



**NILE BASIN INITIATIVE (NBI)
NILE EQUATORIAL LAKES SUBSIDIARY ACTION
PROGRAM**

**GENDER MAINSTREAMING GUIDELINES AND
CHECKLISTS IN NELSAP PROGRAMS AND PROJECTS**

I. Executive Summary

Mainstreaming a gender perspective is the process of assessing the implications for women and men of any planned action, including legislation, policies or programs, in any area and at all levels. It is a strategy for making the concerns and experiences of men and women an integral part of the design, implementation, monitoring and evaluation of policies and programs in all political, economic and societal aspects of NELSAP projects, so that benefits are allocated equally between men and women benefit equally.

NELSAP has a draft gender mainstreaming strategy aimed at giving equal undertakings in activities and rights to allocated benefits by both men and women as beneficiaries, participants and decision-makers. Thus, integrating gender equality into the mainstream of policies, programs, projects, institutional mechanisms and budgets; addressing gender inequalities through gender-specific measures for and with women, men or both at all stages of the programming cycle design, planning, implementation, monitoring and evaluation.

Since its inception, NELSAP has worked towards attaining equitable and sustainable social development. However, the failure to transform women's and men's positions has led policy makers and those in the equality field to question the impact of equal opportunities policies. NELSAP has realized that society's structures, practices and the relationship between women and men need a radical rethink to root out the deep-seated and often hidden causes of inequality.

The systematic consideration of the differences between the conditions, situations and needs of women and men in all Community policies and actions is the basic feature of the principle of 'mainstreaming', in the Framework for NELSAP. This does not mean simply making community programs or resources more accessible to women, but rather the simultaneous mobilization of legal instruments, financial resources and the community's analytical and organizational capacities in order to introduce in all activities the desire to build balanced functionality and benefit allocations between women and men. In this respect it is necessary and important to base the policy of equality between women and men on a sound assessment and statistical analysis of the situation of women and men in the various NELSAP projects and the changes taking place in the activities.

Gender mainstreaming is the (re)organization, improvement and evaluation of policy processes, so that a gender equality perspective is incorporated in all policies at all levels and at all stages, by the Program/Project actors normally involved in policy-making. The guidelines are designed to assist at all levels to integrate gender in all stages, in particular the mainstreaming of impacts in a project life cycle including project preparation, formulation and implementation processes, establishing indicators for monitoring and evaluation of project progress and impact.

It is expected that the institution and the professionals will be responsible for the application of these guidelines in mainstreaming gender concerns in their day to day activities. Professionals of NGOs, communities and private sector could also benefit from the guidelines.

The guidelines will be further supported in the future with gender specific training and other gender related information materials, toolkits, and will be improved by considering all the possible constraints during the implementation. It is also expected that each project and program will adopt the guidelines taking into consideration its own situation.

II . Background:

2.1. THE NILE BASIN INITIATIVE.

The Nile Basin Initiative (NBI) is a partnership of the riparian states of the Nile¹ which seeks to develop the river in a cooperative manner, share substantial socioeconomic benefits, and promote regional peace and security to achieve its shared vision of “sustainable socioeconomic development through the equitable utilization of, and benefit from, the common Nile Basin water resources”. The NBI’s Strategic Action Program is made up of two complementary programs: the basin wide Shared Vision Program to build confidence and capacity across the basin, and Subsidiary Action Programs to initiate concrete investments and action on the ground in the Eastern Nile and Nile Equatorial Lakes sub-basins. The programs are reinforcing in nature. The Shared Vision Program focuses on building regional institutions, capacity, and trust, to lay the foundation for unlocking the development potential of the Nile, which can be realized through concrete investments carried out under the subsidiary action programs. In accord with the policy of its owners and development partners, the NBI embraces the international policy of social development both as prime objective and as modality. Poverty reduction, social inclusion, stakeholder involvement in options assessment and decision making, and gender balance and equity, are some of the salient objectives of social development that the NBI seeks to achieve and promote.

2.2 THE NILE EQUATORIAL LAKES SUBSIDIARY ACTION PROGRAM (NELSAP).

The countries of the NELSAP ² have identified a number of projects to promote poverty alleviation, economic growth, and the reversal of environmental degradation in the sub-basin. The projects are grouped into two major areas: Natural Resources Management and the Environment and Hydropower Development and Trade, and target investments in agricultural development, fisheries development, water resources management, water hyacinth control, hydropower development and transmission interconnection.

