A Guidance Note

On Gender Transformative & Conflict Sensitive Practice.

Forward

In 2011, CARE Sri Lanka invited various partners together to help in the development of a 5 year Strategic Plan for CARE. In that document, CARE with our partners committed to help *"two million marginalized women and youth fully realize their rights and contribute towards their nation's economic, political and social transformation".*

To achieve this goal in an environment where Sri Lanka was emerging from a 30 year long war and in a country where gender equality is and power balances were in need of change , it was felt that we would need to strengthen our staff's and partner's understanding of Gender Transformative and Conflict Sensitive Practices. Therefore for greater clarity, and for all our programming to make lasting and effective changes in the lives of women and youth this guidance note was developed.

Our commitment to gender transformative approaches and conflict sensitivity goes a long way back and is in fact constantly evolving as we experience new situations and learn from our own success and failures; and from those of our peers and partners. This document Gender Transformative and Conflict Sensitive Practice presents these best practices and ways to integrate practice, not only within our own projects and programs, but also within and internally to our organization functions.

Clearly, this document is only a step in the process of achieving greater programmatic quality and in assuring that our programs achieve lasting impact. But it is a good start and so I highly recommend that you carefully read and reflect upon the guidance provided and put those concepts into practice!

Gregory Brady
Country Director

Prologue

CARE Sri Lanka is in the midst of rapid and deep change transitioning from direct delivery operations to that of a catalyst and broker of partnerships for development. The need for CARE to reposition itself accordingly and clearly as a relevant partner within the constellation of state and civil society organization development actors in Sri Lanka has become a priority. A sharp focus and a clear articulation of its 'value adding' within this context are critical.

In order to ensure our projects and programs are able to demonstrate added value, and have enduring impacts for our end beneficiaries and have influence on other important actors CARE commits to high standards of program quality including Gender Transformative and Conflict Sensitive Approaches in its programme and all organizational policies and procedures.

CARE's Gender Transformative approach actively strives to examine, question, and change rigid gender norms and imbalances of power, by encouraging critical awareness among men and women of gender roles and norms; promoting the position of women; challenging the unequal distribution of resources and allocation of duties between men and women; and/or addressing the power relationships between women and others in society.

Similarly, CARE recognizes that our interventions, actions and behaviors can and do interact with the contexts we work in. And while such interactions can be positive they could also be negative. As such Conflict Sensitivity is the recognition of this, and the deliberate understanding of these interactions and using this understanding to adapt or change our activities in order to minimize the potential negative impacts of our work as well as maximize the positives irrespective of where we may work, whom we may work with and what we may do.

The Guidance Note provides CARE staff and our partner's clear guidance on the conceptual frameworks on which gender equality and conflict sensitivity can be achieved and importantly how such concepts can be translated into action.

We hope the guidance note will guide, inspire and promote action!

Ashika Gunasena
Assistant Country Director - Programme

Acknowledgements

This Guidance Note, a product of CARE Sri Lanka's Program Quality & Learning Unit was compiled by Priyanka Samarakoon, with Ashika Gunasena, Vindhya Fernando, Hashitha Abeywardana and edited by Indika Samarakoon.

It is based on sources as referenced, experience and feedback provided by CARE Sri Lanka staff members and others.

We thank them all and hope this note at the very least prompts greater practice, while in some small way contributes to the constantly evolving area of 'Program Quality and Learning' within CARE.

CONTENTS

PART 1

02 Why This Note?

03 What Does This all Mean ?

03 Gender Transformative Approach ?

10 What is Conflict Sensitivity ?

15 Who is Responsible for ?

PART 2

21 **SECTION 1**: Analysis

30 **SECTION 2**: Design

38 **SECTION 3**: Implementation

48 **SECTION 4**: Knowledge Management

58 **SECTION 5**: Human Resources

65 **SECTION 6**: Accountability

69 **SECTION 7**: Partnerships

75 **SECTION 8**: In Emergencies

80 **SECTION 9**: Who is Responsible for Practice?

84 **SECTION 10**: Recommended Readings

88 **Glossary**: Development Terminology

PART 1 :

Conceptual Framework

Why this note?

Based on two previously developed guidance notes, this as those seek to provide guidance on what, at minimum is needed to enable CARE Sri Lanka to be more gender transformative and to do so in a more conflict sensitive manner. This note draws on various sources, experiences, comments and feedback from CARE Sri Lanka staff members as well as others.

These notes were developed in recognition of the critical role both approaches can and do play in enhancing programming quality—by contributing to effectiveness and ultimately impact. It also builds on the need to establish 'program quality standards' within CARE Sri Lanka that would help institutionalize or mainstream the use of both approaches. While a resource intended for the use of all, its main 'targets' are decision makers (i.e. Program and Project Directors) and technical support staff such as advisors and coordinators.

The practices and advise in this note are neither meant to be prescriptive nor are they definitive. Many are based on our own as well as global experience, but like all knowledge, effectiveness must be critically assessed, appropriateness determined based on need as well as contexts. While many of these practices can be considered as the more 'tried and tested', it should not in any way hinder use of other practice while innovation or experimentation can only add to our collective efforts and learning.

This note will ***not*** provide guidance ***on what types of decisions should be made*** in particular situations or 'judge' the appropriateness of decisions made. Rather, the advise provided here is intended to help embed or enable particular practices that in turn will help inform decision making. Examples used, seek to illustrate how particular practices or tools have helped decision makers make more informed choices or enhance effectiveness of activities in particular situations or contexts.

How this note is structured.

Divided into two parts :
Part 1: Conceptual Framework provides an overview of what the approaches are, the key concepts and their relevance to CARE Sri Lanka's work.

Part 2: *Practice* outlines the minimum that is best put in place in specific organizational functions that will enable the practice of both a gender transformative and conflict sensitive approach.

Highlights the Gender Transformative Practices

Highlights the Conflict Sensitive Practices

The relevant annexures are placed at the end of each chapter for easy reference. The glossary on development terminology is at the end of guidance note.

What does this all mean ?

Why use a Gender Transformative Approach ?

In 2010 CARE with our partners in Sri Lanka identified women as one of our impact groups and in doing so committed to help *"two million marginalized women and youth [to] fully realize their rights and contribute towards economic, political and social transformation".*

So how will we do this ?

Our work on gender equality first began in 1999, with programming on preventing gender based violence (GBV) starting in 2003. While our GBV and Women's Empowerment work has come far, it is yet to be more transformative. So what do all these terms mean?

A gender transformative approach[1] is a programming approach that intends to help us achieve our gender equality goals. It not only tries to transform individual's behavior, it also seeks to establish more equitable social norms and structures, by enabling us to more effectively address the ***underlying causes of social injustice faced by women.*** Its use will help us design, implement , monitor and evaluate our programming in a manner that will help make us more effective in achieving gender equality. Women's empowerment and the engagement of men are two such ways we seek to be transformative.

Before we go in to greater detail as to what it means to be gender transformative, lets examine its relevance to our global and Sri Lanka specific goals of promoting gender equality.

Isn't Women's Empowerment the same as Gender Equality ?

Gender Equality[2] or equality between women and men - refers to the equal enjoyment by women, girls, boys and mens rights, opportunities, resources and rewards. Equality does not mean that women and men are the same, rather it means that their enjoyment of rights, opportunities and life changes are not governed or limited by whether they were born female or male. Gender equality is inherent to our vision of ending poverty; one without the other is not possible.

A critical element of promoting and achieving gender equality is the empowerment of women.

For CARE, women's empowerment is fundamental, to helping women achieve gender equality. Empowerment for the purposes of this note is defined broadly as "the expansion of assets and capabilities of [women] to participate in, negotiate with, influence, control, and hold accountable the institutions that affect their lives"[3]. Therefore empowerment in itself is not the goal of our gender equality work, but rather a means to achieving it.

Globally, CARE's current theory of change and framework for women's empowerment

[1] *Explanatory Note on CARE's Gender Focus, July 2012, CARE Gender Network,*
[2] *Ibid*
[3] *Deepa Narayan ed, Empowerment and Poverty Reduction: A Sourcebook. Washington, DC: World Bank, 2001.*

grew out of research and reflection undertaken during a multi-year organization wide Strategic Impact Inquiry (SII). The SII sought to deepen our understanding of the impact of our work, and factors contributing to women's empowerment and gender equality. Based on this and other work, CARE sees women's empowerment as the ***combined effect of changes*** in:

- *A woman's own knowledge, skills and abilities* ***(agency),***
- *The societal norms, customs, institutions and policies that shape her choices in life* ***(structures)****, and*
- *The power relationships through which she negotiates her path* ***(relations).***

This comprehensive understanding of empowerment requires, not only the increase of women's individual agency, but also changes to change structural barriers in order to shift social and cultural norms, policies and key relationships in ways that allow women and men to step into new roles. Experience and evidence from the SII indicate that progress across these three dimensions of empowerment is needed to achieve sustainable results as shown in the diagram.

