The Open University of Tanzania

Gender Policy

Towards Balanced OUT Community

November 2008

Foreword

Issues of gender at the Open University of Tanzania trace their history way back to the 1990's when the struggle for emancipation of women were forged through Women in Development (WID) at both National and International levels. At this point, gender was identified as one of the main areas requiring serious attention.

Since its establishment The Open University of Tanzania has realized that there were gender imbalances in different areas and at different levels within the University of and that if these are not effectively addressed the imbalances will continue to grow even at a faster pace than before. It has been therefore making efforts to have gender issues continuously captured in its activities. Gender balance and mainstreaming was one of the institution's priority strategic objectives within its first Five Year Strategic rolling Plans since 2004. More efforts towards institutionalizing gender issues at the OUT led to the formation of the Gender Unit in 2005 which facilitated a number of gender responsive activities. These activities include, among others, gender sensitization workshops for the management, staff, and students' at the University and a wide range of students under OUTSO. Affirmative measures are being instituted to curb the glaring imbalances among students and staff in terms of enrolment, employment and retention. Different OUT procedures and policies have responded positively to gender sensitivity and the process is going on.

This policy has come at an opportune moment when gender concerns have been recognized important topical issue on the development agenda at National, Regional and International levels. This policy gives a clear vision that acts as a guide for engendering all the processes, policies, procedures and practices so that women and men at the OUT are assured of equal rights and opportunities in all the spheres, structures and organs of the University. I am convinced that the success of this policy is the responsibility of all persons at policy, decision making and implementation levels of the OUT at Headquarters and Regional centers.

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Open University of Tanzania   December, 2008

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LIST OF ABBREVIATION

AIDS…………………………………..Acquired Immuno Deficiency Syndrome

AU …………………………………..African Union

CEDAW……………………………Convention on the Elimination of all forms of

Discrimination against Women

DVC………………………………..Deputy Vice -Chancellor

GSC………………………………..Gender Steering Committee

GTC………………………………..Gender Technical committee

GU…………………………………Gender Unity

HIV………………………………..Human Immunodeficiency Virus

ICE………………………………… Institute of Continuing Education

ILO………………………………..International labor Organization

OUTSO…………………………..Open University Student Organization

OUT………………………………Open university of Tanzania

PhD………………………………...Doctor of Philosophy

SADC……………………………….Southern African Developing Community

URT………………………………The United Republic of Tanzania

VC…………………………………...Vice -Chancellor

1.0 Introduction

1.1 Background
Gender addresses the socio-cultural dimensions of differences between men and women, providing a dynamic picture of a society in which men and women interact in all activities that lead to its development.

Efforts to address issues of gender equity and equality have a long history. At the international level, the Convention on the Elimination of all forms of Discrimination Against Women (CEDAW) was ratified in 1979. CEDAW forms the basis for many other efforts to foster equality between men and women by promoting and supporting gender mainstreaming. Other international and regional efforts include:

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

Tanzania has been in the forefront to promote equity and equality for its citizens both men and women. It is a signatory of various international conventions related to gender. The government has endorsed and adopted the implementation of various strategies and plans of actions as an effort to promote gender equity and equality in Tanzania.

The efforts include:

- The Arusha Declaration (1967) emphasized the elimination of exploitation of one person by another and advocated equality between the sexes.
- The Villagilization Policy (1975) accorded equal say and access for men and women to resources and decision making institutions among villages and other organs within local communities.
- The Musoma Resolution (1975) affirmative action was adopted to exempt girls graduating from high schools from two years of national service before joining university as a head start to make up for their many years of being disadvantaged.
- The Universal Primary Education (1977) requires all parents to send their school age children to school irrespective of their sex.
- The Education Act No. 25 and its amendment No. 10 (1995) from time to time provides for penalty for parents who do not send all their school age children to school.

In order to address gender issues properly, Tanzania formulated the Women and development Policy in 1992. This was replaced by the National Gender Policy in 2000. The policy directs formation of gender focal points within the government structures at all levels. Hence, this directive creates a basis for the establishment of the OUT gender policy.

