

Nimesem

84?

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# Feminisms + Third World

## 1. Feminisms as ideology

b) ideology in practice incompatible with independence + building up of a country

a) exports of ideology at a period when ideologies don't mobilize + are put into questions (to "sell" or to "transfer" them as the N does with outdated technology)



## 2. Feminisms as social <sup>w's</sup> movements

{ - a movement can only cut across national boundaries when its <sup>indiv. + group</sup> practice reaches a global perspective

- w's moves have been centered on w's rights: legitimate + necessary in a long history of evolution of w;

in TW w acquire some of the basic rights with independence

- = with urbanized in N+S

- specific w's rights have to take into account social + cultural situation

W in TW

Nairobi

① Expectations before Nairobi  
(as an indicator) :

- that W from TW would be the spokesmen for the causes of their peoples + won't refer to specific W's rights + issues;
- that W in Conference would reenact N/S dialogue;

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- idea that in TW many pretend that for W there, "other" rights come first;



② - universality  
+ variety  
of discriminal against  $\bar{w}$

- every violat of  $\bar{h}$  rights  
doubles the discriminal against  $\bar{w}$

- specific violat of  $\bar{h}$  rights  
in what concerns  $\bar{w}$

(not  $\bar{w}$ 's issues, but  $\bar{h}$  rights;

jews who want to leave USSR?

are these just jews' issues or  
also  $\bar{h}$  rights?

emigrant workers exploitation: are  
they just <sup>issues</sup> ~~rights~~ of those people  
or  $\bar{h}$  rights?)



③ Satisfaction of N w̄ about TW  
w̄ in Nairobi:

- the understanding of other ways of being w's Enoves
- for some: "finally they got there"
- for a minority: to make the cause of TW's w̄ their own cause;

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② WHO :

" We are the vast untapped  
resources for develop!"

- fetchers of water + firewood;
- cooks + feeders of children;
- custodians of cleanliness  
and hygiene
- teachers of health habits

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④ social issue at stake:

is educa/to be equated with  
schooling?

is it normal to keep young  
adults as minors for a  
very long time

+ to lead w it the same direction?

new jobs, in-~~training~~ service  
education, learning throughout  
life

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# Value-givers

① situation:

$\bar{w}$  outnumber  $\bar{m}$  by  $3/2$  in illiteracy  
at the same time school enrollment  
boom:

②  $\bar{w}$  are value-givers:

by symbiotic relation mother/child  
by continuing presence to children  
by being the vast majority

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52% in prim. educat  
1/2 in sec. "

- girls in TW supply domestic help  
their mothers need
- less opportunities for jobs

## $\bar{w}$ + health-care

- a) births delivered by  $\bar{w}$
- b)  $\bar{w}$  as agents of primary health-care  
- need to be paid + recognized  
(training cost  $< 2\%$  of training a doctor)
- c)  $3/4$  of world's health problems could be solved by primary health care.

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# Health

- ① "discovery" in '78 that is ~~one~~ <sup>one</sup> at the center of health planning:
- 80% of all illness in the world comes from lack of clean drinking water + sanitation
  - issue:
    - priority of improving quality of water + sanitation
  - malnutrition affecting 1/4 people + making them more vulnerable to disease
  - ∴ need for basic nutrition
  - vaccination
  - primary health care





#### ④ Linkage <sup>w's</sup> rights / societal problems

- though in the negative, clearly  $\bar{w}$ 's rights are a condition of resolution of societal problems;
- $w$ 's rights in the land, the loans (credits) + the law lead to more production and to first steps to solve the hunger problem
- discriminatory leading to social disaster.

FAO: " Policy-makers + internal experts have persistently resisted the idea of all  $\bar{w}$ 's cooperative."



- choices done by dev. / agencies,  
by World Bank, etc

FAO: "Despite the well-documented, crucial role that it play in food production in this region, agricultural modernization efforts have excluded them, leading to negative consequences for food production and the perpetuation of rural poverty."

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- absence of technology taught to  $\bar{w}$  lead to devastation of forest, as  $\bar{w}$  gathers ~~food~~ wood for cooking - a vicious circle (while there are soft technologies available)
- slope of Himalayas in Nepal)

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- ③ Neglect of w's rights + presence
- only 3, 4% of trained govern/ workers providing advice to people in rural areas are  $\bar{w}$  (46 Afr. c.)
  - FAO: "dev. <sup>ing</sup> c. revealed rather discouraging information about  $\bar{w}$ 's access to agricultural educat, training + extension services.
  - technological help goes to men or replaces  $\bar{w}$ .
- FAO "In all regions the introduction of modern agricultural technology is primarily aimed at male tasks + used almost exclusively by men".

