

Module 3

Implementation of Water, Sanitation and Health (WASH) Projects

10: Gender Mainstreaming, Gender Analysis Framework and Gender Planning Tools

Duration

One hour 15 minutes

Objectives

- 1 To allow participants to express their ideas about gender mainstreaming in water, sanitation and hygiene (WASH) projects
- 2 To clarify basic concepts of gender analysis framework (GAFs) and to introduce gender planning tools (GPTs)
- 3 To explain the checklist for a GAF using gender equality questions
- 4 To allow participants hands on practice in using a GAF.

Methodology

- Questions and answers
- PowerPoint or overhead presentation
- Group discussion

Media/Materials

- Flipchart, whiteboard and markers
- Multimedia or overhead projector and presentation
- Resource cards showing women in different roles
- Handout 10.1: *Importance of Gender Mainstreaming in Water, Sanitation and Hygiene (WASH) projects.*
- Handout 10.2: *Gender Analysis*
- Handout 10.3: *Insights into Gender Analysis Frameworks and Gender Planning Tools*

Preparation

- 1 Read the handouts and procedures carefully before the session so that you are thoroughly familiar with the subject matter and proposed methodology.
- 2 Prepare resource cards showing women in different roles.
- 3 Download the PowerPoint presentation.
- 4 Make sufficient photocopies of the handouts for all participants.
- 5 Write the objectives of the session on a flipchart/slide.

Procedures

- 1 Briefly share the objectives of the session with participants.
- 2 Initiate a recap discussion about what happens when women are not mainstreamed into community water, sanitation and hygiene (WASH) projects.
- 3 Give the example of the Asian Development Bank, which has a clear gender policy for all of its projects. However, of the 20 water-related projects initiated in 2003 only four had either the words 'gender' or 'water' included.
- 4 Ask participants what previous knowledge or experience they have about gender analysis or gender planning tools .
- 5 Write 'blueprint versus learning approach/community gendered analysis' on the flip chart. Ask the participants what they understand by both.
- 6 Talk about the need to go beyond a blueprint, one -size-fits-all method of implementing projects to an approach of trying to understand each individual community and finding the best fit for its particular circumstances.
- 7 As previously discussed, where women are not integrated into management structures for WASH project implementation, the attitudes and needs of the community are not accurately reflected.
- 8 Ask the participants to suggest the factors that need to be considered when implementing a sanitation project. They may suggest:
 - Location and size of la trine. Ask the participants why?
 - Seasonal factors. Why?
 - The effect of the new sanitation points on the environment. Why?
 - The way men and women access information.
 - Who has the property rights?
- 9 Tell the participants that in order to achieve sound planning that includes men and women, a gender analysis tool must be used. Ask participants whether anyone can give an example of gender being successfully mainstreamed into projects .
- 10 Give each participant a resource card showing a woman engaged in an activity. Ask the participant to make an assumption about what is happening in the picture, and the role of the woman. Ask if this is a traditional role of women? Put up on the board the headings, 'traditional' and 'non traditional' roles. Ask the group to put each card under the appropriate heading.
- 11 Explain that this is often the process people in development use when taking gender roles into account for both projects and policy. Too frequently, women are not asked their opinion or role, and people make assumptions on their behalf. Ask the participants where this has happened in their own lives, e.g. where people assume that they don't belong in certain circumstances because of their gender.

- 12 The danger of not involving women is a failure to understand the reality of women's everyday lives. Use an example either from your own life, or something you have seen. For example, driving past a group of people chopping down a tree on the way to Nyakyabunga. The assumption would normally be that women were cooking/bringing lunch while the men were chopping the tree. In fact, upon closer inspection, it was clear that the women were holding the axes. This is the reality of women's day-to-day chores.
- 13 Present the PowerPoint background to the concepts of GAF and GPTs.
- 14 Divide participants into small groups, distribute Handout 10.3 and ask participants to consider Table 10.4 and answer questions in relation to their current WASH project.
- 15 Ask participants if they have any questions or comments about the checklist and reply to them.
- 16 Show participants the objectives of the session again, check that these have been achieved and ask if anyone has further questions.

Review

- 1 Review the session by asking one female and one male participant to give an example of a question that might be asked as part of a gender analysis.
- 2 Summarise the session by showing participants the learning outcomes and checking if participants consider that these have been achieved.

Learning Outcomes for Participants

- 1 Participants will be able to describe why gender mainstreaming in WASH projects is important.
- 2 Participants will be able to explain the basic concepts of GAF and GPTs.
- 3 Participants will be able to use a GAF gender equality checklist.

Handout 10.1

Importance of Gender Mainstreaming in WASH Projects

Summary

Without community participation in local maintenance and management, 30-40 percent of rural water supplies are non-operational at any one time. In urban areas, 50 percent or more of the water produced does not reach the user. Both women and men need to be listened to in order to have full community participation.

Introduction

The previous session provided a brief overview of the importance of incorporating women into the management of water, sanitation and hygiene (WASH) for a variety of reasons, all of which can be covered under the umbrellas of empowerment, economic growth and social well-being. This section examines the effects of not including women, and then considers the process of integrating women into WASH projects.

An obstacle to successful implementation of WASH projects has been the total lack of involvement of participants, specifically in relation to women, who transport and care for water. Women who take a lead in the implementation and management of their own WASH projects create the conditions for them to become the agents of their own development and empowerment. In involving women, there is a need for 'catching up' action, as women have been historically marginalised. However, when women are brought into the 'water world' they may be stigmatised for getting involved in men's business.

Overcoming these social obstacles takes time. Women need to acquire the skills to be effectively integrated into WASH projects. Project leaders, both female and male, need to acquire the skills to help women integrate into community water projects. These skills can be acquired from training and sensitisation meetings.

Many organisations have incorporated the notion of full gender integration, but have not taken the time or committed the resources to do this effectively. As a result, there have been a number of shortfalls.

For example, the Asian Development Bank (ADB) has a clear, well-articulated framework for the incorporation of gender issues into WASH programmes. However, a brief review of ongoing projects in WASH reveal that only four out of 20 projects mention the words 'women' or 'gender'. It must be stressed that this situation is by no means unique to the ADB. (Rathgeber, 2003).

An effective approach needs to be understood as a 'learning approach' and not a one-size-fits-all 'blueprint'. The benefits to women of enhanced water access are decided by the degree to which they are consulted. This can influence the design, location and use of water supply and waste disposal facilities. Small aspects of design can make a big difference to whether or not a facility is used by the community. For example, where a washing slab is not situated in close proximity to a water source, women are more likely not to use it. Instead they will use natural water resources, such as rivers and lakes, as they can wash clothing on the shores without having to carry excess water long distances.

When women have no say in regulations over water, decisions are made which do not reflect community needs. For example, authorities may place bans on washing near wells and taps, for fear of water contamination and unhygienic use. Without the involvement of women, it is not understood that such a ban forces women and children to continue to use bilharzia-infested water sources for washing.

Factors that need to be addressed when thinking about women's use and participation in WASH projects include:

- The location and size of a latrine can be a major determining factor in women's use of the facility for reasons of security and privacy. Many mothers are fearful of their children using a pit latrine because of the large size of the hole. They are concerned that children may fall in (the children might also be anxious about this). In response, authorities in Botswana have designed a pit latrine seat for a child, which has led to higher usage of this toilet (World Bank, 2002). In one East African country, women did not use toilets that men built along the road as they did not like to be seen entering or leaving the toilet (Ibid). Technology has to be made applicable to women's needs through a consultation process. For example, a pour-flush may not be preferred, such as the 185 introduced without consultation into four ex provinces in Rwanda, because they require more water and thus considerably more work for women in transporting water.
- Seasonal factors need to be taken into account. These include the seasonality of women's and men's labour, the seasonality of food and water availability, and income and expenditure patterns. During the dry season, the urban poor face higher water prices, while rural women face longer walks. Secondly, there are greater health problems in the rainy season, due both to prolonged damp and larger numbers of stagnant pools of water.

- New water stands have the potential to create negative environmental effects. Projects must work to limit the creation of any new environmental hazards, such as stagnant pools of water, soiled latrines, drains blocked from lack of maintenance, and uncollected solid waste. This is especially true in schools and other places where many people are gathered. Examples of new environmental problems are: private connections or public standpipes with insufficient drainage; causing stagnant pools of water and wet conditions favourable to hookworm, mosquito and fly breeding; and pollution of the sources of catchment areas following new land use and settlements.
- Women and men do not access information in the same way: e.g. typically men visit meetings and demonstrations, as these take place in the public realm, whereas women are more likely to stay home and rely on information from the radio, if they have one, and through friend and family networks.

Under these circumstances, women who had informal property rights often found themselves losing out. Again, the commoditization of water may bring about the failure to recognise claims to the right to water of socially vulnerable people.

Handout 10.2

A Gendered Analysis

Until recently, most water infrastructure was supplied by either donors or the Government and was not perceived by beneficiaries as belonging to them. Rather, water infrastructure was viewed by the community as belonging to the project or donors who designed them. It is within this context that water and water supplies are often thought to be free and the water network is considered to be the responsibility of the Government so is rarely maintained.

The need to bring local actors and the community into the management of water, sanitation and hygiene (WASH) is globally accepted. Yet, bringing in rural perspectives through the stereotyping of water users is common in project implementation. Traditional analyses are built on typical views about women's use of water. Projects that draw on common notions of gender roles treat women as dependants and passive beneficiaries. Priorities are then set with the assumption that women's strategic interests lie primarily in the fulfillment of household responsibilities, and not in income-generation schemes such as agriculture. These projects often have the same outcome as those that do not involve the community at all. No real dialogue has taken place and the projects unavoidably create dependency and lack sustainability.

There are many interventions that can be made to incorporate women into project management and maintenance. For example, in South Africa, Lesotho and Uganda, affirmative action programs have been introduced in the water sector to train women for WASH-related careers, including science and technology (giving them some of the skills needed in terms of planning sites and fixing points). Similarly, encouraging more women into field and extension roles is critical to promoting other women to follow by example.

However, without the appropriate analysis of gender relations, these initiatives may be less likely to succeed. For example, many women do not feel safe traveling alone, or may not be allowed to by their fathers/mothers/husbands to do so. Encouraging them into new positions of authority could fail without understanding these fears and integrating initiatives that secure their safety.

Therefore, the success and reliability of domestic water supply, sanitation service or hygiene programs depends on the degree to which those users, men and women, have control over the water management system. This can be done through a gendered analysis. A gendered analysis seeks to understand and explain the specific relations between men and women, and their environment, and therefore facilitates the specific adaptation of a project to those circumstances. Such an analysis examines relations between men and women and cooperation between them.

Thus, the heart of gender mainstreaming is the tool of gender analysis. Once data about roles and relationships has been collected, an understanding of the local circumstances can be fed into a project, eradicating the 'blueprint' mould and allowing a flexible and fluid approach. Gender analysis gives planners a more accurate picture of communities, natural resource users, households and water users, and helps them to understand the differences between men and women.

Where women, for example, have seasonal calendars and cannot afford to pay flat monthly water rates every month, a gendered analysis of the labour markets can help to facilitate a workable loan scheme or a 'user-pays' environment, through flexible payment arrangements that take into account women's income earning potential and pattern. This helps to relieve the burden of payment and allows households, particularly those which are female-headed, to have regular access to water. It is thus important to bear in mind that paying systems are not gender neutral.

In summary, 'efficiency, effectiveness, equity and affordability are the main gains of adopting a gender approach'. (World Vision, n.d.)

While gender analysis is an important tool of gender mainstreaming, there are specific hurdles to mainstreaming gender in WASH management that must be addressed. Water-related projects usually have strong technical components and are frequently implemented by male engineers, who rarely have the requisite skills and training to integrate gender concerns. However, through incremental steps, such as increasing recruitment of female engineers, animators and community workers, and the training of male engineers as to the importance of gender, change will occur over time.

Insights into Gender Analysis Framework and Gender Planning Tools

Definitions

Gender Analysis

Gender Analysis (GA) is the collection and examination of information about:

- The different roles of women and men
- The relationship and inequalities between them
- Their different experiences, capacities, needs, constraints, rights issues and priorities
- The reasons for these differences
- The need, strategies and opportunities for change

GA is part of a wider situational analysis. It is required for every program. It is essential if program teams are to understand the complexities of social and economic relations in communities where they are trying to bring about change. There are several essential aspects of GA. The analysis of information is used to design programs in which:

- Both women and men participate in, influence and benefit equally from
- Women are empowered and they experience less discrimination
- Poverty is reduced
- Equality is achieved.

Gender Planning

Gender planning (GP) refers to the process of planning development programs and projects that are gender sensitive and take into account differing gender roles and gender needs of women and men in the target community or sector.

GP is part of wider program planning. It involves decisions and resource allocation, based on GA, that ensure that programs and projects are gender equitable. This means taking into account the unequal relations of women and men in the target communities, their different roles and needs, and the particular constraints that women face. GP involves identifying special measures that will challenge these unequal relations, so that women become more empowered, men become more accepting and both can benefit fully from projects.

Gender Analysis Framework

A Gender Analysis Framework (GAF) addresses gender inequalities in development interventions through GP.

- GAF lists areas where attention to gender inequality is important
- GAF identifies questions to fill the gap under each gender inequality.

A variety of GAFs to analyse gender relations are used in development work. They can be helpful tools in planning gender-sensitive research and projects, or in designing development interventions which address gender inequalities.

Table 10.3: Gender Analysis Framework for Programs/Projects

Areas	Indicators	Status
1 Problem identification and program design	<ul style="list-style-type: none"> - What percentage of the target group are women and girls? - Have women and men from the target group, including women's organisations, been consulted? - Have both female and male experts and other stakeholders been consulted? - Has the existing involvement and contribution of women and men in the sector/program area been identified? - Have the perspectives, issues and needs of women and men been identified? - Is adequate sex-disaggregated data available? - Have the constraints & opportunities for women's and men's equal participation been identified? - Do the program's objectives, strategies and activities reflect the issues, needs, constraints and opportunities for women as well as men? - Will the program have any negative effect on women, men, or any other group of people? - Has reference been made to the National Gender Policy - other 	
2 Participation	<ul style="list-style-type: none"> - What is the sex-disaggregated breakdown of women and men? As program participants and in decision-making roles and bodies - advisors, committee members and managers - donor bodies - local and external experts and consultants - professionals - academics and researchers - instructors - technicians - business owners - civil society organisation and community leaders - community service providers/field workers As program implementers - contractors - professionals groups/firms - private firms - NGOs - community service providers/field workers 	

Areas	Indicators	Status
	<p>As target groups and recipients of services, skills and resources</p> <ul style="list-style-type: none"> - farmers - labourers/workers/employees - urban dwellers - service/resources users - community service providers/field workers - students/trainees - entrepreneurs and credit group members 	
3 Benefits and Advantages	<p>- Will women and men receive equal benefits in terms of basic needs, advancement and empowerment?</p> <p>Basic needs and services</p> <ul style="list-style-type: none"> - water - sanitation - nutrition - education <p>Advancement and empowerment</p> <ul style="list-style-type: none"> - sustainable and non-exploitative employment - employment opportunities in non- traditional/ growth sectors - sustainable self-employment; access to financial, market, skill and production resources - child care and other employment support services - access to, use of and control over technologies - knowledge, skill and access to information - access to and use of existing institutional services - the right to association, collective action and voice - increased mobility - networks, external linkages and contracts - involvement/representation in decision making 	
4 Human rights and security	<ul style="list-style-type: none"> - Does the program contribute directly or indirectly to protecting human rights, workers' rights and, particularly, the rights and safety of women and girl children? - Has women's experience of, and vulnerability to, violence within the broad scope of the program been identified? Have measures been incorporated to reduce violence against women and increase safety? <p>Does the program:</p> <ul style="list-style-type: none"> - Promote and protect women and men's rights to natural resources (water resources, land, etc.) - Promote participation of women and men in decision making processes? 	

