



UNIVERSITY OF KABIANGA

ISO 9001:2008 CERTIFIED

GENDER MAINSTREAMING POLICY

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AUGUST 2013

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ABBREVIATIONS AND INSTITUTIONAL ACRONYMS

AU	African Union
CEDAW	Convention on the Elimination of all forms of Discrimination against Women
GAD	Gender and Development
GPIC	Gender Policy Implementation Committee
HIV/AIDS	Human Immunodeficiency Virus/Acquired Immune Deficiency Syndrome
ILO	International Labour Organization
M&E	Monitoring and evaluation
MGDC	Ministry of Gender and Children
DoG	Directorate of Gender
MCDW&C	Ministry of Community Development, Women Affairs and Children
MDGs	Millennium Development Goals
NSGRP	National Strategy for Growth and Reduction of Poverty
SADC	Southern Africa Development Community
CSP	Corporate Strategic Plan
UoK	University of Kabianga
WDSC	Women Development Support Committee
WDSP	Women Development Support Project
KUDHEIA	Kenya Union of Domestic Hotels, Educational Institution and Hospital Association
UNTENSU	University Non Teaching Staff Union
UASU	University Academic Staff Union

EXECUTIVE SUMMARY

Kenya is a signatory of various international conventions. In view of this, the government has made many efforts, endorsed and adopted the implementation of various strategies and plans of actions related to gender mainstreaming. University of Kabianga institutes this policy as part of its commitment to mainstreaming gender at all levels of its operations. The University recognizes that promoting gender equity and equality in education, training and research is important in ensuring that all staff regardless of their gender are accorded equal opportunities. By implementing this policy the University of Kabianga will comply with the requirement by the Kenya Constitution. The University works closely with other institutions including universities, the private sector, government, NGOs and international organizations. The objective of the University in this regard is to entrench a gender appreciation as a culture.

VICE CHANCELLOR

SIGNATURE

1.0 PREAMBLE

The Kabianga Complex which comprised of the High school, Primary school and the Farmers Training Centre (FTC) has a long history dating back to 1925. It is therefore, one of the oldest education centres in Kenya in particular and the Eastern part of African in general. The FTC started in 1959 as a result of the Swynerton Plan in the mid 1950s which advocated inter-alia the improvement of agricultural and livestock production. FTC remained under the management of the Ministry of Agriculture and Livestock Development for a period of 48 years providing training and extension services to the small scale farmers in Southern Rift Region of the country and beyond. Due to the demand for higher education in Kenya, the Government handed over the former FTC to Moi University on 8th November 2007. The first cohort of students to be enrolled reported on 26th November, 2007 for the 2007/08 Academic year.

Kenya Government, through a Legal Notice No. 77 gazetted in the Kenya Gazette Supplement No. 36 of 29th May, 2009, established Kabianga University College as a Constituent College of Moi University and on 1st March, 2013 KUC was elevated to a fully-fledged status and named the University of Kabianga upon the award of the charter by H.E. Hon. Mwai Kibaki, the 3rd President of the Republic of Kenya.

1.1 THE VISION OF THE UNIVERSITY

To be a leading university in scientific innovation for the betterment of humanity

1.2 THE MISSION OF THE UNIVERSITY

To create, preserve and transfer knowledge and technology through quality and entrepreneurial education, research, extension and partnership with Government, industry and non-state actors whilst ensuring a sustainable

1.3 PHILOSOPHY

The Philosophy of University of Kabianga is to foster intellectual development, excellence, creativity and innovation, academic freedom, equity, integrity, peace and sustainability through relentless search for truth.

1.4 THE CORE VALUES

- a) Promotion and defense of intellectual and academic freedom, scholarship and relentless search for truth.
- b) Fostering teamwork, collaboration, creativity and innovation, effective communication, tolerance, perseverance and a culture of peace.
- c) Embracing excellence, professionalism, openness, consultation and consensus building, efficiency and effectiveness.
- d) Practicing competence, meritocracy, exemplary leadership, equality, integrity and national patriotism.
- e) Continuous improvement of services in order to remain competitive.