1.2 OUT Gender Situational Analysis

As an institution of higher learning, OUT has always endeavored to promote gender equity, equality and mainstreaming through its charter, various policy statements, , rolling and strategic plans, organizational structure, curriculum and programmes. The OUT charter stipulates guidance on systematic execution and accountability for gender concerns at OUT headquarter and its Regional Centres. The OUT five years rolling and strategic Plans 2004-2010 constitute gender equity and mainstreaming as one of the priority objectives; while the institutional structure provides for Gender Steering committee as one of the decision making participatory organs of the university. Efforts towards institutionalizing gender issues at OUT have led to the establishment of the Gender Unit under the Institute of Continuing Education that is overseen by the office of the Vice Chancellor. Other initiatives include:

- The establishment of OUT Women Education Fund,
- Efforts by some faculties to establish gender courses in their curriculum,
- Undertaking some gender awareness and sensitization seminars/workshops for OUT community,
- Instituting programmes to promote affirmative action to increase the number and propositions of female students

Despite these commendable efforts, however, gender balance and mainstreaming has not yet been attained at the Open University of Tanzania. There are gender imbalances and gender issues that need to be addressed. These are observable in areas of student enrollment and participation, curricula, staff recruitment, human resource development, leadership and institutional culture. The following are some of the factors:

- Limited incorporation of essential elements and principles of gender equality and equity in OUT vision, mission and key policies {such as Student Affairs Policy, Staff Training and Development Policy, HIV/AIDS Policy, Research and Consultancy Policy etc}
- In all faculties female students have always constituted a minority

- In science programmes, especially natural science based disciplines including computer sciences, women representation has been extremely low (see OUT Facts and figures 1994 – 2008).
- Gender biases and stereotypes in the curricula
- Various forms of biased perspectives which constitute unfriendly learning and working environment.
- Lack of a gender harassment policy
- Males have always dominated the top leadership
- The proportion of female academic staff at OUT is still very low
- Lack of gender sensitive budgeting approach

Worth noting is that some situations of gender inequality and inequity at OUT and higher education in general are reflective of the contextual barriers at local, national and international levels. These barriers have been perpetuated by the patriarchal systems and relations that have historically evolved and created gender biased social, economic, political and legal structures and frameworks. The catchments area from which higher education students and academic staff are recruited for example, present a small pool of female candidates. The policy to guide procedures and action to redress situations of gender inequality and inequity therefore need to address both contextual and institutional challenges.

1.3 Rationale

The Open University of Tanzania has since its establishment been making efforts to have gender issues continuously captured in its activities as noted in the situational analysis. However, these issues are still prevalent in different areas and at different levels of the institution. Furthermore, OUT has a responsibility and a better opportunity of addressing gender issues at national and international levels due to its advantage of delivering education through the Open and Distance Learning mode.

Internationally, Tanzania is a signatory to various human rights instruments which bind it morally, and legally to adhere to equity policies and non-discriminatory practices as previously noted.

The Universal Declaration of Human Rights and the Bill of Rights bind Tanzania morally to ban discrimination of all forms. The Convention on the Elimination of all forms of

Discrimination against Women binds the Tanzanian government legally to ban discrimination and promote and empower women in all spheres. Various ILO instruments, in Tanzania are a party to, demand protection of women against discrimination in employment. ILO III Convention calls upon member states to pursue policies designed to promote equal opportunity and treatment in respect to employment and occupation in view to eliminating any kind of discrimination.

Regional instruments such as SADC Gender Declaration, bind to an affirmative action that intended to promote women's participation in politics. A 33% benchmark has been set as a minimum percentage for women participation in decision-making processes for which the AU set a benchmark of 50%.

The United Republic of Tanzania (URT) constitution provides for recognition of equality of persons, and the constitution has incorporated a bill of rights, which bans discrimination on all grounds. Article 9 of the constitution provides for respect of human rights as provided for in the Universal Declaration of Human Rights. Article 21 asserts that, every citizen of the United Republic of Tanzania has a right to participate in the governance for the country directly or through their elected representatives. Article 22 provides for equality of opportunities and equal rights through equal terms and conditions to hold any public office. The constitution establishes an affirmative principle as a temporary measure to rectify the historical gender imbalances.

