development continues to be about women and not men.

**2.2.6 Gender and Development (GAD)**

Gender and Development (GAD), the most advocated for and current approach in development and considered a 'best practise' was developed "as a response to the failure of WID projects to effect qualitative and long-lasting changes in women’s social status. GAD focuses on social, economic, political and cultural forces that determine how men and women participate in, benefit from, and control project resources and activities differently. This approach shifts the focus from women as a group to the socially determined relations between women and men” (INSTRAW, 2012). Although this approach is stated, there is limited evidence of it being applied practically within the majority of initiatives in GAD.
In contrast to much of the literature and initiatives by the UN, Cleaver (2002) states that there has been a shift from a WID to a GAD perspective. Cleaver argues that men were rarely mentioned in gender policy in the past, but that there is “a shift towards recognizing the need to analyze social relationships of men and women and to be more aware of factors such as class, age, and personal agency” (p.13). Peterson and Runyan (2010) discuss the GAD perspective, and state that it came about in the 1980's, and not only focused on gender relations, it provided more of a “human face” to development (p. 133). According to Rathgeber (1989) it involves a more holistic perspective. Rathgeber discusses the effectiveness of the GAD approach in the late eighties. However, this approach seems to be a recent phenomenon within development organizations, and was more evident as a pushed agenda after the 1995 Beijing Conference, where the idea of gender mainstreaming was conceived.

Rathgeber (1989) states that “a GAD perspective leads... inevitably, to a fundamental re-examination of social structures and institutions and, ultimately, to the loss of power of entrenched elites, which inevitably will effect some women as well as men” (p. 13-14). A more updated GAD definition is provided by the UN, but it is not that different from Rathgeber’s definition. The UN defines GAD as a perspective that was created after the “failure of WID projects to affect... long-lasting changes in women’s social status. And adds that it “focuses on social, economic, political and cultural forces that determine how men and women participate in, benefit from, and control project resources and activities differently. This approach shifts the focus from women as a group to the socially determined relations between women and men” (INSTRAW, 2000).
However, the perspective of WID being a failure by the UN is not supported in the MDGs, specifically the objectives of the third, involving gender equality, which only mentions females and empowerment as solutions in advocating for gender equality and not the role or relationship of men.

2.2.7 Men and Gender

In the past 10 years there has been an increase in manuals, guides and resources put out by various non-profit organizations, governments, parts of the UN, as well as organizations that specifically focus on training in gender and development. However, there has been little in actual policies put forth by the UN to address the roles of men in attaining gender equality. Even with the acknowledgement of feminist economics, and its focus on systemic and institutional inequities, the UN has been slow to strongly acknowledge males and their accountability in gender equality initiatives. This is demonstrated in the limited mention of men in gender policies, in comparison to the focus on women, reflecting more of a WID than GAD perspective.

However, this is not to say that men have not been addressed in discussions and high level meetings entirely. The 48th session of the UNCSW in March 2004 represented a significant change for gender in development. Participating governments recognized the importance of “the role of men and boys in achieving gender equality” and urged all key stakeholders, including governments, non-profit organizations, UN organizations and civil society, “to promote action at all levels in fields such as education, health services, training, media and the workplace to increase the contribution of men and boys to furthering gender equality. In order to initiate work on gender equality and male involvement, there needed to be a critical examination of men’s
power and privilege and current constructs of “masculinities” are necessary prerequisites” (Women’s Commission for Refugee Women and Children, 2005).

The conclusions of the session involved men and boys, urging them to address responsibilities of themselves and working in partnership with women and girls, saying that they "are essential to achieving the goals of gender equality, development and peace. Also that the capacity of men and boys in bringing about change in attitudes, relationships and access to resources and decision-making which are critical for the promotion of gender equality and the full enjoyment of all human rights by women" (Women’s Commission for Refugee Women and Children, 2005).

Additionally, the session encouraged men and boys to continue to take positive initiatives to eliminate gender stereotypes and promote gender equality, including combating violence against women, through networks, peer programmes, information campaigns, and training programmes. The Commission acknowledges the critical role of gender-sensitive education and training in achieving gender equality (UNCSW, 2004).

This meeting was significant because it was the first meeting to address males directly, and consider them in advocating for gender equality. This was a large step and led to more discussion on men within the GAD paradigm in IDEV. However, the results of this meeting have been slow to be promoted within the UN. The actions of the UN in the years following the meeting dramatically contrasted the goals discussed. The creation of UN Women blurred the concept of males in gender and development and subsequently their role in creating gender equality.

2.2.8 The Establishment of UN Women
Following the progression to the promoted GAD perspective due to the UN’s perceived long term failures of initiatives with a WID perspective, what happened next contradicted the progression of the field. On July 2, 2010, the UN General Assembly created the UN Entity for Gender Equality and the Empowerment of Women. It is now known as UN Women. UN Women became operational on January 1 2011 (UN, 2012). UN Women is a combination of the organisations previously responsible for advancing gender equality and female empowerment. UN Women brings together four agencies and offices in the UN working with women: the UN Development Fund for Women (UNIFEM), the Division for the Advancement of Women (DAW), the Office of the Special Adviser on Gender Issues, and the UN International Research and Training Institute for the Advancement of Women (UN-INSTRAW) (UN Global Issues, 2011).

The creation of UN Women represents a large discrepancy between what the research is saying and what is really happening. In looking at the evolution of gender in development, it is confusing as to why UN Women was created and its relevance. The issue is not UN Women itself being created but it is the fact that it covers almost all the organizations within the UN related to gender. The creation of UN Women strengthens the concept of WID and undermines the concept that men have a significant role to play in advocating for gender equality.

It is clear that although the GAD perspective is highly promoted, the field of IDEV continues to operate with a WID, WAD and GAD perspective. Instead of shifting to GAD, based on the literature, the field can be more accurately described as growing in scope to include more perspectives, including those of WID, WAD and GAD. However, the GAD perspective appears to
have a less prominent voice in the field. This is also evident within the Government of Canada's policies, perspectives and initiatives on gender in development.

2.3 Canada’s Contributions to Gender and International Development

From a review of their website, documentation and policies, it is clear that the Government of Canada continues to make many contributions to gender and development in Canada and internationally. This section will explore the Government of Canada, related departments and their contributions to gender.

2.3.1 CIDA’s Gender Policy

The Canadian International Development Agency’s (CIDA) current gender equality policy is revised from their original 1999 mandate. The guide elaborates on a combination of information found throughout their website, as well as information from the Status of Women Canada (SWC), who work to promote “equality for women and their full participation in the economic, social and democratic life of Canada” (SWC, 2011). The guide focuses on CIDA’s principles, key terms and concepts to provide a better understanding of its perspectives on addressing gender, focusing the most attention on gender analysis as a tool for change.

The goal of CIDA’s policy is to: “support the achievement of equality between women and men to ensure sustainable development” (CIDA, 2010). Like many gender policies, the focus is primarily on women, who often suffer the greatest inequities. This is evident in their objectives stated in Figure 1.

Figure 1 CIDA Objectives with Gender Policy

- “To advance women’s equal participation with men as decision makers in shaping the sustainable development of their societies;
- to support women and girls in the realization of their full human rights and;
- to reduce gender inequalities through access to and control over the resource and benefits of development” (CIDA, 2010, p.2).
The objectives put forth by CIDA are not clear, and can be interpreted in a variety of ways. They vaguely allude to policy change and government regulation. However, the objectives appear to primarily have a ground level approach in their philosophy, focusing more on individuals than systems, government policies and regulations. Additionally, although gender is an overarching theme, the WID perspective is more readily portrayed within CIDA if considering the definitions provided in the previous section. More examples support this throughout CIDA`s gender policy.

The Gender Policy next expands on the objectives in principles with some more attention to policies and government regulation, but continuing to focus primarily on grass roots initiatives. In the principles section, CIDA stresses eight items that reflect the Government of Canada's beliefs and pursuits towards gender equality which can be found in the Appendix. Although the principles acknowledge that men should be involved, there is no specification of how they can be involved and what such a partnership may look like.

In the expansion of CIDA’s gender policy, it is evident that perspectives are introduced involving WID, WAD and GAD lenses, focusing more on the concept of women and gender, but not explicitly addressing the role of men, rather assuming their inclusion with the use of the word “gender.” The guide groups the terms and concepts found in Figure 2. These are discussed in more detail in the context chapter.

**Figure 2 Terms and Concepts in CIDA’s Gender Policy**

- Gender Equity and Gender Equality
- Empowerment
- Gender, Gender Roles and the Division of Labour
- Practical Needs and Strategic Interests
A major part of CIDA’s efforts towards gender equality is the important tool of practice that is referred to as “Gender Analysis.” Gender Analysis spans through all of the Government of Canada’s policies, projects, and in their development initiatives internationally. CIDA’s version is adapted from Status of Women’s Gender-Based Analysis. Elements of Gender Analysis or what SWC refers to as a Gender Based Analysis (GBA) are defined within the Gender Policy, “for gender analysis to be effective, resources and commitment to implement the results of the analysis are necessary” (CIDA, 2012). The guide provides three aspects needed in completing a gender analysis: skilled professionals with adequate resources, local expertise, and “the findings must be used to actually shape the design of policies, programs and projects” (CIDA, 2011).

Therefore, skills required include a local understanding as well as someone who is practical and result oriented. However, it is unclear what a skilled professional in gender is and what their background should include.

2.3.2 Gender within Canada's International Policy Statement

Much of Canada’s views on gender equality stem from the 1995 Beijing conference in which gender mainstreaming was first established. The position of the Canadian government is reflected in their International Policy Statement under Ensuring Gender Equality:

"Gender equality will be a crosscutting theme throughout Canada's development cooperation. Gender equality results will be systematic explicitly integrated across all programming within each of the five sectors of focus. This integration will be achieved through the identification of these results as well as specific programming that targets gender-equality outcomes jointly with outcomes related to the sector in question. Explicit gender-equality results in the sectoral areas will be related to women as decision makers, the human rights of women and girls, and access to and control over resources” (CIDA, 2005).
Gender equality is involved in all IDEV programming including: governance, health, basic education, private sector development and environmental sustainability (International Policy Statement, 2005). Therefore, gender is promoted and addressed in all initiatives and departments of the Canadian Government. However, CIDA does not provide any explicit examples of men working towards gender equality within their gender framework. CIDA references their role in particular initiatives working towards gender equality and feature particular examples. It is not clear if men have or have not played a role in their initiatives, but they are not mentioned. An example is supporting a project in Egypt that provides girls with computer training (ACDI-CIDA, 2011) and other examples can be found related to women making decisions in government bodies, and girls being educated.

Even within CIDA and other departments within the Government of Canada, gender continues to be very much about women and not men. They provide numerous examples of women empowering themselves to improve their quality of life, but neglect the role of men. The explicit role of men continues to be unknown within their policy, frameworks and initiatives.

2.4 Men, Gender and Development

From the transformation of advocating for a WID perspective to that of the promoted GAD perspective, this section explores the integration of men within gender and development. The section begins with providing a deeper understanding of the views and perspectives on masculinity expressed in the last 40 years. Exploring males and masculinity is a perspective that was studied in the 1970s, but began to hold sway in the 1980s after the women's movement led to addressing the role of women in society, and consequently questioning the role of men and
exploring the concept of masculinity. In this section, theory on men and masculinity will be discussed, as well as men in the field of IDEV. Additionally, background on men and masculinity will be included through an exploration of the research as well as some evidence of its integration into gender within IDEV.

2.4.1 Men, Masculinity and Research

Researchers have only scratched the surface on deconstructing men within the perspective of GAD. Its scope grows vast as various communities and populations within them are surfaced and acknowledged. However, there continues to be a trend that explores women with "gender," often appearing as a vague term that is associated with men or is often used as a cloak for the word, “men.” Cribb (2010) with the Toronto Star found that male focused studies are often "found within women studies or gender studies departments." Additionally, "boys and men are studied through a distinctly feminist prism" (Cribb, 2010). This is evident in the fact that there are no advertised majors in men and masculinity at any university in Canada. Therefore, although research does exist, it is not widely being explored.

This section explores the complexity of males within the ever evolving concept of masculinity from various lenses. The study of masculinity is important in better understanding men and their relationship with gender and gender justice issues. When studying the concept of masculinity some of the important and well known writers are Connell, Barker and Flood. Michael Flood has combined tens of thousands of works in an online bibliography addressing topics related to men and masculinities, called The Men’s Bibliography. In addition to his own works, in the bibliography, he guides readers through men and feminism, men and masculinity,
in addition to a number of issues impacting males in all parts of the world, some supporting and others critiquing feminist theory.

According to Connell (2002) cultures and different parts of history construct gender differently (p.10). Raewyn Connell (formally Robert Connell) is well-documented in her numerous works on men, and particularly the concepts of multiple masculinities since the 1970s. The most discussed is her concept of *hegemonic masculinity*: "the pattern of practice that allowed men's dominance over women to continue" (Connell, 2008, 832). Connell (2008) argues that the concept of hegemonic masculinity-developed in the eighties-has influenced the study of men and gender. Connell clarifies that it does not necessarily mean violence, but “ascendancy achieved through culture, institutions and persuasion” (Connell, 2008, p.829). Peterson and Runyan (2010) discuss the concept of "militarized masculinity," fitting under the category of hegemonic masculinity, referring to some of the hegemonic behaviours that are encouraged and more feminine, or stereotypically females characteristics are less promoted and perhaps even ostracized and seen as weakness within various groups (p. 163).

Another is complicit masculinity: *complicit masculinity*, a masculinity that is not dominant, but supports dominant masculinity, “it includes participation in aspects of masculinism that conform to dominant masculinity norms in hopes of receiving rewards for being the dominant group, while recognizing perhaps at some level you will never be primarily in the dominant sphere” (Kahn, 2009, p. 35). According to Connell (2008), in masculinities, "distancing themselves from the direct display of power but accepting the privileges of their gender (Connell, 114).
Connell also includes the concept of subordinated masculinity, marginalized masculinity as well as collective masculinity. Subordinated masculinity is “associated with racial minority or global South, lower class, race-privileged and heterosexual men” (p. 163). Marginalized Masculinity involves the “picks up themes of hegemonic masculinity in the society at large, but reworks them in a context of poverty” (Connell, 2008, p.114). Lastly, in collective masculinities Connell points out that “institutions may construct multiple masculinities and define relationships between them” (p.115).

Connell stresses that we not only need to understand multiple masculinities but the relationships between them (Connell, 1995, 1998, 2000, 2005, 2008, 2009). In all of Connell's work, the multiple masculinities are not used as solo representations of males but intersecting roles males play and take on throughout their lives, some being manifested in certain cultures more than others. Connell's definitions are only there to shed some light on some of the realities males face and how they intersect and their relationships with each other. These realities can also be considered within dynamics of relationships within gender and development. Multiple masculinities are more likely socially constructed concepts that are imposed or that men often take on, and be no means fixed; some masculinities existing more strongly due to their environment and how gender is socially constructed and enforced. In order to understand males within gender and diversity men and masculinity needs to be further explored within the realm of GAD.

According to Connell (2005) much of the research in the last two decades on men has been ethnographic and has used life history methods. He provides examples within Australia such as a bar, to a highland community in Papa New Guinea (p. 8) but also looks at race, class
and sexuality and nationality. However, although there is a great deal of literature on men and masculinity, it is limited within IDEV journals. Therefore, there is a serious flaw in men, gender and development. Men and masculinity are under researched and therefore not fully integrated in the context of GAD within IDEV.

Connell's argument is that rather than attempting to define masculinity, we should be focusing on "the processes and relationships through which men and women conduct gendered lives" (Connell, 2005, p.71). Connell (2005) describes four main strategies that have characterized masculinity through an essentialist, positivist, normative, and semiotic approaches, and finds problems with all of them. Connell argues that we need to be able to talk about other relationships and advocates for the principle of connection. Connell (2000) elaborates that:

"masculinity, understood as a configuration of gender practice...is necessarily a social construction. Masculinity refers to male bodies (sometimes directly, sometimes symbolically and indirectly), but is not determined by male biology. Masculinities are configurations of practice within gender relations, a structure that includes large-scale institutions and economic relations as well as face-to-face relationships and sexuality. Masculinity is institutionalized in this structure, as well as being an aspect of individual character and personality" (p. 29).

Dowel (2005) points out the importance of Connell's definition because of the inclusion of institutional and political forces. Perceptions on masculinity are dependent on culture and ethnicity, in addition to sexuality. Just like a society has many aspects that lend to its understanding, this is also true within men and masculinity. Therefore, understanding the intersecting forces within masculinity provides a better understanding of men and their relationships within communities. Furthermore, understanding masculinity would provide a better understanding of power relations between men and women, when looking at projects in gender and development.
2.4.2 The Importance of Understanding Men and Masculinity in Development

The previous section discussed some major concepts of masculinity, primarily Connell’s theory of the dynamics within masculinity. This section explores concrete areas where theory on masculinity and a better understanding of masculinity would better support practice in IDEV.

A prominent figure in men, gender and development is Michael Kimmel. Kimmel focuses more on extrinsic influences. He discusses masculinity and power. And he critically views masculinity and power in two forms: Public patriarchy, referring to the "institutional arrangements of a society, the predominance of males in all power positions within the economy and politically, both locally and nationally, as well as the "gendering" of those institutions themselves" (Kimmel, 2012, p.2). Secondly, Kimmel references Domestic patriarchy which refers to the "emotional and familial arrangements in a society, the ways in which men’s power in the public arena is reproduced at the level of private life. This includes male-female relationships as well as family life, child socialization and the like" (Kimmel, 2012, p.3). Therefore, there is an acknowledgment that we need to see females working together, but this is not looked at from the male perspective in how this can be achieved conceptually.

2.4.2.1 Masculinity and Patriarchal Societies

In considering the argument made in feminist economists (in section 2.2), that IDEV needs to better consider systemic problems and how they create inequalities rather than simply focus on giving resources and providing education, this can also extend to masculinity and patriarchy. According to Reeves and Baden (2000) patriarchy refers to the “systemic societal structures that institutionalise male physical, social and economic power over women” (p.28).
Patriarchy is often disguised for other cultural norms. When addressing the concept of masculinity societal norms and systems and how they interact with masculinity must also be addressed. This makes us question, is it patriarchal societies that dictate masculinity or vice versa? This root needs to be considered in understanding the social construction of men in any society. An example of this can be used is Islamic law. During a lecture at the Munk School of Global Affairs, Saadia Toor, Associate Professor of Sociology, College of Staten Island, City University of New York, argued that we attribute gender relations as a problem brought on by Islamic law or the caste systems, but that we need to understand that this is only one aspect; patriarchal societies need to be looked at as a whole. Understanding masculinity and patriarchy would assist in initiatives by considering men and their roles/perceived roles in order to understand a community.

2.4.2.2 Fatherhood and Masculinity

A domain of masculinity involves the understanding of fatherhood in association with masculinity. Esplen (2006) references Morrell (2003) stating that "fathers who are positively engaged in the lives of their children are less likely to be depressed, to commit suicide, or to be violent towards their wives. They are more likely to be involved in community work, to be supportive of their partners, and to be involved in school activities,” and elaborates that when fatherhood is privileged as a central aspect of masculinity, everybody benefits (Esplen, 2006, p. 10).

UNICEF argues that emphasizing fatherwork, defined as “men’s positive roles in raising and caring for their children—can also be an inroad to engaging men in gender justice work. More and more men are realizing that they have been absent parents and want a more active role
in the rearing of their children. Real or perceived injustices in child custody issues in the West, for example, have led to male activism around the importance of male involvement in raising children” (Women’s Commission for Refugee Women and Children, 2005). Additionally, “focusing on fatherhood looks at males in a positive light, making positive assumptions of the abilities of males in communities” (Kauffman & Ruston, 2004). Understanding masculinity can provide more insights into fatherhood and the role of father’s within communities. It can also provide a more positive light on men in development countries; a side that is often not emphasized enough by development organizations.

2.4.2.3 Masculinity and Global Development

“Men are the gatekeepers of current gender orders and are potential resistors of change. If we do not effectively reach men and boys, many of our efforts will be either thwarted or simply ignored” (Kaufman & Ruxton, 2004, p. 1).

According to Connell (2005) empirically existing hegemonic masculinities can be analyzed at three levels: local, defined as being “constructed in the arenas of face-to-face interaction of families, organizations, and immediate communities, as typically found in ethnographic and life-history research”. Secondly, regional: “constructed at the level of the culture or the nation-state, as typically found in discursive, political, and demographic research” and lastly, global “constructed in transnational arenas such as world politics and transnational business and media, as studied in the emerging research on masculinities and globalization” (Connell, 2005, p.831).

