



EWNRA: GENDER, CULTURE, AND DISABILITY INCLUSIVENESS POLICY

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1. INTRODUCTION

Ethio Wetlands and Natural Resources Association (EWNRA) are a local non-governmental organization established in October 2000 with environmental and development objectives specifically focusing on wetlands and natural resources management and conservation in the country. The organization strives to realize its vision of seeing healthy Ethiopia's wetlands and related ecosystems providing sustainable benefits to the local and global environment and development.

Currently, EWNRA operating in three Regional States: Oromia Regional State; the Southern Nations Nationalities and Peoples Regional State (SNNPRS), Amhara regional State and Gambella Regional State. Within these three regions, it is operating in 6 Zones, 19 Woreda and 171 Kebeles.

EWNRA's vision is to be a leading home-grown NGO contributing to sustainable development in Ethiopia

Current focal areas (sectorial, regional)

✓ Sectorial

- Agriculture and Livelihood
- Natural Resources Management /Environment
- Water, Sanitation and Hygiene (WaSH)
- Emergency response (seed supply)
- Integrated Population, Health and Environment (PHE)

- ✓ **Cross cutting** issues addressed in all the above sectors: Capacity building, Climate change, Gender and HIV/AIDS

1.1 The Mission

EWNRA's mission is contributing to poverty reduction, resilience building and creation of productive ecosystems for decent and healthy living of people and biodiversity conservation in partnership

1.2 The Values

EWNRA is a value-based organization on which its vision, mission, goals, strategic objectives and activities are adhered to and the following are the sets of values that dictate the very existence and effectiveness of the EWNRA.

- ◆ **Transparency and Accountability:** EWNRA holds the conviction that transparency and accountability in all activities, including financial activities, is of paramount importance to its work;
- ◆ **Honesty and Integrity:** In all its dealings with all its stakeholders, EWNRA adopts the principle of honesty and integrity;
- ◆ **Inclusiveness:** EWNRA follows the principle of inclusiveness of all beneficiaries in need-assessment and identification, in project design, development and implementation;
- ◆ **Equity and equality:** This is the core of EWNRA's existence and is therefore committed to gender and inter-generational equity in its efforts to ensure sustainable and equitable development;
- ◆ **Community Participation and Empowerment:** EWNRA believes that the participation of communities at all levels of its intervention is crucial to the successful accomplishment of its goals and objectives.

◆ Result oriented approach and Sustainability

2. NATIONAL POLICIES, STRATEGIES AND LEGAL FRAMEWORKS ON GENDER EQUALITY

The FDRE Constitution

The Constitution of the Federal Democratic Republic of Ethiopia (FDRE Constitution, 1995), within its chapter of fundamental rights and freedoms, contains a number of rights which have direct relevance to the right of women to be protected from domestic violence. One article is totally devoted to enlist the specific rights of women and that is FDRE Constitution, 1995: article 35.

One of the several sub-provisions under this general article explicitly imposes an obligation and accountability on the state to protect women from violence. Moreover, the constitution has recognized the fundamental rights directly related with the right to protection from domestic violence like that of security of persons and prohibition against inhuman treatment. The constitution further provides that all international treaties ratified by the country are integral parts of the law of the land and fundamental rights and freedoms recognized shall be interpreted in a manner conforming to these treaties. These provisions, if appropriately used, provide a significant prospect to interpret the rights, including those in relation to domestic violence, in light of the international treaties which have been broadly interpreted over the years.

National Policy on Ethiopian Women

Formulated in 1993, the main aim of the National Policy on Ethiopian Women is to address gender inequality in social, economic and political areas, and to devise major strategies to address gender issues in the country. It has also an objective of ensuring that women participate in and benefit from all political, social and economic spheres on equal basis with men, to enable them to have access to social services to provide them with the means to reduce their workload, and gradually eradicate harmful traditional practices that are inflicted on women/girls. The policy emphasizes women's rights to own property and to benefit from their labor, and promotes women's access to basic social services.

Labor Laws: Both the revised labor law and civil servants law address the discrimination against women in the labor market. They prohibit employment of women on a type of work that may be harmful to their health.

In line with the provisions of the constitution of the Federal Republic of Ethiopia, the Federal Civil Servants proclamation No. 515/2007 under Article 13 has provided the anti sex-discrimination and affirmative action to ensure women's employment rights and enhances the participation of women in the employment sector. These provisions, first by outlawing sex-discrimination has paved the way for women to compete freely; second the provision under its sub - article 3(a) has re-affirmed women's right to affirmative action in recruitment, promotion and deployment process of human resource management.

