

Module 2	<p>Slideshow</p> <ol style="list-style-type: none"> 1. Postcolonial - examines processes of domination and subjugation 2. Examine how these shape contemporary societies 3. Goal is to see how western conceptions shape the world and gender <p>What is globalisation and how is it gendered</p> <ol style="list-style-type: none"> 1. Photograph is bill melinda gates and bono 2. Globalisation - processes that shape how our lives are intertwined with people around the planet 3. Advent of globalisation vit typically linked to european expansion in the 16th century 4. Modern world is a result of european powers carving up developing countries 5. Developing countries name eliminates history and lumps divers countries together 6. It assumes that western development is intrinsically good and country should evolve into liberal capitalist democracies <p>Colonial legacies</p> <ol style="list-style-type: none"> 1. Colonialism continues to shape the world and intensifies inequalities 2. Class - not just economic made up of real people 3. State sovereignty gives governments control over their territory 4. Nation states are subject to international laws - far from democratic <ol style="list-style-type: none"> a. Companies have challenged the ability of nation states to be free 5. Stephen gill - the new constitutionalism <p>Global neoliberalism</p> <ol style="list-style-type: none"> 1. Belief that growth is essential 2. Neoliberalism promises that it can solve the world problems through the free market - we can all become rich, government control is socialism and communism and bad 3. Current processes of globalisation have not been globalisation - extreme differences of wealth, human suffering 4. These processes have been managed by male white affluent elite 5. Humans are utility maximisers and can develop through the market 6. The state prevents the market from being free 7. Post neoliberal era- the state is a partner to the market, intervene only when necessary <p>Production/social reproduction</p> <ol style="list-style-type: none"> 1. People making and sustaining life 2. Labour of having children and meeting needs of family members 3. Social reproduction is needed, and it is done by females and racialised people primarily <p>Today's crisis</p>
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	<ol style="list-style-type: none"> 1. Representations of women and racialized render global divisions of labour as normal 2. Global capitalism includes a lot of systemic discrimination 3. We tend to see current structures as normal or natural <p>Module 1 Addendum</p> <p>What is Production</p> <ol style="list-style-type: none"> 1. The paid work carried out in the private sectors of the economy - measured through statistics like the GNP, GDP, productivity, employment stats <p>Social Reproduction</p> <ol style="list-style-type: none"> 1. Daily and generational labour that takes place in the household and is unpaid 2. Making babies, cooking, cleaning, socialising, educating children etc 3. It is largely invisible and feminised and includes most of the labour carried out on the planet 4. These are activities that take place outside of the market 5. Historical assignments of value is the difference between social reproduction and production 6. The tasks of social reproduction are often not recognized as work 7. It can include agriculture, procuring water, fuel, building shelter 8. The family is the primary source of social welfare particularly in times of economic crisis <p>Relationship between production and social reproduction</p> <ol style="list-style-type: none"> 1. Both involve labour skill and knowledge 2. SR reproduces labour power because workers cannot work without being fed, clothed <p>Where does reproduction end and production begin</p> <ol style="list-style-type: none"> 1. Tasks of SR can be undertaken by paid individuals or the family 2. The government or private sector can provide these same services 3. These ease the workload of household labour 4. Neoliberal policies push these tasks back into the home as there are cuts to welfare 5. Different assignments of value determine what is paid labour 6. Men shape policies that we all have to live with 7. Devaluation of SR or womens work also is starting to include other workers such as racialized and economically marginalised men <ol style="list-style-type: none"> a. They are deemed to be unskilled and menial b. Most exploited and devalued labour is some of the most important
Module 3	<ol style="list-style-type: none"> 1. John Berger - most analysis and prognosis of what is happening is presented and studies within the presence of their specific disciplines, in reality each of these separate fields make up the terrain of what is being lived simultaneously and inseparably