Diagram 1

Empowerment is a process of social change and is shaped by cultures, contexts and groups as well as individually. While respecting and recognizing this, it is also important that we identify concrete outcomes we can be held accountable to; and that also helps us organize the diversity of women's realities into a shared framework at the national, regional or global levels. CARE's Women's Empowerment Framework or WEF attempts to do just that by providing 23 key dimensions of social change in relation to agency, structure and relations, which have been shown to be widely relevant to women's empowerment across the world.

Gender equality requires structural and social changes and such changes cannot be achieved by working with only women, attitudes and behaviors of men and boys need to changes as well. **Engaging men and boys** as equal partners with women and girls to transform power imbalances and remove barriers to the enjoyment of rights and opportunities is increasingly becoming a critical strategy for CARE. Instead of viewing them as oppositional groups with power transferred from one to the other, CARE recognizes the importance of creating new structures and changing attitudes that foster interdependence and mutually supportive relationships. In this approach the need to challenge and change the social rules and configurations of masculinities that trap men and boys in rigid set of what is considered as socially acceptable behavior that may be harmful to them selves and others is recognized. Ultimately by engaging men and boys in gender equality efforts it ensures that all make needed changes and are involved in creating more equitable social structures.

CARE Sri Lanka's Gender Equality and Women's Empowerment Framework

Developed in 2009, this framework seeks to articulate CARE Sri Lanka's goals and strategies for promoting gender equality in Sri Lanka based on specific issues and dynamics. It intends to "seek a society where all women and men in Sri Lanka enjoy equal opportunities and rights and live with dignity and security". This will be achieved by promoting equality in decision making, economic empowerment of women and altering of discriminatory socio-cultural and religious attitudes and practices. Enabling strategies identified are those organizational changes required to facilitate achieving the framework goals.

The framework also recognizes the need for **gender equity** or *the fairness of treatment of women and men according to their respective needs, including the equal treatment or treatment considered equivalent in terms of rights, benefits, obligations and opportunities.*

While these 'domains of change' will help structure our work in the respective programs, program specific and organizational impact will be measured and assessed by changes in :

1. *Identity and Self Image* – self-esteem and self-confidence in one's own agency,
2. *Mobility in public space (space for women)* – time, physical freedom and privacy to reflect upon themselves and build relationships with other women,

3. *Mobilization and collective identity* – group solidarity and a range of social forums that enable women to meet their needs and rights,
4. *Social Leadership* – women at community level leadership roles, capacity to fight for change within existing structures,
5. *Cultural Change* – redefining gender rules and norms, recreating cultural practices, customs, rituals, symbols etc.,
6. *Economic Security* – access to and control over credit, sources of employment, food security,
7. *Women's Personal Autonomy* – to resist abuse and violence, allocate responsibilities to others in the family, share thoughts with spouse, influence decision making by spouse and other family members, role in educating children,
8 *Institutional Support* – Effective linkages with agencies that support women's interests; gender/women friendly services, and
9. *Access to Political Power* – protection of human rights, representative in government at all levels and capacity to exercise legal rights.

What is a Gender Transformative Approach ?

As a rights-based agency our approaches are inherently intended to be transformative – or in others words how we intend to make changes is by addressing the underlying causes and not simply the symptoms of social injustice or poverty. Since 2005, we have deliberately sought to move beyond simply being gender aware (as depicted in Diagram 2) to undertaking a more gender transformative approach. Despite these intentions; practice has often been far more difficult and slow.

A gender transformative approach is different from a **gender sensitive approach.** The latter will respond to the different needs and constraints of individuals based on their gender and sexuality, and while they will significantly improve women's (or men's) access to protection or income, such efforts will do little to change larger contextual issues that lie at the root of gender inequality. So, while it is at a minimum essential for us to be gender sensitive, this is not sufficient to fundamentally alter the balance of power in gender relations that is fundamental for achieving gender equality.

A gender transformative approach on the other hand helps us to examine, question, and change rigid gender norms and imbalances of power,

- ✓ by encouraging critical awareness among men and women of gender roles and norms;
- ✓ promoting the position of women;
- ✓ challenging the unequal distribution of resources and allocation of duties between men and women; and/or addressing the power relationships between women and others in society.

We might enable this in our programs and projects by :

- ✓ Encouraging critical awareness of gender roles and norms;
- ✓ Empowering women and/or engaging men; or
- ✓ Examining, questioning, and changing the imbalance of power, distribution of resources, and allocation of duties between women and men.

To help development and humanitarian programme teams understand their approach to gender, a conceptual tool called the Gender Continuum as seen below was developed. The continuum categorizes approaches by how we treat gender norms and inequities in the design, implementation and evaluation of our programmatic initiatives. At the far left the terms gender harmful refers to program approaches that might reinforce inequitable gender stereotypes, or disempowering certain people in the process of achieving program goals.

Diagram 2

BOX 1: Where are we on the Gender Continuum?

While we have been mostly 'gender aware' or sensitive (that is to be more deliberate in examining and addressing the gender – related outcomes in designs and implementation), we have been undertaking efforts that are gradually moving us along that continuum. A few such efforts include:

Since 2005, in recognition of the need to understand power dynamics, we have actively sought to use gender analysis tools in our programming, through projects with an explicit focus on the prevention of Gender Based Violence such as Gender Power Relations that initially led in this area. Today, most of our projects -irrespective of focus, acknowledge the need to transform gendered power relations and thereby strive to use gender analysis tools, with many designing specific gender equality and equity strategies to structure their programming.

We have also undertaken a range of different studies to better understand gender relations. A few of these include the 2007, PQL commissioned community inquiry on the differential impact of the armed conflict on women and men and the EMERGE project's 2010 study to understand male perceptions of gender roles and stereotypes.

Other efforts to change gender relations include the Plantation's Program, focus on altering community views of women's capabilities as leaders by helping women gain leadership positions in community decision making bodies; and by building women's confidence and leadership skills. In the North-East, our evolving prevention of GBV work focuses not only on strengthening redress and protection services for survivors, but also at the community and national level for purposes of altering attitudes and behaviours that condone such violence.

The LEAD project, that works mostly with agricultural communities dependant on rain fed farming in the dry zone undertook a study to understand the gendered discrepancies in wages in the paddy sector. The project has since used this study to push for policy changes, that will ensure comparable pay for both men and women. At the national level, as part of a collective, CARE Sri Lanka is working towards altering specific laws and attitudes of policy makers that enables the non-recognition of women as 'Heads of Households' and thereby their access to land distributed through the State, for example.

Why do this in Sri Lanka ?

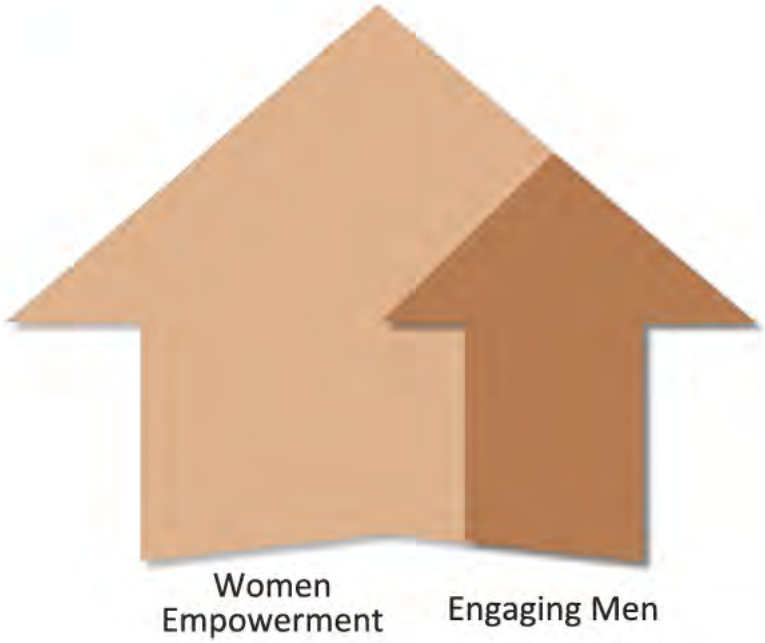
Though specific global indicators may say that women in Sri Lanka are comparatively better off than their counter-parts in the rest of South-Asia, full enjoyment of rights remains far from reach. Like elsewhere in the world, women face numerous forms of discrimination within their homes, communities and societies. While social and cultural beliefs have evolved over time, they continue to shape the gender roles and the inequities and discriminations faced by women. Reflecting its diverse socio-cultural and religious groups, various traditions and practices continue to dictate what gendered roles are, what is seen as appropriate behavior and what is not.