The Tanzania's national vision 2025 has an overall goal of attaining human development with all prerequisites for achieving a fully developed economy. Poverty, inequality, ignorance and lack of empowerment to cherish popular participation in development at all levels are considered as limiting factors to the attainment of general and specific goals of the vision. The human development goal is expected to be people cantered with a view to achieving a broad based poverty reduction that rejects inequality and all forms of social and political exclusion which constrain efforts for empowerment and effective democratic participation of all social groups.

Some of the sector policies have also provided guidelines and frameworks for promoting gender equality. The Women Development and Gender Policy (2001) for instance, calls for rectifying the historical imbalance through removing barriers that hinder women from having access to education and training to the limits of their abilities, as well as removing cultural

barriers including norms, values, and cultural practices that continue to subordinate women in an inferior position. Additionally, the policy calls for the promotion of a culture that defends social justice for women's point of view, and promotes and strengthens the talents and strengths of women. The policy calls for mainstreaming of gender issues in all development plans.

The current universities Act of 2005 provides for gender equality, balance and equity as one of the functions of the Tanzania Commission for Universities.

At the institutional level, The Open University of Tanzania has a charter which became operational in January 2007. The charter ensures that in all administrative and management organs of OUT, the issue of gender equality and equity is addressed. Furthermore, the institution's Rolling Strategic Plans incorporate the element of gender equity and mainstreaming among the strategic issues. OUT has also established a gender Coordination Unit since 2006.

Given the discussed context, The Open University of Tanzania has the role and mandate to establish and implement a gender policy which would be consonant with the international, regional and national instruments in order to promote gender equality, equity and women's empowerment within the university in particular and Tanzanian society in general.

1.4 Vision, Mission, Goal and Objectives

1.4.1 Vision
To have an Institution which observes and maintains equal opportunities for all.

1.4.2 Mission
 To create an effective and enabling framework to guide the developmental processes in terms of developing policy guidelines, regulations, procedures and practices that will serve to ensure equal rights and opportunities for both gender in all spheres, organs and structures of the Open University of Tanzania.

1.4.3 Goal
To provide a clear vision and framework to guide the processes of developing policies, procedures, and practices, which will serve to ensure equal rights and opportunities for

both in all spheres, organs and structures of The Open University of Tanzania, for both students and staff?

1.4.4 Objectives
The gender policy aims at achieving the following objectives:

- OUT Policies to Clearly Express Focus on Gender Balance and Mainstreaming
- Promote Gender Balance in Student Enrollment, Performance, Achievement and Retention.
- Promote Gender Mainstreaming Curriculum Development Research and Consultancy Programmes.
- Enhance Gender Equity and Equality in Staff Recruitment, Development, Training and Retention.
- University Governance to promote Gender Balance and Mainstreaming in its Guidelines and Procedures.
- Gender Equity and Equality to become part and parcel of OUT Organizational Culture

1.4.4.1 Policy focus
1. OUT key polices to incorporate element of gender equity and equality.
2. Equal and Equitable representation of women and men in planning and policy
   Making.
3. OUT policies to incorporate gender mainstreaming.

1.4.4.2 Student Enrolment, Performance, Achievement and Retention

1. OUT to increase the enrolment of female students to 50% in all OUT training programmes.
2. OUT provide outreach programmes that will support women readiness/preparedness to enroll in higher education.
3. To establish guidelines for The Open University of Tanzania to take actions in redressing the historical gender imbalances. Such guidelines should include affirmative actions.
4. To establish and support gender sensitive guidance and counseling services.

5. OUT to provide women fit support services during the course of academic activities.

6. OUT to support remedial programmes to improve performance of both women and men.

1.4.4.3 Curriculum Development Research and Consultancy Programmes

1. To facilitate the mainstreaming of gender into OUT curriculum.
2. To build capacity to increase male staff involvement in gender issues.
3. To build capacity on gender mainstreaming in curriculum.
4. To design and disseminate gender sensitive technologies.
5. To improve access the gender disaggregated data.
6. To transform values and attitude that hinder gender equity and equality in research and consultancy
7. To establish mechanism for conduct of gender sensitive research.
8. OUT design gender sensitive research and consultancy activities
9. To wind out gender stereotype study materials.