	<ul style="list-style-type: none"> a. Reject all tyrannies discourses b. Discourses of democracy, justice, human rights, terrorism - in today's context each of these words signifies the opposite of what it was meant to signify c. Democracy - often symbolises one person one boat d. Justice - understood in a narrow individualistic way e. Terrorism - thought to be about what is going on over there, not something that we have a role in <ul style="list-style-type: none"> 2. There is a need for a critical wholism - need to look at how the parts affect the whole, how the categories from which we view the world constantly overlap 3. Need to deconstruct power relations and understand discourses as material 4. Meaning systems shape society in very different ways - determine who can speak, wealth, who gets to define reality <ul style="list-style-type: none"> a. This is largely the wealthy and the powerful 5. Critical and feminist perspectives help us to understand the system entirely, and the power over <ul style="list-style-type: none"> a. Think critically of the idea that humans are rational beings <p>Theme this week is racializing and queering global capital</p> <ul style="list-style-type: none"> 1. Focus on key themes in the readings 2. Dominant gender and racialized power relations shape people's lives 3. How we view the world and the causes and impacts of crisis is largely understood as class race and gender neutral 4. Colonisation is a part of the division of labour 5. Wealth and labour has not been decolonized - the hierarchies of labour that exist that are attached to the meanings of differently sexed race and gendered bodies 6. Significant advances in breaking down hierarchies has been uneven 7. Need to acknowledge that there have been gains, as well as transnational justice and movements for such 8. In the last 10 years there has been a growth in transnational feminist organising 9. The racialization and gendered stratification of production and social reproduction remains intact and is intensifying, both social reproduction and productions are built into our legal systems and neoliberalism maintains the status quo 10. Post colonial perspective merged with a post colonial perspective is what she wants students in the class to understand 11. Understand the relationship between the global political economy and the injustices that we think of as separate and distinct <p>Post colonial perspective</p> <ul style="list-style-type: none"> 1. Questions modernity
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2. It is hegemonic on a global scale - though this is contested
 - a. There could be multiple modernities
3. Understandings of stratification of societies tend to be eurocentric
 - a. Poverty indicators
 - b. Social indicators
 - c. Sustainable development goals
 - d. Idea that within the existing system we can pull people out of power and empower them
 - e. Not an acknowledgement that the current system is set in colonialism, and capitalism and this is not questioned
4. A largely female paid and unpaid work sustains the world
 - a. Some of the most necessary work on the planet
 - b. Least valorized
5. Eurocentric fixes are put in place by the non-elected and whose interests are served through gender race and class neutral innovations
6. It is clear that the only way that women can get access to human rights is by transforming the international system
7. Economic class is not separate from race, gender, or sexuality
8. Class is not merely economic - made up of people, their experiences, social ties, and living condition
 - a. Produced and reproduced through activities that transcend economics
9. Class struggle is not just about economic gains, also includes struggles over social reproduction
 - a. Explosive today as neoliberalism requires more working hours, and squeezes families and women
10. Not everything is a colonial imposition
 - a. Femininity and masculinities and their corresponding hierarchies have seemingly been around for most of history

Readings this week

1. Introduce homonationalism, necropolitics and point to limitations
2. Hijacking of these discourses in our neoliberal communities
3. Important to understand relationship and problematic understanding of intersectionality
4. Intersectionality and identity politics is believed to be commoditized
 - a. Morphed into profit making enterprises through people that have specialised in equity and diversity and inclusion, but they are only addressing the branches not the root causes
 - b. EDI is disconnected from power relations in the global economy and has been individualised
 - c. It has been monetized as consultants make millions of dollars on workshops
 - i. These are often white women

	<ul style="list-style-type: none"> d. Paradox worth looking closely at e. The dominant understanding is that it is about individual identity and empowerment <p>5. At the same time we see racially progressive identities emerging</p>
Module 5	<p>Indigenous feminism and environmental justice</p> <ul style="list-style-type: none"> 1. Emerged to address the hegemony of western knowledge 2. Joyce green - raises issues of colonialism, racism, sexism and class - looks and intersectionality of these things 3. Indigenous feminism is a critique of the systems, focuses on social justice related to questions of race, class and sexuality <p>Indigenous Feminism</p> <ul style="list-style-type: none"> 1. Focus on historical and ongoing colonial structures 2. Colonialism dispossess indigenous women and dehumanise and marginalised indigenous women 3. Gender must be considered more broadly and include non-binary people 4. Anti-colonial perspectives highlights how underlying ideologies are bound together and result in the current global environmental crisis 5. There is an activist component <p>Indigenous Knowledge Systems (IKS)</p> <ul style="list-style-type: none"> 1. Elevates indigenous knowledge systems 2. Gendered specialisation mean that men and women hold different knowledges of the environment 3. Indigenous women's knowledge goes beyond the activities done by women 4. Reclaiming indigenous and local knowledge in ways to address root causes of climate change <p>Beijing Declaration of Indigenous Women</p> <ul style="list-style-type: none"> 1. Centered concerns of indigenous women and connects these to actions <ul style="list-style-type: none"> a. Human rights and violence against indigenous women b. Proposals about self-determination 2. Participation of women at every scale <p>Mandaluyong</p> <ul style="list-style-type: none"> 1. Connects climate change with modernity and capitalist development - it is extractive and destructive 2. Climate change undermines traditional livelihoods, identity and well-being of indigenous communities 3. Women's caregiving role increases the challenge and burden on women <p>Lima Declaration - 2013</p> <ul style="list-style-type: none"> 1. Followed the other declarations 2. Advocated for self-determination of indigenous communities and indigenous sovereignty through the declaration on the rights of indigenous people