Women's decision making, particularly within the political spheres remains elusive, despite the existence of universal voting rights since 1931 and election of female presidents. Violence at home and in public spaces is widespread, with women being most at risk. Despite laws, domestic violence is seen as a 'private matter'. Sexual harassment, assault and abuse of women and girls in particular is often trivialized, ignored or justified. Though universal right to education has helped in achieving gender parity in terms of access and attainment, this has not translated as such in the workplace. Women continue to face higher unemployment, wage discrepancies and 'glass ceilings' when seeking career advancements and are often restricted to the unregulated informal sector, increasing their exposure to exploitation. This is despite women accounting for over half of the national workforce and having made significant, if not critical contributions to the national economy since the 1970's. Women's morbidity – the relative frequency of occurrence of disease – remains high, baffling for a country which boasts over 98% literacy for women and universal health care. Women's control and access to critical assets such as land continues to be hindered by certain customary law, while gender neutral general law is often interpreted in a manner that discriminates against women ignoring their roles as heads of households.

Despite these, Sri Lankan women remain resilient, challenging and often overcoming social and cultural traditions, bravely stepping into roles as breadwinners, leaders and policy makers. While our key strategies such as the current Long Range Strategy and our Gender Equality and Women's Empowerment Framework recognizes their vulnerabilities, they also seek to respect and build on the strength, progress made, skills, confidence and most importantly the women's own right to determine their choices or paths.

CARE Sri Lanka's approach to Gender Transformation

CARE Sri Lanka's approach to Gender Transformation is through Womens' Empowerment, Engaging Men and addressing Masculinities[4].



[4] *Gender and Masculinities Trainers Manual, EMERGE Project, CARE International Sri Lanka 2012. (http://www.care.lk/e-m-e-r-g-e/)*

What is Conflict Sensitivity?

Experience[5] has demonstrated that all interventions – be they humanitarian, development or peace building – will in some form interact with the contexts they operate in - resulting in both unintended negative as well as positive effects.

Recognizing this, **Conflict Sensitivity** is a programming approach that aims to help an agency like ours undertake our work more effectively, ***in a manner that is responsible and accountable.*** An overarching term to describe different efforts, methods, approaches, and tools; conflict sensitivity seeks to help us at minimum avoid doing harm irrespective of what we choose to do or where we choose to work. Do No Harm is one such approach and tool.

Conflict sensitivity does not seek to prevent or obstruct programming, nor does it attempt to alter goals; rather it seeks to provide us with a 'lens' or a structured and deliberate way of understanding how we interact with the context. It helps you see what the potential consequences of your actions may be in particular situations or contexts and what might happen if you were to change them. Like any approach or tool, ultimately it is up to you to decide as to how you might want to respond to the analysis generated.

And yes, we are often more conflict sensitive without necessarily labeling it as such, and while this is not discounted, what this note hopes to do is put in place practices that will **enable a more deliberate and structured approach to its application.**

The conflict sensitivity is defined as the ability to[6]

" Understand the context you operate in
Understand the interaction between your actions (intervention) and that context and
Act upon this understanding in order to minimize negative impacts and maximize
positive impacts on the conflict (or context)."

In practice what does this mean[7]

- ✓ Undertaking an in-depth, on-going, analysis of the context within which we work, in order to anticipate possible harmful and positive effects our actions may have in a given context.
- ✓ Ensuring we systematically and regularly update our understanding of the two-way interaction between interventions and the context within which they take place.
- ✓ Minimising the negative impacts and maximising the positive impacts of our interventions on those contexts.

[5] *Brown et. al. Conflict Sensitivity Benchmarking Paper, April 2009, Practice of Conflict Sensitivity Project.*
[6] *How To Guide on Conflict Sensitivity, Conflict Sensitivity Consortium, February 2011*
[7] *Benchmarking Paper and Sri Lanka Discussion Paper on Arriving at a Definition. Sri Lanka Practice of Conflict Sensitivity Consortium, 2010*

CARE Sri Lanka's use of Conflict Sensitivity

For CARE Sri Lanka conflict sensitivity has been an approach that has helped us understand and identify ways to reduce the negative effects of our programming, while also helping us understand the effectiveness of our work in specific contexts or situations.

Do No Harm is one of the primary conflict sensitivity approaches and tools, that we have been most familiar with. Since 1997, Do No Harm in particular has shaped the way we have understood the diverse contexts we work in as well as our understanding of how we have been influenced by these contexts. While our practice has been varied since then, CARE Sri Lanka has continuously maintained its commitment to its use and mainstreaming. In 2009, the *Practice of Conflict Sensitivity Project,* further reaffirmed this commitment by helping us organizationally reflect and better structure such efforts, as well as offering us with a chance to learn from a range of other agencies working in Sri Lanka, Sierra Leone, Kenya and the United Kingdom. A key aim of the project was the mainstreaming of conflict sensitivity within an agency looking at its gaps and strengths. For CARE Sri Lanka, aside from capacity building, the need to provide – at minimum – guidance in relation to practice in key programming and operational processes was identified. Accordingly, a guidance note upon which this is based on was developed in March 2011.

Principles of Conflict Sensitivity

Though there is no definitive list of principles that underpin our motivations to be conflict sensitive; those[8] listed below were found to be most relevant for CARE Sri Lank given the diverse contexts it operates in the country, thus shaping the specific practices found in this note.

Accountability and Responsibility	In CARE we define accountability as the means by which we fulfill our responsibilities to our stakeholders (i.e. donors and our beneficiaries,) and the ways in which they may hold us to account for our decisions, actions and impacts. It is about accepting responsibility for the intended and unintended consequences of our work. While we strive to be accountable to all our stakeholders, it is the poor, vulnerable and disaster-affected people and communities for whom we work for and who are at the forefront. We demonstrate this by ensuring that those who we work for have a say in how we design, implement and monitor. In CARE's programming principle 3 this commitment is articulated as ways to be" ***held accountable*** *to the poor and marginalized people whose rights are denied"*. It also speaks to one of our Core Values – Integrity - that commits us to *"act consistently with CARE's mission, being honest and transparent in what we do and say and accept responsibility for our collective and individual actions"*. Transparency in terms of making information on our programming freely available to all actors support such efforts, while respecting certain sensitivities that need to be considered when doing so.
Participation & Inclusion	Echoing programming principle 1 - *"to support the poorer and marginalized people's efforts to take control of their own lives and fulfill their rights, responsibilities and aspirations and in doing so ensure that key participants and organizations representing affected people are partners in design, implementation and M&E of our programs" – participation and inclusion plays a critical role in empowerment.* Ensuring that beneficiaries, communities, partners and stakeholders have a say in how initiatives are planned, implemented, monitored and evaluated supports this principle. More importantly this participation and inclusion enables not just a few but most to shape the interventions by sharing their opinions, perspectives, concerns and interests.
Impartiality and Independence	Given the complex contexts we work in it is important that our interventions work to support the best outcomes possible, rather than in support of any personal, political, religious, commercial or ethnic agendas.
Promotion of non-violent resolution of conflicts	Predicated on programming principle 5 we *"commit to promote just and non-violent means for preventing and resolving conflict at all levels, noting that violent conflicts contribute to poverty and the denial of rights".*

[8] *Inspired by the principles used by SaferWorld in its review undertaken for the European Union in Sri Lanka in 2009.*

Respect for people's ownership of the conflict or context and their experiences	Firstly, we need to respect that the communities and other actors have to live with any impacts our programming has on them. Secondly, we need to recognize that we do not control contexts and its dynamics, and that trying to take ownership of the situation can have positive as well as negative impacts. Thirdly, conflicts can only be lastingly resolved if the different actors invest in its resolution – which cannot be imposed from outside. This means engaging all stakeholders, not least those who are marginalized whose views and needs are often ignored. Engagement of marginalized groups is essential even if they appear to pose no immediate or long-term threat, as it is often those groups who possess the power to determine how conflict or disputes are resolved, whose views and needs are often disproportionately heard and attended to. It also means, working in ways that encourage voluntarism, empowerment and civic engagement.
Partnership	This means respecting the value of local knowledge in determining the best approach and supporting each other in remaining flexible as things change. We should also work towards a situation where local actors, can manage their own concerns and deal with any conflict-related issues constructively. Programming principles 2 reflects this – *" working with partners to maximize the impact of our programs, building alliances and partnership with those who offer complimentary approaches, are able to adopt effective programming approaches on a large scale, and/or who have responsibility to fulfill rights and reduce poverty through policy change and enforcement".*
Sustainability and Impact	Linked to programming principle 6, Seek Sustainable Results – commits us to *"address underlying causes of poverty and rights denial. We develop and use approaches that ensure our programs results in lasting and fundamental improvements in the lives of the poor and marginalized with whom we work".* Conflict Sensitivity as both a tool and approach can support this principle by enhancing our ability have nuanced understanding of the contexts we work in helping us be more effective by reducing the negative effects of our work and building on the positive.

If there is no war, is conflict sensitivity still useful ?

"YES" Conflict sensitivity and tools such as Do No Harm (DNH) are often seen to be more useful or relevant for those working in areas experiencing high levels of violence or armed conflict. Indeed, DNH was developed drawing from and for the explicit purpose of supporting work in such settings. And while it is true that much of our own early focus in terms of DNH and conflict sensitivity is rooted in our *conflict affected areas* programming; since 2004, we have recognized its value for all our work. Since then we have used it in structuring analyses for different types of programming irrespective of situations, locations or focus (see Box 2 for examples).