The Family Law

Subsequent to the FDRE Constitution other more specific gender sensitive laws were issued in the country. One of these laws is family law (Revised Family Code, 2000) that has shown a radical change to the parts of the Civil Code dealing with marriage and abolished most of the discriminatory provisions in the Code concerning marriage. Some of these improvements are those rules which require respect, support, assistance and fidelity between spouses and one that mandates joint management of family.

The Criminal Law the Revised Criminal Code of the Federal Democratic Republic of Ethiopia (The Criminal Code, 2004) is the other major areas of Ethiopian law that has been recently revised in conformity with the FDRE constitution and includes new and revised provisions that are of pertinent to the protection of women from domestic violence. The Code addresses violence against women in different forms: by expanding the existing vague provision, by introducing new offences, by redefining the elements of these offences, by adding aggravating circumstances and by revising the penalties applicable in cases of violation.

The Development Social Welfare Policy was formulated by the Ministry of Labor and Social Affairs in November 1996. The Policy acknowledges that war, famine, economic crises of the past decades have harmed vulnerable groups, i.e., women, the elderly, children, youth and the disabled, and makes these groups the Policy's central focus. It also explains that women are underrepresented in every sphere including education, employment, politics, and other key decision making positions. It further mentions that one of the major causes of social problems is the economic dependence of women on men.

The Federal Policy on Natural Resources and the Environment was formulated in April 1996 with the overall goal of improving and enhancing the health and quality of life of Ethiopians and to promote sustainable social and economic development through the sound management and use of natural, man-made and cultural resources and the environment as a whole to meet the needs of the present generation without compromising the ability of future generations to meet their own needs. The policy gives importance to a participatory approach and the feeling of ownership in developing and conserving natural resources and an important place is given to gender..

It underlines the importance of the integration of social, cultural, and gender issues in sustainable resource and environmental management. Giving a high priority to raising the status of women by increasing female participation in the education system at all levels is indicated to be one of the strategies in the cross-sectoral issues. Increasing the number of women extension agents in natural resource and environmental management and designing programs that involve and benefit the most disadvantaged groups, particularly women, children, the disabled and the landless are considered important. The policy considers the disaggregating of data related to environment and to natural and man-made resource use and management, addressing gender issues by ensuring that energy plans adequately address fuel-wood requirement as two of the strategies in the development and conservation of biomass energy resources. In the area of mineral resource development one of the strategies is providing support to women in mineral development with special practical training and technical assistance particularly in small-scale and artisan mining. The policy gives a central place to institutionally supporting and establishing "Women in Development" desks at federal and regional government agencies concerned with natural resources development and environmental management. These desks would scrutinize projects, programs, policies, directives, rules, and regulations to ensure that gender issues are integrated. Capacity building for local communities to enable them to fully enfranchise their women, disables persons and, as appropriate, youth and children, to effectively participate in the planning and implementation of all development activities is also given importance. The policy is gender sensitive and it promotes highly the participation of vulnerable groups including women in conserving, sustaining, and managing the environment.

Health Policy: The government issued its health policy in 1993, which emphasizes the importance of achieving access to a basic package of quality primary health care services by

all segments of the population, using the decentralized state of governance. The policy recognizes the importance of women involvement in health services both as a user and provider. In order to achieve the goals of the health policy, a twenty-year health sector development strategy has been formulated, which is being implemented through a series of five-year plans. The fourth health sector development program, which is currently underway, gives more emphasis to gender equality in health service provision and works for gender mainstreaming at all levels of the health sector.

National Population Policy: The population policy recognizes the issue of gender and describes the important roles that women play in controlling population growth. It explains how education, employment and legal provisions that ensure the rights of women help to harmonize population growth with the capacity of the country. The population policy has the objective of removing all legal customary practices militating against the full enjoyment of economic and social rights by women including the full enjoyment of property rights and access to gainful employment.

3. STATUS OF WOMEN IN ETHIOPIA

Even though up to date data that clearly illustrate women's economic, social and political status is not available in Ethiopia, the 2016 EDSH and the preliminary gender profile of Ethiopia done by EU and UN women clearly shows the low status of women hold despite the legal and policy frameworks.