According to Connell (1998) masculinities in the global context involves “an understanding of the world gender order is a necessary basis for thinking about men and masculinities globally” (Connell, 1998, p.3). During a Munk lecture at the School of Global
Affairs another point came up, understanding gender in developing countries involves understanding Colonial times, and laws put forth and their effects on culture. Many patriarchal aspects of society were promoted, reinforced, and exacerbated when countries were colonized. We cannot separate countries from their past, and solely look at their culture today. During the lecture, two points were referenced: First, Egypt, Colonial state British developed family Laws, provocation, men could kill men over suspect, and secondly, Cold War propaganda in Pakistan. Therefore, in order to understand gender within cultures we need to also consider their historical, including colonial roots. Gender reconstruction starts with acknowledging and rewriting one’s personal narrative, which is, by definition, socially, culturally, and historically determined (White & Epston, 1990).

When considering including masculinity in Gender and Development, there are multiple masculinities to consider, and these need to be understood in order to have a more solid understanding of communities and the males within them.

2.4.3 Importance of Including Men in Gender and Development

In looking at men and masculinity, Watzlawick, Weakland, and Fisch (1974) suggest that “when a sufficient number of individuals reach agreement regarding the definition of some entity, then that entity tends to be viewed as an objective reality” (Philaretou & Alle, 2001, p. 3).

This concept needs to be considered in terms of arguing the relevance of men in GAD. As mentioned in the previous section, there are many complexities to the male identity. Therefore, including males in IDEV is a multifaceted issue, including race and culture, in addition to males working in the field and males as participants and recipients of development initiatives and specific projects.
There are many reasons for non-participation of males in gender mainstreaming and gender equality efforts. Gender equality is still perceived as a women’s issue. Men see gender justice and full gender integration as a threat to their status and conferred privilege. Men feel that they have little to gain and everything to lose (Women’s Commission for Refugee Women and Children, 2005). But do men feel like that or is the system created to make them feel this way? The research almost has a negative portrayal of men with no theoretical backing.

By focusing on masculinity, the concept of gender becomes visible and relevant for men. It makes men conscious of gender as something that affects their lives and is a first step toward challenging gender inequalities and eliminating violence against women. According to UNICEF (2012):

“Bringing men and boys to the table requires a concerted emphasis on male inclusion. Achieving gender equality is not possible without change in men’s lives as well as in women’s and too often, men have been a missing factor in gender discussions and the promotion of gender equality. Further, when men are not involved, they are removed from the gender equation, which effectively marginalizes women and women’s struggles. (UNICEF, 2012).

Therefore, men are extremely important within initiatives in GAD or IDEV as a whole. If males are “gatekeepers” of the gender order, than CIDA’s objective of helping women to empower themselves is in the end ineffective, because the power dynamics of males are not directly addressed. If organizations continue to not involve males in initiatives working towards gender inequality, than they will continue to have less of an impact than they can potentially have with the inclusion of men. Males need to be seen as part of the change and not an ignored barrier women face within communities.

2.4.4 Supporting Men as Agents for Change vs. Barriers in GAD
When discussing that women face injustices worldwide, the literature often focuses on the injustices women face and not what is causing them. There is a focus on the victim and not the perpetrator. A lot of these injustices are caused by males in communities. This is not to say that males should be treated as “perpetrators,” but it does mean that the systems that manifest these behaviours should be looked at more closely. Providing resources and education to women, is important, but it is not considering the roots of the injustices women face.

In the last decade, particularly after the UN 2004 meeting that addressed the importance of engaging boys and men, there has been a surge in manuals and guides that address engaging males and boys and acknowledging that they are of key importance in attaining gender equality. According to Men’s Resources International:

“Engaging with men as agents of change rather than barriers to change would help push conventional boundaries. To effect lasting change we must identify positive role models within the community, use the real life experiences of men in disasters and in other times of their lives, identify effective entry point activities for men and boys, and design and implement programmes that address underlying gender inequities” (Men’s Resources International, p. 1).

This supports the idea of prevention. For example, in order to prevent males from committing acts of violence, they need to be educated and empowered at a young age to be agents to change this within groups of males. Working with women alone, can never adequately address this.

However, despite the research and understanding, numerous projects continue to work parallel to men without always engaging them. Scheyvens & Storey (2003) provide an example of gender in initiatives in the field that require males permission but not involvement: "if such permission is granted, men may 'loiter' when focus groups or interviews with women are held, at
least until they feel comfortable that the issues being discussed are either a) not threatening to them, or b) 'only' women's business" (Scheyvens & Storey, 2003, p.169). The research and the UN speaks of engaging males; however, at the same time there is documented evidence at that there is a lack of research on working with elite and powerful individuals within communities (Scheyvens & Storey, 2003, p. 170) who consequently tend to be males. Therefore, are we truly considering males with a holistic approach, including a better theoretical understanding of their gender?

However, males continue to be looked at as barriers that need to be addressed: “men must be reached and included so that interventions for women and girls are not derailed by male resistance” (Women’s Commission for Refugee Women and Children, 2005, p.14). This quote represents a damaging perception of males. They continue to not be encouraged to work with women in creating gender equality but to be overcome, in order for initiatives with women to be successful. Lang (2003) provides another interpretation of men in GAD:

“For some men’s resistance to greater men’s involvement is rooted in the notion that it involves a greater focus on their gender and how their own privileges are maintained. Not studying gender almost creates the invisibility of privilege that males have. This invisibility is a means for maintaining privilege by obscuring the mechanisms that construct and perpetuate inequality. If we do not talk about men and gender we will not understand men’s positions and privilege – and thus be able to outline men’s responsibilities in work towards gender equality. Also, some men may feel that women often are more articulate in and/or dominate conversations about gender. For some men gender is perceived as ‘women’s space’ –and thus they may feel intimidated discussing gender issues with women” (Lang, 2003, p. 5).

Gender is a sensitive topic for men and women, but it appears that this is more so the case with males. Just like time is spent understanding oppression and vulnerable groups, more time needs to be spent deconstructing privilege and males, and considering their special class,
ethnicity in the discussion. Providing spaces where men and boys can discuss gender roles alone, amongst their peers, in a non-threatening, non-defensive environment can also be a helpful starting point. Men-only sessions can provide an environment more conducive to self-reflection and more critical self-examination (Women’s Commission for Refugee Women and Children, 2005). We continue to not see this in the field at the rate that programs exist for females. There needs to be more support for males creating change rather than being perpetrators of injustices towards women.

USAID (2009) has also made some contributions to engaging men and gender, according to a bulletin on male engagement and reproductive health put forth by them as well as IGWG as well as PRB: "Successful constructive men’s engagement would involve creating a social movement for change through: in addition to long term investment in initiatives, they also suggest pay "more attention to scale-up and to bringing about structural and policy changes necessary to promote change on a large scale. Policy initiatives in which gender equality is established as a new social norm; and Research that assesses the impact of legal and policy changes on men’s behaviors and norms" (USAID, 2009). Therefore, in order to raise a larger awareness of the importance and relevance of males, they need to be addressed in policies and on more of a larger scale. Adding the role of males to the third MDG involved attaining gender equality would be a large step in the right direction.

2.4.5 The Importance of Men Working in GAD

The previous section addressed the importance of males as recipients of initiatives in GAD. This section addresses the importance of males working in the field of GAD. Often when reading about masculinity dynamics are considered within two separate areas: the Global North
and the Global South sometimes referred to as developing or low income countries. This section intersects the two perspectives and regions. In this section the dynamics of males working in the field of gender is explored. As mentioned above, there has been a growing body of literature talking about engaging males, but limited research on engaging male practitioners working in IDEV. This section argues through the literature, the importance of males working in GAD.

“Development organisations have their part to play in promoting positive policy and practice. In particular, they must ensure that all staff, especially men, are committed to gender equality and feel confident and able to make their own contribution to achieving it.” (Stocking, 2004, p. 5).

Therefore, in addition to gender equality being promoted within ground level initiatives, it also needs to be promoted through development organizations, particularly amongst men. However, Esplen (2006) discusses that:

"there has been much resistance on the part of some women to involving men in gender and development work – driven by fears... and by anxieties over the diversion of limited resources away from women’s empowerment initiatives and back into the hands of men. Yet not engaging with men and boys may limit the effectiveness of development interventions, and may actually intensify gender inequalities (p.3).

There also needs to be a clear understanding of how and in what capacity males can be involved.

Scheyvens & Storey (2003) discuss working with marginalized, vulnerable and privileged groups. They look at the dynamics of men working with women in research in development. They discuss the benefits of engaging males in this process by adding some benefits of this situation:

"Not only is it possible for male researchers to talk to women in many circumstances, there are likely to be advantages in having male researchers working with Third World women, listening to their ideas and exposing information on gender roles, gender relations, and local interpretations of masculinity" (Scheyvens & Storey, 2003, p. 173).
Therefore, males working in gender could also provide perspective and gain insight on gender roles. In a conference report from men at the 2004 Gender Equality & Disaster Risk Reduction Workshop, Honolulu, Hawai’i among some of the things they concluded is in Box 3.

**Figure 3 Conclusions from the Gender Equality & Disaster Risk Reduction Workshop**

<table>
<thead>
<tr>
<th>Conclusion</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Men need to advocate for gender equality”</td>
</tr>
<tr>
<td>“Men need to deliver gender mainstreaming messages to other men”</td>
</tr>
<tr>
<td>“Men need to be full partners in gender sensitivity training”</td>
</tr>
<tr>
<td>“Men as leaders need to be committed to bringing gender equity results within their own organizations”</td>
</tr>
<tr>
<td>“Men need to confront gender stereotyping, and create opportunities for personal and institutional transformation”</td>
</tr>
<tr>
<td>“Tools and methodologies are needed to sensitize and empower men to implement gender equality” (Men Resources International, 2004).</td>
</tr>
</tbody>
</table>

Therefore, engaging males in gender initiatives includes implementing true participatory approaches and addressing institutional and systemic discriminatory policies are of grave importance.

**2.4.6 Initiatives that Specifically Address Males Roles in Advocating for Gender Justice**

This section will explore initiatives that specifically advocate for gender equality. Some are a part of specific organizations, some political figures and many can be found on the UN’s expert list in the specific topic of gender. Some examples of this are Michael Kauffman and James Lang. The majority of males involved in gender in International Development work, while some focus on methodology within gender training, engaging men in gender equality issue, HIV aids, and positive male involvement in sexual and reproductive health.

Despite lower participation rates of males in gender as a whole, there are males making significant strides towards gender equality. These men all promote the view that gender equality
is about engaging men and women, and not simply women. The next section will delve deeper into the involvement of men in gender within IDEV.

While non-profit agencies around the world work with men and women on improving the quality of their lives, initiatives that work directly with males towards gender justice do exist, but are limited in comparison to initiatives that work with woman. Peterson and Runyan (2010) in their book on Gender and Global Issues, provide three pages of web resources towards gender, some of which say gender but most say women and other use the term, feminist. There is not a single organization listed that include men in the title (p.264-265). What does this say of the priority of including males in gender equality?

Although there are a limited number of organizations compared to organizations with a gender and women focus, other large organizations do include initiatives that target males directly. In addition, there are numerous social media initiatives by youth reaching out to other males. There are numerous gender initiatives out there. The following are a selection of some significant current initiatives that work specifically and sometimes exclusively with males. However, there are more localized initiatives around the world that are in fact not advertised and are making great strides with men in creating gender equality.

In an exploration of websites of initiatives working with men in gender and international development, there was a surge in programs from 2003 to 2007. However, in looking at many of these websites, they appear inactive with no works or information from after the above time period. Active men's Initiatives can be seen in appendix 7. It would be extremely challenging to compile a list of women’s initiatives that advocate for gender equality because there are so
many; however, it was much easier to compile a list of men’s initiatives that can be found below. Sixteen organizations were found during an internet search. It is important to also acknowledge that some initiatives are started by smaller organizations every day, and are not always promoted on the internet.

2.5 Gender Careers in International Development

As noted previously, the third MDG specifically refers to gender equality and women's empowerment. Additionally, gender equality is vital in achieving the other seven goals. Although gender training is relevant for all levels in IDEV, not all people in development have it. However, projects that specifically focus on gender have particular requirements. This section explores jobs in gender, what they involve in addition to the experience and education required to get a high level jobs in gender.

This section explores what working in gender involves by surveying jobs and careers specifically focusing on gender in development. The following is a sample of jobs in gender, looking at jobs that came up frequently in the search for gender careers searches.

2.5.1 Job Titles

This section explores the results from a content analysis of numerous websites that post job/careers/ positions available in IDEV. After searching AWID, idealist.org, devnet jobs, UN jobs, charity village, job sites that Canadians interested in international development often explore, there were numerous jobs focused on gender including program officers, administration, advocacy coordinators, manager, evaluation, researcher, jobs that we see in a number of other departments. Often one had to search women to find gender jobs. For example, at idealist.org,
gender was not a field to search under topics. Some themes that were observed were: gender equality, gender mainstreaming, and conducting a gender analysis.

Some other jobs specific to field of gender were fund were: Senior Gender-based Violence (GBV) Program Coordinator, Gender and Sustainable Human Development Advisor, Women’s Rights Coordinator, Gender Consultant, Gender Mainstreaming Review Consultant. However, two jobs that stuck out, particularly relevant to gender, that came up often were: Gender Advisor and Gender Specialist. This section will explore these two positions and what they often involved.

2.5.2 Descriptions

The descriptions sampled were diverse but vague. Though there were some similar skills required, it was not clear how to acquire these experiences. In reviewing the roles of gender specialist and advisor differed greatly, involving different experience in gender and education levels.

2.5.3 Experience

Experience required differed greatly among job posts, and appeared vague at times. It was evident that experience was just as important, if not more important than education. A major theme was a regional understanding as well as experience working for a large non-profit organization. Box 4 and 5 provide two examples.
2.5.4 Education and Training

Type of education and training differed from position to position. It appeared that experience was larger than education level at times, although a Masters level and higher was preferred. Additionally, it appeared that employers wanted to know that you completed a certain level of education, but would accept many types of study. Despite the specialist of gender, it is a quite interdisciplinary field in itself, and requires a well-rounded person. Box 2.4 provides education and training provided in various job descriptions related to GAD.
Knowledge of gender issues, and gender training was a requirement in many of the gender positions. However, kinds of gender knowledge or gender training were not specified.

Numerous job postings specified that men were encouraged to apply, although large organizations often include something they put on all job postings, “women and visible minorities encouraged to apply.” Out of all the positions reviewed, no positions in GAD specified an understanding of theory and practise directly related to men and masculinity.

### 2.5.5 Men and Gender Jobs/Careers

In reviewing numerous gender jobs, and other jobs in the realm of IDEV, never was there encouragement of males to apply for the positions. A posting for a gender advisor on UNjobs.org stated that: “Qualified male candidates are encouraged to apply” (http://unjobs.org/vacancies/...
1328015330904). Other than that, there was no other mention of males. Additionally, there was no mention of knowledge about men and masculinity.

2.6 Conceptual Framework

This study will explore the relationship between males and gender training during their experiences in IDS graduate programs. For the purposes of this study, gender training will involve: gender courses (conducted by university or other organizations), workshops, online training sessions, and additional pursuits to build competency, awareness and skills in gender issues related to theory and practise in IDEV.

The study was conceptualized with the understanding that in the field of IDEV, gender is always relevant. Gender impacts all aspects of development from human rights to education. Within IDEV, there is the Gender and Development (GAD) paradigm. GAD attempts to shape the field of IDEV to have more of a gender lens by promoting gender through tools, such as a checklists, gender analysis, and policies and initiatives, such as the MDGs to better promote and integrate awareness and promotion of gender equality in planning and organizing. There are also initiatives specifically that directly promote gender equality. However, the majority of these programs focus on women and empowering themselves through education, having more decision making capabilities in the community as well as income generation. A limited number of these programs address the role or accountability of males within these programs. And there are fewer programs that work specifically with men. Additionally, there are a limited number of males in senior level positions working for organizations that develop these programs.
The researcher makes the assumption that students who go on to pursue graduate degrees in IDS, are more seriously intending to apply for a job in IDEV than a student who simply pursues it as an undergraduate degree. Also, the literature review showed that most senior level jobs in IDEV usually require at least a Master’s degree. Therefore, the researcher will be exploring the experiences of males within graduate programs in IDS. Similar, to GAD shaping the field of International Development, males’ experiences during graduate studies in IDS shape their attitudes, knowledge, skills and attitudes towards the field.

2.7 Chapter Summary

This chapter explored relevant literature related to men, gender and development. The literature reviewed showed that instead of WID shifting in paradigm it can more accurately be described as growing in breadth and scope. As it grows, more perspectives are added, including the perspective of GAD. However, Gender and Development continues to be about women and development. There is a lot of information about men and masculinities, but it is limited within literature in IDEV.

There is a lack of literature on males and their experiences with gender in IDEV. While gender training exists, there is a lack of literature on those who are pursuing gender training opportunities. Additionally, not enough is understood about the experiences of males with gender training in IDS graduate programs.

Males continue to not be genuinely integrated into GAD and this is clear in policies such as CIDA’s gender policy or even the MDGs that mention women, but not males in achieving
gender equality. Perspectives appear to be cloudy on how males should actually be involved, and how this can be conceptualized.

There are large discrepancies between theory and practice with men and gender in IDEV. The tendency of the literature is to look at males as recipients of development, and not males actually working in gender and how they shape the field. Often senior level development workers learn a lot about development through graduate degrees in IDS. However, what they learn during their experiences is unclear. There is no academic literature that looks at males and gender training during their graduate degrees.

The next chapter will discuss the methodology of the research study including epistemological considerations, methodological context as well as methods and data analysis procedures.
Chapter 3: Methodology

3.1 Introduction

This chapter will discuss the methodology of the study. The methods used in this research study will contribute to an understanding of the experiences of males and gender training within their IDS graduate programs. The chapter will first discuss the design and methodological considerations. Participant criteria will then be described as well as how sampling took place at each level of the study. Next, research methods are discussed, including the process of developing tools and how data was collected. Finally, the last section will provide a condensed summary of the chapter.

3.2 Epistemological Considerations

In this study the researcher seeks to explore the experiences of males during their graduate studies experiences and relate them to the field of IDEV. As building capacities of communities internationally requires an interdisciplinary approach, this research study will take on this perspective as well. Miller et al. (2008) suggest that interdisciplinary researchers should look at researching a topic from many perspectives and suggest that they follow epistemological pluralism. This approach suggests an integrative and pluralistic approach to research (Miller, 2008). In support of this, the study will take on a multilevel and multi-method design in which a survey will be collected at one level involving male graduate students, and through key informant interviews at another level through faculty members and senior level gender advisors working for large development organizations. Using this approach fits well with the study due to
the perspective of the researcher, that the objectives can be better answered with multiple methods as well as by various groups and perspectives rather than simply one. This approach allows the researcher to answer interrelated research questions with multiple approaches.

In addition to a multilevel and mixed methods approach, the study also supports a constructivist approach, using various methods of research and collecting data from participants from different backgrounds and with various outlooks. According to Scheyvens (2004) the social constructed knowledge claims come from Mannheim, Berger and Luckmann, 1967 (p.8). As gender is socially constructed, the researcher was interested in more closely exploring perceived attitudes, perceptions and skills in gender in IDEV. Crotty (1998) discusses that “means are constructed by human beings as they engage with the world they are interpreting and additionally, the basic generation of meaning is always social, arising out of interaction with a human community” (p. 9). As the conception of the understanding of gender is social and varies within populations, the study supports Crotty’s understanding of how means are constructed. All methods of data collection are concerned with the construction of gender through interactions with other in an education setting and in the field of IDEV.

Data was collected concurrently. Within this design, the researcher collected both forms of data at the same time during the study, but parallel to each other and then integrated the information in the interpretation of the overall results (Creswell, 2003, p.16). Therefore, the findings were integrated in the discussion section.

3.3 Methodological Context

As there is no previous research looks at males and their experiences with gender in
IDEV programs, elements of the study will lend to theories behind grounded theory. Grounded theory methods (GTM) were first developed in the 1960s by Barney Glaser and Anselm Strauss and are rooted in the Chicago school of symbolic interactionism (LaRossa & Wolf 1985, p.839).

According to Creswell (2003) with grounded theory “the researcher attempts to derive a general, abstract a theory of a process, action or interaction grounded in the views of participants in a study” (p.14). According to Strauss & Corbin (1990) “the grounded theory approach is a qualitative research method that uses a systematic set of procedures to develop an inductively derived grounded theory about a phenomenon” (p.23-24). It is an appropriate strategy to use in the study because there is no research on the problem the research is pursuing. The strategy shaped the types of questions asked, the form of data collection, the steps of data analysis and the final discussion. In which the research is “grounded in the views of participants in a study”, and also notes “sampling of different groups” (Creswell, 2003, p. 15). The researcher used elements of grounded theory to come up with emerging themes in the discussion section.