1.4.4.4 Staff Recruitment, Development, Training and Retention

1. To provide guidelines that will facilitate equity and equality of opportunities for all in terms of accessing knowledge, employment opportunities, services and resources.
2. To provide guidelines that will facilitate equality and equity of treatment by employers and all service providers at OUT.
3. To establish easily retrievable gender disaggregated data for both staff and students
4. To establish gender networking with other gender sensitive and responsive professional groups
5. To develop gender training programmes at all level.

1.4.4.5 University Governance

1. To provide guidelines that will enable The Open University of Tanzania to institute measures that will ban discriminative tendencies; practices; procedure; rules and policies.
2. To institute gender mainstreaming in decision making bodies at OUT.
3. To promote gender mainstreaming in planning at all levels.
4. To develop strategies that will enhance gender equity and equality at all.

5. Administrative levels.

1.4.4.6 Organizational Culture
1. OUT to organize and conduct gender sensitive outreach programmes
2. To develop institutional measures that will identify and remove values, norms and practices which hinder promotion of gender equity and equality.
3. The need for the OUT to have specific statements that redress values and norms.

1.5 Basic principles
This policy will be guided by the following principles that will be mainstreamed in programmes, plans and all aspects.
1. **"Equal Opportunity"** Employer and Educator at all levels.
2. **"Zero tolerance"** on all forms of sexual harassment.
3. Gender responsive participatory methods and approaches to guide the learning and working environment.

2.0 POLICY STATEMENTS AND STRATEGIES.

This chapter presents issues and provides policy statements and strategies earmarked for effective implementation of policy objectives.

2.1 Policy focus

2.1.1. Policy Issues

A review of OUT major policy documents indicate limited incorporation of essential elements and principles of gender equality and equity in OUT.

2.1.2. Policy Statement

OUT shall regularly review policy documents and its key functions with a view of anchoring gender equity and making them more gender responsive.

2.1.3. Strategies

The following strategies are meant to continue promoting gender equity and equality at policy levels

- Plan for regular review of policies and procedures guiding key functions to ensure that gender concerns and gender responsiveness is anchored in all OUT policies and procedures
- Provide accountability mechanisms for implementation of gender mainstreaming in all newly established policies, programmes, plans, and functions.

2.2. Student Enrolment, Performance, Achievement and Retention

2.2.1. Policy Issues

- Inequality in the enrolment of female and male students.
- Enrolment of female student is lowest in the natural science based disciplines
- Limited guidance and counseling services to students.

2.2.2 Policy Statement

- The OUT shall continue to rectify the historical gender equality and inequity through the adoption of affirmative action in all aspects and activities of the University where appropriate.
- The OUT shall through Senate review from time to time, opportunity for both female and male students in the area of enrolment, performance, achievement and retention until the desired goal 50/50 percentage ratio between female and male is attained generally and across Regional centres, faculties/Directorates/Institutes and departments in particular.
- The OUT shall promote more guidance and counseling services

2.2.3. Strategies

- To initiate new affirmative action efforts
- To support remedial courses to retain all the female students who are admitted through or under affirmative action;
- Introduce empowerment programmes targeting students to enhance their self esteem and confidence
- Introduce gender training programmes for all students;
- Strengthen guidance and counseling services for students;
- Start/continue and revitalize extra curriculum activities targeting all students in order to promote positive interactions and attitudes in all RCs and;
- Build sustainability and accountability plans for moving OUT towards the 50/50 enrolment percentage ratio between students and staff.

2.3 Curriculum Development Research and Consultancy Programmes

2.3.1. Policy Issues

- There are limited or no gender sensitive approaches in curriculum development, teaching, research and consultancy.
- Most of the gender courses are taught by women.

2.3.2. Policy Statement

- OUT shall mainstream gender in academic programmes research and consultancy activities.

- OUT shall promote gender training and responsive networking among staff and students as well as with gender professional groups
- OUT shall transform values and attitudes that hinder gender equity and equality in curriculum development and delivery, research and consultancy.