1.5 THE UNIVERSITY ORGANIZATIONAL STRUCTURE

University of Kabianga is a corporate institution established by University Charter 2013 and it has various bodies for its effective management. These include:-

- a) Chancellor
- b) Council
- c) The University Management Board
- d) The Senate
- e) Schools and Departmental Boards

The roles and functions and the membership of these Boards are stipulated in the Charter and in the Statutes.

1.5.1 THE CHANCELLOR

Chancellor is the titular head of the University of Kabianga.

1.5.2 THE COUNCIL

The Council is the governing body of the University through which it can act, administer property and funds, receive monies, plant and equipment materials, gifts and grants for its use. The Council is also responsible for the welfare of staff and students and can enter into association with other universities and institutions within Kenya or otherwise as it may deem necessary and appropriate. The other function of the Council is to appoint staff and conduct disciplinary action against staff and students in consultation with relevant University organs.

1.5.3 THE UNIVERSITY MANAGEMENT BOARD

The management Board is responsible for implementing Council and Senate decisions. It is also responsible in providing directives and guidelines to the University subsystems for the enhancement of the efficient running of the University.

1.5.4 THE SENATE

The Senate is the body responsible for academic matters in the University and the final authority on all such matters.

1.5.5 SCHOOLS, INSTITUTES, DIRECTORATES, CENTRES AND DEPARTMENTS

The Schools, Institutes, Directorates, Centres and Departmental Boards play a major role in academic and administrative functions of the University. The functions of these Boards are clearly stipulated in the UoK Charter and Statutes and they assist the Deans and Heads of Departments in the Management of their respective Schools and Departments respectively.

1.6 FUNCTIONS OF THE UNIVERSITY

- i. To provide University education aimed at producing mature, competent and conscientious graduates with appropriate skills, ability and desire to contribute to the well being and development of the people of Kenya, East

African region and the global community, in accordance with the national philosophy of mutual social responsibility and international conventions.

- ii. To provide education for national service, community outreach and development which reflect the national cultural heritage.
- iii. To develop and transmit knowledge and skills through research and training at undergraduate and postgraduate.
- iv. To preserve, produce, process, transmit and disseminate knowledge and stimulate the intellectual life and cultural development of Kenya.
- v. To conduct examinations for, and to grant degrees, diplomas and other awards of the University
- vi. To determine who may teach, what may be taught and how it may be taught in the University.
- vii. To play an effective role in the development and expansion of opportunities of Kenyans wishing to continue with their education.
- viii. To address emerging issues of national, regional and global importance.

2.0 THE GENDER POLICY

2.1 INTRODUCTION

Gender addresses socio-cultural dimensions of differences between men and women, providing a dynamic picture of society in which men and women interact in the development process. However, due to inequality between men and women as manifested in education, labour markets, decision-making bodies, political structures and households, it has become necessary to develop conventions and other forums that address these imbalances.

At the international front, the Convention on the Elimination of all forms of Discrimination against Women (CEDAW) was ratified in 1979. CEDAW is the basis for many other efforts to foster equality between men and women by promoting and supporting gender mainstreaming. Other international efforts include:

- a) The Nairobi Forward Looking Strategies (1985).
- b) The Beijing Declaration and the Platform of Action (1995).
- c) Gender Development Declaration of the Southern African Development Community (1997).

Kenya has since independence been in the forefront to promote equity and equality for its citizens, both men and women. Kenya is a signatory of various international conventions. In view of this, the government has made many efforts, endorsed and adopted the implementation of various strategies and plans of actions related to gender. Efforts to promote gender equity and equality in Kenya include the following:

2.2 VISION, MISSION, GOAL AND OBJECTIVES

2.2.1 Vision

The Vision of the Gender Policy is to enable University of Kabianga become a gender balanced community with equal opportunity to all people based on their ability and merit, so that the University utilizes its human resources potentials optimally and in harmony.