Health

In the past few years' women's health in relation to certain indicators such as HIV prevalence rate, reduced maternal mortality rates and increased access and use of contraceptives have shown some improvement, although the still high maternal mortality rate, poor nutritional status of women and gaps in knowledge about HIV mother to child transmission remain problematic. The HIV prevalence rate in Ethiopia has reduced significantly though women aged 30 to 34 years have the highest prevalence at 3.7 percent compared to (male). Gaps in knowledge about the prevention of mother to child transmission (MTCT) are seen most common among women with no education, and those residing in rural areas, who make up over 80% of the population. Other health concerns of women include poor nutritional status, and high proportion of deaths among women due to malaria. Though more numbers of women died from TB, malaria, intestinal worms, heart problems and hypertension than men, there is insufficient information on female deaths compared to information on male deaths. Therefore, a policy requiring better recording of causes of death in women and men is required. Despite the higher percentage of reported illness among women, gender disparity is also visible in health seeking behavior, with more men accessing medical assistance.

Family planning

According to EDHS 2016, 58% of married women age 15-49 have a demand for family planning; 35% want to space births, and 24% want to limit births. Thirty-six percent of married women are already using a contraceptive method either to space (22%) or to limit births (14%); that is, their family planning need is met. However, 22% of currently married women have an unmet need for family planning: they want to space (13%) or limit (9%) births but are not currently using contraception.

Moreover, of those women that are using modern contraceptive methods, (46%) were informed of the potential side effects or problems associated with the method they used; 36% were told what to do if they experienced side effects. Fifty-six percent were informed of other methods that they could use. Overall, 30% of all women that are using modern

contraceptives were informed at the time they started about the method's side effects, what to do if they experience side effects, and other available methods.

Education

Despite the national strategies to ensure equal access to education through the Education Sector Development Program (ESDP IV) and Girls' Education and Gender Equality Strategy for the Education and Training Sector (2014), the gender parity index reveals gaps in all levels of education and most significantly in secondary and tertiary levels. For example, the gender parity index (GPI) at primary level which was 0.98 in 2009/10 has dropped to 0.96 in 2012/13 indicating higher gaps in the enrolment of girls. This is attributed to socio-economic challenges such as girls' responsibilities for time-taking household chores and institutional challenges including lack of gender sensitive facilities and services at all levels. In addition to this, lower completion rates of females along with lower performance in Grade 10 national examination is a major gap that the preliminary gender profile in Ethiopia study finding revealed. In TVET and higher-level education, females are underrepresented in certain fields of technology and science. Among the major causes for the gender disparity cited are the low number of female teachers and mentors for young girls, compounded with socio-cultural and economic factors that constrain females' participation and performance.

4. PURPOSE

- To enhance the participation and inclusion of beneficiaries, stakeholders and employees without Gender inequality
- To promote inclusiveness in a decision making process to duly consider Gender, Culture and people with Disability (PWD)
- To create more opportunities by providing differentiated support based on Gender, Culture and Disability status

5. GENDER POLICY

The importance and objectives of EWNRA Gender Policy are as follows

1. To create gender sensitive working culture within the staffs and target communities through enhancing Knowledge, Attitude and Practices (KAP) of staffs and communities.
2. To create strong linkage with like-minded and gender focused organizations through fostering working partnership.
3. To realize revision of organizational working documents from gender perspective for efficient gender mainstreaming as stipulated in the policy

5.1 Gender Inclusiveness

EWNRA developed a Gender inclusiveness approach to ensure gender inclusive in the workplace and to its beneficiaries and stakeholders. The approach has the following points

- Provide a meaningful participation of both women and men in the project
- Considers gender equality as one of its priorities in interventions.
- Recognize and respond effectively to the diversity of participants in all key decisions and activities: the organization will take in to consideration the diversified nature of the participants in each step taking in decision and other activities implementations
- Women empowerment projects and Promote the value of women in leadership roles
Promote equality in employment arrangements

- Gender sensitive plan and report based on collecting sex-disaggregated data
- Support affirmative action to women
- Put off on job gender disparity and harassments
- Allocate resources to gender related works: EWNRA encourages its staffs to devote their time and expertise to assignments related to addressing gender in development. It will also create capacity building opportunities to empower women.