3.4 Ethical Considerations

It is important to note that the research is a student herself studying International Development at the graduate level. To prevent bias the researcher did not include students and faculty from their respective school in the findings of the study.

The researcher is also a female, which is significant, as the study is related to gender. In order for the society to be more objective, the researcher used an anonymous online survey in order for students to answer these sensitive topics without feeling like they had to provide specific answers to the researcher. Additionally, the researcher chose a committee with two
males and two females (including herself) in order to provide a more objective approach in creating the survey tool and conceptualizing the study.

Lastly, the first page of the survey (which can be found in the appendix) included a consent page explicitly stating the goals and objectives of the study. Additionally, key informants were asked to give verbal consent before being interviewed.

3.5 Sample

The study used multi-level sampling. According to Kemper et al. (2003) this is sampling strategy in which probability and purposive sampling techniques are used at different levels of the study. The research study involved male students, faculty and senior level gender advisors working for large non-profit organizations.

3.5.1 Online Survey Participants

The Literature Review (Chapter 2) discussed that senior level jobs in gender require or recommend a graduate degree in IDS or related field. Additionally, the study assumes that those pursuing a graduate in IDS are more likely to apply for a job in IDEV, than students only pursuing an undergraduate in IDS. Therefore, online survey participants involved students who are in their first or second (and on-going) year of a graduate program in IDS. Additionally, alumni working in IDEV within two years of graduating from the program were also able to fill out the survey. Survey participants were selected from a university that had a graduate program in IDS, specifically with a department in IDS (as opposed to a collaborative program, i.e. University of Guelph`s Collaborative Studies in IDS). Students in departmental programs are more exposed to IDS due to their core courses being rooted in it. To provide some diversity in
the results, four schools were Canadian, one with a significant francophone population. Also, one American school was included to provide a broader scope to the study.

3.5.2 Key Informants

Key informants were divided into two groups. Group A consisted of faculty from International Development graduate programs corresponding from the surveyed institutional criteria above. Faculty members included instructors of gender courses, graduate coordinators/chairs/directors and instructors that teach core courses with gender topics. Three faculty members were interviewed. Group B consisted of a male and female senior level Gender Advisor working for large non-profit organizations.

3.5.3 Sampling Procedures

Participants were recruited through snowball sampling. The sampling was purposeful and non-representative of the population. The researcher sent an email with an attached consent letter and link to the online survey for the graduate secretary to send out to their list serve. Students were then able to read the email-including the attached consent form- click the link, and fill out the survey anonymously. At the end of the survey students were asked to recommend other students that fit the profile. The researcher then contacted those students directly with the same email they sent the graduate secretaries. The researcher surveyed as many participants as possible within the specified research timetable discussed in section 3.6.

Concurrently, the researcher contacted faculty members of programs (see participant criteria) directly through email (based on email addresses provided on the program website) to conduct one-on-one interviews (see participant criteria). The researcher also pursued participants from the suggestions of the graduate secretary of the IDS graduate studies department. Faculty
members provided verbal consent of data collected from the interview and to be involved in the study.

Senior level Gender Advisors were also contacted directly through emails and were asked to give verbal consent of data collected from the interview and for their involvement in the study.

3.6 Data Collection Methods and Tools

3.6.1 Survey

A cross-sectional survey was developed to meet the study’s objectives of identifying men’s experiences with gender training opportunities in IDS graduate programs as well as; to explore males’ perceived knowledge, attitudes and skills about gender and IDEV based on their experiences within their program.

The survey tool permitted students to be more likely to answer questions honestly and comfortably because they were able to complete the survey in their own time, place and convenience. It also allowed the researcher to survey a greater number of participants due to not being limited financially or geographically. An online survey was more cost effective and provided better access to institutions outside of Ontario and Canada. In addition, gender is a sensitive topic, and as the researcher is female, they did not want to influence male answers in an in-person interview.

The first page of the survey includes a consent form, with explicit objectives and purposes for the survey. This can be found in the Appendix. The survey consisted of questions that involved multiple choices, rating scales, and questions asking students to list examples of people, concepts and resources. A copy of the survey can be found in Appendix.

The survey was transferred onto the survey program, Survey Monkey. To validate the survey as
well as the program, it was pilot tested among males students at the University of Guelph, the thesis committee, as well as a faculty member not involved with the study. During the pilot test, it took participants approximately 15-20 minutes to complete. Based on the feedback, the researcher adjusted some words and glitches in the survey program.

The survey was completed by participants online through a link provided that led them to Survey Monkey. Participants had the option to not answer any question, and were able to opt out with a key word that they provided at the end of the survey. Students received the survey through a link and consent form provided on their program listserv by the graduate secretary or graduate coordinator. Participants were able to complete the survey with no time limit.

3.6.2 Key Informant Interviews

Interviews were open-ended but semi-structured around themes and issues pertaining to gender training and experiences of males within gender and development. The interviews were structured as an open-ended discussion which facilitated emerging themes and on the spot questions. Key informant interviews allowed the researcher to receive more elaborate answers. Those interviewed with a primary background in gender theory and practise, had more to discuss and others who had less experience with gender provided answers in a more general sense, and conversations ended up being shorter. Key informant interviews were divided into two parts: faculty members and senior level gender advisors.

3.6.2.1 Faculty Members

Interviews with faculty members were conducted to compare male students’ experiences with gender training opportunities in graduate programs in IDS with insights and perspectives from faculty members and program management. Interviews took place over the course of
approximately twenty to forty-five minutes, the length being left to the discretion and comfort of participants being interviewed. Faculty members were given the option of having a conversation over the phone, Skype or in person. Interviews resulted in taking place over the phone and on Skype.

3.6.2.2 Senior Level Gender Advisors

The purpose of interviewing senior level gender advisors was to gain a greater understanding of the experiences of males and gender in IDEV and to compare experiences of gender advisors during their experiences as a graduate student to students today. The length of interviews with senior level gender advisors lasted approximately forty-five minutes to an hour. Interviews took place on Skype and over the phone.

3.7 Date Collection Timeline

Data was collected concurrently and parallel with each method from December 2011-February 2012.

3.8 Data Analysis Procedure

The data analysis will lend to techniques of grounded theory. While the researcher’s goal is not to come up with a theory, they will be finding emerging themes from the data as a whole in the discussion chapter of the paper.

Data analysis in grounded theory involves description, conceptual ordering and theorizing (Strauss & Korbin, 1998). The Findings chapter will primarily involve description and the Discussion chapter will involve conceptual ordering of emerging and significant themes that add to the gap in research, followed by a reshaping of the problem in the conclusion. A
description is necessary to conceptually organize and is needed to come up with emerging themes that are important to look at in IDEV.

3.8.1 Survey

Upon closure of the survey the researcher first explored the participants of the survey, as well as the total population. Next, the researcher determined response bias test the integrity of the data. The researcher did this by going through all 14 surveys individually checking if participants were eligible to be included in the study. Validity checks of the data were conducted to identify inconsistencies by reviewing each survey to see if it flowed consistently. All entries of the survey were found to be valid and eligible to be included in the study.

Next, the researcher organized the questions of the survey under the objectives and research questions noted in Chapter 1. As the research questions do not demand in-depth statistical analysis to be answered, the researcher used descriptive statistics and looked for measures of central tendency including medians and modes as well as frequencies to present the findings of each question. Less structured questions were quantified by being integrated into codes with names of specific resources and people listed. The research then provided descriptions for each of the table, diagrams and codes.

3.8.2 Key Informant Interviews

The researcher analyzed the faculty key informant interviews separate from the data collected during the Gender Advisor interviews. Findings were organized under the specified research objectives and questions in Chapter 1.

First, the researcher read over each transcription carefully. Next, the researcher clustered together smaller topics using open coding. The researcher then coded recurring words and
themes from interview transcripts relevant to the objectives and research questions. This was done by reading through the interview transcripts to identify emerging themes and patterns which were recorded. The researcher then counted how many times each word or theme appeared. Next, relevant categories were created to which the codes could be assigned.

Categories were created and organized. The researcher then verified that the codes could be easily assigned to the appropriate categories, emphasizing reliability. Lastly, the researcher compared the categories in terms of word count frequencies and relevance to the objectives and research questions of the study.

A summary of the findings was provided at the end of the Findings chapter. The Discussion chapter includes emerging themes from the data as a whole.

3.9 Limitations of the Methodology

All students have unique experiences during graduate school. In contrast to undergraduate degrees which are primarily course based, much of the experiences of graduate students are based on their own pursuits. Graduate students have more opportunities to pursue their own interests by developing their own reading lists for courses, or pursuing their own thesis topics which can occupy a large portion of their time, and influence which extracurricular opportunities they may choose to pursue. Additionally, as gender is socially constructed, all students come into graduate programs with already developed perspectives and attitudes towards gender in IDEV.

3.10 Chapter Summary

The chapter discussed that methodology of the research study. The study follows a
multilevel, constructivist approach. Data was collected in the form of key informant interviews of faculty members and senior level Gender Advisors as well as an online survey of males in graduate programs in IDS. Data was collected concurrently but parallel to each other. Findings from the data analysis were organized under objectives and research questions, and were interpreted with the literature through emerging themes in the discussion section. The next chapter will provide a context to the study by describing graduate programs in Canada in IDS as well as provide an in-depth explanation of gender training related to IDEV.
Chapter 4: Context

4.1 Introduction

This chapter is intended to provide context to topics discussed in the research to give the reader a better understanding of the study as a whole. First, describes the graduate programs in IDS in Canada. The next part of the chapter provides a description of gender training including terms and concepts, types and access.

4.2 Experiences in Graduate Programs in International Development

This section will describe graduate programs in IDS in Canada to provide the reader with more background on the study. A content analysis was conducted through of all websites of Canadian universities that currently offer IDS as a graduate program. Results were organized into a table. The following chapter provides the findings from the content analyses through a description of the table and the information it provides. As the information provided in this chapter is from websites only, there are potential additional options and courses that may not have been advertised online.

4.2.1 Schools with Graduate Programs in International Development

4.2.1.1 Schools Included in the Content Analysis

The content analysis involved six schools in Canada including: Dalhousie University, University of Guelph, McGill University, Saint Mary’s University, University of Ottawa and Queens University. All schools have graduate programs in IDS, with Queens University naming its program, Global Development Studies. In searching for schools that focus on IDS the
Canadian Consortium of University Programs in IDEV Studies (CCUPIDS) is a group of instructors and coordinators associated with Development Studies programs in Canadian universities listed these programs. Most of the schools with a focus tend to be in the central/Eastern Region of Canada. Perhaps this is because many of the jobs related to IDEV are often in Ottawa and Toronto.

4.2.1.2 Additional Notable Masters Programs Related to International Development in Canada

Numerous programs that are closely related to IDS were not included because of their emphasis rather than focus. CCUPIDS defines these as programs with an emphasis on IDS rather than a focus and can be found in the chart below. These schools were not included in the scope of the content analysis, but are noted to inform the reader of programs related to IDS in Canada.

| Table 1 Canadian Graduate Programs with an Emphasis on International Development |
|---------------------------------|---------------------------------|
| University of British Columbia | Department of Geography The Sustainable Development Research Institute The Institute for Resources and Environment The Liu Centre for the Study of Global Issues |
| Dalhousie University            | Masters in Development Economics PhD Interdisciplinary Studies Master of Arts in International Affairs |
| University College of Cape Breton | Master of Business Administration in Community Economic Development |
| University of Northern British Columbia | Master of Arts in International Studies |
| University of Toronto           | Comparative, International and Development Education Master of Arts in Political Economy of Development |
| University of Waterloo          | Masters in Local Economic Development |
| University of Guelph            | Master of Science in Rural Planning and Development Studies * Master of Science in Capacity Development and Extension |

*Sourced from CCUPIDS*
<table>
<thead>
<tr>
<th>Canadian University</th>
<th>School(s) / Department(s)/ Faculty</th>
<th>Program Title(s)</th>
<th>Program Collaborative (C) /Departmental (D)</th>
<th>Course Offerings: Departmental (D)/ Interdepartmental (I)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dalhousie University</td>
<td>International Development Studies</td>
<td>Masters in International Development Studies</td>
<td>D</td>
<td>I</td>
</tr>
<tr>
<td>University of Guelph</td>
<td>Collaborative International Development Studies</td>
<td>Added on to a MA or MSc in International Development added to primary program/major: Political Science, Sociology, Public Issues Anthropology Geography, Food Agricultural and Resource Economics; Economics; History; Latin American &amp; Caribbean Studies; Capacity Development and Extension; Engineering</td>
<td>C</td>
<td>I</td>
</tr>
<tr>
<td>McGill University</td>
<td>Institute for Studies in International Development</td>
<td>In collaboration with primary program/major: Anthropology; Economics; Geography; History; Political Science; and Sociology.</td>
<td>C</td>
<td>I</td>
</tr>
<tr>
<td>Saint Mary’s University</td>
<td></td>
<td>MA in International Development Studies</td>
<td>D</td>
<td>I</td>
</tr>
<tr>
<td>University of Ottawa</td>
<td>School of International Development and Global Studies</td>
<td>MA in Globalization and International Development</td>
<td>D</td>
<td>I</td>
</tr>
<tr>
<td>Queen’s University</td>
<td></td>
<td>MA in Global Development Studies</td>
<td>D</td>
<td>I</td>
</tr>
<tr>
<td>Defined Streams/Fields</td>
<td>Thesis Option: Number of Required Core Courses</td>
<td>Thesis Option: Number of Electives Required</td>
<td>Course based: Number of Required Core Courses</td>
<td>Courses Equivalent Credits Allocated to a Major Paper</td>
</tr>
<tr>
<td>------------------------</td>
<td>-----------------------------------------------</td>
<td>--------------------------------------------</td>
<td>-----------------------------------------------</td>
<td>--------------------------------------------------</td>
</tr>
<tr>
<td>N/A</td>
<td>2</td>
<td>3</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>N/A</td>
<td>Dependent on primary program requirements</td>
<td>4 courses in addition to primary program requirements</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>N/A</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Political Economy of Development; labour and development; Social Movements and Food Security; Environment and Local Development; Transnational Migration and Development</td>
<td>Category 1: ; Category 2:</td>
<td>Category 1: ; Category 2:</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Political Economy of Globalization and Development; Development Policy and Practice; Conflict, Security, and Territoriality in a Globalizing World; Globalization, Culture and Identity.</td>
<td>4</td>
<td>2</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>N/A</td>
<td>6</td>
<td>2</td>
<td>4</td>
<td>N/A</td>
</tr>
<tr>
<td>Course Based/Major Paper Option: Number of Electives</td>
<td>Gender Courses within Core Courses</td>
<td>Gender Courses Advertised within Offered Electives</td>
<td>Number of Gender Courses Advertised Total</td>
<td>Additional Requirements Specified/Encouraged</td>
</tr>
<tr>
<td>-----------------------------------------------------</td>
<td>-----------------------------------</td>
<td>----------------------------------------------</td>
<td>----------------------------------------</td>
<td>------------------------------------------</td>
</tr>
<tr>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>1</td>
<td>Encouraged to attend Seminars: IDS Department, Global Studies Seminar Series, other development study centres on campus and the Pearson Peacekeeping Training Centre at Cornwallis.</td>
</tr>
<tr>
<td>4 courses in addition to primary program requirements</td>
<td>N/A</td>
<td>2</td>
<td>2</td>
<td>IDS Seminar during first year of studies</td>
</tr>
<tr>
<td></td>
<td>HIST 525 Women, Work and Family in Global History; SOCI 519 Gender and Globalization; SOCI 530 Sex and Gender (3)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>0</td>
<td>6622 Gender and Development: Theory and Method; 6623 Gender and Development: Policy and Practice</td>
<td>2</td>
<td>Seminars: Conceptual Foundations; Contemporary Issues</td>
</tr>
<tr>
<td>4</td>
<td>0</td>
<td>6623 Gender and Development: Policy and Practice</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>SRS5106 Goddesses and Women in Myth and Symbol; SOCC7566 DEVELOPPEMENT: RAPPORTS SOCIAUX DES SEXES; HIS7331 Seminar On the History Of Women and Gender</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>Speaker series within other university departments.</td>
</tr>
</tbody>
</table>


<table>
<thead>
<tr>
<th>Thesis (T)/ Course Based (C) /Optional (O)</th>
<th>Typical Length of Program</th>
<th>Students Enrolled this Year M=F</th>
<th>Optional Add-Ons to Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>T</td>
<td>Y- 1-2</td>
<td>M=4/ F=5</td>
<td>N/A</td>
</tr>
<tr>
<td>O</td>
<td>Y- 2</td>
<td>Approximately 15</td>
<td>None specified within IDS</td>
</tr>
<tr>
<td>T</td>
<td>Y-2</td>
<td>Approximately 15</td>
<td></td>
</tr>
<tr>
<td>T</td>
<td>S-6, Y-2</td>
<td>*Not advertised</td>
<td></td>
</tr>
<tr>
<td>O</td>
<td>Y- 1-2</td>
<td>M=2/ F=6</td>
<td>Co-op/Women's Studies</td>
</tr>
</tbody>
</table>

*Table Categories: University: All programs with a focus in IDEV are listed in this section; School/Department: The school/department that offers the program. In programs where International Development; Program-Collaborative C/ Departmental D: This section was determining if a programs was primarily run out of an IDEV department, or if it was only supported by an IDEV department; Course Offerings: Departments Interdepartmental: Courses offered are within the department only, or students are able to pursue courses outside of the department; Defined Streams/Fields: Programs that have specified streams were identified; Thesis Option: Number of Required Core Courses: Required number of core or mandatory courses in addition to the complete of a thesis; Thesis Option: Number of Electives Required: Required number of elective courses in the addition to the completion of a thesis; Course Based: Number of Required Core Courses: Required number of core or mandatory courses without the complete of a thesis; Courses Equivalent Credits Allocated to a Major Paper: In the case the courses did not complete a thesis, often course equivalent credit were allocated to a major paper; Course Based/Major Paper Option: Number of Electives: Gender Courses within Core Courses: This section identified courses with a focus on gender within the core courses of the program. Core courses are course student s are required to take in order to obtain their degree; Gender Courses Advertised with Offered Electives: Gender courses that were offered as electives with the program; Number of Gender Courses Advertised Total: Total number of gender courses advertised; Additional Requirements Specified/Encouraged: Additional requirements of the program in addition to the thesis/major paper and courses that students were required or encouraged to pursue; Thesis (T)/Course Based (C)/ Optional (O): Programs were based on courses or required the completion of a thesis in order to graduate or were they optional; Typical Length of Program: The average length of the program is listed here and notes in years, semester or months depending on how the program describes it; Students enrolled this Year M=F: This section involved numbers of males in each program. Schools who disclosed numbers are provides between males and females, and schools who did not provide average numbers of students enrolled in the program.
4.2.2 Information on Canadian Graduate Programs in International Development

IDS is a field that is certainly not experiencing a lack of interest. It is a popular choice as an undergraduate degree. However, there are fewer options to pursue it at the graduate level. Information about IDS programs in Canada are organized under the categories below. This section provides information on graduate programs in IDS in Canada that were noted above based on a review of their websites. Specific details can be found on the Table 4.2.

4.2.2.1 Enrolment Numbers

Programs in general were quite small ranging from five to twenty students. Often programs claimed to accept an average of fifteen students. Of programs that did provide sex desegregated numbers, in all cases there were more females than males in the program. Often this number was significantly higher.

4.2.2.2 Types of Programs

The universities that do offer IDS as a graduate option, offer it in various forms: In collaborative programs, where international development courses are added as an addition to their major, requiring students to take additional courses such as The University of Guelph’s Collaborative IDS that can be added to a Masters or PhD or McGill’s similar format; Departmental programs that act as an interdisciplinary focus or major, for example Dalhousie’s Master of Arts IDS; programs with a departmental focus in international development that also offer an additional focus, for example Women’s Studies at the University of Ottawa.

4.2.2.3 Length and Courses
Programs typically ranged from one to two years, with most programs taking two years to complete. Programs with a thesis option were typically longer and had a great range of completion time due to the varying scope of research projects in completing a thesis. All programs included at least a thesis option.

4.2.2.4 Gender within Core Courses and Electives

While there are core courses which students must take, programs provide optional course opportunities. Specific gender courses are often in the ladder category. There were no gender courses that were core course requirements for any graduate program in IDS in Canada that was reviewed. However, core courses tended to involve courses that were on methods, special topics, or gender.

Gender courses are often not associated with IDS but can be indirectly involved. Many tend to look at sexuality, and female and male identity. This is a form of gender training. There are also many other types of gender training, and are referred to in more detail in the literature review.