2.2.2 Mission

The Mission of the Gender Policy is to promote and achieve gender balance in training, research, extension/outreach, consultancy and other related services.

2.2.3 Goal

The goal of the Gender Policy is to strengthen University of Kabianga institutional capacity to effectively undertake its role in training, research, extension, outreach, and consultancy and community service with a gender perspective.

2.2.4 Objectives

In order to achieve the goal, which embodies the vision and mission of the policy, University of Kabianga will pursue the following objectives.

2.3 Training

- i. To increase the enrollment of female students in all training programmes.
- ii. To develop the capacity of female academic and administrative staff.
- iii. To mainstream gender into University of Kabianga curricula.
- iv. To expand networking with gender-related professional groups.

2.4 Research and Extension

- a) To mainstream gender in research and extension.
- b) To establish easily retrievable gender disaggregated data.
- c) To design and disseminate gender sensitive technologies and extension materials.

2.5 Consultancy and Outreach

To mainstream gender in consultancy and outreach activities.

To transform values and attitudes that hinder gender equity and equality.

To design and conduct gender sensitive outreach programmes.

2.6 Institutional development and supporting infrastructure

- 1** To mainstream gender in planning at all levels.
- 2** To increase the representation of females in decision-making bodies.
- 3** To mobilize resources for gender equity and equality.
- 4** To promote gender equity, equality and empowerment at all levels.
- 5** To prevent all forms of harassment at all levels.
- 6** To institutionalize M & E (Monitoring and Evaluation) system across the entire policy

POLICY STATEMENTS AND STRATEGIES

This section provides policy statements and strategies earmarked for effective implementation of policy objectives.

1 TRAINING

2.6.1 Policy Statements

University of Kabianga shall endeavour to:

Increase the enrolment of female students in all training programmes.

Develop the capacity of female academic and administrative staff.

Mainstream gender into University of Kabianga curricula.

Promote networking to gender-related professional groups among staff and students.

2.6.2 Strategies

- i. Encourage female students in secondary schools to opt for science based subjects.
- ii. Promote and enhance the enrollment of female students at University of Kabianga.
- iii. Promote capacity development for female academic and administrative staff.
- iv. Promote gender mainstreaming into University of Kabianga curricula.
- v. Encourage staff and students to network to gender-related professional groups.

1 RESEARCH AND EXTENSION

2.6.3 Policy Statements

University of Kabianga shall endeavour to:

- i. Mainstream gender in research and extension.
- ii. Establish easily retrievable gender disaggregated data.
- iii. Design and disseminate gender sensitive technologies and extension materials.

2.6.4 Strategies

- i. Promote gender mainstreaming in research and extension.
- ii. Encourage men and women to participate in multidisciplinary research and extension.
- iii. Promote generation and dissemination of user-friendly gender disaggregated data.

2 CONSULTANCY AND OUTREACH

2.6.5 Policy Statements

University of Kabianga shall endeavour to:

- i. Mainstream gender in consultancy and outreach activities.
- ii. Transform values and attitudes that hinder gender equity and equality.
- iii. Design and conduct gender sensitive outreach programmes.

2.6.6 Strategies

- a) Promote gender mainstreaming in consultancy and outreach activities
- b) Promote change in values and attitudes that hinder gender equity and equality.
- c) Promote gender sensitive outreach programmes.

3 INSTITUTIONAL DEVELOPMENT AND SUPPORTING INFRASTRUCTURE

2.6.7 Policy Statement

University of Kabianga shall endeavour to:

- i. Mainstream gender in planning at all levels.
- ii. Mobilize resources for gender equity and equality.
- iii. Promote gender equity, equality and empowerment at all levels.
- iv. Discourage all forms of harassment at all levels.
- v. Increase the representation of women in decision-making bodies.
- vi. Institutionalize M & E system across the entire policy

2.6.8 Strategies

- i. Encourage mainstreaming of gender issues in planning at all levels.
- ii. Encourage females to apply for all positions that are advertised by
- iii. University of Kabianga.
- iv. Encourage design and use of gender sensitive infrastructure e.g.
- v. Formulate mechanisms that discourage all forms of harassment.