5.2 Gender Mainstreaming

Mainstream Gender into projects

A prerequisite for mainstreaming gender equality is to undertake gender analysis. During designing the project, EWNRA involves men and women, boys and girls considering the needs and experiences of them so as to mainstream gender in the project activities and objectives. It helps to understand how and why gender inequality existed in the project area.

Equal Representation of men and women in the projects

During planning, data collecting and analyzing, and evaluate, the project always present sex-disaggregated figure in the project. The sex-disaggregated data supports to monitor and evaluate whether the representation of men and women in the project equal or not. In addition to this, the organization take care in recruiting staff to represent the male and female representative, promote female candidate to apply in the advertisement and assess the job application data whether both gender apply it or not. In addition the following points considered:-

- Support the effort of men and women community members' effort to bring about sustainable utilization and management of wetlands, forests and other natural resources, and climate change adaptation through training, skills development and information dissemination
- Ensure the direct involvement of women farmers in project design, implementation, monitoring and evaluation activities
- Support capacity building activities of Woreda key partners who are working on gender and rural development issues.

Building the capacity of female beneficiaries and female employees

To build the capacities of female beneficiaries and female employees the organizations considers and accept the following points.

- **The need for "women only" spaces:** considering women specific interventions and safe space for their participation aim at building up women capacities and resources.
- **The need for male engagement:** Men have to be involved to create supportive environment for women empowerment and closing gender gaps
- To ease women's domestic burden and to enhance their involvement in the organization's development interventions, EWNRA will cooperate with Woreda Women Affairs Offices to be able them get technical supports to promote gender sensitive rural technologies.
- Technical Support for Women Affairs Offices and Associations in the form of training so that sufficient human resource to train rural women and men farmers on gender.

- Creating linkages with Woreda Women Association and Non-Governmental Organizations (NGOs) who are interested to support gender sensitive rural technology transfer in EWNRA operational areas.

Guarantee equal participation of women and men Stakeholders

EWNRA work to have equal participation of stakeholders without Gender inequality in the project. To guarantee this, during project implementation mapping of Gender relations and roles in the project conducted and Identifying gender based constraints, gender equality objectives and equity strategies assessed as well. Meanwhile, the organization endeavor the project become in line with gender-integrated projects. Through experiences EWNRA recognizes mainstreaming gender requires coordinated effort in different sectors. Thus, the organization shapes the staffs to equip and promoting women and men stakeholders participation in the project implementation which requires perusing several efforts at once.

Integrate gender issues into your Monitoring & Evaluation system

- Gender as a cross cutting issues, need to be integrated in all monitoring systems which provides qualitative and Quantitative data about
 - The contribution and participation of women and men in achieving the objective
 - The effects of the program on gender relations and disparities
- Ensure project indicators are gender- responsive so that they track gender-related changes
- Employ both qualitative and quantitative data collection methods to contribute to triangulation of results
- Use gender-sensitive data collection techniques
- **Monitor and record results of gender mainstreaming activities**
- Determine the satisfaction of women, girls, men and boys of appropriate ages with the assistance provided
- Assess the participation of women and girls in implementation of project activities
- Monitor rates of services access according to the sex and age participation
- Survey the benefits received to determine what change as a result of assistances in considering gender

5.3 Gender Equality and Female Empowerment

To enhance Gender Equality and female Empowerment in the organization, three points considered and give it detail as follows

Reduces gender disparity and gender-based violence

EWNRA to reduces gender disparity and gender-based violence will implement the following

- **Addressing Gender Based violence (GBV):** level of food security and the risk of GBV are closely linked. Women and girls are responsible for the production, procurement and preparation of food. As a result, women and girls can find themselves removed from familiar surroundings. This isolation can increase the risk of abuse or violent attack
- **Participatory process:** Ensure the targeted women, girl's men and boys meaningfully participate throughout the program implementation. Establish accessible, confidential and responsive information, feedback and compliant mechanisms.
- **Transformative change:** according to the social and cultural context, identify and address existing structural inequalities taking into account the impact of gender.