The NELSAP-Coordination Unit (NELSAP-CU) facilitates the preparation process, manages financial resources and builds sub-regional capacity for continued preparation and implementation of the NELSAP program of transboundary investment activities. The NELSAP-CU project is implemented by the NBI through its executive arm - the NBI. NELSAP identified an initial set of projects grouped into two major program areas: natural resources management and development, and power development and trade. These projects include water supply and sanitation, irrigation and drainage, watershed management, waste water treatment, pollution control and water quality management, water hyacinth and water weed control, hydropower development and power pooling, sustainable management and conservation of lakes and linked wetland. It is noteworthy that all these projects are guided on the ground targeting direct beneficiaries and most of all the rural poor.

Through advocacy, research, documentation and sharing of information, NELSAP and NBI at large have been able to influence a number of policy discussions and contribute towards the recognition and incorporation of gender concerns on in the Nile Basin Region.

Since inception, NELSAP has worked towards attaining equitable and sustainable social development. Public policy for gender advocacy has thus grown in popularity, although the skills are still lacking to enable effective people participation on the ground.

¹ Burundi, Democratic Republic of Congo, Egypt, Ethiopia, Kenya, Rwanda, Sudan, Tanzania and Uganda. Eritrea is participating actively in the NBI in an observer.

² - Burundi, D.R. Congo, Egypt, Kenya, Rwanda, Sudan, Tanzania, and Uganda -

III. Introduction and background information

The NELSAP-CU has developed a draft gender strategy to ensure integration of gender mainstreaming, into all its operations, programs and projects. Beyond the explicit institutionalization of gender mainstreaming among core values, gender being a cross cutting development parameter, implementation is to be undertaken on two levels:

- At the NELSAP level *as an organization*, this first level concerns strategies by which NELSAP adopts and implements gender-aware and sensitive internal policies, procedures and practices in relation to its own employees.
- And *in the individual NBI programs and projects*. The second level concerns the integration of gender issues in the design, implementation and management of NBI programs and projects so that their respective impacts are more gender-sensitive.

The guidelines are designed to assist at all levels to be able to integrate gender in all stages, in particular the mainstreaming of impacts in a project life cycle including project preparation, formulation and implementation processes, establishing indicators for monitoring and evaluation of project progress and impact. It is expected that the institution and the professionals will be responsible for the application of these guidelines in mainstreaming gender concerns in their day to day activities. Professionals of NGOs, communities and private sector could also benefit from the guidelines.

The guidelines will be further supported in the future with gender specific training and other gender related information materials, toolkits, and will be improved by considering all the possible constraints during the implementation. It is also expected that each project and program will adopt the guidelines taking into consideration its own situation.

IV. The framework for the generation and analysis of sex disaggregated information.

Gender analysis allows project and programs planners to systematically assess the effects and contributions of development programs on women and men, girls and boys, and helps projects planners and implementers to take planned intervention to ensure equal participation and benefit of all, to identify barriers and take corrective measures, translate national policies into practical realities. Thus gender analysis allows the understanding of how gender issues are related to water resource development interventions. Gender analysis not only focuses on increasing women and men's opportunities to share benefits from water resources but ensures the participation of women and men and all those concerned with the projects or program cycle.

The gender analysis helps look into development plans and programs in terms of their strengths and shortcomings, to what extent:

- Gender equality is identified as one of the priorities in interventions
- The roles and responsibilities of the implementers in addressing gender concerns with their mandate
- Affirmative actions being undertaken to integrate gender concerns and to bring about gender equality and empowerment of women in activities
- The generation and use of sex-disaggregated information which are considered in program interventions.

There are different gender analytical frameworks and tools that are used for identification of women and men's needs and for the monitoring and evaluation of program. These frameworks provide sex-disaggregated information on the roles and responsibilities of women and men and the division of labor among women and men, boys and girls in a given community. It looks into the constraints arising from

the gender division of labor such as women's workload and labor shortage and analyzes men and women's access and control over resources and factors influencing the gender division of labor between women and men, their roles and responsibilities, constraints and barriers, opportunities, relationships between men and women in targeted community. Among the different types of frameworks for gender analysis, we shall discuss the Harvard Gender Analytical Framework as follows:

V. Gender Analytical Frameworks

The frameworks generate information on whether women are considered explicitly or implicitly assumed in the design and implementation of projects and helps assess the effect of projects on women's lives. The proposed framework uses four interrelated components: activity profile, access and control profile, factors influencing access and control, project cycle analysis.