4.3 Gender Training

This section will explore gender training in the context of the field of IDEV. Gender training opportunities will be discussed within universities as well as within non-profit organizations and the field of IDEV. Information on content, types, and access will be provided to build a stronger understanding of gender training and consequently provide more contexts to the research study. The information in this chapter is from university websites, development organizations and resources in addition to organizations devoted to gender training in IDEV.
4.3.1 Defining Gender Training

The definitions of gender training in IDEV are dependent on the purpose and audience who is receiving the training. Some organizations that hold gender training provide the purpose for their training. Mukhopadhyay and Wong (2007) share note that "gender training as a development practice for gender equality proliferated in the 1990s and gained ground with the post-Beijing Fourth World Conference on Women in 1995 emphasis on gender mainstreaming" (Mukhopadhyay & Wong, p. 39). They offer some definitions on gender training:

“Work on gender does require knowledge and skills, but it is first and foremost about change and transformation. The trainer is therefore a change agent working with others to develop skills and understanding to bring about change. This may be change in the institutional context in which we work, broader change, perhaps at a national level; it is also about change in the attitudes and behaviours of people, of women and men – of others and also of ourselves” (Mukhopadhyay & Wong, 2007, p.58).

Additionally, in terms of actions for change they suggest some of the following for successful gender programs: Gender training should promote dialogue and celebrate diversity (Gender and Qualitative Research Tools Workshop, 2000). The methodology ought to combine activity and reflection (Gender TOT, 2000). Gender training participants need to be recognized as a prime resource (Gender TOT, 2000). Lastly, “genuine gender training recognizes the importance of personal emotions” (Gender and Qualitative Research Tools, 2000).

Some organizations that hold gender training provide the purpose for their courses:

“… aims to change awareness, knowledge, skill and behaviour in relation to gender. It is concerned with developing skills, capacity to translate such awareness into very specific tools that can be used into practice” (Siwal, WD Division, New Delhi).

UN Women offers this definition of their course:
“to contribute to a common understanding of terminology, core principles and effective
approaches that help agencies work together on gender programming. Introducing a range
of foundational information on gender equality and UN coherence... to strengthen gender
programming knowledge and skills required for UN staff; build knowledge and skills on
gender equality required for UN programme staff” (UN Women, 2012).

Although passionate, much of the definitions behind gender training are quite vague and
like the MDG's, bold at times. This section will describe types of gender training, theory and
practise that may be involved in gender training in addition to the effectiveness of gender
training. Based on the varying definition gender training, concepts and terms addressed within
training are diverse. This section explores terms and concepts that are often discussed during
gender training. Appendix highlights key terms and concepts that are often found in gender
training.

4.3.2 Types of Gender Training

There are various types of gender training provided by universities, development
organizations, and organizations that focus on gender training. This section provides examples of
opportunities for one to increase their knowledge, awareness and skills in gender and
development through gender related university programs and courses, and other opportunities
and resources that are offered within universities and in the field of IDEV.

4.3.2.1 Women’s Studies

In contrast to the shift from WID to GAD in development, although there has been a rise
in programs related to gender, most Women’s Studies programs continue to go by the same
name. While women’s studies programs explore gender and sexuality like men’s studies and
gender, many of them also have a direct connection to IDS, such as the University of Ottawa’s
Women’s Studies Option that can be added to the Masters of IDS.

To further demonstrate the popularity of Women’s Studies degrees, the Canadian Women's Studies Association (CWSA) lists women studies programs throughout Canada and the rest of the world, including women and gender studies programs. Women's studies programs are overwhelmingly predominant in Canada over any other program related to gender. Some examples within Canadian institution are Trent University’s Women's Studies program, University of Ottawa’s Institute of Women's Studies and University of Victoria’s Department of Women's Studies. More examples can be found on CWSA’s website.

4.3.2.2 Men’s Studies

In conducting a search for programs with a focus on Men and Masculinity, numerous research and development organizations may pop up, but it is less likely that a university department or program will appear. When consulting the Association for Universities and Colleges of Canada (AUCC) no results came up for Master’s programs in men/masculinity/male studies. Men’s Studies that do exist are not associated with IDEV or human rights programs. They tend to be more closely associated with psychology, sociology and English literature, or within departmental Gender studies/ Women studies programs. Men/ masculinity studies department are limited, and usually grouped within gender, and in the form of a course.

A major player in the field, Michael Flood, is the Co-Director for the Centre for Research on Men and Masculinities (CROMM), at the University of Wolleongong in Australia. This is one of the limited Men and Masculinity programs around the world. Another example is: Men and Fatherhood Studies at Akamai University in Hawaii. There were no programs found in Canada,
only sporadic courses. An example of a course is: Body, Gender and Society: Indigenous Masculinities, University of British Columbia.

This was supported in an article written in the Toronto Star in 2010, titled, *A Case for Men's Studies*, by Robert Cribb gives an account of Men's Studies in Canada:

“Search the University of Toronto faculty for experts on the study of women and you’ll find more than 40 academics with research interests including “women’s mental health,” “women and religion” and even “women’s fast pitch.” Conduct the identical search for “men” as a research topic and discover two lonely academics, both of whom specialize in gay men. Additionally that boys and men are studied through a distinctly feminist prism. Finding even a single course devoted to male-focused subject matter in Canadian universities is like hunting for dinosaurs. And those that do exist are located in women and gender departments” (Cribb, 2010).

Therefore, the study of men and masculinity is limited, and less existent in the study of International Development. More recently, in January 2012, The Montreal Gazette’s Donna Nebenzahl notes that research on men could barely be found, most often hidden under the umbrella of gender studies and elaborates that:

“The male stereotype of the all-powerful protector and provider is doing a disservice to men -- pressuring them to conform and ultimately, leaving many powerless to face the challenges of modern society. According to (Montreal Gazette) academic courses and research on men could barely be found, most often hidden under the umbrella of gender studies (Nebenzahl, 2012).

But even though there are just a few courses in Masculinity Studies available at the university level across Canada, and no departments of Men’s or Masculinity Studies, that article provides an account from a Professor Lafrance, saying that “since arriving at Concordia in 2006 I went from supervising nothing on masculinity over my first two years to supervising four students and then five and now, we’re waiting to hear about the status of three new applications in our graduate program in the upcoming year.” Therefore, although there are limited
opportunities to study men and masculinity, there is an increasing interest in the subject matter.

4.3.2.3 Women and Gender Studies

In reflecting a more realistic current state of the field of GAD in IDEV, there has been a common shift in programs, from Women’s Studies to Women and Gender Studies. Examples within Canada include Women and Gender Studies at the University of Toronto, Women and Gender Relations at the University of British Columbia, Women’s and Gender Studies at the University of Saskatchewan and Women and Gender studies at the University of Winnipeg. However, Women’s Studies programs continue to outweigh these programs in number.

4.3.2.4 Gender Studies/ Gender and Development Studies

Gender studies programs were usually not associated with IDS, like many Women’s Studies programs. Gender Studies are usually tied with arts and humanities degrees that often do not focus on development related issues. Gender Studies involve studying femininity and masculinity in addition, to deconstructing the concept of gender, in addition to LGQBT issues. Some programs are offered as a Minor. Some examples of programs in Canada are: Gender Studies at Queens University, Gender Studies at Saint John's University and Nipissing University Gender Equality and Social Justice Studies.

4.3.2.5 Gender University Credit Courses

Gender courses are available in numerous disciplines, and are offered as core courses or are embedded within other programs related to sociology, psychology, English literature, Women’s Studies, but also International Development. As gender is a complex topic that
involves a vast scope, gender courses vary dramatically, each looking at different aspects of gender. In reviewing courses advertised, it is a lot easier to find a course on women, feminist theory, or women and gender than gender or men and gender. Some examples of gender courses in Canada are as follows: Empowerment, Gender and Development (Dalhousie University), Topics in Gendered Social and Physical Environments (Queens University), Gender and Globalization (McGill University), Gender and Politics in Canada (University of Manitoba), and Gender, Globalization and Militarism (York University).

4.3.2.6 Intensive Training Courses

Intensive training courses include an exploration of gender a condensed period of time. Most programs not related to a university course last from one to two weeks. Some examples include Mosaic’s Gender Training, a one week program in July at the University of Ottawa, and International Training Centre’s (ITC) Gender Academy that lasts 2 weeks.

4.3.2.7 Online Courses

There are numerous online courses, often referred to as “e-courses” that are under the gender training umbrella. Many of the courses are conducted on a part time basis for people who are in the field to complete at their own pace. An example of this is the UN’s Online Course, Gender Equality, Gender Coherence and You.

4.3.2.8 Conferences

Numerous conferences are held around the world at various points throughout the year. Conferences where gender and gender equality is the focus, or where gender concepts are
embedded into topics related to International Development. Gender conferences are hosted by various organizations and institutions including non-profit organizations, the United Nations and national government bodies, as well as institutions such as universities, public libraries and community centres. Some examples include the World Conference in Washington DC, USA and First global symposium on Engaging Men and Boys to Achieve Gender Equity organized by the Promundo Institute.

4.3.2.9 Virtual Dialogues/ E-Conference/ E-Discussion

These involve online opportunities that are often live to discuss issues without being confined to a location. These initiatives are largely promoted by UN and INSTRAW. E-discussions and conferences are highly inclusive because there are fewer costs accrued, and people can participate from all aspects of society and around the world. UN Women describes their Virtual Dialogues (VD) as "a gender training and capacity building interactive tool." Some examples include UN Women Virtual Dialogues (VDs) and International Research and Training Institute for the Advancement of Women (INSTRAW).

4.3.2.10 Manuals and Other References Guides

There are numerous manuals developed by organizations that can either be found on their website or requested from the organizations themselves. Some are interactive and others involve simply reading material. Many of manuals are more theoretical, providing concepts and terms and a conceptual framework, and others include a more practical application of gender tools and strategies. Some of these resources have been used in actual training sessions for participants, reports from gender training sessions, resources for trainers themselves, and others are for self-
pursuit in increasing one's gender knowledge and skills. Appendix 5 provides examples of current online gender training manuals/guides. Guides include gender policies put forth by CIDA, United Nations resources including online courses, quizzes, and references guides to build knowledge and gender within specific situations as well as tools.

4.3.3 Key Terms and Concepts Included within Gender Training

In addition to numerous types of gender training, content also differs from session to session, whether it is focused on theory or practise or both. This section will draw on gender resources, including manuals and guides to address a number of concepts that might be discussed in gender training. The following provides specific definitions taken form resource books, NGOs, etc. Some have multiple definitions due to difference in definitions or depth of definitions. The definitions include separating definitions of sex and gender roles, a discussion of practical and strategic gender needs as well as other terms that would be found in gender training sessions and resources. Appendix 5 provides a list with definitions of each term and concept. The terms primarily address gender and women, while men are noted; they do not address their needs or concerns.

The above is a sample of definitions and terms, including major themes that are addressed in gender training. However, in the spirit of reflective practice and evolving of perspective terms and concepts will continue to change and transform, perhaps reconsidering the term "gender" and better integrating male participation, including terms that see males in a less hegemonic and more positive light.

4.3.4 Accessing Gender Training
Gender training is accessible to professionals in the field of development, students, and others who are interested. Organizations like AWID and Idealist.org, are organizations that provide access and connections to other gender events.

University campuses have organizations related to gender training or opportunities to learn more about gender issues embedded within speaker series and workshops. While gender training accessed online is a lot cheaper, depending on how long or intimate the training takes place, prices can truly add up. However, there are often student discounts. Additionally, popular gender training such as Mosaic's one week gender training every July in Ottawa, as well as the *ITC's Gender Academy* fill up quickly. A Munk Lecture at the University of Toronto discussing gender and Islam at the University of Toronto had to turn people away at the door.

Therefore, those considering gender training should register for workshops in advance. The following are websites of organizations that provide various gender training opportunities as well as websites that provide access to them:

**Table 3 Accessing Gender Training**

<table>
<thead>
<tr>
<th>Organization</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AWID</td>
<td>An organization devoted to improving the lives of women worldwide. They provide conferences, events, courses and anything that is offered around the world.</td>
</tr>
<tr>
<td>Mosaic</td>
<td>offers numerous training opportunities</td>
</tr>
<tr>
<td>Directory of UN Resources Gender and Women’s Issues</td>
<td>They provide resources including, online courses, training manuals</td>
</tr>
<tr>
<td>Gender Conferences</td>
<td>This is a directory of gender - related conferences offered around the world.</td>
</tr>
<tr>
<td>International Training Institute</td>
<td>Offers numerous intensive courses related to developers work including:</td>
</tr>
<tr>
<td>Siyanda</td>
<td>An online discussion board that where people post new gender training opportunities ranging from workshops to Master’s degrees.</td>
</tr>
<tr>
<td>---------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>ReliefWeb</td>
<td>Offer a training section where people can post about various training opportunities. Much of it focuses on training offered in Europe, Asia and Africa.</td>
</tr>
<tr>
<td>INTRAC</td>
<td>Provide various training opportunities, catered to non-profit organizations.</td>
</tr>
<tr>
<td>University Speakers Series: Munk School of Global Affairs, Lectures, Ottawa U., St. Mary’s University of Guelph</td>
<td>There are numerous speakers’ series that International Development programs offer to their students and the public, that often include or focus on gender justice issues.</td>
</tr>
</tbody>
</table>

### 4.3.5 Relevance of Gender Training

Organizations, programmes and projects are increasingly being asked to develop gender equality policies and strategies that seek to provide women and men with equal opportunities. This is evident through the numerous organizations that provide gender training and the resources that continue to come out. More can be found in the Chapter 4.

Gender training provides “core concepts, gender analytic frameworks and gender strategies that can improve the effectiveness of your organization, programmes and projects in working with vulnerable and marginalized women and men, boys and girls” (Mosaic, 2012). It is also relevant because it provides information "beyond the theory to apply in practical and useful ways gender analysis and gender sensitive strategies to your organization and its programmes and projects to achieve greater social justice, development and peace” (Mosaic, 2012).

### 4.3.6 Gender Training Methodology

As mentioned previously, a crucial part of the gender training experience is critical
reflection and discussion. However, there also needs to be a method in how to bring this about, in a gender appropriate way. Mukhopadhyay & Wong (2007) point out that "while only a handful of authors have touched upon methodological issues, only a few have tangentially included discussions concerning epistemology. Additionally, an assessment of opportunities and support for local and regional gender analysis is needed to build on attempts to develop a gender training strategy in the region. Regional gender resource and training centres are needed, as well as more sharing of experience across the region (Mukhopadhyay & Wong, 2007, 85).

Organizations tend to have their own definitions of what gender training is, because themes and even goals and themes can be dramatically different. Additionally, as gender progresses in International Development more terms are added, and some are taken out. Of course, terms and concepts are only a part of training as addressed above, the methodology and quality also is important to effective gender training.

In support of Mukhopadhyay & Wong's (2007) argument on a lack of methodology, gender training guides appear to be quite pragmatic, guides are very specific. But, many do take into consideration adult learning, and local context. Therefore, perhaps the academic nature of what Mukhopadhyay & Wong (2007) are saying is missing because an audience would not respond to this. Having a paradigm in itself is a fairly North American/European construct.

The Kenyan government (1998) came up with a training guide on gender mainstreaming. In their manuals they first look at what any training sessions should affect one's knowledge, attitude, skills and habits. It is much more pragmatic. However, perhaps it is a problem. In considering Mukhopadhyay & Wong (2007) point brought up earlier about gender training stemming from the 1995 Beijing conference gender training is relatively new, and has much
needed room for growth.

4.3.7 Gender Training Challenges, Concerns and Cautions

Mukhopadhyay and Franz Wong (2007) explore the methodologies and epistemologies of numerous gender training in the context of international development, and provide perspectives from various international authors on the number of training projects around the world. (Mukhopadhyay & Wong, 2007) discuss the understood notion that gender training alone is not effective in promoting gender equality, and needs to be accompanied by organizational to institutional change and offers this insight:

"As a strategy to enhance other people’s knowledge and capacities, gender training becomes a complex endeavour giving rise to a number of challenges and tensions. One is between the conveying theoretical and analytical concepts about power and societal change in ways that are intelligible to people who are not necessarily accustomed or inclined to think in these ways and whose reality is about practice. There is a need to transverse the worlds of theory and practice." (p. 13).

Additionally, they discuss that there lack of self-reflective and critical analysis of gender trainers in gender training reviews: "female gender trainers do not necessarily challenge the gender power relations that they themselves are part of" (2007, p. 14). They argue that methodological considerations are few (p. 14) and that we need to take this into consideration. Just as position and location shapes production of knowledge about gender relations, the reception of knowledge about gender is contingent on the location of those we seek to train (Mukhopadhyay & Wong, 2007, p. 21).

As the articles suggest, the problem is that hegemonic worldviews of knowledge and knowledge production seem to have also been part of the flurry of gender training that continues today. For the assumptions explored above concerning the DPU methodology resonate in the
experiences that the authors describe (Mukhopadhyay & Wong, 2007, p. 22).

Therefore, it is important to not only consider the type of gender training, but the quality and methodology behind the training. Additionally, one should choose gender training based on the information and skills they want to attain. According to Mukhopadhyay & Wong (2007) “there is no regulatory framework that governs gender trainers” (p. 67). This can be seen in a negative or positive light. All gender training opportunities have different objectives and goals; some are more focused on women, others on men, or some more on theory and others more on practice. But, in any training, having a framework is necessary.

4.3.8 Effectiveness of Gender Training

Scholarly research on the effectiveness of gender training, particularly its relevance to International Development is extremely limited. However, the mere fact that so many types of training exist, and their high attendance rates, in addition to their ability to charge a lot of money, speak for itself. Additionally, organizations who host these training sessions provide reasons why they are important.

As seen above there have been criticisms in the effect of gender training. However, the Mukhopadhyay & Wong (2007) do document success of well critically and reflectively thought out programs and the positive things they do evoked effectively. The following are effects of strong gender programs that are mostly framed around gender training that is localized and participatory and including reflective practice:

- "workshops have provided many learning opportunities where participants from different countries and contexts have been able to explore their experience and share learning with one another. (Mukhopadhyay & Wong, 2007, p. 5)."
“Gender training initiatives, designed by members of local women’s groups and development organizations, provided a forum for exploring these meanings within an overall commitment to a rights and empowerment approach” (Mukhopadhyay & Wong, 2007, p.51).

“In local gender training events, gender analysis has provided a powerful means of looking at the social formation of girls and boys. It has enabled participants to analyse their own life experience as women and men, to understand what is given and what can change. It has helped participants to identify what needs to change and how they can make this happen.” (Mukhopadhyay & Wong, 2007, p.56).

Therefore, gender training is effective way in increasing one’s knowledge and awareness of gender within the field of IDEV. However, the outcomes are dependent on the experiences individuals seek to gain. However, the descriptions appeared to be provided by those truly interested in the training sessions.

**4.3.9 Gender Training and Men**

As we have noted, reflection is a large part of it, what about how men become involved? How does gender training become relevant for men? As noted previously, there are hesitations for men to become involved in gender, whether working in the field, or recipients becoming involved in initiatives.

According to the literature, gender training also needs to consider the needs and perspectives of males for them to have lasting impacts on males, "gender sensitization workshops with men require a far more sensitive approach than such workshops with women, for example by including a male trainer in the training team" (Mukhopadhyay & Wong, 2007, p. 13).

Additionally, Esplen (2006) offers a bibliography that highlights lessons learned in engaging males. Within the biography she notes lessons from prominent members in the field of
gender development such as Michael Kauffman and James Lang.

Kauffman (2012) argues that "we need to engage them with positive messages. For example, White Ribbon posters attempt to affirm the positive, reaching out to men with messages like “You have the power to end violence against women in your community” (White Ribbon Campaign, 2012). Additionally, programs should encourage men and boys to understand the oppressive effects of gender inequality on women. Lang adds that it is "important to identity existing gender- equitable behaviours among men and build upon these ." and that programmes should work from the ground up, identifying local traditions, norms and masculine characteristics that are conducive to ending violence (Lang, 2003). Some are specifically directed at the development community. Appendix 7 highlights some notable sources about gender training involving engaging males specifically. All resources are directed towards males as recipients of programs and not males working in GAD or other areas of IDEV.

4.4 Chapter Summary

This chapter provided a description of graduate programs in IDS in Canada. Based on a review of program websites it was found that there are limited programs in IDEV at the graduate level compared to the undergraduate level. Within graduate programs, there are more females enrolled than males. No programs had a gender course within their core courses but some offered them as part of electives from in and outside the IDS department. It also provided a description of gender training. The next chapter provides a description of the findings from the data collected.
Chapter 5: Findings

5.1 Introduction

Findings from the online survey and key informant interviews are presented individually in this section. Information was organized into categories under the objectives and research questions stated in Chapter 1. A summary of all the findings can be found at the end of the chapter.