3. Issues of the burden that indigenous women bear in terms of social and environmental harms

Postcolonial critiques of development studies

1. Arose as a critique of the development discourse in the west and emerged in the context of the cold war and decolonization of most of asia, africa and latin america
2. Modernization theory - focus on the economy and industrialization
3. Critiqued as it does not include social development and quality of life improvement

Dependency theory

1. Critiques of modernization theory
2. Emerged through thinkers of the global south out of marxist theory
3. Western dominated development created underdevelopment in the south
4. To progress they need to get out of the global capitalist system
5. Focuses mainly on class differences - does not talk about gender or race differences

Neoliberal Approach to Development

1. Structural adjustment programs
2. Increased the power of the world bank and IMF
3. Collapse of the USSR it became the dominant approach to development

Post Colonial Approach

1. Arturo escobar and Ivan Illich
2. Critique institutions of western modernity
3. Influenced by foucault on his works on what counts as normal and true
4. Pay attention to language
5. Hegemony determines what is seen as true
6. Development is a new way of privileging some values and forms of knowledge
7. Development is the operation of forms of power and control - a new form of colonialism
8. Edward Said - Orientalism is also an influential work
9. Development knowledge produced by the world bank and IMF are closely linked to hegemonic theories of development, they are taken for granted and thought to be truths
 - a. Did not take into account history or regional issues, or economic, political or cultural differences

Gender and Development

1. Modernist approach to progress focuses on the economy, and thus development to them is an economic concept and the good life means accumulation of wealth
2. Then value is associated with economic values and market trade - devalues other forms of production that aren't sold in the market like reproduction done by women

	<p>3. Development exploits women's non-productive work</p> <p>Welfare Approach to Development</p> <ol style="list-style-type: none"> 1. Often targeted women and girls without consideration of the root causes of gender equality 2. Dominant from 50-70s 3. Development issues were problems and were solved through solving issues of overpopulation and rurality 4. Population growth was seen as the main obstacle to economic growth 5. Women were targeted with population control <p>Women in Development (WID)</p> <ol style="list-style-type: none"> 1. A neoliberal approach to development 2. Ester Boserup (1970) <ol style="list-style-type: none"> a. Development equated with mechanisation of agriculture and development projects b. Made women visible as a distinct category 3. Challenged assumptions that women automatically gained from development policies and projects 4. Addressed violence and discrimination 5. Often seen as an integration approach - integrate women into existing programs 6. Access would increase their position 7. Assumed that development processes could involve women 8. WID does not look at the root causes of these inequalities <p>Critiques of WID</p> <ol style="list-style-type: none"> 1. Ignores the root causes of gender equality 2. Reflected individualistic concerns of women in the north rather than communal concerns of women in the south 3. Ignores the history of colonisation and capital accumulation <p>Women and Development (WAD)</p> <ol style="list-style-type: none"> 1. Influenced by neo-marxist feminist 2. Focused on relation between women and the means of production 3. Focused on gender and class oppression 4. Called for the recognition of women's roles in development 5. Focus on their oppression within a capitalist system <p>Critiques of WAD</p> <ol style="list-style-type: none"> 1. Focused mainly on the sources of capitalism as the source of women's oppression 2. Treats women as a social class 3. Does not account for the fact that women are oppressed in socialist and traditional societies 4. Does not address exploitation of women's unpaid labour <p>Gender and Development</p> <ol style="list-style-type: none"> 1. Socialist feminist approach to development
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	<ol style="list-style-type: none"> 2. Focused on negative impacts of the debt crisis 3. Neoliberalism contributed to impoverishment and marginalisation of women in the global south 4. Placed gender within specific cultural and historical contexts 5. Difference in lived experiences across women in the global south 6. Criticised unequal burden that privatisation of social welfare brought on women 7. Transforming gender relations within and beyond households <p>Postcolonial feminist critique of development studies</p> <ol style="list-style-type: none"> 1. Development is a new form of colonisation 2. Based on unequal power relations between countries of the global north 3. Women in the global south experience colonisation and gender oppression 4. Development discourse must include different ways of knowing to be effective and non-colonial 5. Development is about power 6. Challenge patriarchal institution in society and powerful actions which produce and reproduce inequalities across nation 7. Development politics exacerbate inequalities global and make inequalities even worse <p>Migrant Domestic workers globalisation and precarity</p> <ol style="list-style-type: none"> 1. Migration has been a part of the human experience 2. Migration is currently within conditions of capitalism and neoliberal relaxation 3. Most now involves migration from the global south to the global north 4. Push factors <ol style="list-style-type: none"> a. Poverty b. Lack of employment c. Lack of education 5. Pull factors <ol style="list-style-type: none"> a. Dream of a better life b. Employment opportunities c. Help out their family/nations - remittances
Module 6	<p>Rise of Capitalism</p> <ol style="list-style-type: none"> 1. The rise of capitalism requires three conditions <ol style="list-style-type: none"> a. Access to resources b. Labour c. Markets <p>Primitive Accumulation</p> <ol style="list-style-type: none"> 1. Key to the emergence of capitalism was primitive accumulation 2. Generates 3 conditions <ol style="list-style-type: none"> a. Access to labour - peasants had to sell their labour to survive