2.3.3. Strategies

- To review curriculum with a purpose of mainstreaming gender in the OUT curricular, research and consultancy.
- To support and fund gender responsive and gender specific researches and consultancies
- To promote gender mainstreaming in the OUT research and consultancy.
- To establish/expand networking with gender professional groups
- To in calculate values and attitudes that promote gender equity and equality in curriculum development and delivery, research and consultancy.
- To organize and conduct routine gender training inhouse and outreach programmes
- To establish center for gender studies to coordinate gender courses at OUT.

2.4 Staff Recruitment, Development, Training and Retention

2.4.1 Policy issues

- There are less women staff opportunity for women than men in the recruitment and training
- Limited information and access to key resources for activities such as research, available consultancy and funds for sabbatical leave
- There are low number of female staff in key and higher academic positions
- Unsatisfactory/Inadequate of gender responsive policy in recruitment and training in the academic/technical and administrative staff.
- Limited recognition of biological needs and responsibilities of staff and the requisite support.
- Limited gender responsiveness in the tools, criteria and standards used for motivation of staff e.g. promotions, research fund, consultancies, housing, etc.
- No specialized scholarship for female candidates/staff.

2.4.3 Policy Statement

OUT shall further embrace an equal opportunity employer by instituting and pursuing policies and programmes that will create equal opportunities for both male and female staff in recruitment, staff development, training and retention.

2.4.4. Strategies

- To put in place affirmative action at the recruitment level to support an increased number of female employees in academic/technical and administrative positions by defining female and male target percent levels.
- To improve mechanisms of accountability for managing and monitoring the extent to which each unit adopts and implements gender responsive plans for moving to the set target of 50/50 percentage ratio.
- To improve gender disaggregated data showing the actual number of employees at all levels in order to provide equal opportunity in staff recruitment, development and training.
- To develop and operationalize effective mechanism for supporting female employees for training, research and promotion.
- Ensure that budgets at all levels of the institution are gender sensitive.
- To expand networking with gender professional groups.
- Create specialized scholarship for female staff.

2.5 University Governance

2.5.1 Policy Issues

- Limited participation of women in leadership and governance structures at OUT.
- Limited mechanism of accountability for gender mainstreaming for key implementers.
- Lack of operational tools for supporting governance structures on gender accountability.
- Lack of parity between women and men in the governance positions

2.5.2 Policy Statement

- OUT shall institute gender responsive structures and processes by putting in place mechanism for increased women participation in leadership and decision-making bodies.

- OUT shall promote equity, equality and empowerment of all women and men at all levels

2.5.3 Strategies
- Define female target percentage with a view to moving OUT to a 50/50 gender ratio, in leadership positions and membership in decision making organs.
- Put in place clear gender equitable operational procedures when searching and appointing individuals for leadership positions and decision making organs.
- Institute gender accountability and effective mechanism for holding office bearers accountable for lack of mainstreaming gender in their units.
- Consistently make knowledge of gender issues and gender responsiveness part of the terms of reference to all office bearers of governance positions at the University.
- Facilitate OUT gender Coordination unit to a Centre of gender studies.
- Enhance gender budgeting knowledge to the university Vote holder's.
- Equip all staff/staff with relevant gender skills and capacity

2.6 Organizational Culture

2.6.2 Policy Issues
- Gender sensitive organizational culture is minimal at OUT
- Limited institutional mechanism of promoting gender responsive organizational culture

2.6.3 Policy Statement
- OUT shall discourage all forms of harassment associated with gender insensitive of organization culture at all levels
- OUT shall instill values and attitudes that promote gender equity and equality among staff and students.
- OUT shall organize and conduct gender sensitive outreach programmes with view to mainstreaming gender sensitive.

2.6.4 Strategies
- Conduct gender sensitization programmes for the entire university community and make this a continuous process.

- Formulate mechanisms that discourage all forms of sexual harassment that linked to gender insensitivity.
- Promote and conduct gender sensitive outreach programmes
- Promote and enforce change in values/norms and attitudes that hinder equity and equality.
- Institute a Sexual harassment policy

3.0 IMPLEMENTATION.

The implementation of the gender policy will be supported by the OUT organization structure. The policy will be coordinated by an independent Gender Unit (G.U) which will be headed by the Coordinator. The G.U shall operate under the office of the Vice- Chancellor and will be facilitated by two committees.