- Activity profile analyses the gender division of labor among men and women, boys and girls in a given community. It clearly identifies the economic and social activities of women and men in a given project area. Such variables as age, gender social class etc, are used to further diagnosis of the status , workload of women and men, the amount of time spent in performing activities, working conditions and the value attached to the different activities.
- Access and control profile looks into the position of women and men as to who has access and control over resources and benefits. Identification of these factors in development and implementation of sustainable water resources development programs helps to identify the needs and constraints of women and their access and benefits they received from projects and programs.
- Analysis of factors influencing women and men's access to water resource management projects and programs looks into variables which can facilitate or constraint any development project and how such factors could be influenced by development projects and programs. Some of these factors about access and control over resources include cultural factors, training and education over management and technology, institutional factors such as lack of gender sensitive approach and methodologies.
- Project cycle analysis is a useful tool to gather relevant sex disaggregated information for the identification of women and men's development needs. Before designing any project and to measure short and long term impacts of a project and program. An important aspect of mainstreaming gender is the active involvement of women and men in the planning and decision making processes in the project cycle, In this respect, project cycle analysis helps all stakeholders in the project processes particularly the project planners to ensure women and men's involvement goes beyond participation in equal numbers as beneficiaries or voluntary labor, to a form of active consultation and participation that enables women, as well as men, to influence the entire agenda and basic priorities of the project.

The gender sensitiveness of project personnel, ability and skill of women and men in project management, the availability of sex-disaggregated data between project personnel and other stakeholders can be assessed using these analytical tools.

VI. Gender Analysis

Conducting gender analysis on the social roles of women and men before planning a project helps to find out information, identify needs, and increase community awareness on the conditions, values, interactions and to identify gender gaps and imbalances. Such information can be used to measure impact of project intervention in a given community.

(i) Project Preparation

During project preparation, the project cycle analysis focuses on the following basic elements:

- Assessing women and me's needs,

- Defining program/project goals, objectives to address gender concerns,
- Identification of the opportunities and constraints.

The key questions raised during the assessment of women and men needs are:

- What needs and opportunities exist for increasing women's productivity and economic empowerment and in the reduction of their workload?
- What needs and opportunities exist for increasing women and men's access to and control of water resource?
- What needs and opportunities exist to enhance equal participation and benefit of women and men in development project?
- Have targeted women and men been consulted in identifying their needs, opportunities and constraints?

The key questions to rise during setting gender sensitive objectives are discussed as follows: An objective is a statement of proposed change over a fixed period. It concerns the project purpose, and it is expected to be achievable by the project or program. The overall objective that a project is trying to achieve is also called project purpose. Specific objectives are contributing to achieving the project purpose.

Setting gender sensitive objectives is to explicitly address the different needs and priorities identified by women and men. It should clearly specify women and men's roles, responsibilities and requirements in the project. This will help the project staff to promote meaningful participation of the community benefiting of the project.

To ensure the gender sensitiveness of project objectives, it is recommendable to assess the points such as:

- Are project objectives related to women and men's needs and do they reflect their expressed need?
- Did beneficiary women and men participate in setting objectives?
- Did the project objectives reflect the measurable indicators for the satisfaction of women and men's needs?

Identification of opportunities and constraints in relation with the involvement of women during project preparation and implementation is discussed in two aspects:

Positive effects

- What positive and negative impact has the introduced project has on women's activity, responsibility and roles?
- Does the project plan to increase women's decision making power and recognition of their input to project development?
- Does the project intend to change the technology used for women's activity and what impact has this on the productivity of women and men?
- Is there a missing link and opportunity for women's role in the development project?
- How could the project be adjusted to improve women's access and control, their productivity and their participation in the project?
- How will the project affect women's and men's access and benefits engaged in the production of goods and services, in the performance of family maintenance, reproduction activities and in socio political activities?

Negative effects

- the project might reduce women's access to resources or adversely affect their situation
- What will the negative effect of the project be on women and men if any?

(ii) Project Design

During the design stage, a full picture of the conditions, needs and priorities of the different groups in the project community area should be available. It should be clear to everybody concerned what the project benefits can be, and what will be expected from the members of the community. At this stage, at least a majority of the community members should be willing and able to take up some responsibilities in making the project a success. This stage deals with issues like gender sensitive planning, how to organize meetings, choice of tools and technology, choice of design and location.