	<ul style="list-style-type: none"> b. Access to resources - land was commoditized and not held collectively c. Produced markets - people who didn't have access to land had to buy the essentials <p>3. Response to resistance</p> <ul style="list-style-type: none"> a. Law - abolition of feudal tenure of land, privatisation of the commons, criminalization of the poor b. Violence - reinforced laws and consequences of breaking laws c. Ideology - blamed for their conditions in life, monitored and stigmatised <p>Dialectical relationship</p> <ul style="list-style-type: none"> 1. Between the economy and the politics in the capitalist system 2. Key to the emergence of capitalism 3. Political mechanism generated and secured economic conscious necessary for the emergence of capitalism 4. Dialectical <ul style="list-style-type: none"> a. 2 things mutually affect each other b. Change is ongoing - a process of affecting each other results in a change in both c. Mutually constitutive - one cannot be understood without the other d. One cannot be understood without the other - ex. Capitalism cannot exist without a political system that justifies the privatisation e. The politics and processes of capitalism are dialectical - mutually reinforce each other and one cannot exist without the other <p>Capitalism and Gender relation</p> <ul style="list-style-type: none"> 1. Gender inequality are related to nay system based on wealth inequality 2. Intersection of class and race can be tied to violence against women 3. Capitalism led to the rose of more unequal gendered divisions of labour 4. New forms of gender equality emerged with capitalism <p>Social Reproduction</p> <ul style="list-style-type: none"> 1. Women's oppression comes from their role in social reproduction, as well as their exploitation as workers 2. Socialist feminists - cause of women's inequality of between capitalism and patriarchy, not sexism and classism <p>Gender, class and race</p> <ul style="list-style-type: none"> 1. Expansion of capitalism through colonisation degraded the status of women in non-western societies and make them more vulnerable to violence 2. Racist and sexist dehumanisation and sexualization of women use to justify their subjugation <p>Postcolonial Latin America</p> <ul style="list-style-type: none"> 1. Wars for independence were conducted by elites on behalf of the pot
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2. Progress depends on neoclassical economic models
 - a. Laissez-faire state
 - b. Free markets and private property
 - c. More land dispossession, concentration and exploitation
 - d. State armies, police and private armed groups enforced privatisation of land once held collectively and cracked down on subsistence agriculture
 - e. Economic dependence on primary sector exports and imports of manufactured goods

War on Communism in Latin America

1. Further integrated into the global system through counter-insurgency on communisms
2. Sense of internal enemy from which elite needed to be protected
3. Increase in privately armed groups and stern backed political regimes
4. Expanded military forces and paramilitary groups