- vi. Encourage mobilization of resources to address gender equity and equality (facilitation of gender office).
- vii. Create awareness and develop capacity for gender equity, equality and empowerment at all levels.
- viii. Encourage participation of women in decision-making.
- ix. Provision of facilities within the University for breast feeding students and staff etc.
- x. Institutionalize M & E (Monitoring and Evaluation) system across the entire policy

4 IMPLEMENTATION FRAMEWORK

5 Organization and Mandate

The implementation of this Gender Policy will be institutionalized within the organization structure of University of Kabianga. The policy will be coordinated by the Directorate of Gender

6 Gender Policy Implementation Committee (GPIC)

The membership of the GPIC shall be:-

- i. Deputy Vice Chancellor (Academic & Student Affairs) as Chairperson
- ii. Director of Gender appointed by the Vice Chancellor
- iii. A representative from each Schools, Institutes, and Directorates.

7 The role of the University Council

- i. To approve the Gender Policy.
- ii. To approve short, medium and long term implementation programmes.
- iii. To advice on Gender Policy revision.
- iv. To ensure gender balance in decision making bodies.
- v. To allocate financial resources for the implementation of the gender policy.

8 The role of the University Management

- 9 To propose financial resource allocation for the implementation of the Gender Policy to the Council
- 10 To approve work plans and budgets of the GPIC
- 11 To receive and approve financial progress reports
- 12 To recommend Gender Policy to the University Council.
- 13 To ensure implementation of the Gender Policy through the existing university machinery.

14 The role of GPIC

The GPIC will have the following mandate:

- a. To take a lead in coordination and implementation of the Gender Policy.
- b. To coordinate, monitor and evaluate all gender related activities within the University.
- c. To advice and assist relevant institutions within University of Kabianga on gender related issues.
- d. To take an active role in addressing gender issues affecting the University of Kabianga community.
- e. To review the Gender Policy from time to time when necessary.
- f. To translate the Gender Policy into implementable programmes.
- g. To establish networks with other institutions working in gender related issues.
- h. To mobilize resources for the implementation of the Gender Policy.
- i. To establish and maintain a Gender Resource Centre at University of Kabianga.
- j. To plan and prepare gender related activities for community sensitization.

15 The roles of other actors

Success of this Gender Policy depends on resolute commitment of every member of the University. However, there are some key players whose support is critical to facilitate the

process of gender mainstreaming into all aspects of the University of Kabianga. These include the:-

- i.) Senate
- ii.) Appointments, Promotions, Terms and Conditions of Services Committee
- iii.) Deans of Schools and Institute/Centre Directors
- iv.) Heads of Departments
- v.) Coordinating Committee of the Strategic Plan
- vi.) Staff unions
- vii.) University of Kabianga Students Association

16 The role of the University Senate

17 To ensure that gender issues are mainstreamed at all levels within the University's academic programmes.

- i. To ensure that the Policy continues to be articulate and dynamic.
- ii. To approve mechanisms that prevents all forms of harassment.

18 Appointments Committee

- a) To ensure gender balance in recruitment, retention, training and promotion.
- b) To promote employment opportunities for females through affirmative actions.
- c) To ensure gender balance in remuneration and fringe benefits.
- d) To promote the welfare of staff with special needs.
- e) To prevent all forms of harassment at all levels.

19 Deans of Schools and Institute/Centre Directors and Heads of Departments

- a) To ensure gender mainstreaming into University of Kabianga curricula
- b) To ensure gender balance in staff recruitment, retention, training and promotion.

- c) To ensure gender balance in students' enrollment through affirmative action for females and students with special needs.
- d) To prevent all forms of harassment at all levels.

20 Coordinating Committee of the Strategic Plan

- i. To mainstream gender into training, research, extension and outreach programmes
- ii. To increase admission rate of females and students with special needs
- iii. To ensure gender equity and equality in employment and decision making positions.
- iv. To plan for resources to support Gender Policy implementation.
- v. To formulate mechanisms for changing values and attitudes that hinder gender equity and equality.
- vi. To design and ensure construction of gender sensitive infrastructure.