BOX 2: Use of Conflict Sensitivity in CARE Sri Lanka

In the Plantation's, conflict sensitivity has helped CARE understand how its work might be perceived by others aside from beneficiaries and stakeholders. For example, by 2004 plantation staff were increasingly concerned that CARE's credibility as an impartial agency was being undermined in the plantations sector due to perceptions held by the larger society that CARE only worked with Tamil estate workers and thus was biased to this particular group because of their ethnicity rather than needs. Additionally, it was felt that CARE was missing out on an opportunity to strengthen inter-community relationships between Tamil estate residents and Sinhala villagers, and thereby encourage the Tamil community's increased integration outside of the confines of the estates. Initially, such relationship building was seen as a means to enhance 'peaceful co-existence', given past experiences of communal violence. But, the inclusion of Sinhalese villagers in Community Development Forums, helped form coalitions that bridged ethnic and communal divides that helped in advocating for better service delivery, further relationships established, turned into business ventures, friendships that helped alter the way groups perceived each other, especially at a time when ethnic polarization was deepening in the country as a result of resumed fighting in the North East. As a tool to enhance quality, periodic reviewing of activities from a conflict sensitivity angle has helped staff better understand how their own actions are perceived by others or in anticipating potential tensions that may arise as a result of continuing implementation in a particular way in a given context.

In 2005, at the organizational level CARE recognized that continued provisioning of support to only those affected by the 2004 Boxing Day Tsunami, in areas where other groups were more in need was fuelling tensions. Given the unprecedented quantity of aid provided – a rare moment when funds exceeded need- CARE saw an opportunity for supporting others (who were at times equally vulnerable or more so) in a tsunami affected district. Accordingly, CARE lobbied its donors to broaden targeting to include other vulnerable groups in tsunami affected districts – this included conflict affected or the poorest. Also, during the tsunami response, concerted efforts made to ensure that cash for work payments did not exceed established market prices or that aid packages provided were equal or responsive to actual needs. Such practices continue in many of our current emergency responses.

In 2000, DNH was used to help CARE take a closer look at the conflict sensitive implications of its continued provision of assistance to IDP welfare camps. At the time, human rights concerns arising out of the situation broadly included the following – impact of the curtailment of IDP movement on their wellbeing and civil rights, concerns of welfare camps being used as 'shields' against enemy attacks or as recruitment grounds for armed groups. Consequently, by recognizing that its continued engagement in these camps were supporting the continued infringement or violation of human rights; CARE decided not to work in the camps or support the work of other agencies working in the centres. While not completely disengaging from the situation, CARE sought to support what it thought to be a more sustainable solution, which was to have IDPs relocated to their original areas or to other regions where they could become fully integrated and develop more normal living conditions. Support was thereby provided through advocacy efforts and in assisting returnees or re-settlers.

Who is responsible

for the practice of a gender transformative approach or conflict sensitivity ?

We all are!

Although, depending on our respective functions and roles, our specific responsibilities for practice may differ. For example, how a project coordinator practices, both may differ in relation to what would be expected from a project director given each positions roles and responsibilities in specific programming process, for example.
But neither position is exempt from its practice. And for practice to be more widespread and effective it is important that we all—irrespective of our positions and roles - understand what it means to be conflict sensitive or gender transformative.

For what must be emphasized is that a project's, program or organization's conflict sensitivity , or use of a gender transformative approach will only be determined or enabled by the practice of all, not the practice of a few or individuals.

Section 9 provides recommended responsibilities and tasks in relation to specified positions.

PART 2:
Practice

Introduction

As mentioned earlier this note[9], seeks to provide direction in terms of what at minimum needs to be in place to **enable the deliberate and structured application** of a gender transformative and conflict sensitive approach. The note assumes that programming standards and best practices in relation to the organizational functions below will be followed and that the advise and practice found here contributes to further strengthening programming quality. Part 2, identifies specific practices that will help better integrate the approaches within key organizational functions. Organized under dedicated sections these are :

- Analysis
- Design
- Implementation
- Knowledge Management
- Accountability
- Partnerships
- Human Resources

Table 1, provides a snap shot of what the guidance is and what it will help you do. The practices are found at the end of each section. Why these specific practices are focused on is also briefly discussed under each section. Tools and checklists that are associated with specific practices are annexed at the end of each section and are intended to mostly help structure particular processes. These are not definitive, with use needing to be determined by purpose and adapted according to contexts for example. Further reading and useful links as well as a glossary (Annex 1) with key terms is found at the end of the note.

Where possible practice related specifically to **program** design, implementation, monitoring and evaluation have also been included bearing in mind that such processes continue to evolve. In this note, projects and other interventions (e.g. projects and advocacy campaigns) are seen as the 'vehicles' or means through which programs are implemented.

This note is intended to contribute to the mainstreaming of quality standards in CARE Sri Lanka and therefore needs to be critically reviewed and revised as such processes evolve.

Lastly, the authors of this note recognize that both approaches as well as the process they are to be integrated within are evolving, and while these practices were those found to be the most useful and practical at the time of writing, adaptation for use in specific contexts, for certain purposes is needed, while effectiveness needs to be critically assessed, and innovation and experimentation needed to further learning and practice.

[9] *This note is primarily based on two initially developed guidance notes produced by CARE Sri Lanka's Program Quality and Learning Unit (PQL) in 2011 : None-negotiable Practices and best practices in Conflict Sensitivity (March 2011) and the Guidance Note on Adopting a Gender Transformative Approach (August 2011).*

Snap Shot of Guidance Provided

Organizational Function	Guidance provided in this note	What it will help you do
Design, Implementation, Monitoring & Evaluation	**Guidance on :** • The purpose and structure of gender and conflict analysis, and best practice. • When to undertake a gender and conflict sensitive analysis in project and program design, implementation, monitoring and evaluation processes • What to include in concept notes and full proposals to enable application and resourcing of approaches • Consider conflict sensitivity implication in implementation, especially when targeting, procuring, in managing relationships, when designing log-frames and exit strategies. **To support practice :** • A checklist to help design teams integrate analysis and specific practices in proposals • A checklist to help review teams assess approach integration into designs (prior to donor submission) • A checklist to review integration into implementation plans (once funded	Understand the use of such practices and recognize the importance of undertaking analysis or ensuring that specific practices are applied at certain stages in design, implementation or knowledge management processes. Ensure that concept notes and proposals are shaped by these approaches and that practice is resourced and sequenced appropriately
Knowledge Management	**Guidance on :** • The type of indicators needed to support a gender transformative approach or conflict sensitivity • Suggested monitoring and review methods that will support approach application • Areas for review and reflection processes that will support practice and learning • Managing knowledge generated from practice (i.e. documenting and using best practices and lessons learnt)	Integrate specific indicators, tools and processes that will enable knowledge management processes to monitor, reflect, collect, learn from and evaluate using a gender transformative or conflict sensitivity approach/lens.

Snap Shot of Guidance Provided

Organizational Function	Guidance provided in this note	What it will help you do
Knowledge Management (cont.)	**To support practice :** • Questions that will support review and reflection processes • A checklist to help assess how far the two approaches have been applied at different levels	
Human Resources	**Guidance on :** • What to consider when recruiting, orientating or building capacities of staff and partners **To support practice:** • Key messages on approaches and their application to be used with staff and others • Suggested questions/tools to use when recruiting • Suggested tool/question for use to assess staff understanding for capacity development • Suggested responsibilities and tasks for inclusion in specific job descriptions	Seek/identify specific skills, attitudes and behaviours that will aid practice and contribute to building an organizational culture that values need and use of both approaches. To better structure orientation and capacity building efforts that will expose and build staff skills. Identification of specific responsibilities and tasks for particular positions to structure practice and accountability.
Partnerships	**Guidance on :** • What to consider in relation to the two approaches when assessing potential and existing partnerships • What to consider when approaching others **To support practice:** • A checklist to help assess groups in terms of gender sensitivity and conflict sensitivity	Identify potential challenges and opportunities for practice in partnerships in order to enable collective practice.

Organizational Function	Guidance provided in this note	What it will help you do
Accountability	**Guidance on :** • Setting up complaint response mechanisms	Set up a structured mechanism.
Emergency Response	**Guidance on :** • What to do when designing, implementing,monitoring and evaluating	Integrate at minimum within emergency programming

Section 1: Analysis

Robust, systematic and regular analysis is fundamental in our efforts to be more gender transformative or conflict sensitive.

Given the critical role analysis plays in the two approaches we will begin by discussing what they look like and when this analysis is best undertaken.

Robust analysis is a fundamental in our work. It needs to be done early on and reviewed and updated over the course of an intervention life-cycle. The earlier we undertake analysis the more informed our strategies, corresponding activities and monitoring systems can be. Such analysis provides a common analytical platform against which to assess our progress and the changes we intend to make. While the depth or scope of any analysis will be determined by its use or purpose, its quality is determined by the type of information you use, who is involved how regularly we update it.