5. Communication	<ul style="list-style-type: none"> - Does the program contribute to raising public and institutional awareness about gender equality issues? - Does it promote a positive, empowered image of women? - Is there provision for documenting and disseminating case studies and achievements in gender equality and women's advancement? 	
6 Resources Allocation	<ul style="list-style-type: none"> - What percentage of the total program budget is allocated to activities and inputs that will directly involve or benefit women? - What percentage of the budget is allocated to directly benefit women in the target group? 	

11: Gender Sensitive Indicators and Log Frames

Duration of the Session

Two hours

Objectives of the Session

- 1 To allow participants to express what they already know about gender sensitive indicators and log frames.
- 2 To clarify and explain all aspects of gender-sensitive indicators
- 3 Introduce gender mainstreaming indicators and a simple log frame.

Methodology

- Visualisation in Participatory Programs (VIPP)
- Visual presentation
- Group exercise and presentations
- Participatory discussion
- Questions and answers

Media/Materials

- Whiteboard, flipchart and markers
- VIPP board, cards and pins
- PowerPoint/overhead projector and presentation
- Handout 11.1: *Insights into Indicators*
Handout 11.2: *Insights into Gender-Sensitive Indicators.*
Handout 11.3: *Examples of Indicators and a Sector-Specific Log Frame.*

Preparation

- 1 Read the lesson plan and handouts carefully before the session so that you are thoroughly familiar with the subject matter and proposed methodology.
- 2 Prepare VIPP cards from the log frame and the enlarged version of the log frame (see handout 11.3).
- 3 On a (large) flip chart write out the log frame, but with only the Narrative Summary column filled in.
- 4 Download the PowerPoint presentation.
- 5 Make sufficient photocopies of the handouts for all participants.
- 6 Write the objectives of the session on a flipchart.

Procedures

- 1 Briefly share the objectives of the session with the participants.
- 2 Ask participants what they know about the term 'Indicators' and listen to answers from two or three of them.

- 4 Now write down the words 'gender-sensitive indicator' on the board/flipchart and ask two or three of the participants to give examples of gender-sensitive indicators.
- 5 Show and clearly explain the PowerPoint presentation prepared from Table 11.3.2 in Handout 11.3 on the criteria for selecting gender-sensitive indicators and on gender-mainstreaming indicators.
- 6 Distribute Handout 11.3 and point out the examples of indicators given. Take questions from participants and answer them.
- 7 Draw attention to the sector-specific log frame in Handout 11.3. There are four columns: Narrative Summary, Measurable Indicators, Means of Verification and Important Assumptions. Put up the flip chart with the log frame table, but with only the Narrative Summary column filled in. Distribute the VIPP cards, in stacks according to column headings (as it would take too long if the three remaining columns were all mixed together). Have the group get into three groups, one for Measurable Indicators, another looking at Means of Verification and the last for Important Assumptions. Have the groups discuss and decide where the cards should go on the log frame.
- 8 Ask the group to come back together and discuss the log frame. Ask the group, using the example indicators in Handout 11.3, to make the log frame gender sensitive.
- 9 Show participants the objectives of the session again, check that these have been achieved and ask if they have any questions.
- 10 Distribute the handouts and conclude the session with thanks to all.

Review

- 1 Ask one female participant to summarise the meaning of the term 'gender-sensitive indicator' and give two examples and one male participant to summarise the meaning of the term 'gender mainstreaming indicator' and give two examples.
- 2 Summarise the session by showing participants the learning outcomes and checking if participants consider that these have been achieved.

Learning Outcomes for Participants

- 1 Participants will be able to select gender-sensitive indicators to measure the effectiveness of their professional work in achieving gender mainstreaming.
- 2 Participants will be able to compile a simple log frame with measurable indicators, means of verification and important assumptions.

Insights into Indicators

Definition of Indicator

An indicator is a pointer. It normally summarizes a large amount of information in a single piece of data, in such a way as to give an indication of change. It can be a measurement, a number, a fact, an opinion or a perception that points to a specific condition or situation, and measures changes in that condition or situation over time. In other words, indicators provide a close look at the results of initiatives and actions. For this reason, they are front-line instruments in monitoring and evaluating development work.

Indicators measure levels of performance and can be described in terms of:

- The desired quality to be reached;
- The quantity of something to be achieved;
- The target group that is affected by or benefits from the program or project;
- The time-frame envisaged for the achievement of the objectives.

Types of Indicators

There are various types of indicators.

Input Indicators

Input indicators are sometimes called resource indicators because they relate to the resources devoted to a project or program. For example, funds for human and non-human resources, infrastructure, institution building and other means by which a program or project is put into effect. Input indicators play an important role in flagging potential problems and identifying their causes. However, input indicators alone will not reveal whether or not the project or program will be a success.

In a project, input indicators might also include credit disbursed, materials purchased or adapted, or community views as to the feasibility of the project.

Process Indicators

Process indicators refer to what is done with the inputs during the delivery process, i.e. the succession of tasks or activities in carrying out a project. These indicators, which are the main focus during monitoring, serve primarily to gauge or track progress towards the intended results. For example, in an education project, process indicators include the views of the community on facilities being built, number of facilities in operating condition, enrolment rates of girls and boys or amounts of stipend disbursed.

Output Indicators

Output indicators are often used in project evaluations. This is because output indicators measure intermediate results concerning products and services that are delivered when a program or project is completed. For example, in an education project, output indicators might include: number of people trained, by sex, opinions of teachers on facilities provided or number of facilities in operating condition.

Outcome Indicators

Outcome indicators illustrate the effectiveness of a project. They relate directly to the long-term results of the project as judged by the measurable change achieved in improving the quality of life of beneficiaries. They are also known as 'impact' indicators. Examples of outcome indicators in an education project are views of development partners on the benefits of schooling, number of girls and boys employed from project schools, types of employment gained, and impact of employment on women's empowerment.

Criteria for Selection of Indicators

The following criteria should be considered when selecting indicators:

- Indicators should be developed in a participatory fashion, with the involvement of all stakeholders wherever possible.
- Indicators must be relevant to the needs of the user and at a level that the user can understand.
- All indicators should be sex-disaggregated.
- Both qualitative and quantitative indicators should be used.
- Indicators should be easy to use and understand.
- Indicators must be clearly defined.
- The number of indicators chosen should be small. A rule of thumb is that up to six indicators can be chosen for each category (input-outcome).
- Indicators should be technically sound.
- Indicators should measure trends over time.
- The ultimate focus should be on outcome indicators.

Insights into Gender-Sensitive Indicators

Definition of Gender-Sensitive Indicator

Gender-sensitive indicators are indicators disaggregated by sex. Other factors by which they could be disaggregated – e.g. race and age – are also important, but need to be measured separately. Gender-sensitive indicators are designed to demonstrate the changes in relations between women and men in a given society over a period of time. The usefulness of gender-sensitive indicators lies in their ability to point to changes in the status and roles of women and men over time.

Gender indicators are a tool to assess the progress of a particular development intervention towards achieving gender equality. Sex-disaggregated data demonstrates whether, for example, both rural women and men are included in a program or project as agents/project staff, and as beneficiaries at all levels. The approach allows for effective monitoring and evaluation. Because the use of these indicators and other relevant evaluation techniques will lead to a better understanding of how results can be achieved, using gender-sensitive indicators will also feed into more effective future planning and program delivery.

Examples of Gender-Sensitive Indicators

Gender-sensitive indicators can be quantitative or qualitative.

Quantitative Indicators

- Participation of all stakeholders in project identification and design meetings (attendance and level of participation/contribution by sex, age and socio-economic background).
- Degree of women's and men's inputs into project activities, in terms of labour, tools, money, etc.
- Benefits (e.g. increased employment and crop yields) going to women and men, by socio-economic background and age.

Qualitative Indicators

- Level of participation as perceived by stakeholders through the different stages of the project cycle (by sex, age and socio-economic background).
- Degree of participation of an adequate number of women in important decision-making processes (adequacy to be mutually agreed by all stakeholders), to be measured through stakeholder responses and by qualitative analysis of the impact of different decisions.

Importance of Gender-Sensitive Indicators

Gender mainstreaming is important because of inequalities in access to development resources and opportunities. They also hamper economic efficiency

and sustainability. Women and men have different roles, rights and responsibilities; women often have less access to productive natural resources and opportunities such as education and training, credit, capital and decision-making authority.

Gender mainstreaming requires a planning process that promotes the well-being and empowerment of both women and men. Gender should be mainstreamed at the earliest possible point in the project or program cycle, as it can fundamentally affect the entire project/program concept and structure. It is not a one-time exercise during the planning phase. Rather it is an integral part of both the planning and the implementation process, which continues throughout the life of the project or program and must be evaluated at regular intervals.

The utilisation of gender-sensitive indicators allows for effective monitoring and evaluation of project or program activities, which in turn will feed into more effective future planning and program delivery.

Criteria for Selecting Gender-Sensitive Indicators

The following criteria are suggested as important markers at the national level for gender-sensitive indicators or indicator systems:

- Gender-sensitive indicators should be developed in a participatory fashion, with the involvement of all stakeholders wherever possible.
- Gender-sensitive indicators are sex-disaggregated.
- Gender-sensitive indicators should address the gender roles of targeted groups of women and men.
- Gender-sensitive indicators must be relevant to the practical and strategic gender needs of the users (both women and men).
- Both qualitative and quantitative gender-sensitive indicators should be used.
- Gender-sensitive indicators must be clearly defined and easy to use and understand.
- The number of indicators chosen should be small. A rule of thumb is that up to six indicators may be chosen for each category.
- Gender-sensitive indicators should be technically sound.
- Gender-sensitive indicators should measure trends over time.
- The ultimate focus should be on outcome indicators.

References

- Canadian International Development Agency 1997, *Guide to gender-sensitive indicators*, CIDA, Toronto.
- Kettel, B 2001, *Gender-sensitive indicators: A key tool for gender mainstreaming*, York University, Toronto.
- Centers of Excellence for Women's Health 2002, *Research bulletin*, Vol. 2, No. 3. *Towards gender-sensitive health indicators*,
<http://www.cesf.ca/bulletin/v2n3/page3.html>

Examples of Different Types of Indicators

Table 11.3.1 Some Examples of Input, Process, Output and Outcome Indicators

Objective	Input indicators	Process indicators	Output indicators	Outcome indicators
<p>Improve the representation of women in politics, through greater access of women to political power, over a five-year period</p>	<ul style="list-style-type: none"> • Election of women of all socio-economic classes at all levels of government • Leadership training for women of all socio-economic classes • Education programs for women of all socio-economic classes • Support provided to women for care of family • Funds devoted to project • Training of women and men to change attitudes and views 	<ul style="list-style-type: none"> • Number of women trained • Number of women attending education programs • Number of men participating in training • Women's views on training • Men's views on training 	<ul style="list-style-type: none"> • Short-term effects of training - Number of women able to take a greater role in decision making locally - Number of women involved in public speaking - Number of women involved in politics • Report of project • Publications • Number of men prepared to promote women's participation • Women's loyalty to each other 	<ul style="list-style-type: none"> • Increased percentage of political representation of women at end of five-year period • Improvement in women's status (literacy, health, employment), as a result of women's greater political participation • Legislation passed as a direct result of the greater involvement of women in politics • Reduced percentage of incidence of violence against women • Positive views of women on changes in status • Legislation passed for the protection of girl-children especially, and children in general

Table 11.3.2 Some Examples of Gender Mainstreaming Indicators

- The organisation has a functional gender policy.
- All existing organisational decision-making committees have equal numbers of male and female members.
- Staff include equal numbers of men and women.
- The organisation has a gender-friendly physical infrastructure.
- The organisation's budget considers gender requirements in all aspects.
- Visible gender capacity development exists at all levels of the organisation.
- The organisational monitoring and MIS systems contain sex-disaggregated data that is regularly updated.
- The organisational culture and practice adhere to equal respect for men and women.
- The organisation has gender-specific research and publications.
- The organisation has gender-sensitive training modules and curricula.
- The organisation has a core group of competent and committed gender trainers (both men and women).
- The organisation has a well-defined, functional policy against sexual harassment.
- Organisational rules, regulations and procedures are gender sensitive.

Table 11.3.3 An Example of a Simple Log Frame

Narrative Summary	Measurable Indicators	Means of Verification	Important Assumptions
AIM To contribute to improving the health of the population and to prevent the outbreak of major epidemics.	Mortality and morbidity rates from all causes .	Health Centre records.	Assumes that Health Centre record are complete and accurate
PURPOSE 1 To reduce the incidence of water and sanitation related diseases.	Mortality and morbidity rates from water and sanitation related diseases.	Health Centre records.	Assumes that the major cause of mortality and morbidity is associated with water and sanitation related diseases and that beneficiaries see the project as a priority to them.
PURPOSE 2 To begin the process of capacity building and enhancing problem solving skills in the affected population.	Increase in trained personnel, number and type of new initiatives taken or led by population, increase in confidence and knowledge amongst refugees.	Focus group discussions, self assessments and monitoring forms, project records.	Assumes that felt needs and priorities of the population are considered important, translated into action and facilitated by the project management teams.
OUTPUT 1 To ensure people have sufficient numbers of toilets, sufficiently close to their dwellings, to allow them safe, rapid and comfortable access at all times of day and night.	Maximum of 50 people per toilet, percentage of population using appropriate sanitation facilities, public toilets available in public places.	Focus group discussions, latrine monitoring forms, observation of latrines.	Assumes availability of suitable soil and water table conditions for latrine construction. Permission from the government to construct permanent latrine facilities.

References

UNDP Bangladesh 2004, Capacity Building for Gender Mainstreaming Project, *Report of the Joint Strategic Planning Workshop*, CBGMP, Dhaka.
 Oxfam 1994, *The Oxfam gender training manual*, Oxfam, London.

12: Human Resource Policies: Equal Employment Opportunity and Sexual Harassment

Duration of the Session

One hour

Objectives of the Session

- 1 To allow participants to share their knowledge about the Equal Employment Opportunity (EEO) policy of the Government of Rwanda (GoR).
- 2 To provide participants with additional information about the GoR's initiatives to ensure EEO and the EEO policy of UNDP.
- 3 To allow participants to share their knowledge about sexual harassment.
- 4 To inform participants about national and international policies on sexual harassment.
- 5 To provide participants with samples of sexual harassment policies that might be adapted for their own institutions/organisations.

Methodology

- Questions and answers
- Role play
- Visual presentation
- Participatory discussion

Media/Materials

- Whiteboard, flipchart and markers
- Multimedia or overhead projector and presentation
- Handout 12.1: *Equal Employment Opportunity Policy*
Handout 12.2: *Insights into Sexual Harassment*
Handout 12.3: *Case Study 1: Sexual Harassment Policy of UNDP*
Handout 12.4: *Case Study 2: Zero-Tolerance Policy on Sexual Harassment of CARE Rwanda*

Preparation

- 1 Read the handouts and procedures carefully before the session so that you are thoroughly familiar with the subject matter and proposed methodology.
- 2 Write the objectives of the session on a flipchart.
- 3 Download the PowerPoint presentation.
- 4 Prepare sufficient copies of the handouts for all participants.