- **Adapted assistance:** - Do not assume that all will benefit equally. Tailor program to reflect the specific food security needs, capabilities and priorities of women, girls, men and boys of different ages and diversity groups
- **Coordination:** work with others in identifying and addressing gender inequality and gaps in service with in the sector and across sectors

Increases the capabilities of women and girls,

- Harnessing science, technology and innovation to reduce gender gaps and empower as well as girls example SACCO establishment, Fuel saving stove,
- Increase Women’s entrepreneurship for agriculture, sustainable energy
- Women’s knowledge and skills on the application of climate smart agriculture
- Improve women and girls access to microfinance, inputs
- Empower Women literacy

Promotes gender equity and equality

- Building partnership across a wide range of stakeholders
- Gender analysis should be work integrating with stakeholders
- Conduct community awareness raising on gender issues
- Promote gender responsive reporting, sex and age disaggregated data
- Right targeting: to facilitate input distribution to household members , develop selection criteria to clearly identify women, girls, men and boys
- Participatory process: activity involve diverse women, girls, men and boys in the assessment, analysis and planning through age, sex and diversity.

5.4 Gender Analysis of Programs/Projects

The Organization has a rule to conduct a gender analysis in each project during project preparation. The Gender Analysis report has included the following information

Define the roles of men and women in the projects

Roles of men and women, access to resources and economy, power/control of resources will be identified during Gender analysis work in the community. In addition, identify gender inequalities, the different needs, constraints, and opportunities of being a female and male will be identified and reported.

The project will identified the needs of men and women, girls and boys with stakeholders based on the Gender need assessment approach. These are practical Gender needs and strategic gender needs.

To reduce Gender inequalities and exclusions in the project, the project use the gender analysis result to inform and improve future gender inclusiveness programming. Consequently, the project objectives and activities should be shaped based on Gender analysis result.

6. CULTURE INCLUSIVENESS POLICY

EWNRA ensure the implementation of culture inclusiveness during the project implementation. EWNRA recognises respects, promotes and celebrates the value of cultural diversity and will adopt and implement inclusive policies and strategies which advance cultural diversity as a positive force in the life of the community.

Respect diversity in the workplace and the views of people of different cultural backgrounds was elaborated in the following points

The organization expresses its distinctive identity by creating a welcoming community and staff that –

- reflects its ethos,
- values and celebrates the diversity of the community,
- expresses a commitment to access and equity,
- demonstrates ethical conduct,
- highlights the primary values of human respect, dignity and freedom
- demonstrates acceptance of cultural diversity, and
- A commitment to cultural diversity embodies sensitive and ethical appreciation and recognition of cultural differences.
- Encourage people to contribute to the workforce by respecting their cultural difference

The objectives of this policy include, in EWNRA's working areas and community engagement to –

- (a) give specific acknowledgement and support to the cultures of intervention area of indigenous peoples;
- (b) recognize and value the multicultural nature of community;
- (c) stereotyping is strictly forbidden in the culture based in the working environment
- (d) facilitate the contribution and successful participation within the organization, its work and activities, of community and staff from diverse cultural backgrounds;
- (e) emphasise the value of cultural diversity and strengthen its commitment to cultural inclusiveness, in the delivery of services across all intervention areas
- (f) attempt to redress any unfair, discriminatory or illegal practices which may result or have resulted directly or indirectly from cultural difference, identity and/or context;

7. DISABILITY INCLUSIVENESS POLICY

7.1 Disability Mainstreaming

People with disabilities include women, men, girls and boys with long-term physical, mental, intellectual or sensory impairments which, in interaction with various barriers, may hinder their full and effective participation in society on an equal basis with others.

During planning, identifying number of People with disability in the intervention area by disaggregating age, sex and disability type considered. EWNRA recognises respects, promotes and celebrates the value of People with disability and will adopt and implement inclusive policies and strategies which advance them as a positive force in the life of the community.

Action proposed: Systematically include people with disabilities and older people in data collection, registration and all assessments. Use this data to support the design, implementation, monitoring and evaluation of inclusive program/project intervention

Principles stated as follows

- A. **Meaningful access:** ensuring that any barriers affecting the access and participation of people with disabilities and older people in program/project intervention are addressed.

- B. **Respect for the inherent dignity of people with disabilities and older people:** ensuring that people with disabilities and older people are respected as having an active role in their families and communities, and in their own lives. An inclusive program/project intervention response requires staff to be aware of disability and age and of how to respect and communicate with these groups.
- C. **Active and effective participation and equality of opportunities:** ensuring that people with disabilities and older people participate in all aspects of the program/project intervention on an equal basis with others.
- D. **Respect for diversity, including equality between women, men, girls and boys of all ages:** ensuring that all persons with disabilities and older people receive program/project intervention equally.