21 Staff Unions and Students Associations

22 The role of Staff Unions and students' association is:-

- b) To ensure commitment and support implementation of the Gender Policy.
- c) To advocate and sensitize the public on gender issues.
- d) To discourage all forms of harassment at all levels.
- e) To participate in changing values and attitudes that hinder gender equity and equality.
- f) To ensure gender balance in their associations.

3.0 CO-ORDINATION, MONITORING AND EVALUATION

23 Coordination

The implementation of this Gender Policy and the attainment of the vision, mission, goal, objectives and strategies stipulated in it will depend greatly on a well-defined and effective coordination mechanism. At the institutional level, the University Council and the University Management will be responsible for overseeing the efficient implementation of the policy. The GPIC, which is the coordinating body, will play a major role in implementation of the Policy and the coordination of gender issues in University of Kabianga. To ensure effective coordination of policy activities, the GPIC will be required to provide quarterly implementation reports of their activities to University Management.

24 Monitoring and Evaluation (M & E)

Successful implementation of this Gender Policy will largely depend upon effective Monitoring and Evaluation (M&E) mechanism. These tools are necessary means for assessing the implementation of strategies and achievements of policy goals and objectives. The University through GPIC will support M & E exercises. The GPIC will work together with other actors in the M & E of policy activities in their respective areas. In consultation with the implementing actors, GPIC will develop guidelines and indicators to be used for M & E of the policy and related programmes. In addition, all actors involved in the implementation of the policy will be responsible for M&E of policy activities falling within their jurisdiction.

The M & E mechanisms will focus on the analysis of the policy progress in the attainment of qualitative and quantitative objectives. M & E reports will be produced and disseminated in order to allow stakeholders at all levels to share views on the progress of the policy. In addition, M & E results will be used to review strategies and programmes and where necessary to make adjustments for the purpose of improving performance and achieving the intended results.

The committee will report on quarterly basis and management to council annually.

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3. World Health Organization (WHO) Constitution of 1948
4. http://www.who.int/governance/eb/who_constitution_en.pdf
5. National Gender and Development Policy (November, 2000)
6. <Http://www.gender.go.ke/index.php/download.../36-Gender-Policy-2000.html>
7. UNFPA Delivering as One on Violence Against Women, 2011

4.0 AMENDMENT OF THE POLICY

This policy shall be revised after every three (3) years and/or when need arises.

REQUEST TO COUNCIL

University of Kabianga Senate requests Council to receive, consider and approve the Gender Mainstreaming Policy.

CHAIRMAN OF COUNCIL

DATE

APPENDIX I: DEFINITIONS OF GENDER KEY CONCEPTS

Access: Opportunity to get hold of or utilize resources and services such as land, cash, capital, technology, training, health care, etc, more often women have use but do not own and/or control such resources and services.

Affirmative action: Actions that are engaged to give preference in order to enable disadvantaged groups get better access to recruitment, promotions, contracts or employment positions. It is a positive discrimination, a deliberate action to redress past and present inequalities on the basis of sex and disability in order to provide equal opportunities to everybody.

Basic needs: The term used largely in community development to refer to basic health services, education, housing and soon those that are necessary for a person to live.

Benefits: Outcome of one's activities, which normally improve the quality of life of the individual. Common types of benefits include improved services, better economic opportunities, personal gains, cleaner environment and good social relations.

Convention: Formal written agreement between parties, usually requiring the performance of some action, in the human rights context, "covenant" usually refers to either the International Covenant on Economic, Social and Cultural Rights or the International Covenant on Civil and Political Rights.

Capacity development: The process by which individuals, organizations, institutions and societies develop their abilities individually and collectively to perform functions, solve problems and set and achieve objectives.

Disaggregated data: Data that are presented in terms of gender, sex, age, or other

variables that emphasize the differences on needs, activities, priorities and interests of the community.