Gender and conflict analysis are the main types of analysis used in the two approaches. What these entail will be also explored in this section.

Gender Analysis

Gender Analysis is a methodical attempt to identify the key issues contributing to gender inequalities. As a process, it explores how gendered power relations give rise to discrimination, subordination and exclusion in society.

As a process it collects, identifies, examines and analyses information on the different roles of women and men. The following three questions often shape this:

✓ What are gender related rights denials in a given context?

How do unequal gender relations, gendered discrimination, subordination and exclusion influence rights denials? How do these rights abuses intersect with other areas of discrimination based on ethnicity, culture, class, age, disability (e.g. are women with physical disabilities more likely to face discrimination when seeking employment? Would their age or ethnic identity further influence this?).

✓ How will gender relations affect the achievement of sustainable results?

For example, if the projects sustainable result is productivity among female small holder farmers, then gendered norms in the division of household labour and workloads may greatly influence production outcomes.

✓ How will proposed results affect the relative status of men & women?

Will it exacerbate or reduce inequalities.

We analyse to enable us to:

- Design, be innovative and adapt so that it transforms gender dynamics and power in a way that addresses social injustices that are faced.
- Be accountable to those whose lives we intend to have a positive change on and to minimize harm.
- Assess how program initiatives and broader trends have contributed to change for groups across genders, including monitoring expected and unexpected results.
- Finally to contribute to an evidence base that helps in sharing, learning and advocacy.

An Analysis Tool: CARE's Good Practices Framework

Developed by CARE International's Gender Network[10], it offers a framework for understanding gender in a given context. It outlines key areas of inquiry to consider, when trying to understand what the conditions and characteristics are of gender relations. For each area of inquiry, the Good Practices Framework offers potential research questions and suggested tools to explore these questions.

It does NOT offer a framework to apply directly to research. It expects research teams to formulate their key questions for analysis, and adapt the framework as well as its questions to fit the research context, purpose and resources. Based on these questions, research teams can explore what tools could be adapted to fit their needs.

[10] *Available on http://pqdl.care.org/gendertoolkit.*

Within each area of inquiry, key questions have also been suggested across the key domain areas of women's empowerment—Agency, Structures and Relations. This framework outlines three key phases of gender analysis to explore gender dynamics from broader to local contexts, these are:

- Preliminary Foundations,
- Core Areas of Inquiry, and
- Strategic Issues and Practical Needs

While a wide selection of tools maybe used in the collection of information for each element, what is important is that any tools used, provides you with the most relevant information that will enable robust analysis, that in turn will help you make the most informed or strategic decisions for the greatest impact.

When analysing each area of inquiry, its important to keep in mind that:

- Gender norms change across time
- Individuals experience life at different ages and life stages
- Individuals maintain multiple roles and relationships

Lets now take a closer look at the 3 areas of inquiry :

Preliminary Foundations - this is intended to provide you with an analysis of the broader context within which our understanding of gender relations will be grounded. It entails the exploration of the following:

Secondary data pertinent to development outcomes - that is sex-desegregated information on access to services, educational attainment, literacy income and livelihoods, mobility, workload, health and nutrition, morbidity and mortality, and violence for example. It would be ideal to desegregate across other key social groupings such as ethnicity, class, caste and religion.

Policies and laws - This would include national as well as international obligations, related to human rights. And especially policy implementation pertinent to women's rights in a specific region/country/sector.

Cultural norms, values, and practices related to gender - Recognize diversity in beliefs and practices in relation to specific social and religious groups.

Stakeholder Relations - This would be information on lived experiences, attitudes, and opinions of critical groups and actors in a given context. It will require a mapping of key stakeholders and institutions (formal, informal, public, private) and exploration of their interests, motivations, characteristic and relations with one another.

Core Areas of Inquiry for Gender Analysis helps you probe deeper into understanding the characteristics and conditions of gender relations. Structured into 8 core issue areas, each area cuts across the three domains of women's empowerment - agency, structure and relations. See Annex 1 for suggested questions and tools.

- ✓ Sexual/gendered division of labour
- ✓ Household decision making
- ✓ Control of productive assets
- ✓ Access to public spaces and services
- ✓ Claiming rights and meaningful participation in public decision making
- ✓ Control over one's body
- ✓ Violence and restorative justice
- ✓ Aspiration for oneself

Strategic Issues and Practical Needs – The focus at this stage is to identify the key strategic gender issues and practical needs that arise from the analysis previously generated. Here, it is important to identify what the immediate needs are of women (practical needs) and what structurally must change (strategic issues) to ensure gender equality. For example a women's practical need may be access to land, but specific legislature that discriminates her from accessing this land, or cultural practices that deny women land ownership will be the strategic issues that requires changing to make any meaningful difference in terms of women's access and ownership of land.
It is this analysis that will provide design teams with the information needed to determine what the most effective issues or needs are to focus on, in order to make the greatest difference (or impact).

- ✓ What are the key practical gender relation rights?

  These generally involve the addressing of immediate needs that account for different positions of women and men. What a person does or does not have, can or cannot do (e.g. access to food or assets, engage in community decision making or decide on how many children one will have).

- ✓ What are the key strategic gender issues?

What are the key issues arising that reinforce unequal gender roles and relations? Where are these opportunities to promote more equal gender roles and relations? These generally involve social relations and structural issues such as social positions, laws and norms affecting gender equality and power dynamics between the groups.

These may include inequality in terms of :

- Access to livelihoods
- Security
- Options in relation to economic and life choices
- Vulnerability to violence and exploitation
- Unequal political power and voice

When reflecting on these questions when designing or adapting existing interventions, it is also important to consider:

- The situation and larger context.
- What is working well that could serve as leverage points in the project or entry points for broader gender equality programming.
- What barriers or challenges need to be addressed or considered within our programming?

Box 3 : Multiple Uses of Research[11]

In 2008-2009, a six country office Strategic Impact Inquiry, was undertaken to understand women's empowerment, its relationship to HIV vulnerability and the association of both to CARE programming. Focus was on CARE's work with sex workers in Bangladesh, India, Peru and Cambodia, garment workers in Lesotho and rural women living in post-conflict Burundi. This research provided CARE with a rich resource to build visibility for its projects and to frame advocacy to influence policy nationally, and globally. In Burundi the findings were discussed with participating communities that helped validate, as well as delve into deeper discussions with community members, that helped build awareness of these sensitive issues and the factors driving them. Across the country offices, key lessons highlighted the need to strategically plan on how to leverage research and findings to inform their work and how they do programming.

[11] *From https://www.pqdl,care.org/gendertoolkit - Case Examples*

Conflict Analysis

At the heart of conflict sensitivity is the need for strong analysis of the conflict context. Unlike context analysis that examines a broad array of social, economic, political and cultural issues a conflict analysis specifically seeks to understand conflict. Such analysis is relevant for all phases of programming and operational decision making. Further it helps develop a 'shared' understanding of the context/conflict.

Conflict in this note is defined as the result of parties disagreeing and acting on the basis of perceived incompatibilities. Conflict maybe be latent (below the surface and not expressed), open (deep-rooted and very visible) and it may be expressed violently or not.

Conflict analysis takes a systematic approach[12]:

- to understanding the background and history of the conflict,
- identifying all the relevant groups/actors involved,
- understanding the perspectives of these actors/groups and how they relate to each other,
- identifying the causes and drivers of conflict, and
- what mitigates or resolves conflict.

Such analysis is valuable for helping us question our own assumptions. Yes what we know of the context is strong and relevant, but it is important to recognize that there are multiple perspectives and that there is no ***one true interpretation of a conflict.***

Further, it is important that we recognize that we are part of the contexts we work in, and our interpretations or understanding of them will be influenced by our own backgrounds and experiences. It is therefore vital that diverse perspectives are included when analyzing contexts as well as conflicts, in order to challenge our own assumptions, biases or identify other dimensions we did not see or understand, so that we do not perpetuate biases, while deepening and expanding our understanding.

While a broad understanding of the context is useful, identifying the most

Box 4. Conflict Analysis Tools

CARE Sri Lanka has over the years mostly used the Do No Harm (DNH) tool. The CARE developed Benefits-Harms Analysis (drawing from DNH) links CARE's HLS and Rights Based (RBA) approaches. This note draws from these two tools and others mentioned below:

Do No Harm Framework: Widely used, it involves the analysis of conflicts according to what divides and connects communities, the nature of these relationships and assess how aid interventions affects these. It recognizes two primary ways through which aid interacts with connectors and dividers – through Resource Transfers and Implicit Ethical Messages.

Benefits and Harm Analysis Tools: Benefits-harm analysis links the Household Livelihood Security (HLS) and Rights Based Approaches (RBA), in that it aims for a fuller understanding of the conditions that affect the ability of people to satisfy their basic needs and realize basic human rights. The purpose of it is to assist an agency better understand and take responsibility of the overall impact of projects, and to minimize unintended harms. Grounded in 3 categories of rights and impacts: 1) political rights, 2) security rights, and 3) economic, social and cultural rights, it offers three types of flexible analytical tools in relation to each of these categories.