Action taken:

- Create and sustain an inclusive environment for people with disabilities and older people. Ensure that all activities promote and protect the inclusion and safety of these groups
 - Ensure people with disabilities and older people can access all important information and accommodate for people with vision, hearing, communication, mobility and literacy limitations and/or difficulties with processing information.
- E. **Non-discrimination:** ensuring that all of the affected population including older women and men, and women, men, girls and boys with disabilities can access assistance and benefit from program/project intervention on an equal basis with others.
- Action taken: Design all program/project intervention to maximise accessibility of services and inclusion of people with disabilities and older people.
- F. **Recognition of the essential role of carers:** ensuring the contribution provided by carers is recognised and their needs are supported, and acknowledging the fact that many people with disabilities, children and older people are themselves carers.

Action proposed:

- Ensure people with disabilities and older people, and their careers, participate directly in needs assessments, consultation and feedback mechanisms to inform programming
- Ensure participatory needs, vulnerability, capacity and all other assessments include direct and meaningful consultation with people with disabilities and older people, and their careers, to identify and address specific risks and barriers that affect them, and their capacity to participate in the response.

Annex 1. Gender glossary

Gender: refers to the socially constructed set of roles and responsibilities associated with being girl and boy or women and men. In other words, it refers to the roles what men and women should do in a society, which relates to a range of social and institutional issues rather than a specific relation between any male and female individuals. Gender roles are different from

Sex roles, which are biologically determined. These different roles are influenced by historical, religious, economic, cultural and ethnic factors.

Social norms: are the social rules, either explicit or implicit, that define our expectations of appropriate behaviour between people. They include things like shaking hands when you meet someone, standing a certain distance away from another person when you speak. **Gender norms** are a subset of social norms, and these are the behavioural expectations around a person's sex.

Gender roles: are a collection of socially learnt behaviours and expectations about characteristics and aptitudes that are considered to define what it means to be a woman or a man (or a boy or a girl) in a given society or culture. They are also about relations between women and men, who should do what, who has control over decision-making, access to resources and benefits.

For example: In some societies, it is expected that only women will do the cooking (it is not appropriate for men). In some societies, it is expected that men will kiss and hug each other when they meet and greet – but in other societies this is considered to be a very inappropriate behavior. In some societies it is common for women to wear their hair in short styles, but in other places it is only acceptable for women to wear their hair long. The same goes for men - in some communities, long hair for men is common and 'the norm' and in others it is not normal. These are not characteristics, skills, or behaviours that we are born with – we learn what is considered to be appropriate to do (as males and females) in our community – this is our gender identity. This shows gender roles vary from society to society.

Gender identities and gender relations are critical aspects of culture because they shape the way daily life is lived in the family, but also in the wider community and the work place.

Sex	Gender
<ul style="list-style-type: none"> • Born with • Biological 	<ul style="list-style-type: none"> • Not born with • Socially-learnt behaviours
<ul style="list-style-type: none"> • Universal (the same everywhere) 	<ul style="list-style-type: none"> • Diverse (different across societies)
<ul style="list-style-type: none"> • Cannot change, e.g. <ul style="list-style-type: none"> - Only women can bear children - Only men can impregnate 	<ul style="list-style-type: none"> • Can & do change, e.g. <ul style="list-style-type: none"> - Women can be prime ministers - Men can be good at taking care of for children

Finally but importantly, societies, cultures, gender roles and relations are continually being renewed and reshaped. Gender definitions change over time in response to many factors like social, economic, legal, policy and civil society. During this process of evolution, some values are reaffirmed, while others are challenged as no longer appropriate. It is important to remember that gender roles and relations can and do change.

Social construction of gender: refers to how society values and allocates duties, roles and responsibilities to women, men, girls and boys. This differential valuing creates the gender division of labor and determines differences in access to benefits and decision making which in turn influences power relations and reinforces gender roles. This is done at various levels of gender socialization including family, religion, education, culture, peers and the media.

Gender issue: This is a point of gender inequality that is undesirable and therefore an intervention. It results from some form of gender discrimination or oppression. A gender

issue arises when there is inequality, inequity or differentiated treatment of an individual or a group of people purely on the basis of social expectations and attributes of gender. Gender issues are sometimes called gender concerns.

Gender discrimination: occurs when men or women are treated differently (restricted or excluded) in the family, in the workplace and society due to gender-stereotypes which prevent them from enjoying their full potential and human rights. **Gender stereotypes** are a set of characteristics that a particular group assigns to women or men, they are often incorrect, and usually limit what an individual can do.

