

## Concept and Definition of Development

**Development** is a dynamic process of improvement, which implies a change, an evolution, growth and advancement. Development as a phenomenon suggests that people are able to control their future and can improve their condition in the world (living conditions, capacity to feed, education level, life length, etc.) through process towards something better (Skeldon R., 1997).

OR

**Development** is the advancement of the management and use of natural resources to satisfy human needs and improve the quality of human life. For development to be sustainable it must take account of social and ecological factors, as well as economic ones; of the living and non-living resource base, and of the long-term and short-term advantages and disadvantages of alternative actions.

OR

Professor Dudley Seers argues that **development** is about outcomes, that is, development occurs with the reduction and elimination of poverty, inequality, and unemployment within a growing economy.

OR

Professor Michael Todaro sees three objectives of **development**:

- Producing more 'life sustaining' necessities such as food, shelter, and health care and broadening their distribution
- Raising standards of living and individual self esteem
- Expanding economic and social choice and reducing fear

### Measurement of Development:

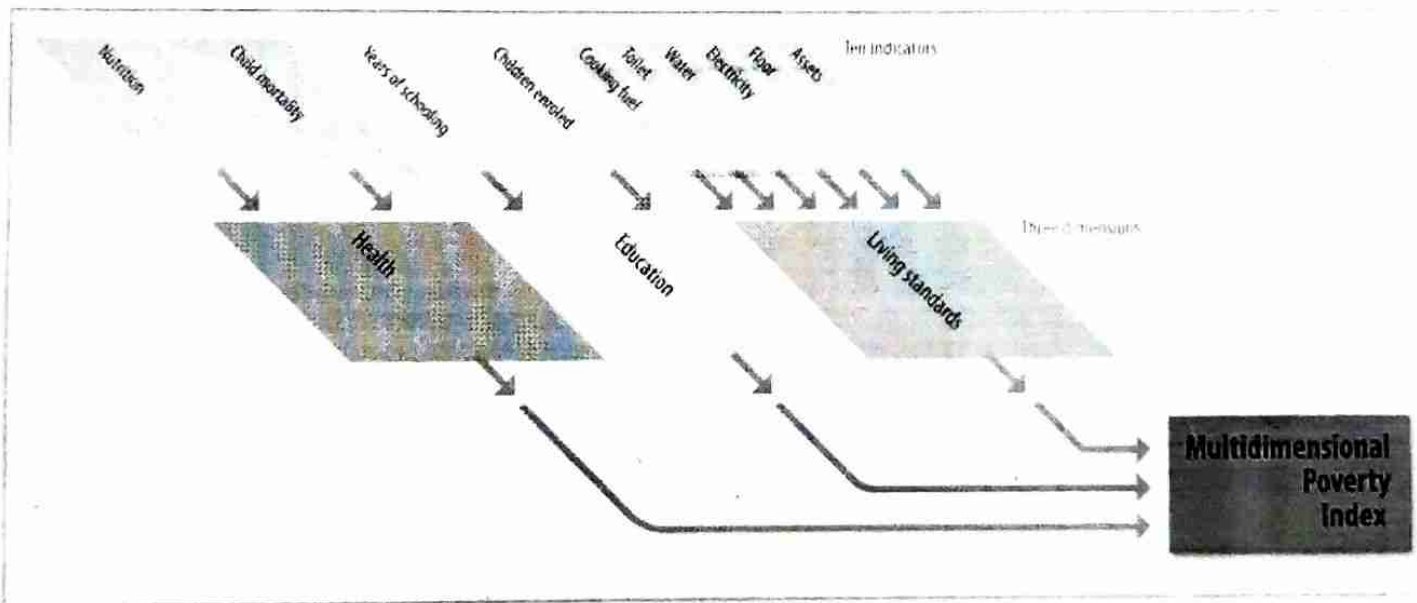
The UN has developed a widely accepted set of indices to measure development against a mix of composite indicators:

- **UN's Human Development Index (HDI)** measures a country's average achievements in three basic dimensions of human development: life expectancy, educational attainment, and adjusted real income (\$PPP per person). According to UNDP ranking of 2012, among 187 countries of the world, Pakistan's HDI rank is 146.
- **Gender-related development index (GDI)** is a composite index measuring average achievement in the three basic dimensions captured in the human development index—a long and healthy life, knowledge and a decent standard of living—adjusted to account for inequalities between men and women. The GDI uses the same variables as the Human Development Index.