Neoliberalism

1. Increasing integration into global production chains and global economy
2. Global production chain - decentralisation of production
3. Global economy
 - a. Production of a single community involves inputs from different countries
 - b. Transnational integration of national economies into a single production system
4. Most states adopted neoliberal policies
 - a. Trade liberalisation
 - b. Foreign direct investment
 - c. Privatisation
 - d. Austerity
 - e. Establishment of export processing zones (EPZ) and maquilas - precarious work, low pay, female workforce and bodies targeted, long work days, no breaks, high quotas
 - i. zone free from labour, environmental and taxation laws within a country

Political Foundations of gendered violence

1. Violence was used to facilitate capital accumulation, generate conditions of economic debt ratio and class inequality as well as ideologies of masculinity and femininity
2. Deregulation of labour markets leads to precarity
3. The threat that companies will pick up and move
4. Rise of illegal economies increases the levels of insecurity and danger in neighbourhoods

5. Conservative politics in terms of reproductive rights and health leads to increased risk for women with unwanted pregnancies and the criminalization of women and increase health risks

Gender inequality in latin america

1. Unequal access to resources such as lang
2. Wage gap
3. Overrepresentation of women in the informal economy
4. Underrepresentation of women in politics
5. Lack of reproductive rights, violence against women

Globalisation and violence

1. Increased food insecurity and increased risk of domestic violence
2. Often forced to move to shanty towns with high criminal activity
3. Increase in informal enemy
4. Children risk recruitment into criminal gangs, and human trafficking
5. Illegal menstruation has a high risk of violence
6. Work in maquilas - labour exploitation and high rates of violence
7. Those who challenge the neoliberal agenda are often targets of state and non-state armed violence

Hegemonic Masculinity

1. Multiple forms of masculinity exist
2. Hegemonic masculinity - domination over others - men, women and nature
 - a. Legitimate power over women and those with subordinate masculinities
3. Predatory patriarchy - masculine identities are infused with violence and aggression
4. Machismo
 - a. Belief that women should be subordinate
 - b. Maintained through assigning women subordinate positions to men
 - c. Macho - social status, access to women, respect and violence
 - d. Men with lower social power seek to legitimate masculinity through violence
5. Commodified and subversive femininity
 - a. Femininity - gentle, weak, submissive, caring/nurturing
 - b. Improve social and economic status through connection with a man who can support them financially
 - c. Subversive femininity
 - i. Women who resist committed feminism
 - ii. Work for the protection of thing
 - iii. They are often threatened or abused for this

Anti-oppressive feminism

	<ol style="list-style-type: none"> 1. There are different systems of oppression and these combine in people's lives 2. Depending on where you fit in the world you can experience oppression and privilege 3. Utilises deconstruction to break down unequal structures of power to resist violence and transform relation 4. Draws attention to how knowledge production enables settler colonialisms and imperial formations of nation-states 5. Politics and power struggles in knowledge production <p>Surveillance</p> <ol style="list-style-type: none"> 1. Project of white supremacy 2. Colonial construction 3. How can we decolonize our relationship with surveillance 4. Mainstream definitions of surveillance hide and how the criminal body is racialized 5. People of colour are criminalised and survived 6. The state makes this surveillance possible through indirect and direct settler colonial relationships that regulate bodies of land, people and knowledge, 7. State-making relies on surveillance and is colonial <ol style="list-style-type: none"> a. Securitization of borders b. Maximisation of profits c. Regulation of population
Module 7	<p>Critiques of Security Studies</p> <ol style="list-style-type: none"> 1. It is androcentric - male dominated domains as well as masculine traits of authority, strength and aggression 2. Misrepresents the global south 3. Sees them as a threat or potential threat 4. Security is assumed to be a desired good 5. Expands notion of security including individuals not the state- human security 6. Securitization - something is turned into a political issue and deemed an existential threat that needs a response <p>Security studies</p> <ol style="list-style-type: none"> 1. Concerns the protection of the state or its inhabitants 2. Assumes that the nation state and its borders are natural or given - not something created 3. They are something that should not be tampered with the international global system are taken for granted 4. Assumption that the system needs to be managed through warfare, peacemaking or humanitarian intervention to produce security <p>Critical Security Studies (CSS)</p>