5.2 Online Survey

To determine response bias the researcher went through each survey individually, and reviewed individual responses. All answers were deemed reasonable and coherent because the instructions of providing a keyword were followed, and the names, resources, and concepts listed by participants were reasonable. Internal validity checks of the survey tool itself were completed during the piloting process (see Chapter 3 for the Methodology). External validity was checked with respondents by reviewing the answers to ensure that responses were not random and flowed from the responses indicated in the beginning of the survey.

5.2.1 Survey Sample

In total fourteen participants completed the online survey. Respondents were purposively selected and non-representative of the total population. The majority of the participants sampled consisted of male students in their first year/second year (and further) of their graduate degree in IDS. Two of the fourteen respondents were alumni who graduated within the last two years of the program. See Table 5.1 for a breakdown of the participants.
Male enrolment within programs involved in the study ranged from two to ten. However, the majority of programs had male populations on the lower end of that range. The institutions in the study had a combined total population of approximately 25 males. The alumni population is unknown. The Context chapter (Chapter 4) provides a more in-depth description of the number of students and more information on graduate programs in IDS within Canada.

The purpose of the first question was to determine eligibility. All respondents identified themselves as meeting the criteria of partaking in the survey. No participant selected “other.” Therefore, all surveys were determined as relevant in the data analysis process.

Table 4 Participants in the Survey

<table>
<thead>
<tr>
<th>Description</th>
<th>Total %</th>
<th>Total n=</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am a male in my second year (or further) of graduate studies in International Development</td>
<td>42.9%</td>
<td>n=6</td>
</tr>
<tr>
<td>I am a male in my first year of graduate studies in International Development</td>
<td>42.9%</td>
<td>n=6</td>
</tr>
<tr>
<td>I am a male alumni of a graduate degree in International development within the last two years.</td>
<td>14.3%</td>
<td>n=2</td>
</tr>
<tr>
<td>Not applicable</td>
<td>0.0%</td>
<td>n=0</td>
</tr>
<tr>
<td>Total Responses:</td>
<td></td>
<td>n=14</td>
</tr>
</tbody>
</table>

*Students were asked to select one of the options to determine their eligibility in the study.

5.2.2 Objective 1: To understand males’ experiences with gender training opportunities in international development graduate programs.

5.2.3 Research Question: What opportunities are there for men involved in graduate programs in International Development to learn about gender issues?

To understand males’ experiences with gender training opportunities, student respondents were first asked to identify the types of gender training that were available in their program. The findings are presented below.
5.2.3.1 Gender Training Opportunities

Every respondent indicated some awareness of gender training opportunities within their program. A definition of gender training was provided in the question, as well as examples. A copy of the survey questions can be found in the appendix. All respondents identified that gender training opportunities within their program existed. 92.9% of student respondents were aware of gender courses and 71.4% indicated speakers on gender within their program. Gender workshops and other opportunities were also noted. Table 5.2 displays gender opportunities that participants indicated were available in their program.

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Response Percent</th>
<th>Total Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender course(s)</td>
<td>92.9%</td>
<td>13</td>
</tr>
<tr>
<td>Gender workshop(s)</td>
<td>28.6%</td>
<td>4</td>
</tr>
<tr>
<td>Speaker(s) on Gender</td>
<td>71.4%</td>
<td>10</td>
</tr>
<tr>
<td>Other</td>
<td>28.6%</td>
<td>4</td>
</tr>
<tr>
<td>None that I am aware of</td>
<td>0.0%</td>
<td>0</td>
</tr>
</tbody>
</table>

*Respondents were asked to indicate which gender training opportunities were available within their program. They were able to indicate all options that they considered relevant.

5.2.4 Research Question: What topics are males exposed to within their graduate programs in International Development?

To learn about what topics males were exposed to within their graduate programs, student respondents were first asked to identity which Millennium Development Goals (MDGs) were more closely associated with their program.

5.2.4.1 Exposure to the Millennium Development Goals (MDG)

Respondents were given the opportunity to indicate any or all of the MDGs that they
thought applied. “Promote gender equality and empower women” was the fourth most popular MDG indicated. Figure 2C displays all the MDG’s respondents were exposed to.

<table>
<thead>
<tr>
<th>Table 6 Male Exposure to Millennium Development Goals in Graduate Programs in IDS</th>
<th>Response Percent</th>
<th>Total Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eradicate extreme poverty and hunger</td>
<td>42.9%</td>
<td>6</td>
</tr>
<tr>
<td>Achieve universal primary education</td>
<td>28.6%</td>
<td>4</td>
</tr>
<tr>
<td>Promote gender equality and empower women</td>
<td>28.6%</td>
<td>4</td>
</tr>
<tr>
<td>Reduce child mortality rates</td>
<td>21.4%</td>
<td>3</td>
</tr>
<tr>
<td>Improve maternal health</td>
<td>21.4%</td>
<td>3</td>
</tr>
<tr>
<td>Combat HIV/AIDS, malaria, and other diseases</td>
<td>14.3%</td>
<td>2</td>
</tr>
<tr>
<td>Ensure environmental sustainability</td>
<td>57.1%</td>
<td>8</td>
</tr>
<tr>
<td>Develop a global partnership for development</td>
<td>71.4%</td>
<td>10</td>
</tr>
</tbody>
</table>

*Student respondents were asked to indicate which Millennium Development Goals they were exposed to through their program. They were able to indicate all that were relevant.

5.2.4.2 Gender within Core Courses

Next, respondents were asked how gender was addressed in core courses within their graduate program in International Development. Participants were able to indicate more than one option. Approximately 86% of participants responded that gender was addressed within readings, while approximately 71% said that gender was discussed indirectly amongst other topics in class. Additionally, approximately 64% noted that gender was provided as an optional route to explore independently and 50% said that their core courses involved speakers on gender.
Table 7 Gender and Development Addressed within Core Courses

<table>
<thead>
<tr>
<th></th>
<th>Response</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Percent</td>
<td>Count</td>
</tr>
<tr>
<td>In specific readings</td>
<td>85.7%</td>
<td>12</td>
</tr>
<tr>
<td>During class discussions</td>
<td>78.6%</td>
<td>11</td>
</tr>
<tr>
<td>Provided as optional route to explore independently</td>
<td>64.3%</td>
<td>9</td>
</tr>
<tr>
<td>Discussed indirectly amongst other topics in class</td>
<td>71.4%</td>
<td>10</td>
</tr>
<tr>
<td>Speaker(s) on gender</td>
<td>50.0%</td>
<td>7</td>
</tr>
<tr>
<td>It was not addressed</td>
<td>0.0%</td>
<td>0</td>
</tr>
<tr>
<td>Don't know</td>
<td>0.0%</td>
<td>0</td>
</tr>
</tbody>
</table>

*Respondents were asked to indicate ways gender was addressed within their core courses.

5.2.5 Research Question: What is the level of participation by males in these opportunities?

To understand male participation rates in gender training opportunities the researcher asked participants about their level of exposure and/or experience with gender courses, gender workshops, gender speakers, gender conferences and any other gender training opportunities. The findings are elaborated below.

5.2.5.1 Level of Exposure to Gender Training

Most of the participants responded, some chose to not answer parts of the question. See Table 5.5 for responses in addition to response counts; the highest response rates are in bold. The highest response rates across all sections were seen in the “No exposure and/or opportunities column.” 42.9% of all respondents indicated that they had minimal exposure to gender courses, while 14.3% said that they had a high exposure to gender courses. Over half (58.3%) responded
that they had no exposure and/or opportunities in gender workshops and zero responded that they had high exposure. Results of those exposed to gender speakers were similar across all levels with 28.6% of participants having no exposure and the same rate having high exposure. The largest number of participants (69.3%) had no exposure to gender conferences with 7.7% having moderate and high exposure. 57.1% of participants indicated that they had no exposure or opportunities to other gender training opportunities, with the smallest number of participants answering this question.

<table>
<thead>
<tr>
<th>Gender Training Types</th>
<th>No exposure and/or Opportunities</th>
<th>Minimal</th>
<th>Moderate</th>
<th>High</th>
<th>Total Count</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>%</td>
<td>n=</td>
<td>%</td>
<td>n=</td>
<td>%</td>
</tr>
<tr>
<td>Gender Courses</td>
<td>21.4%</td>
<td>3</td>
<td>42.9%</td>
<td>6</td>
<td>21.4%</td>
</tr>
<tr>
<td>Gender Workshops</td>
<td>58.3%</td>
<td>7</td>
<td>25.0%</td>
<td>3</td>
<td>16.7%</td>
</tr>
<tr>
<td>Gender Speakers</td>
<td>28.6%</td>
<td>4</td>
<td>28.6%</td>
<td>4</td>
<td>14.3%</td>
</tr>
<tr>
<td>Gender Conferences</td>
<td>69.2%</td>
<td>9</td>
<td>15.4%</td>
<td>2</td>
<td>7.7%</td>
</tr>
<tr>
<td>Other</td>
<td>57.1%</td>
<td>4</td>
<td>0.0%</td>
<td>0</td>
<td>42.9%</td>
</tr>
</tbody>
</table>

*Participants were asked what their level of exposure was to each gender training opportunity listed in the first column.

5.2.6 Objective 2: To explore males’ perceived knowledge, attitudes and skills in gender from experiences within their program.

5.2.7 Research Question: What knowledge and skills do males in International Development perceive they have in gender issues?

To better understand the perspectives of males on their knowledge and skills in gender issues, respondents were asked to indicate their perceived level of knowledge in gender theory, gender practice and initiatives in International Development. The findings are stated below.

5.2.7.1 Knowledge and Skills in Gender

Participants were first asked to indicate their level of knowledge and skills in gender theory, gender in practice, and gender initiatives in International Development. Only one
respondant indicated that he was highly knowledgeable or skilled in all areas, while most participants indicated that they were either somewhat knowledgeable or not sure. Participants noted that they were somewhat knowledgeable about gender in practice but less knowledgeable in gender theory and initiatives. Research indicates that respondents were the least knowledgeable about gender and theory, and the most about gender in practice.

Table 5.6 Knowledge and Skills of Gender in International Development

<table>
<thead>
<tr>
<th></th>
<th>Not Sure</th>
<th>Somewhat knowledgeable and/or skilled</th>
<th>Knowledgeable and/or skilled</th>
<th>Highly Knowledgeable and/or skilled</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>%</td>
<td>n=</td>
<td>%</td>
<td>n=</td>
<td></td>
</tr>
<tr>
<td>Gender theory</td>
<td>42.9%</td>
<td>6</td>
<td>35.7%</td>
<td>5</td>
<td>14</td>
</tr>
<tr>
<td>Gender in practice</td>
<td>28.6%</td>
<td>4</td>
<td>50.0%</td>
<td>7</td>
<td>14</td>
</tr>
<tr>
<td>Gender initiatives in IDEV</td>
<td>35.7%</td>
<td>5</td>
<td>35.7%</td>
<td>5</td>
<td>14</td>
</tr>
</tbody>
</table>

*Participants were asked to indicate their perceived level of knowledge in: gender theory, gender in practice and gender initiatives in IDEV.*

5.2.7.2 Evidence of Knowledge in Gender

Next, participants were given the option if they indicated that they were somewhat knowledgeable or higher in gender theory and practice and were asked to provide some concrete evidence of their knowledge in gender issues in International Development. In reviewing the responses, the researcher noted frequent incidences of respondents using a question mark or two at the end of their responses. Responses were organized into categories that can be found in table 2G. The most frequent responses are highlighted in Table 5.7.

5.2.7.3 Influential People

First, students were asked to name two people, including authors, theorists, speakers and training that they feel have enhanced their understanding of gender theory. Approximately two-
thirds (64%) of respondents provided an answer to this question. After running a search on each name provided by participants, the researcher identified that approximately 30% of the names identified were professors from American and Canadian Universities. As the survey was anonymous it is not clear if participants chose professors from their own universities, however, it is important to note that professors often publish work that is widespread, therefore, students may not have been referring to their professor.

The second most frequent response was students listing people who identify as a “feminist” or subscribe to feminist perspective, and included examples of eco-feminism and feminism and sexuality. Additional, people included political figures, and philosophers. Findings were coded into focus areas of each person listed. Professors were identified but not named to maintain anonymity of key informants and institutions involved in the study. Only one male was mentioned. The majority of names provided were those who identified themselves as having a “feminist” perspective.

5.2.7.4 Gender Theories or Concepts

Next, participants were asked to provide two gender theories or concepts they were exposed to during their experiences in gender training. Gender and Development was most commonly mentioned, followed by Women and Development, and forms of feminism. Others provided examples of gender or women within specific contexts in International Development, such as gender in conditional cash transfer health and education programs and women as post conflict peace negotiators.

5.2.7.5 Gender Resources

Next, respondents were asked to provide a gender resource that they had access to during
experiences in gender training. Responses differed and ranged from specific centers at a university, to “none.” The majority of answers were university-related resources such as courses and textbooks. Some respondents referred to books and magazines with a focus on gender related issues within IDEV. Fewer than half the respondents answered this question.

5.2.7.6 Gender Initiatives

Lastly, participants were asked to name three gender initiatives in the field of IDEV. Responses ranged from providing concepts such as “WID,” “WAD,” and “GAD” and the MDG’s. Additionally, examples of specific development organizations as well as conferences were noted. WID WAD and GAD as well as CIDA were most commonly mentioned. Responses were categorized into smaller groups below. The fourth column in the table below provides most responses with most frequent responses highlighted.

Table 5.7 Gender Theories, Resources and Initiatives Provided By Respondents

<table>
<thead>
<tr>
<th>Name Two People (Background of person listed)</th>
<th>Gender Theories</th>
<th>Gender Resources</th>
<th>Gender Initiatives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender/Women's Studies Professor</td>
<td>Gender and Development</td>
<td>Women’s Centre at Canadian University</td>
<td>Red Cross</td>
</tr>
<tr>
<td>Post- Feminist Thought</td>
<td>Gender in Development</td>
<td>Oxfam’s Gender and Development Magazine</td>
<td>Grameen Bank</td>
</tr>
<tr>
<td>Gender and Development</td>
<td>Women and Development</td>
<td>Book: Sex and Social Justice</td>
<td>CIDA Gender Equality Policy</td>
</tr>
<tr>
<td>Gender Discrimination and Social Justice</td>
<td>Women in Development</td>
<td>Gender based courses</td>
<td>UNICEF</td>
</tr>
<tr>
<td>Feminist Ideologies</td>
<td>Gender in Conditional cash transfer health and education programs</td>
<td>International Development textbook</td>
<td>US AID</td>
</tr>
<tr>
<td>Gender and Sex</td>
<td>Post- Development</td>
<td>None</td>
<td>Gender Development Index (UN)</td>
</tr>
<tr>
<td></td>
<td>Women as Post-Conflict Peace Negotiators</td>
<td></td>
<td>USAID’s office of Gender Equality and Women’s Empowerment</td>
</tr>
<tr>
<td></td>
<td>Forms of Feminism</td>
<td></td>
<td>Millennium Development Goals (MDGs)</td>
</tr>
<tr>
<td></td>
<td>Gaze</td>
<td></td>
<td>Ecofeminism</td>
</tr>
</tbody>
</table>
Otherness

<table>
<thead>
<tr>
<th>Post-Sexualism/biopower</th>
<th>WID, WAD, GAD</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>World Conference on Women</td>
</tr>
<tr>
<td></td>
<td>Conditional cash transfers/HIV education/ labour/agriculture</td>
</tr>
</tbody>
</table>

*Participants who identified that they were somewhat knowledgeable/skilled, knowledgeable/skilled, or highly knowledgeable/skilled in gender theory and practice in a previous question were asked to provide examples of 2 people (i.e. authors, lecturers, or advocates) related to GAD, gender theories, gender resources, and gender initiatives.

5.2.8 Research Question: What are men’s attitudes about pursuing gender in International Development?

To better understand men’s attitudes towards pursuing gender in International Developments, respondents were asked to indicate how likely they were to: attend gender specific training, put “gender training” as a skill or experience on your resume, discuss gender theory or practice amongst colleagues, apply for a job in International Development that focuses on gender, and lastly, to apply for a job that indirectly addresses gender justice. Findings are discussed below.

5.2.8.1 Men’s Attitudes towards Gender and Development

This research question was explored by asking participants how likely they were to: attend gender specific training, put “gender training” as a skill or experience on their resume, discuss gender theory or practice with colleagues, apply for a job in International Development with a focus on gender and lastly apply for a job that indirectly addresses gender justice. Overwhelmingly, more respondents replied that they would be unlikely to do what was asked. Zero participants responded that they would be very likely to attend gender training, put gender training as a skill on their resume and apply for a gender job in International Development. Participants were more likely to discuss gender theory and practice amongst colleagues and
apply for a job that indirectly addresses gender. See Table 5.8 for a more elaborate breakdown of the results.

Table 5.8 Male Perceptions towards Gender in International Development

<table>
<thead>
<tr>
<th>Activity</th>
<th>Not Likely</th>
<th>Somewhat Likely</th>
<th>Likely</th>
<th>Very Likely</th>
<th>Total Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attend gender specific training</td>
<td>50.0%</td>
<td>35.7%</td>
<td>14.3%</td>
<td>0.0%</td>
<td>14</td>
</tr>
<tr>
<td>Put “gender training” as a skill or experience on your resume</td>
<td>71.4%</td>
<td>14.3%</td>
<td>14.3%</td>
<td>0.0%</td>
<td>14</td>
</tr>
<tr>
<td>Discuss gender theory or practice amongst colleagues</td>
<td>21.4%</td>
<td>28.6%</td>
<td>28.6%</td>
<td>21.4%</td>
<td>14</td>
</tr>
<tr>
<td>Apply for a job in International Development that focuses on gender justice</td>
<td>71.4%</td>
<td>14.3%</td>
<td>14.3%</td>
<td>0.0%</td>
<td>14</td>
</tr>
<tr>
<td>Apply for a job that indirectly addresses gender justice</td>
<td>28.6%</td>
<td>42.9%</td>
<td>14.3%</td>
<td>14.3%</td>
<td>14</td>
</tr>
</tbody>
</table>

*Males were asked their likelihood to do what was mentioned in the first column.

5.4 Key Informants- Faculty Members

All interview transcripts were reviewed. After a description of the participants, data was then organized into categories under each research question that was stated in Chapter 1.

5.4.1 Participant Sample

In addition to the busy schedule many professors have, after receiving an email with information on the study many faculty responded that “they didn’t have a background in gender” or they that they “have never taught a gender a course” or that they were not available for an interview. In the end, four interviews were conducted. Two by Skype, one over the phone and an additional one over email exchange. The following are the positions of the respondents:
Participant 1C: A female faculty member from a departmental International Development program in Canada. She currently teaches two courses focusing on gender, one at the graduate level and one at the undergraduate level. Her current and past research revolves around women, gender and development.

Participant 2C: A male director at a Canadian university (with a significant French-Canadian population), with a departmental focus in International Development. Informant has a background in political studies.

Participant 3C: A male chair at a university in Canada of graduate program with a focus in International Development with a background in gender and sexuality, masculinity and development.

Participant 1A: A professor in the International Development program at a large private American University with a program that focuses on International Development. She teaches a gender course. She is a cultural anthropologist, with a research background in gender as well as other development topics.

5.4.2 Objective: To explore insights and perspectives on male students’ experiences with gender training from faculty members within International Development programs.

5.4.3 Research Question #1: What opportunities do students have to increase their knowledge of gender within International Development?

To answer this research question respondents were first asked to discuss information about their program. They then described opportunities students had to increase their gender knowledge within their program. Responses were organized into categories below.

5.4.3.1 Program Information

Respondents were first asked to provide some details about the university program in
which they were associated with as a faculty member. In keeping key informants and institutions confidential, the researcher only provided ranges and general information about programs to keep informant anonymous. See the table in Chapter 4 for more information on all International Development programs in Canada. Time to complete programs ranged from a minimum of one year to three years, but longer in some instances. There tended to be minimal mandatory credits and lots of opportunities for students to pursue electives, and research interests for their thesis. Respondent 1C and 3C noted that their programs were quite small. All faculty key informants noted that there was an overwhelmingly larger ratio of females to males within their programs. Males in programs ranged from two to ten, but were more frequently on the lower end.

5.4.3.2 Gender Training Opportunities

5.4.3.3 Gender Courses within Department

3C noted that there were no courses through the department that students can take that directly focus on gender. 2C was from a larger program, and noted that there were no gender courses within the department. Respondent 1C and 1A were both instructors of gender courses within their own department. They discussed the experiences students had within their gender course.

When asked is it more practiced or theory based, 1C noted that it was more theory based at a graduate level and more practice based at an undergraduate level. 1A noted that the first section is theory, second section is looking at various issues in gender and development and how they have been addressed.