Responding to Conflict - Provides tools to analyze conflict, in which the views of the respondents (grassroots) are brought out through participatory approaches, using methods similar to those from Participatory Rural Appraisal (PRA). The tools are diagrammatic and include analysis of relationships, behaviours and causes, with a strong focus on process.

[12] How to Guide, Chapter 1, page 4. See chapter for further guidance on structuring and conducting such analysis.

relevant conflict or context dynamics is important. These maybe relationships or events that are most likely to interact with your program or project activities as well as those larger dynamics that activities will not directly interact with, but will be influenced by. You may include other dynamics or focus less on others as the project or intervention progresses and contextual changes occur. As with gender analysis, there are many types of tools for conflict analysis (See Box 4). In most, analysis will focus on the context profile, conflict causes, actors and dynamics. The exploration of each of these is intended to help you develop a comprehensive picture of the conflict context within which you operate.

- **Conflict Profile** – This provides a description of the characterization of the context within which the intervention will be situated (i.e. what is the socio-political and economic, cultural context, emergent issues in relation to these and specific conflict issues in conflict prone areas). This information, is often part of Situation Analysis or when developing Village Profiles, as part of needs assessments.

- **Causes of Conflict** – When analyzing conflicts it is critical that both potential and existing conflicts are understood and that the structural, proximate (contributory factors) and triggers (events that can escalate conflict) are identified.

- **Actors** – A critical element is identifying who the individuals, groups or institutions are who are engaged or affected by conflict (negatively or positively). In doing so it is vital that their interests, motivations, goals, positions and capacities (i.e. ability to affect change positively or negatively) and the relationships between them are identified and analyzed.

- **Dynamics** – these can be described as the resulting interaction between the conflict profile, the actors and causes. Understanding these will help in identifying windows of opportunity, potential risks and threats in relation to the intervention.

  Like any analysis or tool used for such purposes, its usefulness or effectiveness will be dependent on how it is used and the quality of the information collected.

Conflict Sensitive Analysis - When undertaking such analysis it is also important that this is done in a conflict sensitive manner. This often entails being mindful of:

- not raising potential beneficiaries or others expectations.
- who is conducting the analysis or assessment and who introduces them? It might be that they are perceived to have particular biases or interests.
- who 'leads' or manages the assessment of analysis. It is important that those involved are seen to be representative or trusted.
- not be seen to be favouring particular groups point of view by meeting with only certain groups or individuals.
- particular biases of actors who are consulted, seek to triangulate or divergent points of view.
- consider security risks of those consulted, when interviewing and when using information.

Best Practice....

Systematizing Analysis	✓ Undertake gender and conflict analysis in all program, project and advocacy designs and implementation processes.
	✓ Establish a structured approach to regularly reviewing and updating program and project specific gender and conflict analysis that will be used to inform program and operational decision making.
Building skills and exposure to alternative views	✓ Build and strengthen staff and partner capacity in conducting such analysis and other relevant techniques.
	✓ Expose staff to new thinking, diverse perspectives in relation to key issues and dynamics and create space for debate and reflection of changing contexts and issues.
	✓ Gain diverse perspectives in relation to specific issues (avoid relying only on particular points of view or sources)

Annex 1 – Key Questions for Core Areas of Inquiry and Related Tools

Adopted from CARE's Good Practices Framework (May 2012), available on http://www.pqdl.care.org. The following needs to be adapted based on need and resources.

Area of Inquiry 1:	Sexual/Gendered Division of Labor		
Agency	**Structures**	**Relations**	**Related Tools**
What personal skills and abilities, knowledge or attitudes will a man or woman need to be able to negotiate divisions of labor?	How do customs and norms shape women's option for productive (paid) work compared with men? What is the value given to such work? Are the wages for men and women equal ?	What livelihood networks (clan, cooperatives, labor groups) do women benefit or contribute to?	Higher Level Conditions - Key Informant Interviews - Macro secondary Analysis - Policy analysis - Governance Analysis - Gender Norms and Trends
Collectively, what skills or strategies are women or men using to negotiate gendered division of labor?	What are the implications on opportunities, choices, time, mobility and social support of men and women, girls and boys in relation to these customs and norms?	What are the positive and negative consequences for women who successfully control assets?	Community dynamics - Network Analysis - Wage analysis - Crop Matrix - Exploitation Analysis - Seasonal Calendar - Dependency/Influence Mapping - Key informant Interviews - Field Observations
What types of roles do women or men play within the local community or broader family?	Are working conditions safe for both men and women?	How do women, men, girls or boys interact/negotiate : - In household?	Household dynamics - Intra-Household Decision making
Networks	Do they account for pregnant or breastfeeding women?	management - In interaction with clients or bosses - In relating with service providers and officials	- Income and expenditure matrixes or pie charts - Daily time use
What types of positions or sectors do women or men occupy at the national level?	What services, laws or policies exist to support men and women's livelihoods? How accessible are these services? What is their quality and budget ?	Collectively – how do women, men, girls and boys mobilize or advocate around this issue and with whom? How are CARE's programs relating to groups goals and actions?	
	What kinds of civil society organizations are advocating for change in gendered division of labor? What changes are they seeking? How is CARE's programs connected to civil society demands in this area of inquiry?	How are these groups related to other key stakeholders/ institutions?	

Area of Inquiry 2:	Household Decision Making		
Agency	**Structures**	**Relations**	**Related Tools**
In what kinds of decisions do women in the household participate? Or decide on their own? (household management, schooling for children, family decision making, family planning etc)	What are household norms and community expectations in terms of decision making processes?	In typical households in your impact group, how are household decisions made?	Higher Level Conditions - Macro secondary analysis - Policy analysis - Governance Analysis - Mapping Institutions/Stakeholders - Gender Norms and Trends - Key Informant Interviews
What avenues or strategies do women engage to influence household decisions?	What policies or laws regulate how household decisions are made?	Who is involved in key decisions concerning the household? (i.e. income and expenditures, family planning, education, food allocation within the households etc) How are negotiations about these decisions managed?	Community Dynamics - Measuring attitudes towards women and gender equality - Mapping institutions/stakeholders - Critical Incidents - Dependency/Influence Mapping - Decision making exercises - Key informant interviews
What information or competencies does this require?	Are there civil society groups focused on promoting policy changes on these regulations?	Collectively – how do women and men mobilize or advocate around this issue and with whom? How are CARE's programs relating to groups goals and actions?	Household dynamics - Intra-household decision making - Income and Expenditures matricves or pie charts
		How are these groups relating to other key stakeholders/ institutions?	
Area of Inquiry 3:	**Control of Productive Assets**		
Agency	**Structures**	**Relations**	**Related Tools**
What strategies do women employ – individually or as a group – to gain control over productive assets? And over their own labor and income? Who do they negotiate with?	What are household norms on the management of productive assets between men and women? How do livelihood options favor men or women?	What social or livelihood networks (clan, cooperatives, labor groups) do women benefit from or contribute to? What is their influence in control over productive assets by men or women?	Higher level Conditions - Macro Secondary Analysis - Policy Analysis - Governance Analysis - Mapping Institutions/Stakeholders - Key Informant Interviews
What personal skills, abilities, information, knowledge or attitudes will a man or woman need to be able to negotiate control over productive assets?	How do societal norms, policies or programs influence accessibility of productive assets for women?	What are the positive and negative consequences for women who successfully control assets? What are the positive and negative consequences for men, when women successfully control assets ?	Community Dynamics - Network Analysis - Gender Norms and trends - Wage Analysis, crop matrix - Dependency/Influence Mapping - Land tenure Matrix - Role Playing and Story-telling Scenarios - Decision Making exercises - Key Informant Interviews

Agency	Structures	Relations	Related Tools
What have women done collectively to promote equality in control over their productive assets?	Which civil society groups are working to support equal access to value chain, market agricultural or livelihood options for women? And to support women's equal control over productive assets in this context?	How do women negotiate control of productive assets? How does this compare with men? Among women are some groups (based on citizenship status, caste, marital status etc.) not as successful and why?	Household Dynamics - Intra-Household Decision Making - Income and expenditures matrices or Pie charts - Intra-Household Decision Making
		Collectively – how do women and men mobilize or advocate around issues and with whom? How are CARE's programs relating to groups goals and actions?	
		How are these groups related to other key stakeholders/institutions (private enterprises, government, religious)	
Area of Inquiry 4:	**Access to Public Spaces and Services**		
Agency	**Structures**	**Relations**	**Related Tools**
How do men, women, boys and girls navigate public spaces? What are reasons for this?	Do women and girls have the autonomy to move freely within and beyond the community alone? How is this different for men and boys?	Do family members or neighbors encourage or support women's and girls' access to services and rights? What kinds of services/rights ?	Higher Level Conditions - Gender Norms and Trends - Macro – Secondary Analysis - Policy Analysis - Governance Analysis - Mapping Institutions/Stakeholders - Key Informant Interviews
What strategies do women employ to gain access to services and rights? Who do they negotiate with ?	What happens to women or girls who are seen in public spaces? What are the consequences for safety and security or reputation?	What key relationships control women's and girls' ability to move within and beyond the community? What are the conditions surrounding their mobility?	Community Dynamics - Measuring Attitudes towards Women and Gender Equality - Power Mapping - Community, Social and Resource Mapping - Network Analysis - Decision Making Exercise - Mobility Analysis - Key Informant Interviews - Class/Mobility Matrix
What personal skills, abilities, information, knowledge or attitudes will a man or woman need to be able to access services and rights?	What norms shape women's and girls' access to and role in the public sphere?	How do power dynamics in the household or community prevent or facilitate space for women to access services/rights? Do women support one another across classes/caste/ethnicity?	Household dynamics - Intra-household Decision making