This stage relates to the analysis of factors of access and control of resources, benefits and needs of targeted women and men in a given project area. It includes issues as impact of project intervention on women's roles and responsibilities, activities and project impact on women's access and control over service and resources, some of the questions raised should be:

- Which women and men's activities and roles are affected by the project?
- Is the project designed to improve women's and men's performance in their activities and roles?
- Does the project design consider women's choice and for technology design and type?

(iii) Project Implementation

During project implementation stage, gender dimension in project implementation stage means that the activities, which have been planned, who is doing what, the time and the place are being executed. The stage decides on the mode and channels of communication between project personnel and the community groups to decide on when the women and men think is the best time for them to contribute, bearing in mind their workload. This stage of project cycle analysis should consider the following points in assessing the relationship of project personnel, organizational structures, operations and logistics.

- Personnel: are project personnel aware and sensitive to gender concerns, does staff have the knowledge, attitude and skills to address gender needs, are there female project personnel to address specific gender needs of women in specific culture context? Are there strategies and mechanisms to give women opportunities to enhance their participation?
- Organization structures: does the organization have gender strategy and guidelines to integrate gender in the organizational structure, the capacity to monitor the integration of gender concerns, information system disaggregating data by sex?
- operation and logistics: is the organizational delivery channel accessible to women in terms of location and timing, is there a control mechanism to check that beneficiary women and men have equal access and control to the services delivery by the project for example to training, access to decision, use of facilities and income generating activities?
- Finance; do funding activities exist for project sustainability, do men and women have equal access to financial inputs, does the project set rooms to for adjustment?

(iv) Project Monitoring and Evaluation

During project monitoring and evaluation stage The phase is requisite for assessing whether projects are meeting gender mainstreaming goals and objectives. It is the establishment of gender specific measurable indicators, qualitative and quantitative against which the assessment of project progress and impact can be made. The M&E should be done as much as possible in partnership with the community. If men and women can share in data gathering and analysis, they will be motivated to suggest improvements and work towards more effective results. Some important issues indicating gender mainstreaming sensitivity are from two perspectives:

- data requirement: are data collected with sufficient frequency to allow revision of project activities, is there adequate data to lead to conclusions and recommendation of integration of gender in the project, is there adequate sex disaggregated data indicating the equal participation and benefit in the project, did the evaluation relate women's needs, opportunities and status as a major part of project impact assessment exercise, were women involved in designing the data requirement?

- data collection and analysis – are women and men involved in the collection and analysis and interpretation of data, does the data analysis disaggregate the information gathered by gender sex, is there a design to use data collected and analyzed to provide lessons for other projects, are the findings exercise feed back to the community?

Gender dimensions in project stages stated above shall be addressed during definition of needs of women and men, their economic status, age group and other social/demographic categories to be considered. Project implementers are expected to check whether women and men are involved in the identification of their felt needs.

VII. Constraints regarding collecting, analyzing and reporting of sex disaggregated data

Most of the programs and projects lack a concrete effort to generate relevant information and data that is sex disaggregated at all levels. It is usually indicated that projects personnel have limited awareness on the need and the importance for the generation of sex disaggregated information to effectively mainstream gender. There is absence of gender focal points that would facilitate and assist project/program personnel at institutional and community levels to enable them gather relevant information through awareness creation and gender training exercises. The flow of information between different levels is not totally linked as a result of the independent information and data resource management approach. The lack of focal points also results in the absence of linkage and accountability for the integration of gender concerns. The information often is not gathered from women and does not reach women, their participation in community roles are still minimal which ultimately affect the improvement and the sustainability of projects and programs.

The negative cultural attitudes towards gender equality among different stakeholders, men professionals and decision makers has marginalized women from having access about development information and their participation in the delivery of information. Professional's resistance to the desegregation of data and the generation of gender sensitive information is another constraint. The literacy status of female community indicates that most female community members are illiterate and this has a negative impact on their access to information and training activities.

VIII. Modalities for information flow

In the gathering of relevant information, the socio-economic data should be disaggregated by sex to indicate the specific situation and status of women in the different parts of the projects/programs areas. Such information should be available to different stakeholders to enable them participate in the development of effective program interventions that address the specific needs and priorities of women and men in the projects areas and to enable professionals to effectively monitor and follow up impact of interventions at national and grass roots levels.

Gender mainstreaming is important from the point of equity and sustainability. , taking gender and equity concerns in all policies, programs, administrative and financial activities, thereby contributing to a profound organizational transformation. With this regard, continuous information flow process is expected to be an essential component. Some of the important checklists to follow up information flow are: the degree of attention to gender issues in formulation of strategies, presence of transformative training directed at management and staff, increased number of reports with gender consideration, formulation of sex-disaggregated reports formats and insurance of application of this formats.