1C noted that within their gender course there were guest speakers in gender and provided an example from international non-profit organizations and charities, in addition to a
human rights lawyer in East Africa. 1A noted that students were exposed to influential films such as, *Taking Root*. When asked about some of the topics within the course 1C discussed some specific examples such as presenting literature on debunked myths surrounding GAD, including the ideas that women can do everything and are portrayed as heroic figures and men in developing world being lazy and corrupt. 1A discussed the conceptions of ideas of WID, WAD, GAD, gender-mainstreaming, gender analysis, gender equality, gender equity, women's empowerment, ideas of masculinity, rights based approaches to gender and development, capability approaches to gender and development.

Discussion emerged into resources, manuals, experts or authors that were of particular interest in gender. 1C referred to gender resources discussing structure and agency, debunking myths of debunking, gender myths and feminist fables. 1A noted feminist ecology, gender equity and health, on how women being empowered to address environmental issues contributed to women's involvement in political movements.

Respondent 1A and 1C noted that the gender course was an optional requirement or elective, but not a core course. 1C and 1A noted that not all students within the class were from the International Development program. Students came from various programs. 1A noted that it was optional and it is open to all graduate students - most of the students were in International Affairs with a concentration in development, one in anthropology, one from Gender Studies, one from Education (a male). When asked how students find out about their courses, 1A course listings online and 1C have a similar response saying that online or in their course calendar/manual.

### 5.4.3.4 Gender Courses within Other Departments and Levels
Respondent 2C stated that students can choose to take a gender course through Women’s Studies, or pursue it more seriously as part of their degree. 3C noted that students can pursue gender courses within other departments at an undergraduate level. 1C replied that students could pursue gender courses within other departments. 1A replied that there were Gender Studies courses, other courses offered in similar departments, and gave some examples of topics: trafficking, and two others, gender and humanitarian emergencies, and gender, conflict, human rights, saying there were most likely others in some other departments as well that students were able to take.

5.4.3.5 Gender Integrated into Core Courses

Respondent 3C said that there are no gender courses within the department offered as a core course or an elective. However, he noted that gender was integrated into methods and other core courses, and mentioned that a course focusing on feminist political economy was a course last year. 3C elaborated that gender analysis is used with specific attention to language by organizations such as the World Bank, additionally how topics are approached. He noted that the department uses pro-feminist theory within core courses.

According to respondent 1C “presumably, other classes integrate gender”. Evidence of this was provided as informant 1C also noted that she had been a guest speaker in other graduate classes. 3C noted that at the graduate level, gender should be embedded in all courses because it is an important issue. Additionally, at the graduate level “there is no controversy in terms of understanding the importance of gender in International Development,” there is gender equity within hiring. 3C also elaborated that “there is an awareness in the department that gender is an important issue.” They also elaborated that the department feels it is more important to integrate
this lens into aspects of all topics, not wanting to “ghettoize” it or “put it in the corner,” instead it should be embedded in all courses.

5.4.3.6 Speaker Series

Respondents 1C and 3C noted that there was much collaboration within other departments in their university. According to 1C, the university used to have a speaker series on International Development topics, but now students go to another university close by. 1C defined collaboration with another university close as being an advisor to some of their students, including a speaker series on International Development topic, some involving gender specifically. 3C noted that although there is no speaker series within the department itself, students are encouraged to attend speaker series within departments related to gender studies, cultural studies, law and policy studies as well as other departments. 3C noted that the program is working towards a course where students would be accountable in attending these various series and writing and presenting about them.

5.4.3.7 Other

1C noted a student group/organization related to gender that students are able to attend outside of their department. Participants 1C, 2C and 3C noted courses at the undergraduate level. 3C noted that students from the graduate program were welcome to take these courses. 3C mentioned that there were undergraduate courses available including a fourth year seminar and graduate students were able and encouraged to take/attend.

5.4.4 Research Question #2: What are participation rates in gender training opportunities?

After describing gender training opportunities, faculty respondents were asked about their knowledge of male participation rates. As research is a large part of the graduate experience,
respondents were also asked about their awareness of students pursuing gender topics for their thesis. Responses are provided under the categories below.

5.4.4.1 Male Participation in Gender Training Opportunities

Faculty respondents 1C, 2C and 3C discussed speaker series’ or other gender training opportunities including courses outside the program or student groups. Although students were encouraged to attend at least the speaker series, they were unsure of the exact number of students attending or the ratio of females and males. When asked about male participation rates in gender courses, 1C noted that there was one male graduate student within her program enrolled in the course, but a few other males from the undergraduate or other programs. Secondly, 1A noted that there were no males students from the IDS program, but a male from another program taking the course.

When asked about low participation rates in gender courses, 1C and 1A noted that the number of males in the program is already quite low. Respondent 1C noted that there were more males enrolled in IDEV at the undergraduate level, but that was most likely due to higher enrolment as a whole compared to graduate programs. Faculty respondents all noted that male participation results were either low or that they were unsure.

5.4.4.2 Student Research Pursuits in Gender

Conversations with 1C and 3C emerged into a discussion on student research pursuits in gender within IDS. When asked about males studying gender 1C noted that a few years ago, a male studying gender and development, female genital cutting and male perspectives. 2C said that he had not come across a thesis with a gender framework from males or females and elaborated that it was not a “popular” direct topic, although people may embed it within other
5.4.4.3 Other Themes Addressed

5.4.4.4 Faculty and Gender

Respondent 1C noted that there are a limited number of faculty members within the IDEV department itself, so the fact that one is focusing on gender shows that gender is given a high priority. 3C also noted that the faculty number is very small, and it is challenging to directly focus on any topics, and is easier to integrate within other topics. 1C noted that she had been an advisor for other students at another university close by on gender. 3C noted that 43% of faculty have done some research in gender, with the male respondent included. Quite a few, him included, and provided examples of topics being researched including gender migration and another studying gender and drama in India.

5.5 Key Informants- Senior Level Gender Advisors

The interviews were semi-structured and went on to emerging themes and concepts. The interviews went in different direction points, one focusing more on the field and the other more on the experiences of a male becoming a gender advisor. Some emerging themes that will be seen below are push-pull factors of men in development. What is pushing them towards pursuing gender in International Development, and what things are pulling them away from being involved or being relevant in the field. Responses are organized under the objective and research questions stated in Chapter 1.

5.5.1 Participants

1G: Social Development equity and Gender advisor

2G: Female from Canadian Branch of a non-profit organization
5.5.2 Objective: To compare male students’ experiences with gender training opportunities and experiences in international development graduate programs with insights and perspectives of men working in large international development organizations.

This objective was organized into two research questions. The first section focuses on males working in the field of IDEV, and the second focuses on experiences of becoming a gender advisor and/or specialist.

5.5.3 Research Question #1: What are their thoughts and perspectives on men in the field of International Development?

The researcher was able to ask the research question directly to the two Gender Advisors interviewed. Responses were organized into categories that pertain to males working in the field of gender within International Development.

5.5.3.1 Males Working in the Field

According to 2G there are an increasing number of males in the field of gender and applying for positions in gender within the field of IDEV. The organization they work for frequently hires males for gender initiatives. However, she stressed that there is still a desperate need for men, and added that overwhelmingly more women apply than males. The organization’s member countries are primarily in the Global North, but capacity development and initiatives occur within the Global South.

According to 2G, gender is particularly important within ground level initiatives as opposed to working in member offices in the Global North. However, she noted that men working in specific gender projects are not always appropriate and provided an example of a case where a male gender advisor would not be appropriate: “trust isn't high within certain
groups of women who have, for example, experienced violence or other forms of oppression from men in their lives.” 1G noted that it is not necessarily important for males to be involved particularly.

2G discussed that engaging men is a problem, while 1G questioned the relevancy of engaging males, saying that we have not yet properly conceptualized how they fit in 2G noted that there was “no buy in” by males. She elaborated that it is one thing to complete a gender checklist in the field, but another to have a drive and understanding of how to implement the checklist.

2G feels that it is more important that males have a gender lens within any IDEV projects, and not simply on gender initiatives. It is more important that they are implementers in the field and consider the gender lens. She provides the example of technical specialists needing to have gender tools and skills and use them in projects, even those not directly related to gender initiatives. Men can become gender empowered program managers. She provided an example of males considering putting locks on doors in initiatives. It is not necessarily important for men to be gender specialists but to be gender empowered within other positions to keep gender lens relevant in all aspects of International Development.

5.5.3.2 Men within Non-Profit Organizations

According to respondent 2G another important part of men and gender in IDEV is engaging staff in gender issues, including gender dynamics within the workplace. It is important to see examples of men and women getting along in board rooms and in high level positions. She added that “we need to see what gender equality looks” in the workplace to understand it in the field.
2G stated that it is easier for men to talk to other men. However, the ability to identify gender dynamics in a project is generally naturally stronger in women than in males. Engaging staff means opening dialogue and creating spaces where males feel comfortable to talk. 2G noted that one of the branches recently held gender equality and diversity training led by high level seniors. She discussed a training session having a male and female facilitating the discussion, and noted that it received good feedback from participants because a female and male were facilitating, it almost made it feel more relevant for the males.

5.5.3.3 Theory and Interests to the Field and Gender Advisors in Particular

When asked to comment on men and gender in the field of International Development, some other discussion emerged, including relevant theories and topics that gender advisors themselves were engaged with. When discussing WID, WAD, and GAD perspectives, 2G responded that we all aspire to use transformative change making approaches. She said that, “We aspire to get to a GAD approach, but resistances do exist. Saying that it looks likes more of a “WID” or a women's empowerment approach rather than GAD.

1G indicated an interest in synthesizing a “rights based approach” framework and understanding why rights fail. He also noted exploring different development paradigms, methodologies and tools. Something that was of particular interest was Moser’s Practical and Strategic Gender Needs.

5.5.3.4 Gender Job Qualifications

According to participant 2G in hiring people to work in the gender areas in their non-profit organization, they are looking for people with significant field experience, particularly where projects are occurring. In addition, they would look for people with particular areas of
expertise which will lend to project. They are looking for people who have five to ten years of experience in development and preferably gender. Knowledge of languages was also mentioned as an asset, in addition to a Master’s degree and knowledge of gender tools such as gender analysis. If they were gender advisors in the global North they wouldn’t matter if they were male or female. However, 2G discussed in terms of hiring for specific initiatives in the field a male or women might be better suited for certain projects, and that gender would be factored into the hiring process.

1G said that when asked about looking for males working in gender the participant responded that the qualification were the same across both gender. They should have a strong methodological understanding of gender and development. He added that they should be able to articulate different schools of thought, different approaches, and the history of gender and development and how it came to be. Additionally, he mentioned that people working in gender should have a strong understanding of conceptual tools for example, a gender analysis.

5.5.3.5 Masculinity and Men in the Field of Gender

Key informant 2G gave examples of her organization engaging in initiatives with males as well as some other in the field, but said there are more programs that focus on females. After reviewing numerous jobs, the researcher noted that knowledge of women’s issues, feminist perspectives as well as gender were required in apply for a job in gender. However, knowledge of masculinities and men particularly was not mentioned. When asked about understanding men and masculinities within gender, 1G responded that he was “weary” of men and masculinities. He felt that it has not been conceptualized without taking away the focus of women, before a shift can be understood.
Participant 2G added to that in order to work in the field of gender in IDEV both men and women have to have a solid understanding of those who are oppressed and discriminated against to constructively engage in it. Women more commonly than men fall under this minority group.

2G also discussed that second to an understanding of vulnerable group, there also needs to be an understanding of how males give up power constructively. Additionally, an understanding of how the dynamics of men and women can be converged, offering the question: “what spaces do we create to enjoy equal opportunity?”

5.5.3.6 Men and Graduate Programs

1G stated that we need to see within Graduate Programs is more of a theoretical understanding of GAD conception. 2G noted more rigorous and sensitive and analysis on a course syllabi. 2G noted the importance of the discussing good practices for working with men. 2G also noted that if males study gender theory in university than they were more likely to have a gender lens in any project they work on in IDEV.

5.5.3.7 Factors Influencing Males to Not Be Involved

The researcher discussed with respondents the lack of involvement of males in GAD. According to 2G there continues to be a high association between gender and women. She discussed that there needs to be more dialogue and spaces created for men and women to discuss issues of gender. 2G also mentioned that studying gender is also challenging for those in the privileged position, which tend to be males. It is challenging for men, and takes a “strong person” to be able to enter a classroom primarily full of females, and discussing injustices caused by the male sex. She also noted that men do not volunteer as much as women and that WUSC has a hard time recruiting males. There are more females not only applying for jobs in gender but
in all IDEV jobs as oppose to jobs that focus on International Relations, and more of the political side to development. 2G noted DFAIT roles are more heavily held by males, and that CIDA and more ground level jobs tend to be held by females. As noted above, 1G was unsure of the “need” to advocate for males in the field right now, and that more needs to be done to conceptualize and understand their role.

5.5.4 Research Question #2: What were their experiences leading up to becoming a gender advisor?

Discussion led to the research asking both respondents about their experiencing leading up to becoming a gender advisor, focusing specifically on their experiences as a graduate student. Separate responses from each respondent are presented below.

5.5.4.1 Becoming a Gender Advisor

5.5.4.2 Participant 2G

According to respondent 2G, she completed her Masters in IDS ten to twelve years ago at a Canadian university. At the time the university focused on Africa and gender equality. In her search for the right program, 2G noted that it was challenging to find a program that discussed gender. She noted that political science departments had nothing on gender and IDS programs were limited; she was only knowledgeable of three at the time. Women and Development was just starting to appear as a course offerings. Women's Studies did have gender was on the syllabus, but it was not a course itself.

5.5.4.3 Participant 1G

1G shared his experiences of being a graduate student in the mid-nineties. Before becoming a graduate student he was working for a non-profit organization, having experience as
a project manager with a project management design specialist background. 1G reflected that he fell into a project in gender, and the non-profit organization supported him in learning more about gender.

They sent him to complete a course on Women in Development at a large Canadian University. The course was Women and Development; there were no gender courses available at the time. After pursuing two or three projects, he wanted to learn more about gender in IDEV. He wanted to pursue a Masters and focus on gender and gain more knowledge of the field. He observed that the University of Sussex was a benchmark in gender studies in the nineties.

He decided to pursue Environmental studies at a Canadian institution, but was leaning towards IDS with the program. At the time there was no gender and development courses, developed own courses around gender and development, and focused papers on gender and development. During Masters 1G was fascinated with gender and development, gender unaware development. He noted being particularly interested in various conceptual tools. “I used the research to put myself in a learning situation.” He sought out faculty who had the best experience.

5.6 Chapter Summary

This chapter provided a description of the findings from the methods stated in Chapter 3. Findings from the online survey indicated that there was a strong awareness that gender training opportunities existed among males, but low participation rates. Participants indicated being knowledgeable of gender in practice; however, they indicated that they were less knowledgeable of gender theory. They also noted that gender was most commonly addressed in core courses in readings and class discussions. Overall, exposure to gender training appeared to be generally low
to moderate. Respondents indicated that they were more knowledgeable of gender in practice
than gender theory. However, they would be less likely to pursue an opportunity to increase their
knowledge of theory through gender training or apply for a job with a focus in gender justice.

The key informants consisted of two sections. The faculty interviews discussed gender
training opportunities that were available in their program including gender courses, speaker
series, and gender topics within core courses. Two of the four professors noted that they had
gender courses available at a graduate level within their programs. Faculty respondents noted
collaborations with other departments, and one with a university with a similar program nearby
including students’ abilities to take courses at the graduate and undergraduate level as well as
speaker’s series with related topics. Some faculty members noted much lower rates of males
enrolled in their gender courses. All faculty respondents were not aware of the participation in
the other gender related training opportunities noted above, but noted lower enrolment of males
in the program in general compared to females.

Interviews with senior level gender advisors led to discussions around males in the field
of gender in IDEV, including males working in the field, and a lack of conceptualization on
theory on men and masculinity and how it fits into gender and development. They also discussed
their own experiences leadings up to becoming senior level advisors, noting the lack of gender
courses and programs available in the nineties and early two thousands.
The next chapter will provide an interpretation of the research study by integrating the
information from the literature review and context chapters with the findings from this chapter.
Chapter 6: Discussion

6.1 Introduction

In this chapter the researcher discusses the experiences of males’ and gender training while pursuing and working in the field of IDEV. As there is no research related to male students and their experiences with GAD in graduate programs in IDS, the findings begin with this study. However, the implications of the findings will be supported by literature discussed in Chapter 2, and context provided in Chapter 4.

The methodology of the study involved elements of grounded theory. Therefore, this discussion is based on significant emerging themes that surfaced from the description of the findings. As the scope of the study included five universities, it is impossible to generalize all male students’ experiences with gender within all graduate programs in IDS. Although the study does provide a significant perspective, gaining insights from a sample of twelve out of a population of approximately twenty-five males currently enrolled, and two alumni. The following are suggested themes that emerged from the findings of the survey, key informant interviews, literature and context.

6.2 Lack of Men Engaged with Gender and Development during their Graduate Programs in International Development

The findings from the study suggest that while there are opportunities for those studying their Masters in IDS to be involved with gender training, males had limited exposure. In the context of this study learning about gender training refers to any opportunities to increase one’s knowledge, awareness and skills in gender in IDEV (see section 4.3 for an in-depth description
of gender training in IDEV). While there was evidence of male students being involved in some types of gender training - primarily within a core course or speaker series - they did not appear to be engaged based on their responses to specific questions in the survey, as well as comments made by faculty and gender advisors interviewed.

A female gender advisor interviewed stated that “engaging males is a problem.” The findings from the survey strengthened this comment. Respondents from the survey identified that they were exposed to limited types of gender training throughout their experiences as a student in a graduate program in IDS. Despite opportunities acknowledged by faculty which were consistent with opportunities male students were aware of in their program, the majority of males said they had limited exposure to various gender training opportunities. Both faculty members who were interviewed who taught gender courses, noted limited enrollment, if any males within their courses. They also noted that of the limited number of males within gender courses, they were often from departments outside of IDS.

The gender training opportunities males were exposed to were primarily through a core course, discussed within others topics, or at a particular session of a speaker series. However, despite their exposure, they were less likely to pursue additional gender training opportunities. Their lack of engagement in gender issues was also supported in their additional responses in which respondents noted that they were somewhat likely to discuss gender training amongst colleagues. They also noted that despite exposure to training, they would not pursue more gender training in the future. Not pursuing more knowledge in gender is a strong indicator that they will not be engaged with GAD in the field of IDEV. In addition to not pursuing any more gender training opportunities, zero participants responded that they would be very likely to attend
gender training, put gender training as a skill on their resume and apply for a gender job in IDEV. Participants would more often apply for a job that indirectly addresses gender, but were not “highly likely” to apply for these jobs. This possibly indicated that gender was not a priority or that there continues to be contention and discomfort with the topic for many men pursuing careers in IDEV. Therefore, the survey responses demonstrated a limited engagement by males in GAD in IDEV.

A male faculty key respondent commented on having a gender lens in all teaching, and all courses. And additionally, professors discussed gender coming up within special topics classes. Another professor noted that gender is a theme within core courses at times. Therefore, just like the findings from the survey, there are opportunities to learn about gender, but a lot of this is through a student’s own pursuits. Male enrolment is low in gender courses. Theses that discussed gender were limited, with fewer males pursuing them. Although extremely important to the field, a gender lens does not necessarily provide males with the specific knowledge, skills and tools in working in GAD. Men not being directly engaged with gender provides less motivation and engagement with gender within the field of IDEV.

Literature on men, gender and development focuses on the engagement of males, as recipients in the field, but not as much on engaging men within the workplace. Tools noted such as a gender analysis were discussed in terms of use in the field and not in organizations themselves. However, with a lack of direct knowledge in gender by many males during their experiences in IDS, provide them with less knowledge and understanding of gender within the field of IDEV.

The research showed that despite opportunities males are not engaged with GAD. The
research and literature also conveyed that males may not be engaged with GAD because they do not see their own relevance, or their relevance is not being made clear to them. This idea is explored in the next emerging theme.

6.3 Relevance of Men in Gender and Development Continues to Be Questioned: By Men and the field of GAD

The findings from the key informants, survey respondents and the literature review suggest that the relevance of males in GAD is unclear. Two particular emerging trends were evident: first, in the survey findings, that many men do not see their own relevance in GAD and second, in the literature and key informant interviews, that the field of GAD does not clearly articulate the relevance of males, particular the relevance of males as practitioners in the field. Perceptions, skills and awareness of gender issues, are developed throughout one’s life based one’s environment, including education and the media. However, exposure to topics in graduate school could potentially influence jobs students are applying for when they graduate. Additionally, the completion of a Master’s degree is necessary in many senior level jobs in IDEV.