The committees will include the Gender Steering Committee (GSC) and Gender Technical Committee (GTC) as the lowest organ. The GTC will have a representation from each faculty, institute and directorate and will be chaired by the G.U coordinator. The GSC shall be chaired by the Vice-Chancellor and the G.U coordinator will be the secretary. The GTC will report GSC and the GSC will report to the Council.

In implementing the gender policy, the implementing organ will be responsible in defining the role and position of major stakeholders within the community in relation to the Gender Policy; as well as establishing a framework for coordinating, monitoring and evaluating the implementation of the policy. The implementing organs will also be responsible in reviewing and setting up of an enabling legislative and institutional arrangement

3.1 The Role of Different Stakeholders within the University
The stakeholders here include the OUT Management, Faculties, Institutes, directorates and Departments and students in general. For the policy to be owned and become implementable at the OUT the different stakeholders shall not only make a commitment to endorsing and popularizing it but also shall be held accountable for its implementation. The OUT shall develop a strategic action plan identifying areas of mobilization of resources (both financial and human) and responsible organs and key individuals for implementation.

3.2 Monitoring and Evaluation

OUT through the Gender Unit shall establish and support a mechanism for monitoring and evaluating the implementation of the policy. An elaborate framework for monitoring and evaluation will be put in place within which monitoring and evaluation shall be carried out at all levels of the University. The results of monitoring and evaluation will be used to review strategies and programmes for the purpose of improving performance in order to achieve the intended results. This is through Rolling and strategic plan six months meetings.

Organization chart for gender Unit within the University

3.3 Institutional and Legal Framework

The implementation of the gender policy requires a sound institutional framework for translating the goals, objectives and strategies into actual programmes at all levels within the University. This means that the implementation will be effected through the existing OUT institutional set up but taking into account changes resulting from the ongoing institutional transformation.

The effective implementation, of the policy requires political commitment and support. It requires, in, addition, collective responsibility and accountability by all sectors of the university. But faculties, institutes, directorates, departments, students' organization (OUTSO) other academic and administrative units coordinated at the highest office (Vice Chancellors) within the University will play a key role in the implementation of the policy.

3.4 Frequency of review

The document will be reviewed after every three years.

APPENDIX

DEFINITIONS OF GENDER RELATED CONCEPTS

The process of addressing gender differences need to be guided by a clear understanding of gender related concepts. The following are key concepts in the sphere of gender

- **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.

- **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.

- **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.

- **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. The prevalence of inequality between men and women as manifested in education, labor markets, decision-making bodies, political structures and households has made it necessary to develop conventions and other forums that address these imbalances.

- **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.

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

- **Gender:** 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. 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 Equality**

  This is an equal sharing of power between female and male members of a community or a 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. It refers to norms, values, attitudes and perceptions required in attaining equal status between men and women without neutralizing the biological differences between men and women.

- **Gender Equity**

  It is the quality of being fair and just to both men and women. It includes fairness and justice in the distribution between men and women of responsibilities, access to resources, control over resources and access to benefits. Gender equity is a step towards gender equality and it embraces affirmative actions where and when necessary.

- **Gender Balance**

  Gender balance is the goal of acquiring equal numbers and proportions of female and male staff, employees or other actors in a place of work, learning or other social engagement. It involves a participation of an equal number of men and women within an activity or an organization.

- **Gender Mainstreaming**

  Gender mainstreaming refers to a process of assessing and bridging of gender imbalances. Specifically, it is a strategy for making women's and men's concerns and

experiences an integral part of designing, implementing, monitoring and evaluating programmes and activities in the socio-economic and political spheres of the society.

- **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 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 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 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. They include analysis of gender-targeted allocations (e.g. special programmes targeting women or men); they are disaggregated by gender.

- **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 conscientization

- **Male:** Socio-cultural based references to male adult.

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

- **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 be in other forms such as human resources i.e. labour or in a form of materials.

- **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.