Agency	Structures	Relations	Related Tools
What have women done collectively to promote equality in control over their productive assets?	What are policies programs or strategies that promote women's and children's access to services, public services and spaces? How is it budgeted, staffed, funded or advertised?	Which social support networks facilitate access to gender – and age – responsive services to members of marginalized groups? (women/girls/boys)	
	Are adequate services equally accessible to women, men, girls and boys (types of services may include health, financial, legal)	Collectively how do women, men, girls,boys mobilize or advocate around this issue and with whom? How are CARE's programs relating to groups goals and actions?	
		How are these groups related to other key stakeholders/institutions?	
Area of Inquiry 5: Claiming Rights and Meaningful Participation in Public Decision Making			
Agency	**Structures**	**Relations**	**Related Tools**
What specific attitudes information, knowledge, skills, capacity are necessary to claim rights and meaningfully participate in public spaces and community decision making? And how do men and women compete?	How are women and men represented as participants within markets, community forums, cultural rituals, government etc.? To what level are women and their interests represented in each of these spaces?	Do family members or neighbors encourage or support participation? Do husbands support wives, do parents support daughters?	Higher Level Conditions - Gender Norms and Trends - Macro Secondary Analysis - Policy Analysis - Governance Analysis - Mapping Institutions/ Stakeholders - Key Informant interviews
What roles are women taking in various village district/regional, or national levels of decision making in institutions (both formal and informal)? Are women and girls in leadership positions?	What are the policies, programs, strategies that promote women's and children's participation in public policy, planning and decisionmaking? How is it budgeted, staffed,funded or advertised?	How do power dynamics in the household or community prevent or facilitate meaningful participation in community forums?	Community Dynamics - Measuring Attitudes Towards Women and Gender Equality - Ideal Man or Woman - Power Mapping - Community, Social and Resource Mapping - Network Analysis - Field Observation - Key Informant Interviews
Collectively what are women's groups doing to support women and girls to participate in the public sphere?		Do women support one another across classes or, ages, caste or ethnicity and religion?	Household dynamics Intra-household decision Making
		Which social support networks facilitate meaningful participation and leadership opportunities in public forums by members of the marginalized groups? (women, girls,others)	

Agency	Structures	Relations	Related Tools
		How effectively do women and girl leaders negotiate their interests and remain accountable to those they represent?	
		How do these groups relate to other key stakeholders and institutions?	
Area of Inquiry 6:		**Control Over One's Body**	
Agency	**Structures**	**Relations**	**Related Tools**
How do women and men negotiate safe and consensual sex,family, size or marital status? With whom?	What threats or hazards jeopardize a women or men's control over their bodies? (Harassment, sexual abuse, forced sex, physical abuse, trafficking) What factors drive these risks?	Can a woman negotiate sex? (Can she insist on safe sex?) Can she initiate or say no? In her context, within/outside of marriage How much room is there for negotiation?	Higher Level conditions - Macro –Secondary Analysis - Policy Analysis - Governance Analysis - Mapping institutions/ Stakeholders - Key Informant Interviews
What attitudes information and skills will a woman need to negotiate safe and consensual sex in her context? What about the men?	How do norms,laws and institutions enable or prevent : - Sexual and reproductive health rights • Violence • Harassment • Sexual abuse or exploitation • Mobility • Marriage rights • Access to health services or information	What relationships (e.g. in-laws, parents, neighbors, relatives, caste, class, religious, ethnic) relations affect women and men's decision making on marital status, choice of marital partner, family planning/sexual relations? How do these relationships influence these choices?	Community Dynamics - Community, Social and Resource Mapping - Network Analysis - Mobility Analysis - Gender Norms and Trends - Forms of Violence - Body Mapping
What are the current types and rates of violence, trafficking, child marriage, or other rights abuses within the country context? This may include rates of harassment, abuse, exploitation and assault in the home, workplace and community.	Is sex work legal? Socially is it acceptable? How is consensual transactional sex viewed in your context? How common is it ?	Collectively – how do women and men mobilize or advocate around this issue and with whom ? How are CARE's programs relating to groups goals and actions?	Household Dynamics - Role playing and story telling - Intra-Household Decision making - Body Mapping
How are individuals or groups/networks already acting to prevent and respond to these rights abuses in this setting?	How do policies enable or prevent personal choice about marriage, sex?	How are these groups related to other key stakeholders/institutions?	
	What are rights within marriage, divorce and abandonment? What are widow's inheritance rights? How are these codified in law?		

Area of Inquiry 7:	Violence and Restorative Justice		
Agency	**Structures**	**Relations**	**Related Tools**
What attitudes, information, knowledge or skills will an individual need to prevent or address violence?	What are the forms and characteristics of violence by sex and age group? (how are boys,girls, men and women affected differently)	How do women,girls,boys or men negotiate to avoid violence,or seek protection? And with whom?	Higher Level Conditions - Macro-Secondary Analysis - Policy Analysis - Governance Analysis - Mapping Institutions/ Stakeholders - Key Informant Interviews - Gender Norms and Trends
What choices do individuals have when faced with violence? (as a victim, or faced with pressure to behave violently)	What are men's and women's attitudes or beliefs towards violence and what is considered normal in this context?	What groups exist to support survivors of violence and prevent further violence?	Community Dynamics - Community ,Social and Resource Mapping - Forms of Violence - Measuring Attitudes towards women and gender equality - Critical Incidents
How are individuals – or collective groups already acting to prevent and respond to violence in this setting?	What are responses to different forms of violence by community and justice mechanisms?	How do family and other extended networks monitor and influence? (i.e. prevent or support violent behaviors in households, family, communities or schools)	Household dynamics - Measuring Attitudes towards women and gender equality - Role Playing and story Telling Scenarios - Intra-Household decision making - Life Histories
	What care support is available for survivors of violence?	Collectively how do women and men mobilize or advocate around this issue and with whom?	
	How does custom compare with law in case of community response or sexual violence?	How are CARE's programs relating group's goals and actions?	
	How accessible and sensitive to survivors are the local health, psychosocial, legal or protective services in providing information and services, whether government sponsored or private?	How are these groups related to other key stakeholders/institutions?	
	What discrimination or stigma do survivors of violence face?		
	How does the community react when survivors seek restorative justice?		

Area of Inquiry 8	Aspirations and Strategic Interests		
Agency	**Structures**	**Relations**	**Related Tools**
What are aspirations that men or women articulate for themselves?	How do women or men's aspirations for themselves reflect or contrast norms?	How would men and women, boys and girls envision their relationships evolving? - Within the household level - In intimate relationships	- Appreciative Inquiry - Defining Empowerment through changes sought in agency, structures and relations - Dream tree analysis

Agency	Structures	Relations	Related Tools
		- As group entity internally and in relation to others - Within the community (among peers, co-workers, fellow citizens, local councils, religions) - And with national or higher level actors (civil society, state, private)	- Identifying Empowered Women and their Qualities - Cognitive/Semantic Mapping - Focus Group discussions
What are collective aspirations that men or women articulate for themselves as a group) kinship, women, class, caste, ethnicity,religion, occupation)?	How do men, women, boys, girls see the environment around them changing within these aspirations or priorities? In terms of - Available services - Social norms and expectations - The natural environment or security issues - National or international level political or economic dynamics	How are these envisioned shifts different from the current status of relationships that men, women, boys and girls currently hold?	
What are the most pressing needs for women or men from your perspective? Why?			
What limitations do they place on their dreams in terms of who they want to be, what they can achieve and what they can change?			

Tools

Below a brief description of tools recommended for use when conducting Preliminary Foundations and Core Areas of inquiry analysis are provided. For detailed description, including methodology see http://pqdl.care.gendertoolkit.

Macro – Secondary Analysis Description: Secondary research can provide a cost-effective way of gaining a broad understanding of research questions. This helps paint the big picture across many topics, as well as identify localized situations through case studies and local level indicators. For CARE, macro-level analysis looks at the historical trends and characteristics of poverty and vulnerability within a country context, and who suffers most from it. This process can also identify key actor groups and relationships, policies, resources and other barriers/opportunities that influence these conditions at a high level.

Policy Analysis - To understand the policies and laws (both formal and non-formal) at multiple levels that shape the context in question.