A gender sensitive program development depends on the availability and effective use of information. A systematic inclusion of gender sensitive data and information and the existence of channels to promote the dissemination of the information on women and men should be made available in each project. The

gender sensitivity and responsiveness of projects and programs should be monitored when auditing the budgets and activities and plans through the use and dissemination of sex disaggregated information.

IX. Gender mainstreaming checklists

Gender mainstreaming checklists are specific project parameters and guidelines that are developed to lead the project planners /implementers and those involved in the follow up of project progress and impact to check and follow up the integration of gender concerns at each stages of projects and programs. They help to ensure that each project phase has addressed issues pertaining to women's and men's needs, concerns, conditions, participation, benefits, etc.. The following checklists are proposed guidelines to be considered at each phase in project/program cycle.

Checklist for data collection and baseline information at project preparation phase include:

- What is the existing policy environment as regards the mainstreaming of gender in the area where the project is being developed?
- Are project personnel, community leaders, men and women concerned in the project agree in to the idea of equal participation of women and men?
- Will the project intend to integrate periodic training and awareness creation forum for project personnel and beneficiary women and men on gender issues?
- Will the project develop means and mechanisms to mainstream gender at each levels of the project?
- Have women of different socio-economic status in the community been consulted?

Checklists for gender mainstreaming during project planning include:

- the prevalence of constraints in relation with legal, economic, cultural/socio factors hindering the women's participation in the planning and implementation of projects and the preparations to reduce and eliminate these constraints.
- The degree of willingness by the community, men and women, including women family heads to participate and own the project.
- what actions are needed to increase women's access and control over resources and the existing opportunities in relation with their needs in the projects
- Will the project enhance women's economic empowerment, reduce their workload and increase their access and control to development information and other resources?
- What will the project impacts be as to the improvement of the gender relation between women and men in the project area?

Checklists for design phase activities include:

- Does the project intend to improve or change women's and men's and how feasible is it and what are the positive and negative effects?
- How can the project design be improved to increase the positive effects and reduce the negative impacts ones?
- How will the project affect women and men's access and control over resources and benefits in terms of the reproduction and maintenance of human resources?
- Did the project objectives address issues identified during the baseline study?
- What measures are taken to address cultural and existing obstacles preventing women's participation?
- Does the project consider the special needs of marginalized groups such as poor illiterate women?
- Does the project consider the technical, managerial, health and workload implication and provide adequate information to the community on issues to enable them understand the implication and make choices?

Checklists for implementation phase activities

They address issues such as gender aspect of staff, organizational capacity to implement gender mainstreaming, financial status and access to information networking, and include

- what are the expected roles of men and women's involvement , is there training opportunity to help women's involvement
- Is there female staff to reach out women beneficiaries?
- does the project has the organizational structure such as the existence of gender focal points, networking with other organizations to address the needs of female and male beneficiaries?
- is there sustainable and adequate funding facility for the project to mainstream gender activities and follow impact on women and men?
- Have the women as individual and groups being involved to participate in the information delivery as motivators, and gender trainers and as advocates for gender concerns in the projects?

Checklists for monitoring and evaluation phase include

- Does the project measure the project impact on women and men
- Does the project provide adequate sex-disaggregated data to assess women and men's involvement in the project are women and men involved in setting of indicators and data requirement?
- Are periodic and adequate data collected to enable changes and adjustment of project?
- Are women represented in the community project and what is the ration of women and men project committee members?
- Is there any affirmative measure taken to enhance women's participation in project activities?

X. Quantifiable and measurable indicators for the integration of gender issues

To ensure the mainstreaming and integration of gender at institutional, community and project levels the development and use of gender sensitive indicator is a major tool and the use of these indicators is the duty and responsibilities of all those involved at the development and implementation of programs and projects . The gender sensitive indicators are thus tools for auditing gender concerns at all levels.