Procedures

- 1 Briefly share the objectives of the session on the flipchart with participants.
- 2 Ask participants what they know about EEO. Record their answers on the whiteboard/ flipchart.
- 3 Show the first part of the PowerPoint presentation on EEO.
- 4 Ask participants, “What have been the achievements so far in relation to EEO in Rwanda?”, “Describe what you have seen if these policies have been implemented in your local area or at national level” and “What has been their effect in promoting women’s advancement and gender equality?”.
- 5 Ask participants what they know about sexual harassment. Record their answers on the whiteboard/ flipchart.
- 6 Show the second part of the PowerPoint presentation on sexual harassment.
- 7 Ask participants, “Do you have any personal experience of sexual harassment in your life, or have you observed any incident of sexual harassment in your home, workplace or community?”
- 8 Explain to participants that two of the handouts cover case studies of institutions that have a sexual harassment policy: UNDP and CARE Rwanda. These might be useful as models for their own organisations.
- 9 Show participants the objectives of the session again, check that these have been achieved and ask if participants have any questions.
- 10 Distribute handouts to participants.

Review

- 1 Ask one female participant to say what she has learned from this session about EEO and one male to say what he has learned from this session about sexual harassment.
- 2 Summarise the session by showing participants the learning outcomes and checking if participants consider that these have been achieved.

Learning Outcomes for Participants

- 1 Participants will be able to recognise employment discrimination and sexual harassment.
- 2 Participants will be able to develop an EEO policy and a Sexual Harassment policy for their organisation.
- 3 Participants will be committed to implementing EEO and eliminating sexual harassment in their personal and professional lives.

Equal Employment Opportunity Policy

Definition

Equal employment opportunity (EEO) means providing equal opportunities for all employees in all aspects of employment, such as recruitment, working conditions and benefits, access to resources, salaries, training, performance assessment, promotion, rewards, job security and leaving a job. EEO should apply to people regardless of their gender, race, ethnicity, culture, class, age, disability and/or other status. National and international policies and commitments on gender equality should be materialised to ensure EEO. This lesson concentrates on the gender aspects of EEO.

Gender Equality

Gender equality means that women and men should have equal conditions for realising their full human rights, potential to contribute to an organisation and to benefit equally from the results. Attaining gender equality demands recognition that all workplaces have gendered social dynamics and decision-making. It also requires recognition that women's unequal status is systemic. This pattern of inequality is further affected by race, ethnicity and disability; and it is necessary to incorporate women's priorities and values into the organisation.

Gender equality does not mean that men and women become the same, but that their opportunities and work-life chances are equal. The emphasis on gender equality and women's empowerment does not presume a particular model of gender equality for all organisations. It reflects a concern that women and men have equal opportunities to contribute to defining what gender equality means in their particular organisation and work in partnership to achieve it.

Because of current disparities, equal treatment of women and men is insufficient as a strategy to achieve gender equality. Equal treatment in such a situation can mean the continuation of disparities. Achieving gender equality will require changes to organisational practices and social relations through which disparities are reinforced and sustained. It requires a strong voice for women in shaping their societies, and a strong voice for men in assisting them to do so.

Gender Equity

Gender equity is the process of being fair to both women and men. To ensure fairness, unequal measures must often be available to compensate for historical and social disadvantages that prevent women and men from otherwise operating on a level playing field. Equity leads to equality.

Efforts to achieve equality between men and women that use a one-size-fits-all approach may not account for past discrimination. Provisions for equal opportunities may not take into account the unique challenges that different individuals and groups face. That is why equity measures are necessary. Focusing on the desired results can help identify the advantages and constraints faced by different people according to their gender. This can, in turn, help in developing mechanisms to redress inequalities and ensure that they do lead to equality. Addressing the disparities that prevent women from having the same status as men will allow both women and men to share equally in the results and the benefits of organisational development.

UN Instruments – Equality of Opportunity and Treatment in Respect of Employment and Occupation

Several UN instruments specifically address the issue of EEO.

Universal Declaration of Human Rights, 1948

Article 21

(1) Everyone has the right to take part in the government of his/her country, directly or through freely chosen representatives...

Everyone has the right to equal access to public service in his/her country

International Covenant on Economic, Social and Cultural Rights, 1966

Article 6

The States Parties to the present Covenant recognize the right to work, which includes the right of everyone to the opportunity to gain his living by work which he freely chooses or accepts, and will take appropriate steps to safeguard this right.

Convention on the Elimination of All Forms of Discrimination against Women, 1979

Article 11.1(b) and (c)

States Parties shall take all appropriate measures to eliminate discrimination against women in the field of employment in order to ensure, on a basis of equality of men and women, the same rights, in particular:

- The right to the same employment opportunities, including the application of the same criteria for selection in matters of employment;
- The right to free choice of profession and employment, the right to promotion, job security and all benefits and conditions of service and the right to receive vocational training and retraining, including apprenticeships, advanced vocational training and recurrent training.

Beijing Platform for Action, 1995

Paragraph 178(c)

Discrimination includes any distinction, exclusion or preference made on the basis of race, colour, sex, religion, political opinion, national extraction or social origin which has the effect of nullifying or impairing equality of opportunity or treatment in employment or occupation. Governments, employers, employees, trade unions and women's organisations are called to:

- a) Enact and enforce laws and develop workplace policies against gender discrimination in the labour market, especially considering older women workers, in hiring and promotion, and in the extension of employment benefits and social security as well as regarding discriminatory working conditions, and sexual harassment mechanisms should be developed for the regular review and monitoring of such laws.

UN Instruments – Equal Pay for Work of Equal Value

Universal Declaration of Human Rights, 1948

Article 23.2

- a) Everyone, without any discrimination, has the right to equal pay for equal work.

International Covenant on Economic, Social and Cultural Rights, 1966

Article 7(a)(i):

The States Parties to the present Covenant recognize the right of everyone to the enjoyment of just and favourable conditions of work which ensure, in particular:

- 1 Remuneration which provides all workers, as a minimum, with:
 - a) Fair wages and equal remuneration for work of equal value without distinction of any kind, in particular women being guaranteed conditions of work not inferior to those enjoyed by men, with equal pay for equal work.

Convention on the Elimination of All Forms of Discrimination against Women, 1979

Article 11.1(d):

1 States Parties shall take all appropriate measures to eliminate discrimination against women in the field of employment in order to ensure, on a basis of equality of men and women, the same rights, in particular:

- d) The right to equal remuneration, including benefits, and to equal treatment in respect of work of equal value, as well as equality of treatment in the evaluation of the quality of work.

EEO Status – Rwanda

Constitutional Rights

The Constitution of Rwanda embodies the principle of gender equality. It prohibits discrimination on the basis of sex and promotes equality of opportunity for women to participate in politics and in public life. It also provides for special provisions for women as a particularly disadvantaged group. The following provisions are relevant to women and equality in employment:

Preamble

We the people of Rwanda:

- Reaffirming our adherence to the principles of human rights enshrined in the United Nations Charter of 26 June 1945, the Convention on the Prevention and Punishment of the crime of Genocide of 9 December 1948, the Universal Declaration of Human Rights of 10 December 1948, the International Convention on the Elimination of All Forms of Racial Discrimination of 21 December 1965, the International Convention on Civil and Political Rights of 19 December 1966, the International Covenant on Economic, Social and Cultural Rights of 19 December 1966, the Convention on the Elimination of all Forms of Discrimination against Women of 1 May 1980, the African Charter of Human and Peoples' Rights of 27 June 1981 and the Convention on the Rights of the Child of 20 November 1989 ; (clause 9)
- Committed to ensuring equal rights between Rwandans and between women and men without prejudice to the principles of gender equality and complementarity in national development; (clause 10)

Article 45

All citizens have the right of equal access to public service in accordance with their competence and abilities.

Article 181

The Public Service Commission shall be an independent public institution. Its responsibilities shall include the following:

- the recruitment and appointment of public servants in Central Government and other public institutions;
- the submission of names of candidates to the institutions concerned for employment, appointment and promotion of candidates who fulfil all the required conditions and have the most suitable qualifications for the job for which they have applied, taking into account the record of their conduct;
- the establishment of an appropriate system of recruitment of candidates which is objective, impartial, transparent and equitable for all...

International Law and Rwanda as a Signatory

Relevant International Instruments Ratified or Acceded to by GoR

By December 2006, GoR had signed 27 International Labour Conventions. Three of them are related to gender equality at work:

- ILO Night Work (Women) (Revised) Convention, 1948; and Protocol, 1990 (No. 89);
- Equal Remuneration Convention, 1951 (No 100);
- Discrimination in Employment and Occupation Convention (No 111);

Two key conventions relating to gender equality at work are still to be ratified by Rwanda. These are the Workers with Families Responsibilities (No 156) and Maternity Protection (No 183).

National Policy for Gender – Rwanda

GoR has approved a National Policy for Gender. The objectives of the policy are comprehensive in scope and rest on the basic commitment to develop women as a human resource, establish women's human rights, eliminate all forms of discrimination against women and girls and recognise women's contribution in the social and economic spheres. Specific to employment, the National Policy includes the following objectives for ending women's economic inequality:

- Poverty reduction
- Agriculture and food security
- Health
- HIV/AIDS
- Education and professional training
- Governance and decision making
- Human rights and gender based violence
- Peace building and reconciliation
- Information, communication and technology
- Environment protection

Integrating gender into human resource development is also a central aspect of the third pillar of GoR's Vision 2020.

Rwanda's first Poverty Reduction Strategy Paper stressed the importance of gender mainstreaming. Gender has been a high focus in the development of Rwanda's Economic Development Poverty Reduction Strategy (EDPRS), 2007-2011, including emphasis on the equal participation of women and men in the labour force.

References

United Nations 1979, *UN Convention on the Elimination of All Forms of Discrimination Against Women*, UN, New York.

Insights into Sexual Harassment

Definition

Sexual harassment is defined as any unwelcome sexual advance, request for sexual favours or other verbal or physical conduct of a sexual nature, when it interferes with work, is made a condition of employment or creates an intimidating, hostile or offensive work environment. It is particularly serious when behaviour of this kind is engaged in by any official who is in a position to influence the career or employment conditions (including hiring, assignment, contract renewal, performance evaluation or promotion) of the recipient of such attention.

Sexual harassment can take many forms and may include, but is not limited to, unwelcome sexual advances, the forcing of sexual attention (verbal or physical) on an unwilling person, or attempts to punish refusals or rejection of such behavior. Specific examples are verbal harassment or abuse, subtle pressure for sexual activities, unnecessary touching, patting, or pinching, leering at a person's body, constant brushing up against a person's body, demanding sexual favours accompanied by implied or overt threats concerning employment or advancement, and physical assault including rape. It includes both unwelcome heterosexual and homosexual advances.

In general, sexual harassment falls into two main categories:

- 1 *Quid pro quo*, under which submission to sexual advances, requests for sexual favours or other verbal or physical conduct is made a condition of employment; or submission to or rejection of the unwelcome conduct is used as a basis for an employment decision. These cases normally involve persons who have authority or power over a staff member's job status or working conditions; and
- 2 *Hostile Work Environment*, where the sexual conduct interferes with work, or creates an otherwise intimidating or offensive work environment.

Sexual harassment can occur in a variety of circumstances, including, but not limited to, the following:

- The victim, as well as the harasser, may either be a woman or a man. The victim does not have to be of the opposite sex.
- The harasser can be the victim's supervisor, an agent of the employer, a supervisor in another area, a co-worker, or a non-employee.
- The victim does not have to be the person harassed but could be anyone affected by the offensive conduct.
- Unlawful sexual harassment may occur without economic injury to the victim.
- The harasser's conduct must be unwelcome.

It is helpful for the victim to directly inform the harasser that the conduct is unwelcome and must stop. The victim should use any employer complaint mechanism or grievance system available.

When investigating allegations of sexual harassment, the investigator looks at all the details of the complaint: the circumstances, such as the nature of the sexual advances, and the context in which the alleged incidents occurred. A determination on the allegations is made from the facts on a case-by-case basis.

Initiatives by Government of Rwanda

MIGEPROF is now working on developing a sexual harassment policy and working with some ministries and departments to pay more attention to the issue of sexual harassment.

Conclusion

Prevention is the best tool to eliminate sexual harassment in the workplace. Employers are encouraged to take steps necessary to prevent sexual harassment from occurring. They should clearly communicate to employees that sexual harassment will not be tolerated. They can do so by establishing an effective complaint or grievance process and taking action if and when any incidents occur.

References

- United Nations 1993, *Special measures for protection from sexual exploitation and sexual abuse, Secretary General's Bulletin*, UN, New York.
UNDP 1993, *Sexual harassment policy and procedures for UNDP/UNFPA Staff*, UN, New York.

Case Study 1: Sexual Harassment Policy of UNDP

Procedures

Confidential Guidance and Counseling at Headquarters and Field Offices

In dealing with a situation which may constitute sexual harassment, informal guidance and counseling may be obtained on a strictly confidential basis in the following ways:

Ombudsman Panel

Staff members at Headquarters and in Field Offices may contact the Ombudsman Panel. The Ombudsman Panel is a mediating body that seeks to reach an agreement between a staff member and management, and to provide guidance to staff members on how to obtain action or redress through official channels. A member of the Ombudsman Panel will explain the UNDP Sexual Harassment Policy and Procedures and suggest ways to deal with the situation. Panel members handle cases in strictest confidence. Staff members may contact the Ombudsman Panel in writing or by telephone. A list of its membership is published periodically.

Division of Personnel

Individuals at Headquarters and in Field Offices may also seek confidential counseling in writing or by telephone from a Staffing Specialist with the Division of Personnel, UNDP, as appropriate (hereinafter referred to as 'Staffing Officer'). A Staffing Officer will explain the UNDP Sexual Harassment Policy and Procedures and suggest ways for the individual to deal with the situation.

Program for Staff Assistance (PSA)

In addition, for UNDP staff members serving at Headquarters, the Program for Staff Assistance (PSA) provides short-term professional counseling on a strictly confidential basis. The PSA is staffed by experienced social workers and psychologists who will explain the UNDP Sexual Harassment Policy and Procedures and suggest ways for a staff member to deal with the situation. Staff members may contact the PSA by telephone to make an appointment.

Informal Approach to Resolving Complaints

The informal approach is intended to resolve a complaint of sexual harassment through mediation between the parties involved, and by providing advice and counsel on a strictly confidential basis. An individual may bring a complaint to the attention of any member of the Ombudsman Panel, or to a Staffing Officer, for informal resolution. The request may be made orally or in writing.

In cases where an individual at Headquarters selects the informal approach, a member of the Ombudsman Panel or a Staffing Officer shall review the case and shall approach the alleged offender on a strictly confidential basis. However, staff members should be aware that a Staffing Officer, in cases which appear to indicate that misconduct has occurred or that may warrant administrative action or disciplinary measures, is required to bring the matter to the attention of a Director and recommend that the matter be referred to the Grievance Panel on Sexual Harassment.

In cases where an individual in a Field Office selects the informal approach, a member of the Ombudsman Panel or a Staffing Officer will, in consultation with the complainant, normally nominate a member of UNDP management in the Field Office or, if there is a perceived conflict of interest, a senior manager, to review the matter. The nominated person will then approach the alleged offender on a strictly confidential basis to resolve the situation. The member of the Ombudsman Panel, or the Staffing Officer, will notify the nominated party, explain the UNDP Sexual Harassment Policy and Procedures and suggest ways of dealing with the situation. The nominated staff member will inform the Staffing Officer or the member of the Ombudsman Panel of the outcome.

No formal record of the complaint will be entered into any official status or other file of the parties concerned.