	<ol style="list-style-type: none"> 1. Feminist, indigenous and anti/postcolonial critiques 2. Expand study of crime and security by addressing integrated stereotypes 3. Raises question <ol style="list-style-type: none"> a. Does attempting to build on these theories only serve to further legitimate the global order? b. Is it possible to engage in these fields given their complicity c. How can we work from the outside of this discourse when it shapes what is possible <p>Foucault</p> <ol style="list-style-type: none"> 1. Power of rulers to take life 2. Through military force, torture or execution 3. Sovereign power delegated through legislative, judicial and correctional systems 4. Governments may also take exceptional measures in the name of security 5. Sovereign state is the only entity entitled to use force in international law 6. All other uses of force are considered illegitimate <p>Contemporary Context</p> <ol style="list-style-type: none"> 1. Military and humanitarian interventions understood through historical colonial context and the use of moral justifications based on the assumed morality of the west <p>Pacification</p> <ol style="list-style-type: none"> 1. Can also be shifted to be a counter hegemonic analytical lens 2. Northern academic knowledge production is tied to violence in nation building in the process of building capital 3. Disrupting dominant security thinking and othering is crucial to build translocal alliances and solidarities
Module 8	<p>Black freedom struggles</p> <ol style="list-style-type: none"> 1. Often diasporic and transnational <p>Resource Extraction</p> <ol style="list-style-type: none"> 1. Mining at the heart of colonialism 2. Postcolonial period is marked by coercive policies that block resource development 3. Continues to be linked to the erasure of women and violence against them <p>Mining and Masculinity</p> <ol style="list-style-type: none"> 1. Tied to hegemonic masculinity that perpetuate misogynistic ideas and actions 2. Demean and subordinate females and feminine qualities 3. Patriarchal norms naturalised <p>Women and resource extraction</p> <ol style="list-style-type: none"> 1. Women resist

	<ol style="list-style-type: none"> Often experience sexual violence as a result of this Mining disproportionately affects women Women can seek reparations Also try to stop projects before they begin <p>Decolonial feminist praxis</p> <ol style="list-style-type: none"> Combining of theory and practice, active with strategic purpose and engaging in perpetual reelection Needed for movements for social transformation Historical awareness and analysis of colonialism and capitalism is key Resource extraction is interconnected with colonialism, imperialism, racism, sexism and misogyny Does not treat women as a singular universal category Collages differences among women Gender binary is seen as constructed Recent indigenous experiences and knowledge
Module 9	<p>Family planning and forced sterilisation</p> <ol style="list-style-type: none"> Often part of development programs Aims to reduce poverty and have sustainable development Primarily targeted racialized women of working and peasant classes Contradiction between reproductive rights and demands for population control as a requirement for development loans UN has made many statements saying that family planning is a human right Poor blamed for their own poverty and for environmental degradation and large population growth Structural adjustment programs were put in place, often part of this was family planning and cutting poverty Particular groups of women - peasants, indigenous, urban poor were targeted, threatened, coerced, and deceived Created an anti-woman climate - high rates of violence against women, abortion illegal no sex education in schools <p>Climate justice movement</p> <ol style="list-style-type: none"> Global Impacts are globalised, but are unequally felt Different actors can use their privilege for protest and alliance building <p>Solidarity</p> <ol style="list-style-type: none"> Ongoing relationship that seek to challenge forms of oppression It is a doing Relationships are key, need to have a longer term relationship with self-reflection and maintaining and building these relationships
Module 11	<ol style="list-style-type: none"> What voices are heard, what counts as knowledge are important parts of academia, and how it is colonised

	<ol style="list-style-type: none"> 2. Decolonizing our knowledge means no longer privileging western knowledge over other forms 3. Art can portray voices that may not otherwise be heard 4. Feminists and anti racist movements make demands by appealing to people for these demands 5. There is a politics of transformation 6. A revolutionary cross, breaking down these systems and creating something new
Week 12	<ol style="list-style-type: none"> 1. Pandemic has made more women vulnerable to gender based violence (GBV) 2. Lockdown, increased social and economic stress 3. Women with intersectional identities are more at risk than others 4. Women were often the first to leave jobs 5. Women were expected to be responsible for childcare and education, even when they were employed outside the home 6. Gender budgeting - using fiscal policy to provide more money to women and girls can help to address gender inequality