The NELSAP-CU and the focal points would assist programs and projects personnel, planners, decision makers, women and men community members to be gender sensitive and concerned in their involvement to implement a gender sensitive approach in all activities .This will be done through the development and use of gender sensitive indicators for monitoring and evaluation of program and project activities .A continued gender training advocacy and awareness creating will be useful. There are different types of indicators which can be used:

- risk/enabling indicators: on the pre-conditions and gender environment that influence positively or negatively the project, including for example the degree of long term commitment by various stakeholders
- Process indicators to measure how the implementation activities are carried out, to see what is leading/has lead to the desired results. For example the participation of women and men in key decisions for the community services by age, economic, marital status, religious ethnic group, etc...
- Input indicators on what resources are put in to the project for gender, and by gender sex, for example levels of input of women and men at different levels of identification, planning and implementation.
- output indicators show us the immediate results of the project at the time or immediately after the project has been completed , for example benefits going to men and women, by socio-economic grouping and sex
- Outcome and impact indicators give us the ultimate results of the program/project after the implementation is complete and as time progresses; they show what the impact of the intervention is on the people, their lives and positions. For example use made of community benefits by sex, socio-economic grouping, ethnicity and age.

XI. Criteria for setting/formulation of indicators

There is no such thing as a set of universal indicators, users have to design and adapt their indicators for their own purposes, and the most important criteria to bear in mind could be

- indicators should be developed in a participatory manner whenever possible and relevant to the need of the user at the level he can understand
- all indicators qualitative and quantitative should be set disaggregated and the ultimate focus should be on outcome indicators.

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Guide to formulate gender sensitive indicators

- Indicators are influenced by values and contents, gender sensitive indicators measure gender related changes in society over time.
- quantitative indicators have assumed greater importance, as they focus on empowerment and participation
- Indicators must be clearly related to objectives and baseline studies should be conducted using data disaggregated by sex, socio-economic groupings, age and etc, the timeframe within which objectives are to be met and indicators to be used should be set out as clearly as possible.

Proposed indicators for monitoring and evaluation

- Number of partner organizations (governmental and non governmental) prepared to organize training course in gender mainstreaming for focal points and for women leadership, community participation
- the percentage of budget allocated to address the needs of women and men
- number of gender training and awareness creation programs as well as number of gender training conducted
- number of gender sensitive institutions within the project area that have established a net work and collaborative effort and mechanism to work closely with the gender focal points
- number of displaced householders and farmers at project sites disaggregated by sex
- Attitude and views of men and women's community members about the benefits, needs and constraints as regards to the existing or upcoming project their community.
- Does the project increase women and men's access to the project resource in terms of education, income, safe water, decision making, labor saving and appropriate technology, income, and improved health care and sanitation facilities?

ANNEX I -GENDER GLOSSARY

1. **GENDER** Gender attributes are socially assigned roles and relations between men and women. Gender relationship relates to arrangement of institutional and social issues rather than specific relationship between a certain male and female individuals. Gender characteristics are not natural or biological, we are not born with. Societies create and assign gender attributes to girls and boys, men and women and there is often considerable pressure to conform to these ideas about behavior.
2. **SEX.** The biological differences between men and women that we are born with and that are universal.
3. **GENDER ROLES** What women and men are expected to do and to behave towards each other. Gender roles are different across the communities and the world; they change over time in response to changing circumstances and changing ideas about what is acceptable or not acceptable behaviors and roles. Gender roles and characteristics affect power relations between men and women at all levels and can result in inequality in opportunities and outcomes for some groups.
4. **DIVISION OF LABOR.** This concept looks at the different tasks and responsibilities undertaken by either women or men. The allocation of activities on the basis of sex is learned and clearly understood by all members of a given community/society. The triple role of women includes: Productive work (production of goods and services for consumption by the household or for income), Reproductive work (bearing and rearing children, domestic work and maintenance of the household) and Community work (provision and maintenance of resources used by everyone – water, health care, education, leadership). Men tend to be more involved in Community and Productive work.
5. **GENDER RELATIONS.** Social relations between women and men, in particular how power is distributed between them. They impact on men's and women's position in society and tend to disadvantage women. Gender hierarchies are often accepted as 'natural' but they are socially determined relations that are culturally based and subject to change over time.
6. **GENDER EQUALITY** Women and men's similarities and differences are recognized and equally valued. Men and women enjoy equal status, recognition and consideration. Women and men enjoy: . Equal conditions to realize their full potential and ambitions; Equal opportunities to participate in, contribute to, and benefit from society's resources and development; Equal freedoms and quality of life; Equal outcomes in all aspects of life
7. **GENDER EQUITY** The process of being fair to men and women – such as equitable allocation of resources and opportunities. Equity can be seen to be the means and gender equality as the end. Equity contributes to equality.
8. **GENDER DISPARITY** A specific difference or inequality between girls and boys, or men and women in relation to their conditions, or how they access or benefit from a resource (e.g. men's and women's access to health services, school drop-out rates of girls and boys).
9. **GENDER STEREOTYPES** A set of characteristics that a particular group assigns to women or men (e.g. domestic work does not belong to men's responsibilities). Gender stereotypes are often incorrect (do not reflect an individual's actual capacity) and usually limit what a person is permitted and expected to do by others in the society.
10. **DISCRIMINATION** Any distinction, exclusion or restriction made on the basis of sex which has the effect or purpose of impairing or nullifying the recognition, enjoyment or exercise by women,