In cases where the situation revealed by the informal approach appears to indicate that misconduct has occurred, which may warrant administrative action or disciplinary measures as described in Staff Rules, the Staffing Officer will recommend in writing that Personnel refer the matter to the Grievance Panel. In making this recommendation, the Staffing Officer concerned shall prepare a report indicating the reasons why the matter warrants further examination. In such cases, the complainant and the alleged offender shall receive a copy of the report.

Formal Approach to Resolving Complaints

The formal approach is intended to resolve a complaint of sexual harassment through a process that includes initial investigation and fact-finding conducted by a panel of three staff members. This process shall govern in all cases where a complaint of sexual harassment has been made as provided under this section.

In circumstances where the informal approach is not considered appropriate by a complainant, or has not yielded a satisfactory resolution, a formal written complaint may be made by the complainant to Personnel. In cases where the informal approach was handled by the Ombudsman Panel, the complainant may request the assistance of the Ombudsman Panel in the preparation of a formal complaint to Personnel. The complainant may also request that the Ombudsman Panel prepare a report on its findings, which shall be attached to the complaint to Personnel.

The written complaint should describe the specific act(s) or behaviour(s) which are being objected to, the date(s), time(s), location(s) and circumstances, and include any other information and evidence relevant to the matter. The complaint should identify the alleged offender, any witnesses, and anyone to whom the incident might have been mentioned. It should be dated and signed by the complainant.

At the time a complaint is referred to the Coordinator of the Grievance Panel, a copy of the complaint shall be forwarded by Personnel to the alleged offender who will be informed in writing of the following:

- i) the right to respond in writing and to produce countervailing evidence within a specified time (the amount of time allowed for the response shall take account of the seriousness and complexity of the matter);
- ii) the right to seek the advice of another staff member or retired staff member to assist in his or her response;
- iii) the right to request that the Ombudsman Panel prepare a report on its findings, if any, under the informal approach.

The coordinator shall appoint a three-member panel to conduct an initial investigation and fact-finding of the case. The three-member panel shall promptly conduct the initial investigation and fact-finding which shall normally include an interview of the complainant, the alleged offender, any witnesses and others that may be able to provide relevant information.

Upon review of the report, in accordance with the said procedure:

- (a) if the facts established by the initial investigation do not indicate that misconduct has occurred, the panel may decide that the case should be closed;
- (b) if the facts appear to indicate that misconduct has occurred, the panel may refer the matter to the Disciplinary Committee for review and recommendation to the Administrator;
- (c) if the facts clearly indicate that misconduct has occurred and that the seriousness of the misconduct warrants immediate separation from service, recommend to the Administrator that the alleged offender be summarily dismissed.

Reference

UNDP 1993: *Sexual harassment policy and procedures for UNDP/UNFPA Staff*, UN, New York.

Case Study 2: Zero-Tolerance Policy on Sexual Harassment of CARE Rwanda

Introduction

In order to establish/promote a sexual harassment-free working environment, CARE Rwanda prohibits all forms of sexual harassment conducted/ committed by or against supervisors, managers and staff at any level, irrespective of their position, including partners, vendors, project participants, etc. whether engaged full time or on a temporary or other basis. No form of sexual harassment or creation of a hostile work environment will be tolerated because such acts are a violation of human rights and against the core values of CARE Rwanda.

It is everyone's responsibility to understand and follow the zero-tolerance policy. It is also the responsibility of every staff member of CARE Rwanda to ensure that sexual harassment is not ignored, and to deal with any instance of sexual harassment swiftly, strictly and fairly.

Definition of Sexual Harassment

Sexual harassment is inappropriate, unwanted and unwelcome conduct of a sexual nature perceived as harassment by the receiver, which has an adverse effect on the dignity of women and men within the workplace and outside.

All of the Following can be Considered as Sexual Harassment:

- Implicitly or explicitly using threatening/insinuating/condoning sexual behaviour to control/influence/affect the pay/terms and conditions of employment/job promotion or career of a staff member;
- Making deliberate or repeated unwelcome verbal comments, jokes or gestures, or role play of a sexual nature;
- Touching or making unwanted physical contact in any manner;
- Unwelcome sexual flirtation, making unwelcome advances or propositions;
- Using psychological and mental pressure and/or actions as a form of punishment for refusing sexual advances;
- Making sexually aggressive comments about an individual's dress or body;
- Displaying or storing in the workplace demeaning, insulting, intimidating or sexually suggestive objects or pictures, including photographs;
- Sending sexually suggestive written, recorded or electronic messages, including pornographic video programs;
- Indulging in any other behaviour, verbal or non-verbal, which may be considered as sexual harassment.

Procedures for Combating Sexual Harassment

- If at any time or in any place or position, either in the Field Office or CARE Headquarters, you face inappropriate behaviour or sexual harassment or hear of another colleague or any other person connected with CARE activities being so harassed, please call/contact/inform the concerned Gender Focal Point or the Gender Unit directly;
- Any sexual harassment complaint, whether written or verbal, will be thoroughly investigated by the Gender Unit in accordance with the policy of CARE Rwanda, which contains fixed procedures and disciplinary actions against the harasser;
- Those who make false accusations will face the same disciplinary actions as those recommended for a harasser;
- Any sexual harassment complaint will be dealt with swiftly, fairly and effectively; and
- The victim will be given full support and ensured maximum confidentiality without fear of being criticised or judged.

Please note that the existing Sexual Harassment Policy of CARE Rwanda will remain valid and this Zero-Tolerance policy will serve as the guiding principle.

NB: The process and mechanism of dealing with sexual harassment against or by program participants, partners and vendors will uphold the same principle of Zero Tolerance.

Reference

CARE Rwanda 2003, *Zero Tolerance of Sexual Harassment Policy*, CARE Rwanda, Dhaka.

13 Organisational Gender Mainstreaming: Internal

Duration of the Session

One hour

Objectives of the Session

- 1 To give participants a guide on how to conduct a gender mainstreaming project throughout their own organisation.

Methodology

- Brainstorming
- Presentation
- Participatory Discussion/Group Work

Media/Materials

- PowerPoint presentation
- Flipchart and markers
- Handout 13.1: *Organisational Gender Mainstreaming: Internal*
Handout 13.2: *Identification of Organisational Gender Gaps*
Handout 13.3: *Sample Gender Policy*

Preparation

- 1 Read through the handouts and procedures carefully before the session so that you are thoroughly familiar with the subject matter and proposed methodology.
- 2 Write the objectives of the session on a flipchart.
- 3 Prepare VIPP cards with the six steps to gender mainstreaming: clear mandate, gender training, budget support, organisational review, monitoring and evaluation, gender mainstreaming.
- 4 Download the PowerPoint presentation.
- 5 Prepare sufficient copies of the handouts to distribute to every participant.

Procedures

- 1 Briefly share the objectives of the session on the flipchart with participants.
- 2 Start the PowerPoint. As you go through your presentation, follow it with the PowerPoint.
- 3 Remind participants of the session on Gender Analysis and ask one of them to give a brief recap for those who were not present.
- 4 Discuss the need to mainstream gender internally in organisations before doing it externally through projects. Ask the participants to brainstorm the steps needed to initiate a gender mainstreaming project in their own organisation.
- 5 Ask participants to think about their organisational mandate: does it mention women. Ask them to consider the percentage of employees

- who are women, and what position in the organisation they fill. Are they only in traditional women's roles, such as secretary and cleaners?
- 6 Write down on a flipchart the participants' ideas about how to conduct their own internal gender mainstreaming.
 - 7 Hand out the VIPP cards which have six different steps of internal mainstreaming. These should offer some kind of linear path of internal mainstreaming, but also provoke a discussion of what is necessary and whether their current organisations have these things. Ask the participants to put the cards in the order of which they think the activities should occur.
 - Achieving a clear mandate for the organisation with regard to gender equality and mainstreaming.
 - Gender training should be offered to the organisation so that the mandate can be based on a real understanding of gender relations.
 - Clear budget support for gender mainstreaming.
 - Organisational review of what stops women from reaching higher positions. These would include an inability to attend late meetings because of domestic responsibilities, or that women would not feel safe travelling alone.
 - Gender mainstreaming is achieved.
 - A clear auditing and monitoring and evaluation plan for ensuring that the measures that have been taken are not lost.
 - 8 Give participants Handouts 13.2 and 13.3. Explain that the simple checklist can be used to highlight some of the areas that have gender gaps and need to be strengthened, and the sample gender policy might be taken up and adapted by the organisations they represent.
 - 9 Show participants the objectives of the session again, check that these have been achieved and ask if participants have any questions.

Review

- 1 Ask a participant to say why it is important for gender mainstreaming to occur internally in organisations before it is implemented in outside projects.
- 2 Summarise the session by showing participants the learning outcomes and checking if participants consider that these have been achieved.

Learning Outcomes for Participants

Participants will be a guide in how to implement a gender mainstreaming project throughout their own organisation.

Handout 13.1

Organisational Gender Mainstreaming: Internal

Summary

The previous session established the need to utilise a framework of gender mainstreaming, through gender analysis, as the preferred method of integrating women into water, sanitation and hygiene (WASH) projects. This session explains how to initiate such a framework. This session will offer a step by step guide to implementing a gender-mainstreaming WASH project throughout your own internal organisation, before bringing mainstreaming to the projects that you initiate.

Introduction

A gender sensitive WASH program will seek to go beyond the simple construction of facilities, addressing issues of maintenance and the extended services. The fluid nature of the project is stressed, allowing for new findings and the incorporation of changes in the community and its surroundings. Importantly, to be successful, the process of implementation and maintenance should be transparent and democratic.

Internal Mainstreaming

One of the first significant lessons in implementing gender mainstreaming is understanding that a link exists between gender sensitivity in internal institutional practices, and the services delivered by such institutions. Without addressing gender equality throughout one's own organisation, it is difficult to encourage it in others. Organisations that fail to practice gender equality in their hiring practices are unlikely to be able to reflect the ideal of gender equality in the service they deliver.

Gender mainstreaming at the project level is an accepted strategy for promoting gender equality. In order to achieve this, one has to go through many of the same procedures that have been discussed in this manual, including a thorough gender analysis, gender budgeting and monitoring and evaluation.

The first step is to create a clear mandate in which it is stated that the integration of women and gender concerns are of primary concern to the organisation. An example of a gender policy is provided in Handout 13.3. From this mandate, there needs to be a clear commitment from senior members of the organisation.

This commitment must be founded on a real understanding of gender relations. Training on gender mainstreaming should be offered to the organisational staff. It should deal with concepts such as sex and gender, patriarchy and working to understand the historical and modern relations between men and women. With a commitment from senior members of the organisation, there must be a budget allocation for gender mainstreaming. The sessions from this manual that should especially be used for this training

are those in Module 1: Session 1: Legal Status of Women and Men in Rwanda; Module 2: Session 5: Social and Gender Analysis; Sessions 6 and 7: Gender Concepts; Session 8: Introduction to Social Vulnerability and Water; and Session 9: Different approaches to WID and GAD; and in Module 3: Session 10: Gender Mainstreaming, Gender Analysis and Gender Planning Tools; and Session 12: EEO and Sexual Harassment, Session.

From here, with secured budget support and a clear mandate, the organisation must be reviewed. What percentage of the staff are women? What roles do women fill (e.g. traditional roles like secretary or cleaner)? Upon examination, if you find that the majority of women and men hold traditional roles, it is important to understand the constraints that do not allow either to move beyond these. A checklist, similar to the one provided in Handout 13.2 can be used to identify gender gaps in an organisation.

These constraints can be made up of a variety of factors, from cultural constraints to safety issues. Culturally, women may not be hired in leadership positions as it is felt that they would not be taken seriously. If this is the case, the male staff must also be sensitised on gender and women must be given the institutional support that would allow them to fulfill an leadership role.

There may be simple logistic factors to take into consideration, such as safety or time. Women may not feel safe traveling alone to meetings, etc. If this is the case, provisions should be put into place to change this. Similarly, women may feel that leadership positions will not allow them the time they need for childcare and domestic chores. This can be addressed in a number of ways, though some less practical in the Rwandan setting (such as day care facilities). The simplest solution would be to give women the support they need, through administrative help and other resources, to allow them to leave work at a reasonable hour.

While the representation of women is essential to gender mainstreaming, it is not sufficient in itself. This is because women might be integrated into the organisation, but their roles and responsibilities might still be marginalized. Men must be sensitised to understand the importance of gender concerns so that they can play an active part in bringing about a change in gender roles.

Once gender has been successfully integrated into an organisation, there needs to be a monitoring and evaluation procedure to ensure that these measures are not lost. Gender auditing should be in terms of budget and the number and roles of women involved in the organisation. Female staff members should be given a forum for discussing their grievances, particularly in the early stages of mainstreaming as the organisation is adapting to change.

It is important to remember that gender mainstreaming is often a long process and not something that can be done immediately. Going through these steps will lead to eventual institutional change.

Identification of Organisational Gender Gaps

Name of the Organisation:

Date:

Stage/Level	Indicator	Existing Gender Gap		Way to Overcome the Gaps
		Yes	No	
1 Policy	1.1 Is the existing unequal relationship between women and men addressed in the setting of the organisation's goals and objectives?			
	1.2 If yes, is this done from a WID or GAD perspective?			
	1.3 Is the policy/constitution of the organisation developed with reference to gender perspectives?			
	1.4 Does the organisation have a Human Resources policy?			
	1.5 If yes, is this gender sensitive?			
	1.6 Does the organisation have a separate gender policy?			
	1.7 If yes, is this comprehensive?			
	1.8 Is there any specific action plan with a fixed allocation of time and money to implement the gender policy?			
	1.9 Is there any scope to allocate required resources to implement the gender policy?			
	1.10 Does the organisation have a staff development policy?			
	1.11 If yes, is it developed from a gender perspective?			

Stage/Level	Indicator	Existing Gender Gap		Way to Overcome the Gaps
		Yes	No	
2 Decision- Making Process	2.1 Does the organisation have any specific decision-making bodies or committees?			
	2.2 Are the staff of the organisation included in these decision-making body or committees?			
	2.3 How many female members are there in the decision making bodies or committees out of how many members?			
	2.4 In decision-making processes, are female staff members' opinions given equal weight and attention to those of men?			
3 Tasks and Responsibilities	3.1 Does the organisation specifically distribute tasks and responsibilities fairly and equally among male and female staff?			
	3.2 Does the organisation have any specific staff position to organise/co-ordinate gender-related issues?			
	3.3 If yes, is there any mechanism to discuss or coordinate this position with other staff or with representative bodies within the organisation?			
	3.4 Does management encourage and assist women's participation at every level of the organisation?			
	3.5 Does the organisation have any timeframe to ensure women's participation at every level of the organisation?			
	3.6 Does the organisation have, and make use of, necessary/sufficient gender-related information?			
	3.7 Does the organisation give scope/priority to female staff for training and skill development activities?			

Stage/Level	Indicator	Existing Gender Gap		Way to Overcome the Gaps
		Yes	No	
4 Attitudes	4.1 Do all staff have a clear idea of gender issues?			
	4.2 Are staff enthusiastic and willing to establish gender-related practices in every area of their work?			
	4.3 Is there any scope for open discussion among the male and female staff on gender issues?			
	4.4 Do staff work to change traditional gendered norms, values, perceptions and concepts in the organisation?			
	4.5 Does the organisation have any linkage with any other organisations that are working with gender issues?			
5 Working Environment	5.1 Do staff think that the organisation is gender sensitive?			
	5.2 Do staff think that the organisation has a women-friendly and family-friendly working environment?			
	5.3 Do staff have easy access to their senior staff?			
	5.4 Does the organisation have a sexual harassment policy and complaints procedures?			