## • Women + food

① → Women produce half of the world's food.

- 3/4 of the agricultural in Africa done by w;
- half in LA
- invisibility in statistics concerning the family farm

② → In most families w prepare the food. (I've met the few thousand <sup>men</sup> in Europe who "like" cooking).

- they are the ones who live daily the correlation economic situation → food providers priorities
- they convey a mode of being in the relation to food.



① Who are the  $\bar{w}$  in TW?

"WHO":

a) 25%<sup>12</sup> cities } no safe water  
71% countryside } to drink

47% cities } no adequate  
87% countryside } sanitation

b) amount of work most  $\bar{w}$  do to  
get water for family:

- 1 person needs 5 l/day drinking + cooking  
+ 25-45 l/day to stay clean & healthy.

vs. 1  $\bar{w}$  can carry 15 l

$\therefore$  15 journeys/day to keep a family  
of 5 in good health !!

c) The vast majority of  $\bar{w}$  is  
just concerned about basic  
tasks of Survival.



4. Third World as a huge  
variety vs. European peninsula

- Fundamental basic needs  
+ w's novels

- Food + agric.

- Health

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- Values Education



### III - Les 7 et le système écon. et monétaire mondial

- a) le désordre organisé / ~~la faillite de la science économique~~
- b) le sommet des 7 ind. et "l'autre sommet économique"

"une nouvelle pensée économique orientée vers le dév. / personnel, la justice sociale, la satisfaction des besoins essentiels, l'utilisation soutenue et non-exponentielle des ressources, la préservation de l'environnement"

- c) l'économie est le politicien déguisé, facteurs qui le révèlent: (Hazel)

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- d) la responsabilité des pays les + industrialisés





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§ 36.3 Des efforts spéciaux aux niveaux  
nat. et rég. pour q les f aient accès à tous  
les aspects de la science moderne et de  
la technologie. Q'utilisation de la science  
et de la technologie peut être un instru-  
ment puissant pour l'avance/ des f.  
(Tech. appropriée pour les f rurales,  
disseminat/ de la tech. existante.)

— RIEN D'AUTRE!

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A/Conf 116/12

§ 10 "égalité" : "La Conférence de Copenhague a interprété l'égalité comme signifiant non seule / l'égalité légale, l'élimination de # discrimina / de jure, mais aussi l'égalité des droits, des responsabilités et des opportu- nités pour la participation des fs d le développe /, tant comme bénéficiaires § comme des agents actifs."

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## II - Les f et le processus de dev. /

- a) L'histoire de leur évolution
- b) L'invisibilité
- c) La participation (I/II Strat.)
- d) L'intégration (III Strat.)
- e) Une "autre" dev. / Third System  
↓ les textes de  
Nairobi

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# I. La démocratie et sa 1<sup>ère</sup> étape : égalité dans à l'égard du pouvoir politique

~~- ce qui ne va pas à le pouvoir  
politique...~~

① - les f et l'accès à la démocratie:  
la lutte ensemble / la participation  
électorale → le passage à la universalité

② - la démocratie ne s'épuise pas  
à son expression politique

la dém. culturelle - droits égaux  
et droit à la jouissance des  
instrument<sup>s</sup> culturels

la dém. sociale - la responsabilité  
mutuelle à travers l'Etat-Providence

la dém. économique - le droit à  
l'initiative / l'accès aux crédits /  
l'apprentissage technologique /

la participation aux choix techno-  
logiques

③ - l'absence de modèles pour les f



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### 3. Feminisms as social move/s

- a move/s can only become a social move/s + cut across national boundaries when its individual + group practice reaches a global perspective;

- Feminisms as disconnected from social issues - not a goal ~~of~~ themselves but connected with major issues

magazine, of, newsweek

4. W and ~~and~~ conceptual  
elaboration on development

- need for priorities related to life
- global perspective of all issues

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§ 362

Pour assurer une ~~base~~ ferme pour l'intégration des questions r & d le processus de dév. / il faut un effort plus grand pour fournir une base conceptuelle solide pour définir de telles questions et pour le développe/de modèles utiles pour l'action socio-culturelle, économique et politique. (Action à faire d les institutions de recherche nationale et régionales et d les agences UN ou autres.)

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III - Les  $f$  et les choix technologiques  
comme ~~ils~~ décisif pour la vie  
culturelle

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