Discrimination: Differential treatment of individuals based on such factors as age, sex, religion, ethnicity, or other individual distinctions.

Empowerment: A process of gaining power and control over decisions and resources that determines the quality of one's life. It is based on developing an awareness of the causes of inequality and comprises actions that may help overcome obstacles to equality.

Engender: To be a cause of some situation or condition, Example: some people believe that poverty engenders crime, which means crime is a result of poverty.

Female: Refers to the biologically determined characteristics based to women.

Gender: Gender refers to the comparative or differential roles, responsibilities and opportunities for men and women in a given society. Gender is related to how we are perceived and expected to think and act as men and women because of the way society is organized, not because of our biological differences. Roles and responsibilities refers to the different work that men and women do, their different needs, their different access to resources and different areas in which they can make decisions and exercise control over resources and benefits. These roles and responsibilities are socially and culturally determined and differ from country to country.

Gender mainstreaming: Is a means, process, or strategy for achieving gender equity or equality. It is the incorporation of gender perspectives/dimension into all activities, processes, policies, and laws, regulations etc.

In this way gender becomes an integral partaker of action than add-on.

Gender sensitive indicator: Gender sensitive indicator, is a signal that help to measure gender related change disaggregated differently between female and male.

Gender based division of labor: The socially or cultural determined division of labour in a community or society whereby it is normally determined what tasks will be done by female members and what tasks by male members of that community.

Gender relations: Socially determined relations between men and women within and outside their households and communities, these relations are socially constructed and are dynamic over time and space.

Gender Analysis: Gender analysis is the practice of examining special process, which determines the division of labour and roles between men and women, as well as their differentiated access to or control of factors of production, services and resources.

Gender awareness: The knowledge and appreciation of social and cultural differences between men and women and that men and women's needs, expectations and their overall situation of inequality is determined by their gender relations and is changeable.

Gender empowerment: Gender empowerment is a process of integrating gender equality and empowerment of men and women. It involves framework wherein gender equality and empowerment can be assessed through working whether men and women have proportional access to factors of production, economic and political decision - making, professional opportunities, welfare provisions and conscientisation.

Gender needs: These are the individual requirements or priorities of men and women basing on their differentiated roles, access to or control over factors of production and services.

Gender gap: Differences (whether qualitatively or quantitative) of treatment between men and women, boys and girls in regards to accessing resources, services, opportunities, needs and other individual requirements.

Gender role: Socially determined tasks, activities, responsibilities for men and women that are based on socialization and socially perceived expectations on how men and women should act or perform.

Gender Budgets: Gender budgets, ‘gender-sensitive budgets,’ or ‘women’s budgets,’ refers to a variety of processes and tools, which attempt to assess the impact of budgets, on different groups of men and women, through recognizing the ways in which gender relations underpin society and the economy. Gender or women’s budget initiatives are not separate budgets for women. They include analysis of gender-targeted allocations (e.g. special programmes targeting women or men); they are disaggregated by gender. They also include, impact of mainstreaming expenditures across all sectors and services; and they review equal opportunities policies and allocations within government service.

Gender Approach: Distinct focusing on men and women and not on women in isolation. A gender approach highlights the; Differences between women’s and men’s interest even within the same household and how these interact are and expressed; The conventions and hierarchies which determine women’s and men’s position in the family, community and society at large, whereby women are usually dominated by men; Differences among women and among men, based on age, wealth, ethnic background and other factors; The way gender roles and relations change, often quite rapidly, as a result of social, economic and technological trends.

Gender Equity: Is fairness and justice in women’s and men’s access to socio-economic resources, benefits and responsibilities in all spheres of life. The emphasis on gender equity and women’s empowerment does not presume a particular model of gender equality for all societies and cultures, but reflects a concern that men and women have equal opportunities to make choices about what gender equity means and work in partnership to achieve it. Achieving equity could be one way of achieving equality.