Sample Gender Policy

Goal

The goal of the gender policy is to establish equality between women and men in the mainstream of the organisation, which will reduce discrimination between male and female staff, vendors, associates, beneficiaries and stakeholders, as well as in project/working areas, and ensure a gender-friendly and sustainable working environment.

Objectives

- To take specific action to establish equality between women and men in the planning, policy making and evaluation activities of the organisation.
- To ensure equal rights, opportunities and active participation of both male and female staff at every level of the organisation.
- To undertake affirmative action for female staff by considering and addressing the barriers created by the existing social discrimination against women in society, as well as taking account of men's and women's specific needs.
- To create harmonious conditions and a work-friendly environment for female staff in the organisation, as well as in project/working areas, which will raise productivity within the organisation and help improve the status of women in society.

Strategies

The goal and objectives of the organisational gender policy can be achieved by the following strategies:

- Review the organisation and its various policies from a gender perspective.
- Identify the organisational gender gaps through review, then undertake measures to reduce those gaps.
- Gather/disseminate ideas/concepts on gender-sensitive organisational development and management.
- Develop a gender policy for the organisation and ensure that all staff are aware of its existence and content.
- Develop a gender-sensitive human resource policy for the organisation.
- Disseminate gender concepts among staff at all levels and ensure that they are implemented through work practices.
- Undertake different initiatives to create a gender-sensitive learning environment within the organisation.
- Undertake all programs and activities of the organisation in the jurisdiction of gender analysis.

Areas for the Integration of Gender Concerns

1 Organisational Policy

- Define the organisation's goals and objectives in regard to gender equality by addressing the existing unequal relationship between women and men.
- Review the constitution of the organisation from a gender perspective.
- Develop a specific and time-bound action plan to implement the gender policy.
- Allocate required resources to implement the gender policy.
- Amend staff development policy to include a gender perspective.
- Include issues in the organisational policy that arise from gendered divisions of labour:
 - Maternity and paternity leave
 - Women's participation at the policy level
 - Family-friendly working environment
 - Provision for punishment for any sort of abuse or harassment of staff
 - Flexibility for specific problems of female or male staff.

2 Organisational Structure

- The organisation must have a specific body for decision making
- Female staff must be actively involved, in adequate numbers in decision-making bodies (these numbers to be decided by consultation within the organisation).
- Traditionally gender-restricted tasks and responsibilities must be fairly and equally distributed among male and female staff.
- Increase women's and men's participation in non-traditional activities.
- Management of the organisation must ensure and foster women's active participation at all levels.

3 Human Resource Management

Recruitment

To increase the number of female staff in the organisation, the following affirmative actions should be taken:

- If both male and female candidates have passed the recruitment test, and both have equal education and experience, priority will be given to female candidates over male candidates.
- For the recruitment of female staff, the qualifying marks for both written and *viva voce* may be 90, while it may be 100 in the case of male candidates.
- Female representatives must be included in staff selection panels.
- Gender issues should be considered in the interview (both written and *viva voce*).

Promotion

According to the organisation's human resource management policy, promotion will be considered on the basis of yearly assessment and equality. Affirmative action will be taken for female staff on the basis of considering the merit and readiness for promotion of junior women and the numbers of female staff in higher positions.

Staff Development

- Arrange relevant and required training for staff to access the program.
- Priority will be given to the development of female staff.
- Arrange gender-related training programs for staff members at all levels and address gender issues in the implementation of other training programs.
- Arrange study circles or open discussion meetings on gender issues with all staff.

Posting and Transfer

- At the time of posting or transfer of a female employee, the work location and place of residence of the husband/parents and children's educational institution(s) are to be considered. Similarly, in the case of transferring a male employee, the wife's worklocation is to be taken into consideration.
- During the period of pregnancy, i.e. from the first month till the fifth month after child birth, female staff are not to be transferred from their work place without consultation and taking into consideration her specific situation.

Leave

The policy for annual leave, medical leave and casual leave are the same for both male and female staff. However, there is a provision for maternity and paternity leave for both male and female staff as follows:

- All female staff will be entitled to 4 months maternity leave with full pay during child birth.
- All male staff will be entitled to 10 days paternity leave with full pay during the period of his child's birth.
- Longer periods with reduced pay and work-sharing arrangements might be negotiated.

Dismissal

A staff member, irrespective of sex, can be dismissed in accordance with the organisation's service rules. In addition, male staff will be subject to immediate dismissal and criminal proceedings if any case of proven physical abuse or rape of a female staff member, vendor, associate, beneficiary or stakeholder occurs.

Travel/Tours

- Priority will be given to female staff in using the organisation's vehicles.
- The specific needs of female staff will be especially considered during pregnancy; in particular, in relation to any tour away from their location.
- Management must provide a vehicle for the safe homeward journey of female staff after evening work.
- The organisation must consider allowing, and making special provision for, female staff members to take their small children with them during any tour away from their location.

4 Organisational Values

- Gender equality is one of the core values of the organisation. All staff must cherish this value.
- All staff will be respectful, cordial and helpful to each other.
- All staff will demonstrate positive attitudes towards female staff members.
- All staff will exemplify the equality of women and men.
- The organisation will create a harmonious working atmosphere for both male and female staff.
- There will be no gendered division of work in the organisation. Opportunity to participate in any work remains open to all, irrespective of gender.
- Positive points/sides of the society have to be always highlighted as examples of gender relationships.
- In performing their own tasks and responsibilities all staff must, at the same time, give priority to the initiatives and needs of the team.
- In every stage of the decision-making process ensure staff participation, especially participation of female staff, and give equal weight and consideration to their opinions and decisions.
- Follow the process of 'learning by doing' from individual to organisational level.

References

- Steps Towards Development 2003, *Guidelines for organisational gender policy*, STD, Dhaka.
- Proshika: A Centre for Human Development 2003, *Gender policy for staff members*, Proshika, Dhaka.

14 Project Implementation: Gender Mainstreaming

Duration of the Session

Four hours

Objectives of the Session

- 1 To provide participants with easy-to-use sector-specific gender-analysis checklists on gender mainstreaming, and gender analysis, for planning, implementing, monitoring and evaluating water, sanitation and hygiene (WASH) projects.
- 2 To give participants the confidence to initiate a gender mainstreaming project through their own organisation.

Methodology

- Brainstorming
- PowerPoint Presentation
- VIPP
- Participatory Discussion/Group Work

Media/Materials

- PowerPoint presentation
- Flipchart and Markers
- VIPP board, cards and pins
- Handout 14.1: *Gender Mainstreaming Implementation*
- Handout 14.2: *Checklist for Involving Women in WASH Projects*

Preparation

- 1 Read through the handouts and procedures carefully before the session so that you are thoroughly familiar with the subject matter and proposed methodology.
- 2 Write the objectives of the session on a flipchart.
- 3 Prepare VIPP cards on the five stages of implementing a project and the steps involved in the planning process, detailed in Handout 14.1.
- 4 Download the PowerPoint presentation.
- 5 Prepare sufficient copies of the handouts to distribute to every participant.

Procedures

- 1 Briefly share the objectives of the session on the flipchart with participants.
- 2 Start the PowerPoint. As you go through your presentation, follow it with the PowerPoint.
- 3 Remind participants of the last session, of the stages one goes through in internal mainstreaming.
- 4 Tell them that there are similar stages in the implementation of a project. Hand out VIPP cards on the five stages in gender mainstreaming in a

- project, and ask the participants to put them in order. (see Handout 14.1 for the correct order).
- 5 Go through the factors that need to be considered when setting up a community meeting to inform everyone of the proposed project. Think through the gender constraints of some of these stages, such as the place where and time when the project is implemented. Is it a place where women can be seen? Is it at a time when women will be able to attend?
 - 6 Ask participants to brainstorm what would be needed to initiate gender mainstreaming through a project.
 - 7 There are several steps to be taken in planning a gender-mainstreaming project (see Handout 14.1). Hand out VIP P cards with one step on each card, and ask the participants to put them in order of stages.
 - 8 Divide participants into groups of four people. Ask each group to select a facilitator and recorder and to discuss among themselves the types of questions they should ask in gender analysis to obtain information that would be useful for each step of the process. Allow 20 minutes.
 - 9 Have the reporter from each group report back to the workshop, and write on the board the issues raised.
 - 10 Go through the feedback, adding issues that have not been covered. Discuss the importance of understanding factors such as women's spending patterns for project implementation (for example, if women only have money certain times a year, due to seasonal jobs, then perhaps the project should allow flexible payment schemes, etc).
 - 11 Write up Table 14.1 on the board, *Gender Analysis of Equality Issues*. Have the first column of 'issues' filled in. Have the 'actions' and 'elements' written on VIP P cards and ask the participants to put them into the appropriate place in the Table.
 - 12 Distribute Handouts 14.1 and 14.2 which offer very thorough checklists for implementing a gender mainstreaming project
 - 13 Go through the Handouts with participants.
 - 14 In Handout 14.1 on project implementation, list the interventions that can be made to support the inclusion of women. Ask the participants for examples. These should include: gender awareness training for the community, allowing women a greater voice in management by asking them to lead community meetings, technical training for women, and offering women paid jobs.
 - 15 Tell the group that there needs to be a strategic plan for monitoring and evaluation. This should include budget analysis and ongoing auditing. In relation to auditing, ask the participants to suggest the kinds of questions that should be asked to ensure that gender needs have been addressed (thinking back to the earlier session on gender indicators). These should include:
 - women's and men's attendance at training sessions, planning meetings or construction activities
 - uptake of facilities by number and sex of users

- number of men and women and positions held within community management committees
 - number of women in non-traditional positions in WASH agencies
 - number of men and women involved in hygiene promotion activities
 - levels of awareness regarding the project or program.
- 16 Having completed the course, end the training by taking the group to a water point in the area. Ask them to think about what they have learnt and apply it to this scenario.
- Is there anything about the water point that is potentially not female friendly?
 - What changes could be made?
- 17 After this, have the participants pair up and approach both a woman and a man in the area and go through a brief gender assessment/analysis with them about WASH management in the community (including issues of domestic chores, access to resources, etc).
- 18 Bring the group back together and start talking about some of the things that they have found. Using this information, look at the water point again and ask the group what could be done differently, given what they now know, to ensure that the needs and responsibilities of the whole community are taken into consideration when building the point.
- 19 Show participants the objectives of the session again, check that these have been achieved and ask if participants have any questions.

Review

- 1 Ask one male and one female participant to say what has been the most important point they have learned during this session.
- 2 Summarise the session by showing participants the learning outcomes and checking if participants consider that these have been achieved.

Learning Outcomes for Participants

Participants have had practical experience in how to implement a gender sensitive WASH project, and have the necessary tools to do so.

Gender Mainstreaming Implementation

Introduction

The previous session established the need to utilize a framework of gender mainstreaming, through gender analysis, as the favoured method of integrating women into water, sanitation and hygiene (WASH) projects. This session explains how to initiate such a framework. The guide to implementing a gender-mainstreaming WASH project is an easy reference, built around action sheets and checklists.

A gender-sensitive WASH program will seek to go beyond the simple construction of facilities, addressing issues of maintenance and extended services. The fluid nature of the project is stressed, allowing for the incorporation of changes in the community and its surroundings, and new findings. Importantly, to be successful, the process of implementation and maintenance should be transparent and democratic.

Five Stages of Gender Mainstreaming in a Project

This gender-mainstreaming framework for project implementation consists of five basic stages.

- 1 Upon targeting a community in which to conduct a water and sanitation project, it is useful to contact women's organisations that are already active in the area. Through consultation and alliances with them, the project team can gain local trust as well as an understanding of the dynamics of gender relations in the community.
- 2 A budget analysis should be conducted to ensure that there is sufficient allocation of resources for gender analysis.
- 3 In every initiative, programmers and analysts should take steps to understand differences in the relationships among and between women and men in each specific context under consideration (i.e. they should carry out a gender analysis). This should be done in a participatory fashion and both women and men should be involved.
- 4 Based on this analysis, all initiatives should incorporate women's and men's perspectives, needs and interests and, where possible, promote the advancement of women.
- 5 A participatory approach that facilitates the equitable participation of women and men, especially in decision-making, should be used.

Steps Involved in Planning a Project

Getting a project right is dependent on the work that is put into the planning phase prior to implementation. There are a number of steps to go through before the implementation can commence, all of which fall into the first three stages of the above project-implementation framework:

- Set a clear goal and objectives. The goal should include a reference to gender equality: e.g. 'To improve the sustainability and effectiveness of water-related activities through incorporation of gender equity perspectives through the project cycle'. Objectives should also relate to both men and women
- Identify the felt needs and priorities of both men and women for the project
- Undergo a gender-specific assessment of health, socio-economic and environmental aspects
- Record baseline data on women's living conditions and possible impacts of the project on women
- Incorporate the insights from the analysis into the project design
- Give importance and recognition to women's responsibilities and views
- Make links to the key expected results of the initiative
- Formulate gender-specific project objectives and strategies
- Develop indicators to track success towards achieving results.

In planning community meetings, it should be recognised that women are generally more constrained in their ability to participate. To facilitate their attendance the following factors must be considered.

- *Time and Place.* Organise the meeting at a time and place that are suitable for both men and women. Meetings should not be held at times when women have to prepare food or are working in the field. Meetings should not be held at places that are too distant or culturally not appropriate for women to be in.
- *Size and Setting.* Smaller neighbourhood-level meetings are easier for women to attend and speak out in than larger mass meetings.
- *Announcement and Encouragement.* Make sure that information about the place and purpose of the meeting reaches both men and women promptly and in good time. If necessary, use several information channels that are appropriate for women. Emphasise the importance of the meeting for women and encourage them to attend.
- *Seating Arrangements.* Do not leave seating arrangements to chance, as the women tend to sit at the back or outside. Rather, arrange the meeting in a way that men sit on one side and women on the other, or in a circle/square.
- *Meeting Language.* Conduct the meeting in the local language.
- *Leading the Meeting.* Reactions from participants are stimulated by the way the meeting is led. A non-authoritarian style and encouragement of opinions and questions from both men and women will help. Forming smaller groups to discuss the information given and to formulate questions will facilitate interaction, with a spokesperson appointed by the women to report back to the larger group.
- *Use of Participatory Techniques.* Organising a local play or puppet show, or displaying a series of drawings to start the program, often makes discussions easier.

After the first stage of planning, which consists of setting a clear goal and objectives and organising appropriate meeting procedures, the project team should embark upon a gender analysis of the community that will be affected by the program.

Carrying out the Gender Analysis

The gender analysis, conducted in advance of the project design, should seek to establish who is doing what, when and with what WASH facilities. Where a project has already been implemented, the analysis should aim to understand how the project benefits/affects women, what the gains and losses are, and how the project can be altered to integrate women further.

There are many useful frameworks for implementing a gender analysis. Table 14.1 lists the issues and concerns that should be thought about while conducting the analysis. This offers a useful and simple way of introducing these ideas to your team.

Introducing Data to the Community and Self Evaluation

After completing the gender analysis, a number of questions should be given to the team as a form of self evaluation before initiating the project.