- UN's Human Poverty Index (HPI)** measures deprivation using the percent of people expected to die before age 40, the percent of illiterate adults, the percent of people without access to health services and safe water and the percent of underweight children under five. The **Multidimensional Poverty Index (MPI)**, published for the first time in the 2010 Report, complements money-based measures by considering multiple deprivations and their overlap. The index identifies deprivations across the same three dimensions as the HDI and shows the number of people who are multidimensionally poor (suffering deprivations in 33% of weighted indicators) and the number of deprivations with which poor households typically contend. It can be deconstructed by region, ethnicity and other groupings as well as by dimension, making it an apt tool for policymakers. About 1.7 billion people in the 109 countries covered by the MPI—a third of their population — live in multidimensional poverty — that is, with at least 33 percent of the indicators reflecting acute deprivation in health, education and standard of living. This exceeds the estimated 1.3 billion people in those countries who live on \$1.25 a day or less (though it is below the share who live on \$2 or less).

### Components of the Multidimensional Poverty Index

MPI—three dimensions and 10 indicators



Note: The size of the boxes reflects the relative weights of the indicators.

Source: Alkire, 2010, p. 201

### Types of Development:

There is a range of variety of types of development, like, mental development, physical development, child development, social development, ecological development, economic development, community development, psychological development, etc. Some of the mostly used types of development are:

**Economic development** is a sustainable increase in living standards that implies increased per capita income, better education and health as well as environmental protection. Public policy generally aims at continuous and sustained economic growth and expansion of national

economies so that 'developing countries' become 'developed countries'. The economic development process supposes that legal and institutional adjustments are made to give incentives for innovation and for investments so as to develop an efficient production and distribution system for goods and services. Economic development in its simplest form is the creation of economic wealth for all citizens within the diverse layers of society so that all people have access to potential increased quality of life. Job creation, economic output and increase in taxable basis are the most common measurement tools.

**Social development** is a process which results in the transformation of social structures in a manner which improves the capacity of the society to fulfill its aspirations. Society develops by consciousness and social consciousness develops by organization. Development is a process, not a programme. Development implies a qualitative change in the way the society carries out its activities, such as through more progressive attitudes and behavior by the population, the adoption of more effective social organizations or more advanced technology which may have been developed elsewhere.

**Community development**, informally called community building, is a broad term applied to the practices and academic disciplines of civic leaders, activists, involved citizens and professionals to improve various aspects of local communities.

Community development seeks to empower individuals and groups of people by providing these groups with the skills they need to effect change in their own communities. These skills are often concentrated around building political power through the formation of large social groups working for a common agenda.

### **Concept and Definition of Gender:**

The term gender refers to the economic, social and cultural opportunities and characteristics associated with being male or female. The concept of gender also includes the expectations held about the characteristics, aptitudes and likely behaviors of both women and men (femininity and masculinity). These roles and expectations are learned. They can change over time and they vary within and between cultures. The concept of gender is vital because it facilitates gender analysis revealing how women's subordination is socially constructed. As such, the subordination can be changed or ended. It is not biologically predetermined nor is it fixed forever.

**Gender Analysis** is the collection and analysis of sex-disaggregated information. Men and women both perform different roles. This leads to women and men having different experience, knowledge, talents and needs. Gender analysis explores these differences so policies, programs and projects can identify and meet the different needs of men and women. Gender analysis also facilitates the strategic use of distinct knowledge and skills possessed by women and men.

**Sex-Disaggregated Data** is data that is collected and presented separately on men and women.

**Practical Needs** are immediate, material daily needs such as water, shelter and food.

**Strategic (Gender) Interests:** Interventions addressing strategic gender interests focus on fundamental issues related to women's (or, less often, men's) subordination and gender inequities. Strategic gender interests are long-term, usually not material, and are often related to structural changes in society regarding women's status and equity. They include legislation for equal rights, reproductive choice, and increased participation in decision-making.

### **WID (women in development):**

A development framework or approach which gives recognition to the distinct needs and capacities of women with considerable focus on developing strategies and action programs that will facilitate their participation in the productive sector.

The rise of the women's movement in Western Europe and North America, the 1975 UN International Year for Women and the International Women's Decade (1976 – 85) led to the establishment of women's ministries in many countries and the institutionalization of Women in Development (WID) policies in governments, donor agencies and NGOs. The **WID** approach aims to integrate women into the existing development process by targeting them, often in women-specific activities.

### **GAD (Gender and Development):**

It is defined as the basic problem in the subordinate status of women in relation to men. It insists that women cannot be viewed in isolation; it aims at changing unbalanced relationships of power between men and women by addressing their specific potentials and needs. The **GAD** approach focuses on intervening to address unequal gender relations which prevent inequitable development and which often lock women out of full participation. **GAD** seeks to have both women and men participate, make decisions and share benefits. This approach often aims at meeting practical needs as well as promoting strategic interests. A successful **GAD** approach requires sustained long-term commitment.