irrespective of their marital status, on a basis of equality of men and women, of human rights and fundamental freedoms in the political, economic, social, cultural, civil or any other field. Men and women are treated differently (restricted or excluded or violated) in the family, the workplace or society due gender stereotypes. For example, when a women is not promoted to a leadership position (even when she has suitable qualifications and experience) because a society believes that only men can make important decisions.

11. **GENDER BLIND** Unaware of gender concepts and the impact that they have on life experiences and outcomes for girls and boys, men and women.
12. **GENDER SENSITIVE.** Properly aware of the different needs, roles, responsibilities of men and women. Understands that these differences can result in difference for women and men in: . Access to and control over resources;. Level of participation in and benefit from resources and development.
13. **GENDER RESPONSIVE** Aware of gender concepts, disparities and their causes, and takes action to address and overcome gender-based inequalities
14. **GENDER TRANSFORMATIVE.** Actively seeks to understand the underlying causes of gender inequalities and takes effective action to transform the unequal power relations between men and women, resulting in improved status of women and gender equality.
15. **THE MAINSTREAM** The dominant set of ideas, values, beliefs and attitudes, relationships and practices within the mainstream of society. Includes all of society's main institutions (families, schools, government, mass organizations) which determines who is valued and how resources are allocated, who can do what, and who gets what in society. Ultimately, the mainstream affects the quality of life outcomes for all of society.
16. **GENDER MAINSTREAMING** An approach or a strategy to achieving broad-based gender equality throughout society – by getting gender issues into the mainstream. Broadening of responsibility for achieving gender equality. Essentially involves acceptance by the mainstream of gender equality as a worthy goal, and acceptance of responsibility by the mainstream to actively address the gender issues relevant to them, their relationships and work, with the aim of achieving gender equality throughout society. Gender mainstreaming can be viewed as a tool in achieving good governance because it seeks to ensure that the needs and priorities of all members of a society are considered and met, that all members of society participate and contribute to the process of governance, and that the benefits of development are distributed equitably amongst all members of society. Gender mainstreaming is not an end in itself – it is an ongoing approach to the way we think, relate with each other and do our work.
17. **MAINSTREAMING WOMEN** An approach that emphasizes the need to increase the number of women and women’s active participation in mainstream activities, particularly in politics, leadership and governance; key decision-making processes at all levels, in all sectors. A strategy based on the recognition that men and women have different life experiences, different needs and priorities, and are affected differently by policies and programs. Therefore, in addition to it being women’s right to participate in decision-making – their participation makes sense from a government efficiency and effectiveness perspective – as it results in more effective government policies, programs and projects.
18. **PRACTICAL NEEDS** Concrete immediate needs that are often essential for human survival such as food, water, shelter, money, security. Action to address practical needs can relieve immediate disadvantage but tends not to change underlying causes of gender inequality