- Who has been consulted?
- How was the consultation done to facilitate input from both men and women?
- How are the needs of men and women reflected?
- Is the project plan based on an understanding of gender difference in the target group?
- Has the project taken into consideration men's and women's contribution of time, labour, finances?
- Have gender indicators been identified to clarify objectives and facilitate monitoring?
- How will the objectives of gender equality and women's empowerment be pursued in the project? Have specific strategies been identified?
- Have obstacles that may hinder the participation of men and women been identified and strategies put in place to deal with these?
- Does the project management structure provide the necessary expertise on gender issues and equality?
- Have the budgetary implications of gender equality and women's empowerment been considered?
- Does monitoring provide for gender-disaggregated data collection on participation in various aspects of the project and on the selected indicators?

Table 14.1.1 Gender Analysis of Equality Issues

Issues	Actions	Elements
Workloads/burdens	Assessment of how reproductive, productive and socio-cultural roles are divided between men and women.	<ul style="list-style-type: none"> • What constitutes activities/labour in the community? • Which of these activities is paid labour and which is not? • How are these activities divided between men and women? • What are the implications of this division of labour on how a project should be designed?
Access and control over resources.	Access and control profile of the natural resources, markets and socio-cultural resources of men and women, including household budgets.	<ul style="list-style-type: none"> • What is the socio-political position of women relative to men in the community? • Who makes the decisions? • What are the influencing factors? • Who controls different aspects of the household budget?
Benefits	Assessment of the benefits perceived by the two gender groups.	<ul style="list-style-type: none"> • What are the main differences between the benefits identified by the two gender groups? • What benefits are not being recognised by the other gender group?
Practical and strategic gender needs	Assessment of the practical and strategic gender needs of men and women.	<ul style="list-style-type: none"> • What are the strategic needs identified by both gender groups? • Are the strategic needs of women being met? • What can be done to make sure that the strategic needs of both gender groups are met?
Legislative and procedural frameworks	Assessment of legislative and procedural frameworks	<ul style="list-style-type: none"> • How are current legislative and institutional frameworks addressing these issues? • What issues are being addressed by ongoing projects? • What issues are not being addressed and why? • What are men's and women's preferences in technology? Flush, pour, etc?

It is important to keep the community informed of the results of the research, both for their approval, and so that feedback can be offered. This can be done in the following ways:

- Present the tentative and preliminary project findings to a general village meeting attended by men and women from all user categories and get their feedback. A drawback is that negative views are not easily expressed in such meetings and women often do not attend and/or speak out. Special measures must be taken to ensure that women's views are heard. These special measures can be women's only forums, or small groups. It is also possible to ask female leaders in the community to describe the circumstances that would encourage women to speak out.

- Bidding games¹, as part of a more general investigation to assess what men and women will contribute financially in terms of rates for water and latrines.

Project Implementation

There are a number of interventions that can be made during project implementation that can help facilitate the inclusion of women into projects. Examples of these project interventions include:

- Women's involvement in the construction and maintenance of water facilities. Have their needs in this respect been accounted for?
- Gender awareness training for partners and communities. Modules from this manual should be used for these trainings.
- Building the confidence of women to participate in projects. This can be done in a number of ways:
 - i) allowing women a greater voice in project implementation through focal groups;
 - ii) giving them managerial roles/roles of importance in community meetings,
 - iii) asking women how they would like to participate in projects, and facilitating this happening, both so they learn the skills and become role models for other women in the community.
- Technical training for women.
- Priority for project-paid jobs to women. Often when project activities involve paid work, this is given to men and the unpaid work is given to women. Ensure that the women's work is also paid labour.
- The creation of gender sensitive savings and credit organisations: to enhance the number of organisations that do not have stringent regulations for obtaining credit, regulations women often can not meet. For example, promoting the allocation of credit through collectives, so that each woman can support the other, rather than through finance history or collateral.
- Health, hygiene and sanitation education for both men and women, and 'in-school' and 'out-of-school' boys and girls.

¹ It is also a technique of estimating the non market benefit of improved potable water access. Through this method the respondents will be asked "to answer *yes* or *no* to the question: would you continue to use this water point if the cost to you was to increased by *X* dollars? The amount is varied up and down in repetitive questions, the highest response will be recorded. Individual response may be aggregated to generate a demand curve for recreation services provided by the area". (Randal et al, 1994).

In a simple sense, the bidding game would ask the respondents to react to varying bids. The bids would be raised or lowered until the respondents switch their reaction from the point of inclusion to exclusion. In order to make the response more reliable and stable, the respondents must be the consumers of the product rather than the potential ones. The technique becomes more dependable if the survey is conducted at the recreation sites where respondents are currently engaged in the activity (Knetsch and Davis, 1966).

During the actual implementation of these practical projects, the gender-sensitive objectives need to be thought through and formalised. Table 14.2 details steps to consider in an action plan, which are very useful for such activities.

Table 14.1.2 Action Plan for Project Implementation

	Project 1	Project 2	Project 3
When can the project start?			
How long will it take?			
What will be done ?			
Who will do it?			
What are the costs :local/national?			
What may be the problems?			
What may be the solutions?			

Source: Adapted from FAO, SEAGA, 2001

Monitoring and Evaluation

A strategic monitoring and evaluation program should be in place for each project, which continually assesses whether gender concerns are being addressed and met. In order to ensure that this happens, there should be enough resources for gender-specific monitoring and assessments during and after the project or program cycle. Successful monitoring and evaluation requires available gender-disaggregated baseline data from before the commencement of the project.

Monitoring and Evaluation can be done on a continuous basis and through annual internal reviews.

Gender sensitive indicators should be established for monitoring and evaluation purposes. These should include recording:

- women's and men's attendance at training sessions, planning meetings or construction activities
- uptake of facilities by number and sex of users
- number of men and women and positions held within community management committees
- number of women in non-traditional positions in WASH agencies
- number of men and women involved in hygiene promotion activities
- levels of awareness regarding the project or program
- sex-disaggregated school enrolment rates
- sex-disaggregated school attendance rates

- sex-disaggregated timelines (daily, looking at time management and how the project has affected men's and women's schedules).

Gender strategies should be discussed in regular contractors' reports and at project coordination committee meetings.

Checklist for Involving Women in Water, Sanitation and Hygiene Projects

This checklist is constructed from four sources:

- UNDP-World Bank, 1995, *Gender Issues Sourcebook for Water and Sanitation Projects, Available through the Water and Sanitation Program*. Contact info@wsp.org.
- UNDP, 2003. *Involving Women in Sanitation Projects*, UNDP: New York.
- International Information Centre and Archives for the Women's Movement (IIAV) 2000: *Gender 21- Women's Recommendations to the Second Ministerial Conference on Water*
- World Bank, 1996, *Tool Kit for Mainstreaming Gender in Water and Sanitation Projects*

Rights

- Is water access restricted to people with land rights?
- Are these people predominantly men?
- What creative mechanisms have been devised to ensure that women have direct access to water?

Overall Management and Participation

- What percentages of women are on management committees and what role do they play?
- Can women participate in line with their own potential, without harm, and undertaking new tasks and opportunities?
- Do women and men have individual or organised influence on the operations, maintenance and management of water, sanitation and hygiene services? What roles do women and men play in these areas?
- Are women's capacities to engage in public consultation processes enhanced so that they can contribute meaningfully?
- Are women's knowledge and experience effectively harnessed and employed?
- Are participatory techniques employed to ensure the above?

Planning and Preparation Phase

Policy Attitudes

- What policies can be drawn on to encourage women's participation in water, sanitation and hygiene (WASH) projects?
- What is the attitude of the government, local leaders and project management towards gender sensitive programming?
- Do these parties explicitly view women's involvement both as a condition for the success of project improvements and as a prerequisite for genuine advancement of women's interests?

- Will this be reflected in plans for training staff and staff composition?

Baseline Information

- Have existing WASH supply practices been thoroughly investigated, including types of technology, and what water sources are used by whom, when.
- Have findings been distinguished for different user categories: men, women and occupational income groups.
- Have women and men been asked what they like about their current WASH facilities and what they don't like.
- Have poor women been directly approached as informants on their own particular roles, needs, problems and possibilities?
- Has this been done appropriately, e.g. female interviews conducted in an informal setting, asking how things are actually done rather than who is officially in charge.
- What are women's roles in the provision of family health?
- What are women's roles in the provision of family hygiene?
- Who collects, stores and uses water?
- Who is responsible for sanitary arrangements?
- Do women encounter any difficulties in ensuring their own sanitary privacy?
- What are the competitive demands on women's time and energy in general?
- How does WASH impact on these competitive demands?
- How do they impact on women's opportunities to engage in new activities, such as income generation, community work and self development?
- Do men play any of the roles above, and if so, provide a detailed picture.

Planning

- Are there formal or informal barriers to women's participation in planning? If so, what plans have been made to limit these barriers?
- Do men and women feel a need for the project? If so, what are their respective priorities?
- Are men and women, including female heads of household, equally free to participate in the planning?
- Is the design acceptable to women in terms of quality, design, adequate access, appropriate technology and cultural acceptability?

Design

- Have women been consulted/involved in the detailed design: of the project? For example, in the case of latrines, matters such as the type of enclosure, building materials, doors, locks, size or type of super structure, lighting, sitting, orientation.

Implementation

Personnel

- Are women and men equally involved, if possible, in all stages and at all levels of the operation?

Construction

- Have women and men been consulted about the techniques to be employed? For example, whether to use small contractors or self-employed labour for production of materials, such as bricks or thatch.
- Can women assist in the construction without being disproportionately burdened?
- Are women equally free to participate in all aspects of construction? For example, in the case of latrines, in digging, erecting walls, manufacturing materials to be used in construction, as well as housing and feeding labourers from outside the area?
- Are women and men equally remunerated?

Training

- Is training for both men and women adequate?
- Are women trained in the actual construction, operation and long-term maintenance of the system?
- Have all project staff, both men and women, received gender sensitivity training?

Location

- Are the facilities conveniently located for men and women?

Finances

- Do funding mechanisms exist to ensure program continuity?
- Are women and men equally involved in decision making on how these resources are spent?
- Is the preferential access of men to resources avoided?
- Is it possible to trace funds for women from allocation to delivery with a fair degree of accuracy?

Information Networks

- Have women's groups been approached to assist with information, motivation, reinforcement and/or maintenance activities?
- Are women's and men's access to project information equal and sufficient?
- Does the choice of channels through which information is disseminated, inadvertently exclude or by-pass women?

Maintenance

- Is the polluter-pays principle enforced?

- Do men and women participate equally in maintenance of WASH facilities? In particular, are men encouraged to assist in maintaining sanitation facilities? Do both men and women carry water for pour flush facilities and for general latrine cleaning? Are both men and women included in hygiene education?
- Do both men and women participate equally in decisions for upgrading and improvement of WASH facilities?

Monitoring and Evaluation

- Are all collected data gender disaggregated?
- Are data collected with sufficient frequency so that necessary adjustments can be made during the project?
- Is the data fed back to the community? How? With what effect?
- Is data analysed to provide guidance on the design of other projects?
- Are key areas for gender research identified?

Impact

- In what ways does the project increase women's productivity and or production?
- Do women derive economic benefits from saved time?
- Do they use saved time for other activities? If so, what activities and why?
- In what ways does the project increase women's access to and control of resources? Have women been consulted in identifying these?
- Does the project increase or reduce women's access to or control of resources and benefits?
- Might the project adversely affect women's situation in some other ways?
- What are the effects on women and men in the short and long term?

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Glossary of Terms

The following definitions of terms have come from a variety of sources and, where necessary, have been adapted to suit the situation in Rwanda. The first group of definitions is in logical rather than alphabetical order, relating specifically to sex and gender. A second group is in alphabetical order.

Sex

Sex indicates the biological/physical differences between men and women, based on our sexual and reproductive functions, which we are born with; for instance women can give birth and breastfeed and men produce sperm. Sex is universal and is generally unchangeable. The terms 'male' and 'female' are used to describe the sex of an individual.

Gender

Gender indicates the socially-created differences between men and women and changes in societies, cultures and even families over time. It refers to the economic, social and cultural attributes and opportunities associated with being male or female. Societies create and assign gender attributes, roles and relationships to girls and boys, women and men, and there is often considerable social pressure to conform to these behavioral norms and expectations. For example, in many societies women are expected to be subordinate to men. In some societies, however, women are dominant in decision making. In other societies it is expected that women and men will participate equally in decision-making.

Gender Awareness

Gender awareness is an understanding that there are socially determined differences between men and women based on learned behaviour, which affect their ability to access and control resources. This awareness needs to be applied through gender analysis in projects, programmes, budgets and policies.

Gender Sensitivity

Gender sensitivity encompasses the ability to acknowledge and highlight existing gender differences, issues and inequalities in projects, programmes, budgets and policies and to incorporate these into strategies and actions. It is to be properly aware of the different needs, roles and responsibilities of women and men, and to understand that these differences can result in inequality between them in:

- Access to and control over resources; and
- Level of participation in and benefit from resources and development.

Gender Responsiveness

Gender responsiveness is an awareness of gender concepts, disparities and their causes that leads to action to address and overcome gender-based inequalities.

Gender Transformation

A gender transformative approach 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 gender equality and improved status for women.

Gender Blindness

Gender blindness is a lack of awareness of gender concepts and a failure to recognize that gender is an essential determinant of social outcomes impacting on projects and policies, on life experiences and outcomes for boys and girls, men and women. A gender-blind approach assumes gender is not an influencing factor in legislation, policies, budgets, programmes and projects. Many government documents are gender blind - based on assumptions that government activities will impact equally on men and women, and not taking into account their differing life experiences. An example of this would be a policy to extend credit to small enterprises which does not address the constraints women face in obtaining such credit.

Gender Neutral

A gender-neutral activity is one that has no intrinsic gender impacts or has equal impact on women and men. Gender-neutral plans and policies are those that can be seen as having no significant gender dimension. However government policies seldom, if ever, have the same effect on women as they do on men, even if at first sight they may appear to exist in a context where gender is irrelevant. In order to determine that a policy is genuinely gender-neutral, it is necessary to have complete and accurate information about the gender-based division of resources and responsibilities relating to the policy.

Gender Specific

A gender-specific policy takes into account gender differentials and targets for women or men specifically, but leaves the current distribution of resources and responsibilities – the wider context – intact. An example of this would be a micro-credit scheme aimed at women.

Gender Gap

Gender gap is a measure of gender inequality, such as the disparity found when comparing boys' and girls' retention rates at secondary school.

Gender Issue

A gender issue arises out of an identifiable gender gap. A gender issue is caused by the socially determined roles of women and men. In the example above, the gender issue is that girls and boys do not enjoy the same right to secondary education. The right exists, but it is not enjoyed to the same extent by girls as it is by boys.

Gender Stereotypes

Gender stereotypes are a set of characteristics that a particular group assigns to women or men (e.g. 'domestic work is not a male responsibility' or 'women are passive'). Gender stereotypes are not always correct. They often do not reflect an individual's actual capacity or desires and usually limit what a person is permitted and expected to do by others in the society.

Gender Discrimination

Gender discrimination is 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 men or women, irrespective of their marital status, of their human rights and fundamental freedoms in the political, economic, social, cultural, civil or any other field. Women and men may be treated differently in the family, the community, the workplace or society due to gender stereotypes; e.g. when women with suitable qualifications and experience are not promoted to leadership positions because a society believes that only men can make important decisions, or when maternity leave is granted to women after the birth of a child and paternity leave is denied to men.

Gender Relations

Gender relations are the economic and social relationships between men and women – in particular how power is distributed between them – which are constructed and reinforced by social institutions. They impact on women's and men'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 constructed and subject to change over time. Gender relationships relate to a range of institutional and social issues rather than a specific relationship between certain male and female individuals. Women's human rights can only be realised through a transformation of gender power relations at all levels.