### **Shift over from WID to GAD**

Since the mid-eighties, we have found a shift from the "Women in Development" (WID) approach to "Gender and Development" (GAD), which is reflected in international discussion and the policies of many countries. This shift was a reaction to the marginalization of women-only programs under the WID approach. While the WID concept promoted separate development activities for women, GAD measures attempt to integrate gender awareness and competence into mainstream development. The GAD approach seeks to understand women's subordination through analysis of the relation between men and women within the framework of important and relevant factors like social class, race and age, etc. Gender as an analytical concept has supplanted WID precisely because the position of women cannot be understood or altered without having a broader vision of women's and men's roles and positions in society.

- International acceptance of the need to overtly place women on the development agenda was accompanied by the formulation of WID policies and the institutionalization of various mechanisms, to address the concerns, needs, and contributions of women. This led to an excess

of WID programs and projects aimed to improve the condition of women and to bring development to women.

- Agency and independent reviews by the early 1990s of these WID projects and approaches drew conclusions about the strengths and weaknesses of the WID approach. Reviews of the under resourced and government women's units indicated they were unable to effectively influence national policies or to bring about the gender equity that was imagined at their establishment. Targeted and segregated women-only projects operated to further marginalize and isolate women from the mainstream of development. More importantly, the reviews and evaluations revealed that such approaches had not succeeded in significantly narrowing the gap between women and men. Women-only projects were often poorly conceived and funded, and sometimes added to women's already heavy workloads with few compensatory benefits.
- These reviews, analyses, and conclusions led to significant rethinking of the WID approach. It became evident that projects focusing exclusively on women implied that the problem, and hence the solution, could be limited to women. For example, population programs that exclusively targeted women were often unsuccessful, since their male partners, whose consent was integral to project success, were not targeted. Contraceptive acceptance often required the consent of men. It became obvious that, unless men were sensitized to the dangers of repeated and frequent pregnancies, improvements in women's health and reductions in fertility rates could not be achieved. Such approaches failed to recognize the critical role of men in decisions regarding women's lives. Likewise, education projects that targeted only girls by building schools exclusively for them did not always achieve the desired results because men were not sensitized to the benefits to be achieved from educating girls, or the socio-cultural environment was not adequately assessed.
- The rethinking of the WID approach also led to a move away from assessing the adverse impact of development on women to examining the adverse impact of women's exclusion on development. "**Women need development**" was replaced by "**development needs women**". Social justice and equity arguments were complemented with arguments of economic efficiency. The marginalization and isolation of women from the mainstream of the development process came to be seen as economically inefficient and hampering economic growth. Hence, welfare-oriented and equity approaches were increasingly replaced and complemented with mainstreaming and efficiency approaches.
- The evaluation of past failures also led to the realization that the development process itself needs engendering. Hence, there is a need to refocus the strategic emphasis from a narrow WID approach to a more dynamic GAD approach: In the GAD approach, the strategic emphasis is widened to include women's rights, women's role as active participants and agents in development, and their role as actors with a specific agenda for development. Compare this with the earlier WID approaches that perceived women simply as reproducers (family planning), and passive recipients of resources (basic needs and services). Hence, welfare-oriented, "add women and stir" approaches that treated women as passive recipients of development were replaced by approaches that attempt to engender development, empower women, and perceive women as active agents in their own right.

- The difference between WID and GAD is essentially based on the approach to assessing and dealing with women's unequal position in society. GAD does not dislodge women as the central subject. Rather, while the WID approach focused exclusively on women to improve women's unequal position, the GAD approach recognizes that improvements in women's status require analysis of the relations between men and women, as well as the concurrence and cooperation of men.
- The GAD approach utilizes gender analysis, which is the tool for analyzing the specific nature of gender differences by asking basic questions such as who does what, where, when, how often, with what resources and returns, and who controls what. Such questions enable an assessment of gender differentiations in activities, resource ownership, use, and control. On the basis of the information obtained through gender analysis, appropriate policy, project interventions, strategies, and mechanisms can be designed to assist in improving women's inclusion, status, and productivity.
- The GAD approach, however, does not mean that stand-alone women's projects or projects with special components targeting women are to be abandoned altogether. Until there are no structural constraints and barriers restricting women's participation, projects directed exclusively at women or projects with special components addressed at women are still required.
- Until women reach a stage when they can truly become equal partners with men in development, special attention to address women's needs and concerns will be required. Projects that mainstream women need special design features to facilitate and promote the inclusion of women. Components have to be built into projects that are strategically designed to improve women's access, equity, and benefits so as to lead to long-term improvements in their social and economic status.