19. **STRATEGIC INTERESTS** Longer term and less visible issues that relate to the underlying causes of gender inequality. When strategic interests are met for women, there will be changes and improvements in power relations between men and women (e.g. removal of legal barriers, sharing of domestic work, equal decision-making in the household).
20. **CONDITION AND POSITION** Condition refers to the material state in which men and women live (e.g. food, quality of health care and housing, etc.) Position refers to women's and men's political, social, economic and cultural standing in society (e.g. unequal representation in the political process, unequal ownership of land and property).
21. **ACCESS TO RESOURCES** When a person has the use of a resource (access), but does not control it, and as such is not in a position to make certain decisions about how the resource is used (e.g. renting land to grow crops, or access to/ participate in political processes).
22. **CONTROL OVER RESOURCES** When a person has the power to make decisions about the use of resources (e.g. use the land or when to sell it, control over which issues are discussed in political processes and what the final decisions are).
23. **GENDER RESPONSIVE** A systematic ongoing to checking if interventions are on track to achieving their goals , specifically design to reveal the differences in experiences and impact on women and men.
24. **GENDER RESPONSIVE EVALUATION MONITORING** A systematic approach to assessing the policy intervention, program or project (from a gender perspective) whether it achieved its objectives, what the broad impact was and why it was successful or unsuccessful. While monitoring is at the implementation (more micro) level and ongoing, evaluation occurs at the strategic (more macro) level and less frequently – typically mid-term and completion. Gender-responsive evaluations are designed to capture the impact on the entire group of stakeholders or beneficiaries, and show clearly the different outcomes for women and men. Evaluations should provide us with important information to inform future policies, programs and projects. Evaluation results must therefore be documented, communicated effectively and made available to relevant policy, program and project designers.
25. **SEX-DISAGGREGATED DATA** Quantitative statistical information on the differences between men and women, boys and girls for a particular issue or in a specific area. Looking at data for individuals and breaking it down by the sex of the individuals (e.g. data of life expectancy, school enrolment, smoking prevalence divided by men and women). Sex-disaggregated data shows us if there is a difference in a given situation for women and men, girls and boys, but it doesn't tell us why the difference exists.
26. **GENDER ANALYSIS** Provides a deeper understanding of the situation for and between men and women, their constraints, needs, priorities, and interests. Gender analytical information (results of gender analysis) is essential in designing good policies – because it tells us why the differences exist – the causes. Gender analysis is an important part of policy analysis that identifies how public policies (or programs/projects) affect men and women differently. Conducting gender analysis requires well-developed social and gender analytical skills and is usually carried out by appropriately trained and experienced social researchers or gender experts.
27. **GENDER STATISTICS** A special group of statistics that focus on specific known gender-related issues such as hours of sleep and leisure, violence against women.
28. **BASELINE** Information gathered before an intervention is implemented to tell us what the situation is before action is taken. Baseline information is useful to the process of setting targets and measuring progress. Baseline

information should be disaggregated by sex wherever possible to ensure that differences for women and men are clear from the outset.

28. **TARGET** Targets (or objectives) help policy/program/project implementers and managers keep their eye on the prize – the ultimate outcome expected. Targets increase the likelihood that overall objectives will be met and that adequate resources will be allocated to ensure success. Wherever possible targets should be gender-responsive – highlighting the focus for both men and women where appropriate (e.g. reduce school dropout rates to X% for girls and boys)
29. **INDICATOR** Indicators specify how achievement towards targets will be measured. What are the ‘indications’ of progress? How do we know if we are getting closer to our target or objective? They can be thought of as the steps along the way to achieving the target. For example, if the target is “re-forestation of a particular area”, the indicators might be X hectares of land prepared for planting, X number of seedling trees grown, irrigation system planned and set up, fertilizer purchased and spread, percentage of area replanted, percentage of trees planted – all of the ‘indications’ of progress towards the target.
30. **QUANTITATIVE** data are measures of quantity (total numbers, proportions, percentages etc), such as population figures, labour force figures, school attainment rates, etc. It is important that wherever possible data for individuals be disaggregated by the sex of the individuals – sex-disaggregated data.
31. **QUALITATIVE** Information that is based on people’s judgments, perceptions and opinions about a subject. Obtained through attitude surveys, focus group discussions, public hearings and consultations, participatory appraisals etc. It is essential that qualitative information be collected in a manner that is sensitive to gender issues and shows a representative view of both male and female stakeholders.
32. **GENDER-RESPONSIVE GOVERNANCE** Gender-responsive governance is an important step in achieving good governance. Gender-responsive governance seeks to ensure that institutions, policies, programs and projects: Involve women and men equally in government processes; . Learn about, take seriously, and respond to the needs, interests and priorities of all members of society; . Distributes resources and benefits of development equally between women and men; . Ensures that men and women, girls and boys enjoy equal quality of life.
33. **WOMEN IN DEVELOPMENT (WID) APPROACH** The WID approach which emerged in the 1970s began with an uncritical acceptance of existing social structures and focused on how women could be better integrated into existing development initiatives. It included strategies such as women-only projects, focusing on training, and women’s productive work – often credit and income generation projects. WID treated women as passive recipients of development: women’s concerns were viewed in isolation as separate issues. WID failed to address the systematic causes of gender inequality.
34. **GENDER AND DEVELOPMENT (GAD) APPROACH.** The GAD was developed in the 1980s in response to the perceived failures of WID. Instead of focusing only on women, GAD is concerned with the relations between women and men; it challenges unequal decision-making and power relations. GAD seeks to address the underlying causes of gender inequality by addressing the different life experiences for men and women through mainstreaming gender into planning at all levels and in all sectors and focusing on whatever steps are necessary to ensure equal outcomes.