Development

Development occurs at both personal, community and society levels. For individuals it is a process through which women and men, with varying degrees of external support, increase their options for improving their quality of life. For communities, development is based on women and men's mobilization, utilizing local resources to the utmost in a process in which their needs are met, their organizations are strengthened and the environment is preserved. For society, development is a process of change which takes place in a society when surrounding social, political, economic and cultural conditions are favourable for transformation. It is a process of cumulative change resulting from positive forces that raise the nation's standard of living so that the entire social system of a country is improved. Funds deployed in the development process have to be used in an efficient and cost-effective manner.

Participation

Participation is the act of sharing in the activities of a group, or the condition of sharing in common with others. The word 'participation', used in development projects, refers to the genuine intention to include both women and men in interpreting, analysing and finding solutions to community problems.

Participation in development means people's full involvement in the development of programmes which affect their lives, regardless of gender, race, age, class or disability. Genuine participation of women in development means women being able to make their views known, and to take decisions which affect their lives. It means that women's concerns influence development policy and project aims, and that women play a part in evaluating project impact.

Empowerment

Empowerment is both a process and the result of that process. Empowerment is manifested as a redistribution of gender power relations. The goals of women's empowerment are to challenge patriarchal ideology (male domination and women's subordination); to transform the structures and institutions that reinforce and perpetuate gender discrimination and social inequality (the family, caste, class, religion, educational systems, laws and civil codes, political processes, development models and government institutions) and to enable poor women to gain access to and control of both material and informational resources. This leads to true empowerment, which is achieved by men and women when they have choices from options: an atmosphere where they are able to assess and change the direction of their lives.

Role

A role is a pattern of personal behavior. It is shaped by the status and position of that person in a community, and is influenced by one's own opinion and other people's expectations of the role. It is hence culturally, economically and socially determined. Gender roles for men and women fall under the general categories of 'masculinity' and 'femininity'.

Masculinity

Masculinity is an embodiment of the cultural norms and social pressures that help to determine the roles, rights, responsibilities and relations that are available to and imposed upon men, in contrast to women.

Femininity

Femininity is an embodiment of the cultural norms and social pressures that help to determine the roles, rights, responsibilities and relations that are available to and imposed upon women, in contrast to men.

Norm

A norm is the collective understanding of roles. It is the generally accepted definition - what is considered 'normal' - by a given society or group.

Role

A role is a pattern of personal behavior. It is shaped by the status and position of that person in a community, and is influenced by one's own opinion and other people's expectations of the role. It is hence culturally, economically and socially determined. Gender roles for men and women fall under the general categories of 'masculinity' and 'femininity'.

Gender Roles

Gender roles are what men and women are expected to do and how they are expected to behave towards each other. Gender roles are not biologically determined but are learned behaviours in a given society/community or other special group, that condition which activities, tasks and responsibilities are perceived as for women and for men. They are different across communities and across the world. They change over time in response to changing circumstances (e.g. during wars, when women take on more leadership roles) and changing ideas about what are acceptable or unacceptable roles and behaviours. They are affected by age, class, race, ethnicity, religion and by the geographical, economic and political environment and circumstances, including development efforts.

Both men and women play multiple roles in society. The gender roles of women in most societies can be identified as reproductive, productive and community management roles, while men's are often categorised as either productive or community political roles. Most men are able to focus on a particular productive role, and play their multiple roles sequentially. Most women, in contrast to most men, must play their roles simultaneously and balance competing claims on time from each of them.

Division of Labour

The division of labour relates to 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 analysis of the division of labour between men and women is crucial because it defines their economic opportunities, constraints and incentives. It determines how they allocate labour time for economically productive activities and their different capacity, flexibility and mobility to respond to economic incentives. There is division of labour in productive, reproductive and community roles.

Productive Roles

Productive activities are carried out by both women and men in order to produce goods and services, either for sale for income, for exchange, or to meet the subsistence needs of the family or household. For example in agriculture, productive activities include planting, animal husbandry and gardening. They refer to farmers themselves or to other people as employees. The income from productive work is usually counted in the national statistics and the roles are visible.

Reproductive Roles

Reproductive roles are the activities needed to ensure the reproduction and maintenance of society's labour force. They include child bearing, child rearing and care for family members such as children, older people, the sick and workers; e.g. food preparation, water and fuel collection, housekeeping and family health roles. These roles are usually unpaid and are very often excluded from national employment and income statistics because they are viewed as non-economic activities. They are usually carried out by women.

Community Roles

Community roles are activities undertaken at the community level as an extension of reproductive roles to ensure the provision and maintenance of scarce resources of collective consumption, such as water, health care and education. Both men and women engage in community activities.

Community Management Roles

Community management roles are the collective organization of social events and services, e.g. ceremonies and celebrations, road and dam construction and maintenance. These roles are seldom considered in economic analysis of communities. They involve considerable volunteer and unpaid work in 'free' time and are important for the cultural development of communities. Both men and women engage in community activities.

Community Politics Roles

Community politics roles are activities undertaken at the community level and organised at the formal political level, often within the framework of national politics. These roles are usually undertaken by men and may be paid directly or result in increased power and status.

Triple Roles

Triple roles refer to the multiple burdens that occur when women work longer and more fragmented days than men, as they are usually involved in three different gender roles: 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 and services used by everyone: water supply, health care, education, leadership). Men tend to be more involved in community and productive work.

Women's Double Day

Women in most societies are responsible for all domestic activities such as housework, food preparation and child rearing, in addition to their involvement in formal or informal economic activities. This 'double day' results in general in a heavier workload on women than on men, although this also depends on education, social class, age or ethnic group.

Gender-related Needs

As a result of the differing reproductive, productive and community roles and relationships of men and women based on their gender, they will also have differing gender needs. Development cooperation normally tries to have an impact on the actual conditions in which people live and thus to meet their real-life needs, many of which are gender bound. These gender-related needs can be classified as either practical gender needs or strategic gender needs.

Practical Gender Needs

Practical gender needs (PGNs) are the immediate needs men and women identify in their socially-accepted roles within a specific context. These needs are gender-related when their satisfaction is mainly the task of one gender. They are the concrete, material needs that must be met in order to satisfy the basic needs of life, such as nourishment, shelter, water provision, health care and employment. PGNs are met by concrete actions, such as providing services, education or credit.

For example, in many communities it is the women's job to fetch water. This may be far away and women may spend a lot of time on the journey. A development co-operation project can respond to this PGN by, for example, building wells closer to the community so that the women save time and energy. Building wells does not, however, in itself change the division of tasks between women and men in communities and families. Action to address PGNs can relieve immediate disadvantage but tends not to change underlying causes of gender inequality nor challenge gendered divisions of labour and position in society.

Strategic Gender Needs

Strategic gender needs (SGNs) are connected with the status of women and men and the power structures within the community. They are the needs women and men identify because of their position in society. These vary according to particular contexts, related to gendered divisions of labour, power and control. SGNs may include issues such as the sharing of domestic work, equal decision-making in the household and community, freedom from domestic violence, control over fertility, equal wages for equal work and legal rights, such as inheritance of money and land.

For example, the participation of women in the community's political process can be a strategic gender-related need. If women are able to take part in making decisions they can change their own status and have more control over their lives. A development co-operation project can support this strategic need in such ways as teaching women about issues concerning their own rights and the structure of political decision making and educating men, as well, about women's rights.

SGNs are more long term and less visible than PGNs and relate to the underlying causes of inequality. The satisfaction of SGNs requires changes in structures and attitudes in families and communities and assists men and women to change existing roles and power relations between them to achieve greater equality in society.

It is important to deal with both practical and strategic gender needs. In many cases a response to PGNs is the first essential step in the process of achieving the goal of gender equality. However, enduring and sustainable results with regard to gender equality are achieved by responding to SGNs. Activities aimed at satisfying strategic gender-related needs lead to the guided change of gender roles in the community and thereby to change in the whole gender-based system. In this way, gender inequalities can also be reduced. Such changes require time to take effect but they are usually long lasting and sustainable.

Access and Control over Resources

Productive, reproductive and community roles require the use of resources. In general, men and women have different levels of both **access** (the opportunity to make use of something) to the resources they need and **control** (the ability to define its use and impose that definition on others, e.g. renting land to grow crops, or access to/participation in political processes) over those resources. **Resources** can be *economic* (such as land or equipment); *political* (such as representation, leadership and legal structures); *social* (such as child care, family planning and education) and also *time* — a critical but often scarce resource. Access to and control over resources relate to the condition and position of women and men in society.

Condition

Condition refers to the *material* circumstances in which men and women live and their immediate experience. It is linked with the workloads, responsibilities and the practical gender needs of women and men and can be easily identified. For example, if we ask a woman to describe her life, most likely she would describe her condition - what kind of work she does, the basic needs she sees for herself and her children, where she lives, etc. The condition of women can be improved by such things as providing safe water or stoves for cooking.

Some Indicators of Condition

- Adequate food and nutrition
- Health care facilities
- Sound health
- More income
- Education
- Dress
- Housing
- Fuel
- Safe water and sanitation

Position

Position refers to men's and women's political, social, economic and cultural *standing* in society (e.g. unequal representation in the political process, unequal ownership of land and property). It is linked to the strategic gender needs of women and men. It is usually measured by disparities in wages and employment opportunities, participation in legislative bodies, vulnerability to poverty and violence. Changing women's position requires addressing their strategic needs, including equal access to decision making, getting rid of discrimination in employment, land ownership etc. so as to address the way gender determines power, status and control over resources.

Some Indicators of Position

- Expression of opinion
- Expression of choice
- Power
- Rights
- Control over resources
- Making decisions
- Self confidence
- Social acceptance

Equality

Equality means having the same measure, quantity, amount or number as another, affecting all objects in the same way.

Gender Equality

Gender equality is about men and women being valued to the same extent and sharing equally and fully in the process of development, enjoying equal status, recognition and consideration. It is the result of the absence of discrimination on the basis of a person's sex in relation to opportunities, the allocation of resources or benefits and in access to services. It is a goal that is reached through the processes of **gender equity** and **gender mainstreaming**. It occurs when men and women enjoy:

- Equal conditions to realise 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; and
- Equal outcomes in all aspects of life.

Gender Equity

Gender equity is the process of being fair to women and men – the impartial treatment of all people without regard to sex in all class, race or age groups. It provides justice in the distribution of benefits and responsibilities between men and women. The concept recognises that they have different needs and access to power, and that these differences should be identified and addressed in a manner that rectifies the imbalances between the sexes.

Gender equality balances past or current differences that have had a negative impact on women's or men's ability to participate fully in families, communities, organisations and societies, with specific actions or interventions to 'level the playing field'.

Gender Disparity or Gap

A gender disparity or gap is a specific difference or inequality between boys and girls, or women and men 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).

Gender Mainstreaming

Gender mainstreaming is the process of assessing the implications for women and men of any planned action, ensuring that they have equal access to and control over resources, benefits and decision making at all stages of the development process. This includes legislation, policies, budgets, programmes and projects, in all areas and at all levels. It is a strategy for making women's as well as men's concerns and experiences an integral dimension of the design, implementation, monitoring and evaluation of policies and programs in all political, economic and societal spheres so that inequality is not perpetuated.

Gender mainstreaming can be viewed as a tool to achieve good governance because it seeks to ensure that the needs and priorities of all members of a society are considered and met. It ensures that all members of society participate in and contribute to the process of governance and that the benefits of development are distributed equitably amongst all members of society. It is not an end in itself – it is an ongoing approach to the way we think, relate to each other and do our work.

The Term 'Mainstream'

The mainstream is the dominant set of ideas, values, beliefs, attitudes, relationships and practices within society. It includes all of society's main institutions (families, schools, government, organisations) which determine who is valued, how resources are allocated and the opportunities available to men and women in society. Ultimately, the mainstream affects the quality of life outcomes for all of society. Transforming the mainstream is an integral element of attaining women's rights and gender equality.

Gender mainstreaming is an approach to or a strategy for achieving broad-based gender equality throughout society by getting gender issues into the mainstream and broadening responsibility for them. Essentially it involves mainstream recognition of gender equality as a worthy goal, and mainstream acceptance of responsibility for actively addressing the gender issues relevant to individuals, its relationships and work, with the aim of achieving gender equality throughout society.

Gender mainstreaming was endorsed as a major strategy for the promotion of gender equality by member states of the United Nations (UN) in the Beijing Platform for Action in 1995.

Gender Analysis

Gender analysis is the methodology for collecting and processing information about gender. It is the process of analysing information in order to ensure development benefits and resources are effectively and equitably targeted to both men and women, and to successfully anticipate and avoid any negative impacts development may have on women or on gender relations. It provides a deeper understanding of the situation for and between women and men, their needs, constraints, opportunities, 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. Gender analysis is conducted through a variety of tools and frameworks, including those listed below.

Sex-Disaggregated Data

Sex-disaggregated data is quantitative statistical information on the differences between women and men, boys and girls for a particular issue or in a specific area. It involves 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). For gender analysis, all data should be separated by sex in order to allow differential impacts on women and men to be measured. This means that we must count both men and women when gathering information for planning, implementing, monitoring and evaluating development activities.

Disaggregating information by sex is a basic good practice requirement for gender-sensitive programming. Without disaggregated information, it is difficult or impossible to assess the different impacts of development activities on men and women. It is important to disaggregate data not only by sex, but also by age (girls and boys, older men and older women), race, ethnicity, caste and any other socio-economic group which may be affected positively or negatively by a development activity. Sex-disaggregated data shows us if there is a difference in a given situation for women and men, boys and girls, but it doesn't tell us why the difference exists.

Gender-Disaggregated Data

Gender-disaggregated data focuses on issues of particular relevance to women and men, girls and boys, and their different roles and positions in society. For example, statistics on household distance from water or fuel have different implications for women and men since it is usually the former who spend time collecting these necessities when they are not readily available.

Gender Statistics

Gender statistics is a special group of statistics that focus on specific known gender-related issues, such as hours of work, sleep and leisure, and violence against women.

Baseline Data

Baseline data is 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.

Targets

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.

Indicators

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.

Gender-Sensitive Indicators

Gender-sensitive indicators are indicators disaggregated by sex, age and socio-economic background. They are designed to demonstrate the changes in the status, roles and relationships between women and men in a given society over a period of time and allow for effective monitoring and evaluation. They are a useful tool for assessing the progress of a particular development intervention towards achieving gender equality. For example, they can measure whether both rural women and men are included in a project or program as agents/project staff and as beneficiaries at all levels. Using gender-sensitive indicators gives a better understanding of how targets can be achieved and feeds into more effective future planning and project or program delivery.

Quantitative Data

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.

Qualitative Data

Qualitative data is information that is based on people's judgements, perceptions and opinions about a subject and is 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.

Gender Planning

Gender planning refers to the process of planning developmental programmes and projects that are gender sensitive and which take into account the impact of differing gender roles and gender needs of women and men in the target community or sector. It involves the selection of appropriate approaches to address not only men's and women's practical needs, but also to identify entry points for challenging unequal relations (ie. strategic needs) and to enhance the gender-responsiveness of policy dialogue.

Gender Responsive Decision Making

Gender responsive decision making uses gender responsive tools with gender responsive institutions and gender responsive conceptual frameworks and is essential to enable women and men to negotiate transformed personal, social, economic and political arrangements.

Gender Responsive Governance

Gender-responsive governance is an important step in achieving good governance. It seeks to ensure that institutions, policies, programs and projects:

- Involve men and women 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.

Gender Responsive Evaluation

Gender responsive evaluation is 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. Gender evaluation occurs at the strategic (more macro) level and is less frequent – 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.