When asked about their knowledge in gender, results were varied. One outlier indicated that he was highly knowledgeable in all areas noted in Table 5.8. The majority of respondents indicated that they were somewhat knowledgeable about gender issues. However, the respondents indicated that their understanding of gender in IDEV was more about women than males. In written responses to the survey, males appeared uncertain at times of their answers, possibly indicating their uncertainty or discomfort with GAD based on question marks after their
responses. When asked about their knowledge of gender, males noted terms related to primarily feminism, often noted in a singular form (and not considering the diversity of feminist perspectives). They also noted resources and topics specifically related to women. While respondents did provide the acronym of GAD, no respondents indicated examples of men and masculinity within gender in IDEV. In the limited literature that discusses males as practitioners, Martin (2005) stated that gender is an emotional term, closely related to feminism (Martin, 2005). Many males appear to not associate themselves with the concept of gender.

Despite the notion the men and masculinity is often associated with sexuality and not GAD, one the faculty members interviewed had a background in gender and sexuality, yet he noted that there were no courses currently being offered at the graduate level, he also noted a gender lens but not masculinity.

In addition to many males not seeing their own relevance in GAD, the field itself does not clearly contribute to an understanding of how and why men should be involved in IDEV. Both gender advisors noted that males are not relevant in all areas of the field gender within IDEV. For example, in instances where women have been victimized and there is no trust. However, there are areas where they are relevant. The gender advisor also noted that it matters within the field. If we have initiatives working with males, then we need males to be discussing with males. We need males to engage with other males. Anyone would be threatened if you were discussing a topic that criticizes who you are. We need to be sensitive to this in gender studies. Therefore, it is clear where males should not be involved in GAD, but it is less clear where they should be involved.

2G also noted that women are more sensitive to gender dynamics, and this is most likely
because women tend to be marginalized. Therefore, specific efforts need to be made to make gender and development relevant to engage men. The second gender advisor noted that safe spaces need to be created for reflective practice amongst men.

When asked about understanding men and masculinities within gender, 1G responded that he was “weary” of men and masculinities. He felt that it has not been conceptualized without taking away the focus of women, before a shift can be understood, which provided a hint about the field. In response to men and masculinities being missing from job posts in gender, participant 2G added to that in order to work in the field of gender, men and women have to have a solid understanding of those who are oppressed and discriminated against to constructively be engaged. These two examples follow a WID and WAD approach and promote the idea of women’s empowerment. This strengthens the notion that the roles of males in GAD are unclear, therefore, it is challenging for males to see their own relevance.

The lack of promotion of the role of males in GAD is supported by CIDA’s Gender Policy, where the accountability and concrete role of males are not provided. Additionally, this can be seen in the third MDG pertaining to Gender Equality, where women’s empowerment is noted, but the role of men is not specified. Lastly, the creation of UN Women 2010 also did not strengthen the relevance of males in the field of GAD.

According to 2G, gender is particularly important within ground level initiatives as opposed to working in member offices in the Global North. However, she noted that men working in specific gender projects are not always appropriate and provided an example of a case where a male gender advisor would not be appropriate. 1G noted that it is not necessarily important for males to be involved particularly. Males are not relevant in all aspects of gender.
But perhaps this is being amplified to the whole field. Men did respond with gender with feminism and women. It appears that their relevance in GAD has not clearly been promoted.

Understanding students’ experiences in graduate schools provides insights into the field of IDEV. Although males may not be relevant in every single initiative working towards gender equality, a gender lens should be present in all aspects of the field. The topics which they are engaged will potentially affect the lens of IDEV and what avenues are explored. Experiences rooted in graduate studies are shaping the field of IDEV as it is today. Gender is relevant in all positions, whether we are working in agriculture. A gender advisor gave an example in an agriculture project of locks on the door to a bathroom.

Therefore, males are extremely relevant within the GAD paradigm. Knowing what gender analysis and completing a check list is not enough. Therefore, if there is no buy in this impacts the field negatively. Therefore, it was worrisome that when students were asked their likelihood to apply for a position in gender, with only two students saying that they were highly likely and four saying not likely, and six somewhat likely. This is concerning, as all jobs in IDEV relate to gender. If male students are not recognizing this, this is problematic.

The study of men and masculinity in gender is relevant, because by not including it, the perspectives of men are not being included. If men are to be truly integrated into the GAD paradigm theory on men and masculinity needs to be fully considered, valued and explored with the field of GAD and within graduate programs in IDS. The limited relevance of males being promoted is impacting the male ‘buy in’ into gender in IDEV.

6.4 Limited “Buy In” by Males into Gender in IDEV
The research suggested that many males are not invested in gender within their experiences in IDS. A female gender advisor noted that “males have less of a ‘buy in’ to gender and therefore, are less likely to have a gender lens in the field of IDEV.” Therefore, a lack of investment by males into learning about gender theory and practise during their experiences in IDS, impacts their engagement and awareness of gender dynamics in IDEV. A female gender advisor interviewed discussed that the lack of ‘buy in” by males in IDS lessens efforts to create gender equality in the field. Gender Analysis is only a tool that promotes a more inclusive environment, but there are no policies in place which ensure its functionality.

If males are not invested in promoting in gender equality, than gender tools will be less effective. Additionally, the findings that males were only “somewhat likely” to speak with colleagues about gender issues, in an academic climate, then they will also be “somewhat likely” to discuss it within the field of IDEV. If males are not invested in the importance of gender dynamics being considered, including a lack of engagement, than they will be less likely to buy into the importance of it in the field.

The review of literature quoted Kauffman and Ruxton (2004) discussing that “men are the gatekeepers of current gender orders and are potential resistors of change. If we do not effectively reach men and boys, many of our efforts will be either thwarted or simply ignored” (Kaufman & Ruxton, 2004, p. 1). This also applies to male practitioners. If many males are not invested in gender at the graduate level, then they are less likely to do so in the workplace, and this will greatly impact ground level initiatives.

The literature discusses making gender relevant to males in the field, however, not in males working in the field, who despite participatory processes, shape programs and initiatives.
This is even evident within non-profits themselves with men continuing to earn more than women, and men more likely to be CEOs over projects that manage more money (DiMento, 2011). The gap is getting smaller but it continues to exist. If there is a lack of investment in GAD in the workplace, then there is less likelihood that this can be seen in the field of IDEV.

Relevance and lack of engagement is creating no “buy in” to gender in the field. However, one of the gender advisors noted that there are an increasing number of males in the field of gender and applying for positions in gender within the field of IDEV. She stressed that there is still a desperate demand for men, and added that overwhelmingly more women apply than males. This matched the findings of the survey. Males are not usually applying for jobs in gender. This is also supported Martin (2005) as the UN. Therefore, there is a possible connection between males not having exposure to gender and choices of what areas to pursue in IDEV. Their limited exposure may be less of a motivation to apply for jobs within GAD.

The researcher discussed with respondents why males are not involved in gender in IDEV. According to 2G there continues to be a high association between gender and women. There needs to be more dialogue and creating spaces for men and women. 2G also mentioned that studying gender is also challenging in identity, the position of being privileged. It is challenging for most men, and takes a strong person to be able to handle criticisms. There is also the point she made earlier about no buy-in. Also, men do not volunteer as much as women. This might be seen as a soft position. WUSC has a hard time recruiting males. There are more females not just applying for jobs in gender but in all IDEV jobs. 2G noted DFAIT roles are more masculine; CIDA and development are more maternal or feminine. As noted above, 1G was unsure of the “need” to advocate for males in the field right now, and argues that more needs to
be done to conceptualize and understand their role.

2G feels that it is more important that males have a gender lens within any IDEV projects, and not simply on gender initiatives. It is more important that they are implementers in the field and consider the gender lens. It is not necessarily important for men to be gender specialists but to be gender empowered within other positions to keep gender lens relevant in all aspects of IDEV. The findings of the survey provided varied support. In a question asking if participants would apply for a job that indirectly addresses gender, which is every job, there was not an overwhelming response to students being unlikely to apply for it. This does create concerns in the field of IDEV.

According to respondent 2G another important part of men and gender in International Development is engaging staff in gender issues, including gender dynamics within the workplace. It is important to see examples of men and women getting along in board rooms and in high level positions. She added that “we need to see what gender equality looks” in the workplace to understand it in the field. 2G stated that it is easier for men to talk to other men. However, the ability to identify gender dynamics in a project is generally naturally stronger in women than in males. Engaging staff means opening dialogue and creating spaces where males feel comfortable to talk. Therefore, extra efforts need to be made to allow males to work with a gender lens.

Respondent 2G gave examples of her organization engaging in initiatives with males as well as some other in the field, but said there are more programs that focus on females. This was supported in the literature that was able to name advertised initiatives and there were much fewer initiatives that work with females. Because there is no “buy in” from males, we continue to
operate with a WID approach.

6.5 The Field of GAD Continues to Operate Primarily with a WID Approach

Much of the literature in Chapter 2 suggested that gender in IDEV is a field that is growing in scope to include more perspectives. However, the findings from the research study, as well as a closer look at gender resources, and policies put forth by the UN, CIDA as well as numerous development organizations, suggested otherwise. It is more evident that the field of GAD continues to function with a WID approach. This is because many men continue to associate gender with women, policies and initiatives within IDEV appear to associate gender with women, and the incorporation of men and masculinity into GAD continues to be limited and under researched.

The suggested lack of engagement, relevance and investment by males contributes to how the field of IDEV is being shaped. If gender is not a priority to males who are about to pursue positions in IDEV, then they are less likely to make it a priority in the field. Additionally, we cannot operate with a GAD lens until we know what GAD looks like in the workplace. Males themselves demonstrated this opportunity as the majority of their answers regarding knowledge, references and theories related to women and feminism.

Despite the UN’s discussion of the failure of the WID approach noted in Chapter 2, gender in IDEV continues to operate with this approach in the field, and through the perspectives of males in graduate programs. The literature might talk about the promotion of the GAD approach, however in practise GAD appears to be something that we hope to attain, but as the relevance of males has not been solidified, we are not able to operate in the GAD paradigm. And
the feminist economics stating that even resources and education, women’s lives are not improved due to systems within the society that manifest particular behaviours in males. If we are not considering males, then we are not considering the issue properly, and are potentially even putting females in danger.

In the literature it appears the GAD perspective has swallowed the concepts of WID and WAD, but appears the opposite is true. The creation of UN Women appeared to swallow GAD and promote the WID and WAD approaches. The direction towards including men is not a changing perspective, but a perspective added to the plethora of already existing acronyms in the field of gender and development. Including an acronym that specifically addresses males is difficult when an entity like UN Women exists. The concept of gender has been greatly transformed in development and has formed its own niche. However, we continue to operate at a WID approach and this is problematic.

There continue to be a significant number of initiatives in the field that focus on women, using the WID perspective. This is evident in the CIDA policy in “helping women to empower themselves” (CIDA, 2012), and not discussing power relations within community. There continues to be a focus on understanding theory on marginalization but not deconstructing the power and majority groups.

This is even evident in much of the gender training opportunities students are exposed to discussed in the context chapter types of gender programs in Canada, and the limited number that look at men and masculinity and the prevailing ones that are women studies or women and gender studies, as well as the findings in the survey, all knowledge and tools related primarily to feminism.
When discussing WID, WAD, and GAD perspectives, 2G responded that we are all aspiring to use the very transformative change making approaches. She said that, “we aspire to get to a GAD approach, but resistances do exist,” and elaborating that it looks likes more of a “WID” or a women's empowerment approach rather than GAD. It appears that the literature, people in the field and students do not know what this approach actually looks like conceptually and in practice.

6.6 Chapter Summary

This chapter provided a discussion of the findings of the research study, including an integration of the literature and context of the study. The discussion was organized by emerging themes that surfaced from the description of the data provided in the findings section. The main ideas that were discussed in this section were the lack of engagement and involvement of males with gender issues in IDEV. The findings suggested that males in graduate programs in IDEV have limited exposure to gender training, despite awareness of more opportunities. This led the researcher to speculate that many males are not engaged with GAD. The researcher connected to this being due to a lack of recognition by males of their relevance in the field of GAD; the field of GAD is also not clear in promoting why males are relevant, particularly males working in the field. Due to this, there is no investment by males in promoting gender awareness in the field of IDEV. Therefore, gender within IDEV continues to operate at a WID approach. GAD has not yet been attained, and will not be attained until male practitioners are fully integrated into the field.

The next chapter concludes the thesis by providing a summary, conclusions and recommendations for further actions and research.
Chapter 7: Summary, Conclusions and Recommendations

7.1 Summary of Thesis
The research explored men and masculinity within the GAD (Gender and Development) paradigm in IDEV (International Development). The research study was motivated by the following understanding: there is a lack of gender initiatives working with men compared to women in IDEV, and limited male practitioners in the field of GAD. Additionally, as a graduate degree is often required for senior level positions related to gender in IDEV, much of the knowledge and skills men acquire before they enter the field of IDEV are from graduate programs in International Development Studies (IDS). By understanding males’ experiences in graduate programs in IDS, the study provided insights into how gender is being perceived by practitioners within the field of IDEV.

Since there was no previous research on men and their experiences in graduate programs in IDS, the review of literature provided information on men, gender and development as well as a narrative on how gender has evolved within the UN. The Context (Chapter 4) provided a background on graduate programs in IDS in Canada as well as an in-depth description and discussion on existing formal and informal gender training related to IDEV.

The study used a multi-layered and constructivist approach by including perspectives from three different groups in order to better understand the study of men and gender in IDEV. The methods included an online survey of fourteen males from four Canadian and one American graduate program in IDS, 12 of which were currently enrolled out of an approximate population of 25, and two alumni. Additionally, six key informants were interviewed including four faculty members, and two senior level gender advisors working for large non-profit organizations. The purpose of the online survey was to identify men’s experiences with gender training opportunities in IDS graduate programs and to explore males’ perceived knowledge, attitudes
and skills in GAD based on their experiences within their program. Additionally, faculty were interviewed to compare male students’ experiences with gender training opportunities and experiences in IDS graduate programs with their insights and perspectives. Lastly, gender advisors were interviewed to compare male students’ experiences with gender training opportunities and experiences in IDS graduate programs with insights and perspectives of men working in large IDEV organizations. As there was no research on this topic during the time of the study, elements of grounded theory were used in the data analysis process.

The findings from the research suggest that although men are exposed to the study of gender in IDEV during their graduate experience, they are not engaged in issues of gender and development. However, it is not clear if this is due to a lack of interest or discomfort with the topic. Secondly, the relevance of males is being questioned by males themselves and the field of GAD. Next, because of a lack of relevance, there is limited “buy in” by males into GAD during experiences in IDS graduate programs, and this impacts the consideration of gender dynamics within all initiatives within IDEV. Lastly, the findings demonstrated that the field of GAD continues to operate with a WID approach. Therefore, the GAD perspective of considering the relationship between men and men has not yet been achieved.

7.2 Conclusions

The findings from the study discuss the relationship between experiences of men with gender during graduate programs in IDS and how they are shaping the field of GAD and the concept of gender within IDEV. If GAD continues to be about women in practise, manuals, and courses in university, than gender equality cannot be attained. It is essential for males to see their relevance in gender in IDEV to contribute to stronger more sustainable programs.
As the study was qualitative and include elements of a grounded theory approach, the findings were presented in emerging themes rather than distinct conclusions. The emerging themes included: first, despite exposure to some gender training opportunities, many male graduate students are not engaged with theory and practise on gender and development. Secondly, the relevance of men in GAD continues to be questioned by the field and men themselves. Third, there is little “buy in” to gender in IDEV by men studying IDS at the graduate level. And fourth, the field of GAD continues to not involve the specific role of males, and therefore is better associated with WID, an approach the UN acknowledges to have failed in the past.

The emerging themes suggest a shift in the root of the problem, with the lack of men as practitioners within GAD in the field of IDEV, to a lack of an investment in an understanding in gender issues within all IDEV initiatives and within organizations themselves. If there is no buy in at the graduate level, then students are less likely to consider gender dynamics as practitioners in IDEV.

The findings of this study are significant because they reinforce that gender in IDEV continues to operate with a WID perspective. This is problematic because initiatives that “empower women” by working parallel and apart from men continuing to not have the potential long term and sustainable impacts. In order to operate with a GAD approach, the role of men needs to be clearly defined in advocating for gender equality.

7.3 Recommendations

The findings from the research study suggested recommendations at various levels with the field of IDEV. Each of the four emerging themes discussed in the conclusion could be
explored further within different areas. The following section offers specific recommendations to strengthen the GAD perspective. Recommendations are directed towards amendments to gender policy, considerations in programming and projects, responsibilities of universities and higher education associations, and areas of future research within the field of IDEV.

7.3.1 Revisions to Gender Policy

CIDA’s current Gender Policy does not reflect a GAD perspective. In order to do so, the current policy needs to directly address the role and accountability of men and their relationship with women within their objectives in creating gender equality.

The UN can also make specific changes in order to reflect the GAD perspective. First, the 3rd MDG of Promoting Gender Equality and Empower Women, should be revised to address the empowerment of males to make positive decisions and include their role in achieving gender equality. Additionally, reconsidering the terminology in the label UN Women, and consider its implications on the inclusion of men in the field of GAD within the field of IDEV.

7.3.2 Ensuring Knowledgeable and Trained Practitioners in Programming and Projects

Gender impacts all initiatives and projects within IDEV. Numerous organizations state their use of gender tools such as a gender checklist or gender analysis. However, these tools do not ensure compliance and also do not provide education on gender theory and practice. Gender training needs to occur within organizations themselves, so practitioners are fully aware of how to use gender tools and to have a deeper understanding of their relevance.

The GAD paradigm begins within organizations, including advocating for equal pay and representation of men and women within IDEV organizations.
7.3.3 Responsibilities of Universities and Higher Education Associations

There needs to be a commitment by faculty and organizations related to IDS to make gender a priority within programs. Not simply a “gender lens,” but a commitment to providing students with a solid understanding of gender mainstreaming, and specific skills in conducting a gender analysis and other gender tools to prepare students for the field of IDEV. Additionally, in order to be considered “gender studies,” as opposed to “women’s studies”, standards need to be in place to include theory and perspectives on men and masculinity. Additionally, the opportunity to pursue men and masculinity as a minor or major in Canada should be further explored and expanded.

7.3.4 Areas for Further Research

The main findings of the study are that while there is a lot of information on men, gender and development on a practical level, more research needs to be completed on conceptualizing and understanding men and masculinity within the GAD paradigm. The findings from the study suggested that many men consider “feminism” as a singular concept associated with women and not necessarily men. Therefore, further research needs to be conducted on feminist perspectives, how men and women understand these perspectives, and additionally, where men and masculinity can be integrated.

Lastly, more research needs to be conducted exploring males and their experiences working and pursuing careers in the field of IDEV, including their perceptions of GAD as well as an exploration of language used in the field that is related to gender. A gender advisor noted that resistances to GAD exist. Therefore, the more research on why these resistances exist would
provide a stronger understanding of the field of GAD within IDEV. Finally, there were countless vague examples of what GAD looks like in the literature, and the findings suggested that it was more about women. Research on understanding what Gender and Development looks like and how it can be attained is essential to strengthening the GAD perspective.

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Appendices

Appendix 1: Survey Tool

This study is being conducted by Sarah Baldwin (baldwins@uoguelph.ca) in partial fulfillment of her MSc thesis in Capacity Development and Extension. Her thesis committee is comprised of Professors Helen Hambly-Odame (hhambly@uoguelph.ca), Glen Filson (gfilson@uoguelph.ca) and John Fitzsimmons (jfitz@uoguelph.ca) at the School of Environmental Design and Rural Development, University of Guelph, Ontario.

The purpose of this research study is to contribute to an understanding of the experiences of males within their international development graduate programs.

The objectives of this survey are:

1. To understand males’ experiences with gender training opportunities in international development graduate programs.
2. To explore males’ perceived knowledge, attitudes and skills in gender from experiences within their program.

There are no agencies or organizations sponsoring this study.

The participants are asked to fill out an approximately 15-20 minute online survey. The survey consists of questions that are both multiple choice and open-ended.

By completing this survey, the participant is expressing consent to be a part of the study. However, the participant is able to withdraw their information at any time without consequence by contacting any of the researchers listed above with their keyword that they provided on question 12 of the survey.

Participants may decline to answer any question(s).

The results from this study will contribute to building the capacity of the field of international development through influencing scholarly research, non-profit organizations, and international development graduate programs to consider, acknowledge and explore the experiences of males and their impact on gender in the field of International Development more extensively.

All participants will be anonymous in the research results. However, data collected on Survey Monkey is subject to US privacy laws. Only the participants’ gender and program will be identified. Data will be stored for two years on an encrypted USB key.
A summary of the research findings will be available to the participants upon request as soon as the study is complete by contacting baldwins@uoguelph.ca.

The project has been reviewed and received ethics clearance through the University of Guelph Research Ethics Board. Participants who have any questions regarding the use and safety of human subjects in this research project may contact S. Auld, Director, Research Ethics, 519-824-4120, ext. 56606, reb@uoguelph.ca.