For example: Some common female stereotypes are such that women are dependent, weak, passive, and less important. Some common male stereotypes are that men are independent, strong, competent, and more important and decision-makers. These characteristics are not exclusive to men or women, both women and men can and do possess these characteristics. However, they are often 'applied' to one or the other in a negative way that results in them being disadvantaged in some way. To illustrate these gender stereotypes; it is sometimes said that "women are not strong enough to be leaders, or men do not possess nurturing skills to take care of children". Consequently, Gender-based stereotypes results in gender-based discrimination often places women in an unequal, subordinate and deprive them decision making position in relation to men. It can also constrain men's opportunity to participate in a range of activities such as caring for their children or choosing healthy behaviours.

Gender equality: does not simply mean equal numbers of men and women or boys and girls participating in all activities. Gender equality means that men and women enjoy equal recognition and status within a society. It does not mean that men and women are the same, but that their similarities and differences are recognized and equally valued. Gender equality means that women and men experience equal conditions for realizing their full human potential; have the opportunity to participate, contribute to, and benefit equally from the political, economic, social and cultural development of their country. Most importantly, gender equality means equal outcomes for men and women. Gender equality is both a critical human rights issue and an essential requirement for equitable, efficient, effective and sustainable development.

Gender equity: - entails the provision of fairness and justice in the distribution of benefits and responsibilities between women and men. The concept recognizes that women and men have different needs and power and that these differences should be identified and addressed in a manner that rectifies the imbalance between the sexes.

Empowerment: - means increasing the resources and abilities of individuals or groups of people to influence and decide matters with regard to their own lives. Increasing people's power to control their own lives is a process of change that is both internal and external. From the point of view of gender equality the main groups that need empowering are women and girls because their position in society is almost always weaker than that of men.

Gender analysis: This is the process of examining roles and responsibilities or any other situation in regard to women and men; boys and girls, with a view to identifying gaps, raising concern and addressing them; investigating and identifying specific needs of girls and boys, women and men for policy and programme development and implementation.

Gender Division of Labor

Gender Division of Labour is a pattern where women are given one set of gender role and men are given another set. Almost in every society two sexes are assigned separate and

specific gender roles even if the roles differ from culture to culture. These roles can be divided into three broad categories. These are:-

i. Productive role:- it includes production of goods and services for consumption by the household or for income and performed by both men and women. Women's productive work is often carried out alongside their domestic and child care responsibilities; tends less visible and less valued than men's productive work. It includes wage employment, trade and marketing.

ii. Reproductive role:-This work involves the bearing and rearing of children, all tasks associated with domestic work and maintenance of household members. Reproductive work includes cooking, washing, collecting fuel, caring for the sick and elderly. These functions are often labor intensive and lack of technologies and service to lessen the burden. Women are mainly responsible for these works and usually unpaid.

iii. Community roles:- women's community activities include providing and maintenance of resources which are used by everyone, such as water, health care, and education. It encompasses labor inputs towards organization and sustainability of cultural events, networks and services in communities including management of environmental resources. Such functions include ceremonies involving celebrations of birth, marriage and other spiritual and social-cultural happenings and mobilization of local resources for community development including local politics (membership in cultural and religious organizations/groups). These activities are normally unpaid and carried out in their free time.

Gender-related needs

As a result of gender roles; needs are also gender-bound. Gender-related needs can be divided into practical needs and strategic needs:

- i. Practical needs** are the concrete, material needs that must be met in order to satisfy the basic needs of life. They can include the needs for nourishment, health care and shelter. Practical needs are met by concrete actions, such as providing services, education, credits, and so on. Solving problems connected with practical gender-related needs does not change the power relations between women and men in a community.
- ii. Strategic gender-related needs** are connected with the status of women and men and the power structures within the community. Strategic gender-related needs include, for example, the right to own and inherit money and land, the right to the same wages for the same work, the right to make decisions about one's own body and the right to develop oneself on one's own terms. The satisfaction of such strategic needs requires structural and attitudinal changes in the community.

Gender sensitivity: This is the ability to perceive existing gender differences, issues and equalities, and incorporate these into strategies and actions.

Gender responsiveness: this is planning and implementing activities that meet identified gender issues/concerns that promote gender equality.

Gender transformation: this describes a situation where women and men change their way of thinking from patriarchal towards a gender equality perspective.