Gender Responsive Monitoring

Gender responsive monitoring is a systematic ongoing approach to checking if interventions are on track to achieving their goals – specifically from a gender perspective. Gender monitoring is at the implementation (more micro) level and is ongoing.

Gender Budget

Gender budgeting involves the analysis of national budgets from the perspective of their impact on men and women, girls and boys. Budget analysis from a gender perspective requires not just an understanding of the complex design and content of the budget, but also the negotiation processes involved in budget preparation. Gender budget initiatives promote equity across the spectrum because they require an understanding of who is allocated what in different development fields, including education, health, and employment – areas that are crucial to building people’s capabilities and reducing poverty. In addition, a gender budget initiative requires collaboration amongst many groups, on the premise that unless the understanding is broadly shared, then advocacy for change would not be effective.

Gender Audit

A gender audit is an assessment of an organisation’s commitment and capacity to deliver development programmes and interventions aimed at achieving gender equality and women’s empowerment. It differs from a gender evaluation which looks at the outcomes or impact of a programme or project on gender relations among ‘beneficiaries.’ Instead, a gender audit focuses on the organisation’s policies, practices and culture in the design and delivery of gender-sensitive programmes and projects. Not only does it look at the organisation’s development policies and practices, but also its internal systems and processes for resource allocation, in particular its human and financial resources, and its performance tracking and monitoring systems. Gender audits are conducted on the basis that organisations need to set their own houses in order first, to ensure there are no aspects of the organisation’s culture which discriminate against women staff or women ‘beneficiaries:’ it is a check to see if the organisation is ‘walking the talk’ of gender equality.

Patriarchy

The word ‘patriarchy’ literally means the rule of the father or the ‘patriarch’. Originally it was used to describe a specific type of ‘male-dominated family’ – a large household which included women, junior men, children, slaves and domestic servants all under the rule of one dominant man. Now it is used more generally to refer to male domination and the power relationships by which men dominate women. Patriarchy is a social system in which men and boys are considered superior, are valued more highly and have more rights and more control over resources and decision making than girls and women. In a patriarchal society, women are kept subordinate in a number of ways.

Patriarchal structures have existed across time and in many different cultures. In South Asia there are words which describe this kind of social arrangement in Kinyarwanda are *igisekuru* and *umutware wurugo*.

Development

Development is a process of change, which takes place in a person or society when the surrounding social, political, economic and cultural conditions are favorable for transformation. At a personal level, development is a process through which women and men, with varying degrees of external support, increase their options for improving their quality of life. At a society level, development is a process of cumulative change resulting from positive forces that raise the standard of living so that the entire social system of a country is improved. Development is based on women and men's mobilization, utilizing local resources to the utmost in a process in which their needs are met, their organizations are strengthened and the environment is preserved.

Transition from Women in Development (WID) to Gender and Development (GAD) to Gender Mainstreaming

Initially international development operated within a patriarchal paradigm and was designed by men, predominantly for the benefit of men. In relation to how development affects women, there has been a transition from Women in Development (WID) to Gender and Development (GAD). The terms WID and GAD are sometimes used interchangeably, but there are some basic differences. Both approaches are still in use and are applicable in different situations.

Women in Development (WID)

The WID approach emerged in the 1970s, with the objective of designing actions and policies to integrate women fully into development. It 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.

The early WID approach tended to support women-targeted activities that were token in scale and impact, and marginal to the development mainstream. 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. Critics of modernisation theories and the WID approach maintained that women have always been part of the development process; therefore integrating women into development is a myth.

Gender and Development (GAD)

The GAD approach was developed in the 1980s with the objective of removing disparities in social, economic and political equality between women and men as a pre-condition for achieving people-centred development. It was a response to the perceived failure of WID. Instead of focusing only on women, GAD is concerned with the relations between men and women; it challenges unequal decision-making and power relations. GAD seeks to address the underlying causes of gender inequality by considering the different life experiences of women and men, redistributing power, mainstreaming gender into planning at all levels and in all sectors, and focusing on the steps necessary to ensure equal outcomes.

The new gender mainstreaming approach brought three new dimensions to the debate on women and development: a strong comparative perspective that challenged the assumption of men and the male situation as the norm; an explicit objective of integrating women's concerns and priorities into mainstream decision making; and the genesis of a stronger emphasis on discrimination and, by extension, women's human rights.

Men's Involvement in GAD

The impetus for involving men in GAD work is based on the recognition that men are part of the problem and part of the solution. Men also pay significant costs for gender inequality, particularly to their emotional and physical health. Gender injustice will only stop when men join with women to put an end to it. Many men's attitudes and behaviours will need to change in order for gender equality to be achieved. Women should work with men as decision makers and service providers, integrate men into the development. GAD is not a zero sum game. Even if the percentage of women's share in development resources in relation to men's increases, there are further gains for both men and women. These gains will improve and enhance the lives of all members of the family and, in turn, all in the society.

Human Rights

Human rights are basic and inalienable rights to which people are entitled by virtue of their humanity. These rights may or may not be enshrined in national laws or in international conventions or treaties but none of these is the source of these rights. Human rights belong equally to both women and men.

Women's Rights

Women's rights issues are those issues where policy consequences are likely to have a more immediate and direct impact on significantly larger numbers of women than of men. They include that set of policies that concern women's political, economic and social rights and opportunities, as well as policies that are otherwise directed specifically toward women. Women's rights issues are those for which women are the intended beneficiary, constituency or object.

Men's Rights

Men's rights are the other side of the coin of women's rights. This recognizes that men also suffer disadvantages from gender stereotyping and seeks ways to address these.

Human Trafficking

Human trafficking is a situation where a person no longer has control over some elements of their life for a given period of time. These elements include the type of work they do, the environment and conditions in which this work is carried out and the person's freedom of movement in the context of this work situation. This lack of control is the actual harm of a trafficking experience (Ministry of Women and Children Affairs [MWCA] Bangladesh, 2004).

Violence

Violence is a general term to describe actions, usually deliberate, that cause or intend to cause injury to people, animals, or non-living objects. Violence is often associated with aggression. There are essentially two kinds of violence: random violence, which describes small-scale acts of random or targeted violence, and coordinated violence, which describes actions carried out by sanctioned or unsanctioned violent groups, such as war and terrorism.

Violence against Women

Violence against women is physical, sexual, psychological and economic abuse, including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or in private life. It encompasses all forms of violation of women's rights, including threats and reprisals, exploitation, harassment and other forms of control. It is often known as 'gender-based' violence because it evolves in part from women's subordinate status in society and results in, or is likely to result in, physical, sexual or psychological harm or suffering to women.

Many cultures have beliefs, norms, and social institutions that legitimize and therefore perpetuate violence against women. The same acts that would be punished if directed at an employer, a neighbor or an acquaintance often go unchallenged when men direct them at women, especially within the family.

Two of the most common forms of violence against women are abuse by intimate male partners and coerced sex, whether it takes place in childhood, adolescence, or adulthood. Intimate partner abuse—also known as domestic violence, wife-beating, and battering—is almost always accompanied by psychological abuse and in one-quarter to one-half of cases by forced sex as well. The majority of women who are abused by their partners are abused many times. In fact, an atmosphere of terror often permeates abusive relationships.

United Nations Conventions

United Nations Conventions are legal instruments regulating aspects of human rights, labour administration and social welfare with the following features:

- They are international treaties with binding powers
- They are open to ratification by member states
- In ratifying a Convention, a member state formally accepts the Convention and is legally bound to apply the Convention
- The member country must apply the Convention not only in law, but also in practice.
- The member country must, if necessary, adopt new laws and regulations or modify existing legislation and practice in line with the Convention.

Ratification

Ratification of a Convention involves a dual obligation for a member state. It is both a formal commitment to apply the provisions of the *Convention*, and an indication of willingness to accept a measure of international supervision. The country is obliged to bring its domestic laws and practices into conformity with the provisions of the Convention.

Recommendations

United Nations Recommendations are similar to Conventions. They are not subject to ratification and have no legally binding force. They provide general and technical guidelines to assist member states in developing their national policies and practices with regard to a particular matter. Often they supplement Conventions. While Conventions can be considered the minimum standard to be observed, Recommendations are more in the nature of specific guidelines, as the standard for which the country should aim.

Declaration

In UN usage, a Declaration is a statement recognizing a universally valid principle. Unlike a Convention, a Declaration is a statement of principle rather than an agreement by which countries bind themselves under international law. Declarations also differ from Conventions in that Declarations are not subject to ratification by countries and do not require countries to submit reports on their compliance. Historically, Declarations have often been adopted unanimously by the General Assembly (e.g. in the case of the Universal Declaration of Human Rights, 48 countries voted in favour, eight abstained and none voted against). Though not legally binding, Declarations – and in particular the Universal Declaration of Human Rights – are considered to have an authoritative moral force, and the Universal Declaration is considered to be the clearest and most forceful expression in the international arena of universally recognised human rights principles.

UN Decade for Women

The UN Decade for Women - 1975-1985 - set aside by the Mexico World Conference of Women as a decade to concentrate on achieving equality for women.

UN World Plan of Action

The UN World Plan of Action set guidelines for governments and the international community to follow during the Decade for Women in pursuit of the three key objectives set by the General Assembly. WPA set minimum targets, to be met by 1980, that focused on securing equal access for women to resources such as education, employment opportunities, political participation, health services, housing, nutrition and family planning

Project

A project is a set of inter-related activities, which use limited financial, human and physical resources during a specific period of time to produce goods or services to achieve an objective or a series of objectives.

Project Approach

A project approach focuses on the specifics surrounding a project in isolation. Under this approach, development partners negotiate with the partner government on fund-specific activities.

The effectiveness of individual projects is constrained by the policy, institutional and economic environment in which they are implemented. Donor projects need to be set within a coherent plan and budget – otherwise they are expensive to manage, can cause fragmentation, wasteful duplication, uneven coverage, distortions in spending (inequity), inconsistent approaches, and poor sustainability when donors withdraw.

Sector

A sector is an interlocking group of activities at anything from macro to micro level, with clearly delineated institutional and budgetary frameworks for which government has developed a policy.

Sector-Wide Approach

The Sector-Wide Approach (SWAp) is a process where funding supports a single sector policy and expenditure programme under government leadership, adopting common approaches across the sector and relying on government procedures for all funds. SWAp offers a number of advantages: it strengthens national ownership, reduces duplication of efforts and increases resource allocation efficiency and development effectiveness.

Programme-Based Approach

The Programme-Based Approach (PBA) is a process in which national programmes are formulated under the leadership of government and implemented in a coherent, coordinated and participatory manner to realise national development goals. Such integrated national programmes are normally multi-sectoral and have multiple funding partners.

Other Definitions

Convention on the Rights of the Child

The Convention on the Rights of the Child (CRC) is an international human rights treaty designed to transform the lives of children and their families around the globe. Its basic premise is that children are born with fundamental freedoms and the inherent rights of all human beings. CRC is the most universally accepted human rights instrument in history.

CEDAW

The *Convention to Eliminate All Forms of Discrimination Against Women (CEDAW)* is an international treaty backed by the concept of human rights embodied and upheld in other UN treaties. The *Convention* provides the ethical and legal basis for protection and promotion of human rights of women as guaranteed under the *Universal Declaration of Human Rights (UDHR-1948)*. The human rights norms and standards embodied in the *Convention* provide the international framework for non-discrimination and gender equality.

CEDAW obligates those countries which have ratified or acceded to it to take 'all appropriate measures' to ensure the full development and advancement of women in all spheres -- political, educational, employment, health care, economic, social, legal, and marriage and family relations. It also calls for the modification of social and cultural patterns of conduct in order to eliminate prejudice, customs, and all other practices based on the idea of inferiority or superiority of either sex. As of 20 October 2004, 179 countries - over 90 percent of the members of the United Nations - are party to the *Convention* and an additional one has signed the treaty, binding itself to do nothing in contravention of its terms

Culture

Culture is the concretized expression of what a community of people evolves for itself.

Fatwa

A fatwa is a legal opinion delivered by a jurist to resolve an issue of law. It is not a judgement.

INSTRAW

The United Nations International Research and Training Institute for the Advancement of Women, based in the Dominican Republic.

Law

Law is a series of regulations

Millennium Development Goals

Millennium Development Goals (MDGs) are a set of numerical and time bound targets that express key elements of human development. They include halving income-poverty and hunger; achieving universal primary education and gender equality; reducing under-5 child mortality by two-thirds and maternal mortality by three-quarters; reversing the spread of HIV/AIDS; and halving the proportion of people without access to safe water. These targets are to be achieved by 2015, from their level in 1990.

National Action Plan for Women's Advancement

The National Action Plan for Women's Advancement (NAP) is based on 12 critical areas of concern in 12 ministries/divisions selected on a priority basis for implementing the Beijing Plan of Action. Strategic initiatives have been formulated and actions outlined for each of the areas:

- Women and poverty
- Women and the economy
- Education and training
- Health
- Violence against women
- Environment
- Media
- Human rights
- Power and decision-making
- The girl child.

National Policy for the Advancement of Women

The National Strategy for the Advancement of Women (NP) contains five specific objectives to be reached by 2010. Its overall goal is aimed at improving the quality of women's material and spiritual life, as well as establishing the conditions necessary for women to experience their fundamental rights, and to fully and equally participate in and benefit from all aspects of political, economic, cultural and social life.

Poverty Reduction Strategy Papers

Poverty Reduction Strategy Papers (PRSPs) describe a country's macro-economic, structural and social policies and programs to promote growth and reduce poverty, as well as associated external financing needs. PRSPs are prepared by governments through a participatory process involving civil society and development partners, including the World Bank and the International Monetary Fund (IMF). PRSPs are in many ways the replacement for Strategic Adjustment Plans, and are documents required by the IMF and World Bank before a country can be considered for debt relief.

Core principles of the PRSP approach

Five core principles underlie the PRSP approach. Poverty reduction strategies should be:

- country-driven, promoting national ownership of strategies through broad-based participation of civil society
- result-oriented and focused on outcomes that will benefit the poor
- comprehensive in recognizing the multidimensional nature of poverty
- partnership-oriented, involving coordinated participation of development partners (government, domestic stakeholders, and external donors)
- based on a long-term perspective for poverty reduction.

Sexuality

Sexuality is a central aspect of being human throughout life and encompasses sex, gender identities and roles, sexual orientation, eroticism, pleasure, intimacy and reproduction. Sexuality is experienced and expressed in thoughts, fantasies, desires, beliefs, attitudes, values, behaviours, practices, roles and relationships. While sexuality can include all of these dimensions, not all of them are always experienced or expressed. Sexuality is influenced by the interaction of biological, psychological, social, economic, political, cultural, ethical, legal, historical, religious and spiritual factors.

Sexual Rights

Sexual rights embrace human rights that are already recognized in national laws, international human rights documents and other consensus statements. They include the right of all persons, free of coercion, discrimination and violence, to:

- the highest attainable standard of sexual health, including access to sexual and reproductive health care services;
- seek, receive and impart information related to sexuality;
- sexuality education;
- respect for bodily integrity;
- choose their partner;
- decide to be sexually active or not;
- consensual sexual relations;
- consensual marriage;
- decide whether or not, and when, to have children; and
- pursue a satisfying, safe and pleasurable sexual life.

Religion

Religion is divinely inspired moral precepts.

Treaty

A treaty is a legal framework that places an obligation on signatory governments to implement similar legal structures within their national laws. Countries abide by treaties through *pacta sunt servanda*, a rule of commitment embraced in the Vienna Convention on Treaties stating that

treaties bind all states parties and their governments, and must be implemented in good faith.

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