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The purpose of this survey is to understand the experiences of males in international development graduate programs. Please answer the following questions as honestly and to the best of your knowledge.

1. **Choose the answer that best describes you:**
   - ☐ Choose the answer that best describes you: I am a male in my second year (or further) of graduate studies in International Development.
   - ☐ I am a male in my first year of graduate studies in International Development
   - ☐ I am a male alumni of a graduate degree in International development within the last two years.
   - ☐ Not applicable

2. **Gender training involves opportunities to increase one’s understanding of gender theory, skills and practice. What specific gender training opportunities does your/did your program provide access to?**
   - ☐ Gender training involves opportunities to increase one’s understanding of gender theory, skills and practice. What specific gender training opportunities does your/did your program provide access to? Gender course(s)
   - ☐ Gender workshop(s)
   - ☐ Speaker(s) on Gender
   - ☐ Other
   - ☐ None that I am aware of

3. **Which of the Millennium Development Goals were you most engaged with during your graduate degree in International Development?**
   - ☐ Which of the Millennium Development Goals were you most engaged with during
your graduate degree in International Development? Eradicate extreme poverty and hunger
☐ Achieve universal primary education
☐ Promote gender equality and empower women
☐ Reduce child mortality rates
☐ Improve maternal health
☐ Combat HIV/AIDS, malaria, and other diseases
☐ Ensure environmental sustainability
☐ Develop a global partnership for development

4. Please indicate your level of exposure and/or experience with the following gender training methods:

<table>
<thead>
<tr>
<th>Gender courses</th>
<th>No exposure and/or opportunities</th>
<th>Minimal</th>
<th>Moderate</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender workshops</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gender speakers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gender conferences</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5. How was gender addressed in core courses in your graduate program in International Development?

☐ How was gender addressed in core courses in your graduate program in International Development? In specific readings
☐ During class discussions
☐ Provided as optional route to explore independently
☐ Discussed indirectly amongst other topics in class
☐ Speaker(s) on gender
☐ It was not addressed
☐ Don’t know
6. Please indicate your knowledge and skills in the following areas:

<table>
<thead>
<tr>
<th>Area</th>
<th>Not Sure</th>
<th>Somewhat Knowledgeable and/or skilled</th>
<th>Knowledgeable and/or skilled</th>
<th>Highly Knowledgeable and/or skilled</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender theory</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gender in practice</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gender initiatives in International</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Development</td>
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</tr>
</tbody>
</table>

Please only answer questions 7-10 if you indicated "somewhat knowledgeable", "knowledgeable" or "highly knowledgeable" to any aspects of question 10. Otherwise, please proceed to question 11.

7. Name 2 people (i.e. authors, theorists, speakers, trainers) that you feel have enhanced your understanding of gender theory:

Name 2 people (i.e. authors, theorists, speakers, trainers) that you feel have enhanced your understanding of gender theory:

8. Name 2 gender theories or concepts that you were exposed to during your experiences in gender training.

Name 2 gender theories or concepts that you were exposed to during your experiences in gender training.

9. Name a gender resource that you have had access to during your experiences in gender training.

Name a gender resource that you have had access to during your experiences in gender training.

10. Name three gender initiatives in the field of international development:

Name three gender initiatives in the field of international development:
11. How likely are you to do the following?

<table>
<thead>
<tr>
<th>Activity</th>
<th>Not Likely</th>
<th>Somewhat Likely</th>
<th>Likely</th>
<th>Very Likely</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attend gender specific training</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Put &quot;gender training&quot; as a skill or experience on your resume</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discuss gender theory or practice amongst colleagues</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Apply for a job in International Development that focuses on gender justice</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Apply for a job that indirectly addresses gender justice</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

12. Please provide a KEYWORD that includes a number (i.e. mapletree1):  

Please provide a KEYWORD that includes a number (i.e. mapletree1):

13. Please suggest another candidate that meets the criteria of either a) or b) of question one.

Please suggest another candidate that meets the criteria of either a) or b) of question one. Name:

State/Province:  
Country:  
Email Address:  

Thank you for taking the time to complete this survey!

If you have any questions or comments please email: baldwins@uoguelph.ca with "survey participant" in the subject line.

A summary of the research can be sent upon request by contacting the researcher at the email address listed above.
Appendix 2: Key Informant Consent Letter
Dear Participant,

This study is being conducted by Sarah Baldwin (baldwins@uoguelph.ca) in partial fulfillment of her MSc thesis in Capacity Development and Extension. Her thesis committee is comprised of Professors Helen Hambly Odame (hhambly@uoguelph.ca), Glen Filson (gfilson@uoguelph.ca) and John Fitzsimmons (jfitz@uoguelph.ca) at the School of Environmental Design and Rural Development, University of Guelph, Ontario.

The purpose of this research study is to contribute to an understanding of the experiences of males within their international development graduate programs. The objectives of the interview are to:
1. To understand males’ experiences with gender training opportunities in international development graduate programs.
2. To explore males’ perceived knowledge, attitudes and skills in gender from experiences within their program.

There are no agencies or organizations sponsoring this study.

The participants are asked to take part in an open-ended interview that will last approximately an hour. The participants will be asked about:
Gender training opportunities that are offered by the university
Male participation rates in gender training initiatives
Males exposure to gender theory at the university

By signing this consent form, the participant is expressing consent to be a part of the study. However, the participant is able to withdraw their information at any time without consequence by contacting any of the researchers listed above. Participants may also decline to answer any question(s).
The results from this study will contribute to building the capacity of the field of international development through influencing scholarly research, non-profit organizations, and international development graduate programs to consider, acknowledge and explore the experiences of males and their impact on gender in the field of International Development more extensively.

All names of participants name in the study will remain confidential. Only the participants' gender and program will be identified. Data will be stored for two years in a locked filing cabinet by the researcher.

A summary of the research findings will be available to the participants upon request as soon as the study is complete and participants may access the entire thesis once it is completed (by contacting baldwins@uoguelph.ca).

UPON AUTHORIZATION- The project has been reviewed and received ethics clearance through the University of Guelph Research Ethics Board. Participants who have any questions regarding the use and safety of human subjects in this research project may contact S. Auld, Director, Research Ethics, 519-824-4120, ext. 56606, reb@uoguelph.ca.

Participant Name: ______________________ Signature: __________________________
Witness Name: ______________________ Signature: __________________________

Fax Number: +01 (519) 767-1686
Guelph, Ontario, Canada N1G 2W1  +01 (519) 824-4120
Appendix 3: CIDA’s Gender Principles

*Source: CIDA’s Gender Policy
CIDA’s Policy on Gender Equality is rooted Principles:

Gender equality is a crosscutting theme and as such must be considered as an integral part of all CIDA policies, programs and projects. Addressing gender equality as a crosscutting goal requires that women's views, interests and needs shape the development agenda as much as men's, and that the development agenda supports progress toward more equal relations between women and men.

Achieving gender equality requires the recognition that every policy, program and project affects women and men differently. Women and men have different perspectives, needs, interests, roles and resources-and those differences may also be reinforced by class, race, caste, ethnicity or age. Policies, programs and projects must address the differences in experiences and situations between and among women and men.

Achieving gender equality does not mean that women become the same as men. Equality means that one's rights or opportunities do not depend on being male or female.

Women's empowerment is central to achieving gender equality. Through empowerment, women become aware of unequal power relations, gain control over their lives, and acquire a greater voice to overcome inequality in their home, workplace and community.

Promoting the equal participation of women as agents of exchange in economic, social and political processes is essential to achieving gender equality. Equal participation goes beyond numbers. It involves women's equal right to articulate their needs and interests, as well as their vision of society, and to shape the decisions that affect their lives, whatever cultural context they live in. Partnership with women's organizations and other groups working for gender equality is necessary to assist this process.

Gender equality can only be achieved through partnership between women and men. When choices for both women and men are enlarged, all society benefits. Gender equality is an issue that concerns both women and men, and achieving it will involve working with men to bring about changes in attitudes, behaviour, roles and responsibilities at home, in the workplace, in the community, and in national, donor and international institutions.

Achieving gender equality will require specific measures designed to eliminate gender inequalities. Given ingrained disparities, equal treatment of women and men is insufficient as a strategy for gender equality. Specific measures must be developed to address the policies, laws, procedures, norms, beliefs, practices and attitudes that maintain gender inequality. These gender equity measures, developed with stakeholders, should support women's capacity to make choices about their own lives.

CIDA policies, programs, and projects should contribute to gender equality. Gender equality results should be incorporated into all of CIDA’s international cooperation initiatives although application will vary among branches, programs and projects.
Appendix 4: Gender Terms and Concepts

**Sex:** According to the World Health Organization, sex refers to the “biological characteristics which define humans as female or male. These sets of biological characteristics are not mutually exclusive as there are individuals who possess both, but these characteristics tend to differentiate humans as males and females” (INSTRAW, 2012).
Gender or Gender Roles: The UN Glossary on Gender refers to gender as "the array of socially constructed roles and relationships, personality traits, attitudes, behaviours, values, relative power and influence that society ascribes to the two sexes on a differential basis… gender is an acquired identity that is learned, changes over time, and varies widely within and across cultures. Gender is relational and refers not simply to women or men but to the relationship between them” (INSTRAW, 2012). The FAO adds the concept of "Gender roles," and defines them as "behaviours, tasks and responsibilities that a society considers appropriate for men, women, boys and girls” (FAO, 2012).

Gender Relations: The FAO defines gender relations as "ways in which a society defines rights, responsibilities and the identities of men and women in relation to one another" (FAO, 2012).

Gender Discrimination: The FAO defines gender discrimination as "any exclusion or restriction made on the basis of gender roles and relations that prevent a person from enjoying full human rights" (FAO, 2012).

Gender Equality: The FAO defines gender equality as "when women and men enjoy equal rights, opportunities and entitlements in civil and political life” (FAO, 2012). The UN Glossary adds that it "entails the concept that all human beings, both men and women, are free to develop their personal abilities and make choices without the limitations set by stereotypes, rigid gender roles, or prejudices.” Additionally it means that the “different behaviours, aspirations and needs of women and men are considered, valued and favoured equally” (INSTRAW, 2012).

Gender Equity: Gender equity, in contrast to gender equality (defined above) involves "fairness and impartiality in the treatment of women and men in terms of rights, benefits, obligations and opportunities (FAO, 2012). Additionally, "this may include equal treatment or treatment that is different but considered equivalent in terms of rights, benefits, obligations and opportunities. In the development context, a gender equity goal often requires built-in measures to compensate for the historical and social disadvantages of women” (INSTRAW, 2012).

Gender Analysis: Gender analysis "is a systematic way of looking at the different impacts of development, policies, programs and legislation on women and men that entails…collecting sex-disaggregated data and gender-sensitive information about the population concerned.” It can also include the “examination of the multiple ways in which women and men, as social actors, engage in strategies to transform existing roles, relationships, and processes in their own interest and in the interest of others” (INSTRAW, 2012).

Gender Balance: The FAO defines gender balance as "the equal and active participation of women and men in all areas of decision-making, and in access to and control over resources and services" (FAO, 2012).

Gender Mainstreaming: Gender mainstreaming is defined by the United Nations as the "process of assessing the implications for women and men of any planned action in all areas and at all
levels (FAO, 2012). The UN glossary of terms includes three definitions behind gender mainstreaming to design and implement development projects, programmes and policies: Gender Neutral, Gender Sensitive and Gender Positive / Transformative (INSTRAW, 2012).

Women in Development (WID): WID projects were an outcome of the realization that women's contributions were being ignored and that this was leading to the failure of many development efforts. WID projects were developed to involve women as participants and beneficiaries of development aid and initiatives” (INSTRAW, 2012).

Women and Development (WAD): The WAD perspective is defined as "the position that women have always been part of development processes and that they did not suddenly appear...the WAD perspective focuses on the relationship between women and the development processes." (Stevenson & Runyan, 2010, p.10)

Gender and Development (GAD): The most advocated for a current approach in development as 'best practise' was developed "as a response to the failure of WID projects to effect qualitative and long-lasting changes in women’s social status. GAD focuses on social, economic, political and cultural forces that determine how men and women participate in, benefit from, and control project resources and activities differently. This approach shifts the focus from women as a group to the socially determined relations between women and men. (INSTRAW, 2012).

Gender Perspective: Peace Women associates the gender perspective "with respect to any social phenomenon, policy or process, exposing gender-based differences in status and power, and considering how such discrimination shapes the immediate needs, as well as the long-term interests, of women and men" defines the gender perspective (Peace Women, 2012).

Gender Sensitivity: According to the World Bank it involves “the ability to perceive existing gender differences, issues and equalities, and incorporate these into strategies and actions” (World Bank, 2012).

Gender Responsiveness: “planning and implementing activities that meet identified gender issues/concerns that promote gender equality” (UNECA, 2008).

Gender-Based Violence (GBV): Peace Women describes GBV as “an umbrella term for any harmful act that is perpetrated against a person’s will based on socially-ascribed (gender) differences between males and females. Acts of GBV violate a number of human rights principles enshrined in international instruments.” Stevenson and Runyan (2010) state that gender violence typically refers to acts of domestic and sexual violence directed at maintaining gender hierarchies and punishing femininities. It often means make violence against women, ranging from battering and burning to sexual harassment, assault, mutilation, slavery, trafficking, and torture as well as forced pregnancy and sterilization” (p. 167).

Sexual Violence: Peace Women (2012) provides several definitions on sexual violence that they
take from various bodies that address human violence internationally:
ICC: “forced prostitution; sexual slavery; forced impregnation; forced maternity; forced
termination of pregnancy; enforced sterilization; indecent assault; trafficking; inappropriate
medical examinations and strip searches”
ICRC: “Sexual violence may be considered a method of warfare when used systematically to
torture, injure, extract information, degrade, threaten, intimidate or punish in relation to armed
conflict.”
Sexual violence describes “any violence, physical or psychological, carried out through sexual
means or by targeting sexuality” (Peace Women, 2012).

Practical Needs and Strategic Interests: According to CIDAs gender policy, practical needs
involve “immediate necessities (water, shelter, food, income and health care) within a specific
context. Projects that address practical needs generally include responses to inadequate living
conditions.” In contrast, strategic interests “refer to the relative status of women and men within
society” (CIDA, 2012, p. 7).

Violence Against Women: Peace Women takes their definition from the 1993 GA Declaration on
the Elimination of Violence Against Women, defining violence against women specifically as
"violence that results in, or is likely to result in, physical, sexual or psychological harm or
suffering to women, including threats of such acts, coercion or arbitrary deprivation of liberty,
whether in public or private life.

Empowerment: “Empowerment implies people - both women and men - taking control over their
lives: setting their own agendas, gaining skills (or having their own skills and knowledge
recognized), increasing self-confidence, solving problems, and developing self-reliance. It is
both a process and an outcome. Empowerment implied an expansion in women's ability to make
strategic life choices in a context where this ability was previously denied to them” (INSTRAW,
2012).

Reproductive Rights: According to the UN glossary of terms reproductive rights "rest on the
recognition of the basic right of all couples and individuals to decide freely and responsibly the
number, spacing and timing of their children and to have the information and means to do so,
and the right to attain the highest standard of sexual and reproductive health.” (INSTRAW,
2012).

Sexual Rights: According to the UN Glossary of Sexual rights include and support “human rights
that are already recognized in national laws, international human rights documents and other
consensus documents. These include the right of all persons, free of coercion, discrimination and
violence, to: the highest attainable standard of health in relation to sexuality, including access to
sexual and reproductive health care services; seek, receive and impart information in relation to
sexuality; sexuality education; respect for bodily integrity; choice of partner; decide to be
sexually active or not; consensual sexual relations; consensual marriage; decide whether or not,
and when to have children; and pursue a satisfying, safe and pleasurable sexual life”
Appendix 5: Current Gender Manuals/Guides

<table>
<thead>
<tr>
<th>Organization</th>
<th>Manual/Guide/ Source</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Source</td>
<td>Description</td>
<td>Reference</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>-----------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Women Watch</td>
<td></td>
<td><a href="http://www.peacekeepingbestpractices.unlb.org/pbps/Pages/Public/viewprimarydoc.aspx?docid=449">http://www.peacekeepingbestpractices.unlb.org/pbps/Pages/Public/viewprimarydoc.aspx?docid=449</a></td>
</tr>
<tr>
<td>The making and remaking of</td>
<td></td>
<td></td>
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<tr>
<td>gender knowledge</td>
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<tr>
<td>A Global Sourcebook</td>
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<tr>
<td>Bridge-Development Gender</td>
<td>Engaging Men in Gender Equality: Positive Strategies and Approaches</td>
<td><a href="http://www.bridge.ids.ac.uk/reports/BB15Masculinities.pdf">http://www.bridge.ids.ac.uk/reports/BB15Masculinities.pdf</a></td>
</tr>
<tr>
<td></td>
<td>Overview and Annotated Bibliography</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Emily Esplenu</td>
<td></td>
</tr>
<tr>
<td>Organization</td>
<td>Initiative/s</td>
<td>Website</td>
</tr>
<tr>
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<td>--------------</td>
<td>---------</td>
</tr>
<tr>
<td>Bridge</td>
<td>Gender and Development: Concepts and Definitions</td>
<td><a href="http://www.bridge.ids.ac.uk/reports/re55.pdf">http://www.bridge.ids.ac.uk/reports/re55.pdf</a></td>
</tr>
<tr>
<td>One World</td>
<td>Gender and Development Guide</td>
<td><a href="http://uk.oneworld.net/guides/gender">http://uk.oneworld.net/guides/gender</a></td>
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<tr>
<td>Bridge</td>
<td>Gender and Climate Change Supporting Resources Collection</td>
<td><a href="http://www.bridge.ids.ac.uk/go/bridge-publications/cutting-edge-packs/gender-and-climate-change&amp;id=59291&amp;type=Document&amp;langid=1">http://www.bridge.ids.ac.uk/go/bridge-publications/cutting-edge-packs/gender-and-climate-change&amp;id=59291&amp;type=Document&amp;langid=1</a></td>
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<tr>
<td>USAID</td>
<td>Promoting Gender Equitable Opportunities In Agricultural Value Chains</td>
<td><a href="http://pslforum.worldbankgroup.org/docs/USAIDPromotingGenderOpportunities.pdf">http://pslforum.worldbankgroup.org/docs/USAIDPromotingGenderOpportunities.pdf</a></td>
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**Appendix 6: Initiatives Specifically Working with Men**
<table>
<thead>
<tr>
<th>Organization</th>
<th>Description</th>
<th>Website</th>
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<tbody>
<tr>
<td>White Ribbon Campaign</td>
<td>The Pixel Project It Starts with You Walk a Mile in Her Shoes What Every Man Can Do</td>
<td><a href="http://www.whiteribbon.ca/">http://www.whiteribbon.ca/</a></td>
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<td>Say No to violence</td>
<td>Ho Chi Minh Northern Youth Union</td>
<td><a href="http://saynotoviolence.org/join-say-no/engaging-men-and-boys-gender-equality">http://saynotoviolence.org/join-say-no/engaging-men-and-boys-gender-equality</a></td>
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<tr>
<td>--------------------</td>
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</tr>
<tr>
<td>ICRW - international centre for research on women</td>
<td>Men and Gender equality policy project (MGeppl)</td>
<td><a href="http://www.icrw.org/files/publications/What-Men-Have-to-Do-With-It.pdf">http://www.icrw.org/files/publications/What-Men-Have-to-Do-With-It.pdf</a></td>
</tr>
<tr>
<td>Engaging men in gender justice</td>
<td>A Gender Justice Information Network</td>
<td>engagingmen.net</td>
</tr>
<tr>
<td>Partners4Prevention</td>
<td>Research and Workshops</td>
<td><a href="http://www.partners4prevention.org/resources">http://www.partners4prevention.org/resources</a></td>
</tr>
<tr>
<td>The Mexican-based NGO, Salud y Genero (Health and Gender), IGWG</td>
<td>Through workshops and awareness-raising activities</td>
<td><a href="http://www.saludygenero.org.mx/">http://www.saludygenero.org.mx/</a></td>
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**Appendix 7: Gender Training Resources that Focus on Males**

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<table>
<thead>
<tr>
<th>Organization</th>
<th>Resource</th>
<th>How to Access provide dates accessed and put web addresses in bibliography</th>
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<tr>
<td>Bridge</td>
<td>Engaging Men and Gender Equality: Positive Strategies and Approaches</td>
<td><a href="http://www.bridge.ids.ac.uk/reports/BB15Masculinities.pdf">http://www.bridge.ids.ac.uk/reports/BB15Masculinities.pdf</a></td>
</tr>
<tr>
<td>Organization</td>
<td>Title</td>
<td>Link</td>
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