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# Appendix 1 *Glossary of terms*

## Activities

Work undertaken during a project or programme to obtain results.

## Evaluation

Objective assessment (during or after project) of the background, objectives, results, activities, and means used with a view to drawing lessons that may be more widely applicable.

## Gender

Gender can be defined as the set of characteristics, roles and behaviour patterns that distinguish women from men which are constructed not biologically but socially and culturally. The sex of an individual is biologically determined, whereas gender characteristics are socially constructed, a product of nurturing, conditioning, and socio-cultural norms and expectations. These characteristics change over time and from one culture to another. Gender also refers to the web of cultural symbols, normative concepts, institutional structures and internalised self-images which, through a process of social construction, define masculine and feminine roles and articulate these roles within power relationships.

## Gender analysis

Quantitative gender analysis is the collection and analysis of sex-disaggregated data which reveals the differential impact of development activities on women and men, and the effect gender roles and responsibilities have on development efforts. Qualitative gender analysis is the tracing of historical, political, economic, social and cultural forces in order to clarify how and why these differential impacts, roles and responsibilities have come about.

## Gender-aware/redistributive/transformative policies

Gender-aware/redistributive/transformative policies seek to transform existing gender relations by changing the distribution of resources and responsibilities to make it more equitable. These policies involve altering the existing balance of power between men and women, addressing not only practical gender needs, but strategic gender interests as well.

## Gender-inclusive language

This is language which challenges the assumption/tradition that masculine nouns, pronouns and adjectives include both male and female. Examples of gender-inclusive language are 'staff-hours' (rather than 'man-hours'), 'he or she' (rather than 'he'), and 'his or her' rather than 'his'. Gender-exclusive language, by subsuming the female in the male, acts as both a cause and an effect of the invisibility of women's contribution.

## Gender mainstreaming

This term may be conceptualised in two different ways: on the one hand it is an integrationist strategy which implies that gender issues are addressed within the existing development policy, strategies and priorities. Hence, throughout a project cycle, gender concerns are integrated where applicable. On the other hand, mainstreaming also means agenda setting, which implies transformation of the existing development agenda using a gendered perspective. These two concepts are not exclusive and actually work best in combination.

## Gender-neutral policies

These are policies that are seen as having no significant gender dimension. However, government policies seldom if ever have the same effect on women as they do on men, even if at first sight they may appear to exist in a context where gender is irrelevant. Thus policies which may appear to be gender-neutral are often in fact gender-blind, and are biased in favour of males because they presuppose that those involved in and affected by the policy are males, with male needs and interests.

## Gender perspective

Gender perspective is a way of (a) analysing and interpreting situations from a viewpoint that takes into consideration the gender constructions in society (for women and men) and (b) searching for solutions to overcome the gaps.

## Gender-sensitive indicators

An indicator is statistical measurements that show the change in a particular context over a given period of time. A gender-sensitive indicator is therefore a measurement of gender-related change over time. For example, a gender-sensitive indicator could show the change in the status of women in a particular area, relative to men and over a period of, say, a decade. Gender-sensitive indicators can therefore be used to measure the effectiveness or success of a GMS.

## Gender-sensitivity

Gender-sensitivity refers to perceptiveness and responsiveness concerning differences in gender roles, responsibilities, challenges and opportunities.

## Gender-specific policies

These policies take into account gender differentials, and target women or men specifically, but leave the current distribution of resources and responsibilities intact.

## Gender training

Gender training is a systematic approach to sharing information and experiences on gender issues and gender analysis, aimed at increasing understanding of the structures of inequality and the relative position of men and women in society. This goes beyond awareness building to actually providing people with the knowledge and skills that they need in order to change personal behaviour and societal structures.

## National Women's Machinery

This is a single body or complex organised system of bodies, often under different authorities, but recognised by the government as the institution dealing with the promotion of the status of women.

## Practical gender needs

These emanate from the actual conditions women and men experience due to the roles ascribed to them by society. Often, women's practical gender needs are related to roles as mothers, homemakers and providers of basic needs. Meeting the practical gender needs of women and men does not necessarily change their relative position in society.

## Project cycle

The term 'project cycle' refers to the phases of a project: programming (idea/concept of a GMS); identification of enabling conditions (pre-feasibility); formulation (filling enabling gaps/feasibility); implementation and monitoring; evaluation (interim, end-of-project, ex-post).

## Resources

These are the various inputs necessary to carry out planned activities. A distinction is drawn between human, material and financial resources.

## Sex-disaggregated data

This is data collected – via questionnaires, observation or other techniques – that reveal the different roles and responsibilities of men and women. Having data disaggregated by sex is extremely important to being able to assess the impact of a project on women separately from its impact on men.

## Strategic gender needs

These relate to women's empowerment and to what is required to overcome the subordinate position of women to men in society. Such needs vary according to the economic, political, social and cultural context. Most governments now acknowledge the need to create opportunities which enable women to address their strategic needs.

## Sustainability

A project is sustainable when it can provide acceptable amounts of benefits to the target groups during a sufficiently long period after financial and technical assistance ends. In the case of a GMS, acceptable amounts of benefits include training, information, recognition, tools and instruments.

## System

This is a scheme of action organised to integrate gender into all connected parts of a complex, whole structure.

## Women's triple roles

Analysis of the gender division of labour has revealed that women typically take on three types of roles in terms of the paid and unpaid labour they undertake. These roles can be described as: the *productive* role: this refers to market production and home/subsistence production undertaken by women which generates an income; the *reproductive* role: this refers to the child-bearing and child rearing responsibilities borne by women – which are essential to the reproduction of the workforce; and the *community management* role: this refers to activities undertaken by women to ensure the provision of resources at the community level, as an extension of their reproductive role (Razavi and Miller, 1997: 14).