Gender Equality: Gender equality, is an equal sharing of power between female and male members of a community/society in regards to their access to factors of protection, access to services and or control over the same. A situation where there is equality in the social roles and responsibilities between men and women. Refers to norms, values, attitudes and perceptions requires in attaining equal status between men and women without neutralizing the biological differences between men and women.

Gender Balance: The goal of acquiring equal number or proportions of female or male staff, employees or other actors in a place of work, learning or other social engagement. It is a participation of an equal number of men and women within an activity or an organization. Examples are representation in committees or indecision making structures.

Gender based violence: All forms of violence that happen to women, girls, men and boys because of the unequal power relations between them and the perpetrators of such violence.

Gender bias: It is the actions that have effect on men and women by basing on perceptions on their sexes, through which favour is made and not on their position of equality within the community/society.

Gender blind: This is a conscious way of doing or saying things without recognizing or considering differences in position, needs and feelings based on gender.

Gender neutral: Interventions targeted at the actors – be they women or men, who are appropriate to the realization of predetermined – goals, which leave the existing division of resources and responsibilities intact.

Gender framework: A set of analytical tools and systematic steps to assess the various categories on determinants that characterize the observed situation. Frameworks assist in unpacking and understanding how women and men’s gender relations are structured.

Gender efficiency: Identified men and women are the most important under-utilized resources, which programmes and projects must incorporate for more effective and efficient development. That is men and women are key factors in the various development sectors through out the developing world.

Gender and Development (GAD): GAD looks at the larger inequities of unequal relations between the rich and the poor, the advantage and the disadvantaged and within that, the additional inequities that women face.

Gender sensitivity: Gender sensitivity is a situation of being knowledgeable that sex based discrimination is determined by social cultural factors such as attitudes and behaviors that limit or promote boys and girls towards various tasks. It is also recognition of the differences and inequities between women's and men's needs roles, responsibilities and identities.

Gender perspective: A view or focus on how men and women affect or they are affected by the intended/or implemented activities, policies, projects or interventions.

Gender policy: A framework which lays out what needs to be done in order to address gender imbalances in a given setting. It entails broad guidelines providing a framework for ensuring gender equality.

Gender stereotyping: The assigning of roles, tasks and responsibilities to a particular gender on the bias of preconceived prejudices.

Indicator: Indicator is a signal that helps to measure change in terms of quality, quantity and timelines of the community. Signal that reveals progress (or lack thereof) towards objectives; means of measuring what actually happens against what has been planned in terms of quantity, quality and timelines.

Man: Biologically based references to sex based to men

Male: Socio-cultural based references to male adult.

Monitoring: Term used to mean an investigation intended to track of/or gathering information on government practice, project/programme, or any routine activities in implementation related to a particular action undertaken.

Participation: Participation is a process to partake or engage in an activity or have a share in an endeavour of objective with others.

Practical Gender Needs: Those needs which are related to satisfying both men's and women's, girls and boys basic material needs for their day to day survival such as food, water, clothing and shelter. They arise out of gender division of labor as well as differences in access to and control over resources and benefits.

Resources: This term is often used in a budgetary sense to mean the amount of funds available to the government to spend. Resources generally will come either from revenues or borrowing. Resources can also being other forms such as human resources i.e. labour or in a form of materials.

Sex roles: The concept used to explain, the biologically determined reproductive roles such as child bearing and women, fertilization of men and breast-feeding.

Sex: It is a genetically determined by characteristics of being either female or male. Sex is the biological differences between men and women, which are universal, obvious and generally permanent. Sex describes the biological, physical and generic composition with which we are born.

Sexual harassment: The imposition of sexual requirements in the context of a relationship of unequal power. At the core of the concept is the uses of power derived from one social sphere to lever benefits or impose deprivations on the other. It is the abuse of power and an assault on one's right to dignity, respect and freedom.

Strategic Gender Needs: Needs that are related to changing the situation of marginalized people, especially women and girls to reach social equality. These arise out of the analysis of women's position relative to that of men.

Woman: Socio-culturally based reference to female adult.