Governance analysis - To understand different people's and group's conceptions of what constitutes good governance, and how
this compares with the current context, as well as how governance and the specific measures or mechanisms of 'good governance' are experienced by different stakeholders, challenging assumptions about what produces good governance.

Key Informant Interviews - To discover information about people's opinions, beliefs and practices, and about service need or coverage of project access, so that the information may be analysed statistically.

Gender Norms and Trends - To understand important gendered changes in society in relation to education, marriage, divorce and widowhood, land, labor and livelihoods, crime, violence, mobility and family planning (other relevant trends maybe used).

Network Analysis - Understand key relations and support networks beyond the household to understand household access to – and demands on – resources.

Wage Analysis - To understand how people in a community are employed, the systems used in selling labor and how it differs between men and women, and conditions of employment.

Crop Analysis - To understand how a household divides work that needs to be done to grow crops and how crops our sold.

Exploitation Analysis - To understand the relationships, sources and drivers of exploitation. This can be viewed in terms of class, gender, caste or religion.

Seasonal Calendars - To gain an understanding of women's versus men's workloads, livelihood strategies and division of labor as well as gain an understanding of conditions facing poor and very poor households.

Dependency/Influence Mapping - To know how class and castes of people depend on other classes, reasons for this dependency and results of this dependency.

Field Observation - To understand power dynamics within public and private spaces, and in group activities.

Intra-Household Decision Making - To understand how decisions are made around resources and strategies women use to influence men's decision-making.

Income and Expenditure - To understand livelihood strategies and vulnerability between men and women across class groups.

Day in A Life - To explore and increase awareness of gender differences between women's and men's daily activities.

Measuring Attitudes towards women and gender equality - To understand and measure attitudes toward gender norms held among men and/or women.

Critical Incidents - To gain insights into the positions that particular persons have taken, relationships/divisions between elites, their control over resources, and the ability of the less powerful to challenge practices of the elites.

Decision making exercise - To understand and learn about teenage girls / boys and how they can have a say in the important decisions that affect them.

Land tenure matrix - To understand how people access land, as well as the terms and conditions in accessing land.and power has affected the lives of participants.

Conflict Role Playing - To consider situations which provoke violence at the household level or other issues, to discuss what happens and why, and how women try and avoid or resolve such violent conflict. This exercise has also been adapted to explore similar issues in the lives of children.

Power Mapping - To gain a general understanding of an area (its resources, power centers, as well as excluded classes/groups of people).

Community, Social and Resource Mapping - To gain a better understanding of the geographic spread, natural resources, access to infrastructure and the dynamics of inclusion/exclusion from development and decision-making.

Mobility Mapping - To understand the dynamics surrounding women's mobility and how this varies across well-being, ethnic and religious categories.

Class/mobility matrix - To understand women's mobility and the types of interactions they have with kin and non-kin within and outside their hamlet.

Forms of Violence - To understand the forms of violence within a given context, affecting young men and women.

Body Mapping - To become comfortable speaking about body parts, particularly in terms of sexuality, and to discuss sources of pleasure, pain, shame and power.

Life Histories / Timelines - To examine how gender and power has affected the lives of participants.

Appreciative inquiry - To use questions to discover strengths, aspirations and successes in individuals and communities through the sharing of life stories and values as well as learn from this mutual exploration.

Defining empowerment in desired changes - To understand women's views toward empowerment through the identification of key domains for change.

Dream tree - To visually analyze the underlying causes of gender inequity or a specific problem identified within communities.

Identifying and describing empowered women - To understand how men and women define women's empowerment.

Cognitive and semantic mapping of empowerment - To understand how men and women define women's empowerment.

NOTES

NOTES

NOTES

Section 2: Design

At this stage the emphasis is on making sure that the most comprehensive gender and conflict sensitive analysis (resources permitting) are used to inform design processes. And if not at the very least that activity/work plans and budgets reflect a commitment to do so while specific practices are included in proposal narratives where appropriate.

Therefore this section focuses on:

- Use of analysis when designing (programs, proposals and concept notes),

- The review of designs to ensure integration

The guidance provided in this section recognizes that resources (e.g. time, staff capacities and funds) will determine how detailed a gender or conflict analysis is prior to donor submission, or if a conflict sensitive analysis is undertaken. At minimum, it will be assumed that design teams will draw on existing knowledge, secondary data and targeted consultations with potential partners, stakeholders and most importantly target groups to gather information needed for a gender analysis or conflict/context analysis.

Integrating Gender Analysis into program and project designs :

When designing, it is important that gender analysis is a fundamental part of any design process; may it be a program or a project proposal. A gender analysis will help in identifying the strategic gender issues and practical rights that will provide an analytical basis upon which programming focus, consequent strategies, changes and activities can be determined. In program design, such analysis can help in identifying impact groups and the underlying causes of poverty, upon which theories of change[13] and consequent domains of change will be determined. In project designs, such analysis will help identify the most strategic 'issues' or 'problem' the project will focus on, and thereby shape the goals/objectives, activities and eventual outcomes and effects.

Empowering Women and Engaging Men :

As two key strategies for achieving gender equality, it is critical that these strategies be better defined based on deeper analysis or other research at this stage. For example while the gender analysis should provide you with analytical basis, while specific analysis of the expression of masculinities[14] for example, might further enhance such strategy development. This should help frame how you intend to engage men as part of a program or project. The following steps might be of use in shaping such a strategy[15]:

- Why engage men or boys?
  Example : men and boys are part of the structures and relations that perpetuate gender inequality.

- What are your aims or goals for engaging them?
  Example : challenging hegemonic masculinities or seeing men and boys as agents of change.

- Who does it target/benefit?
  Example : men and women, male leaders.

- How (when and where) do we do it?
  Example : awareness raising, education, working with men or supporting them as agents of change.

[13] *A theory of change outlines the key assumptions and hypotheses that underpin the program (or project) design*
[14] *These are socially constructed perceptions of being a man (or woman); related to manhood (womanhood) and how men (women) are expected to behave in different circumstances; we refer to these in the plural to recognize the multiplicity and diversity of these perceptions.*
[15] *Adopted from Activity 32 of CARE's Training Module on Engaging Men and Boys for Gender Equality, page 107. Accessed July 2. 2013 (see references)*

Box 5: Engaging Men

The Engaging Men to Redefine Gender Equality Project or EMERGE is CARE Sri Lanka's first project that focused entirely on strategically engaging men for the purposes of empower women and preventing violence against women. Designed to strengthen such work in the three program areas (the plantations, conflict affected areas and the southern dry zone), EMERGE also explored other issues such as women's control over their reproductive health and unpacking how masculinities are expressed in Sri Lanka. One such activity was its focus on changing the way men perceived their role as husbands and fathers. In communities such as the plantations, traditionally rigid gendered roles meant that men controlled household finances and made most decisions that affected the family's wellbeing, while women took on a more subservient role despite contributing significantly to household incomes. Further anecdotal evidence indicated that women experienced particularly high levels of domestic violence. Excessive consumption of alcohol was often seen as fuelling such violence in addition to draining family incomes.

Strengthening the work begun by the Plantations Program, EMERGE sought to structure and scale up a 'couples counselling' program, which worked with couples to help change the way they related to each other and encourage joint decision making and respect. A 'peer education strategy' on how to facilitate such sessions was consequently developed. Another focus area for EMERGE was to raise awareness of the costs of gender based violence and the need to prevent it. Youth, in particular were trained in forum theatre techniques, for example to help raise awareness at the grassroots while support was given to the production of a film and other mass media campaigns to raise awareness at the national level.

Integrating Conflict Sensitivity in concept notes and proposals :

In design[16] conflict sensitive involves the use of findings from the conflict analysis to review and inform the key parameters of an intervention as listed below;

- what it will do,
- who will implement it and for whom,
- who will benefit and who wont,
- where it will be implemented,
- when its activities will take place
- how it will be implemented.

This analysis will help you[17]

- Foresee and assess risks and obstacles to effective implementation early on and alter or put in place actions to mitigate negative outcomes.
- Identify adaptations and new opportunities for action that build on un-intended positive interactions.

It will involve,

- Reviewing all the key parameters of a project in view of their link to the conflict context (what? Who? Where? When? How?).
- Assessing the risks of implementation affected by conflict issues or by contributing to tensions.
- Identifying opportunities for reinforcing positive outcomes through the planned intervention.
- Identify changes to the original project design to avoid unintentionally contributing to tensions.

The Do No Harm framework for example helps you do this by analysing what 'connects' and 'divides' people in relation to conflict, and analyses how the intervention maybe implemented in a way that supports groups address the underlying causes of conflict rather than exacerbating conflict/tensions.

Box 6: Use of Connectors and Dividers in Design

When the Plantation Community Development Project (PCDP), was designed, staff concerns stemming from criticism of CARE favouring Tamil estate workers on the basis of ethnicity prompted the analysis of connectors and dividers. Though originally undertaken to deal with what was seen to be a 'risk', the analysis helped the design team understand that by involving Sinhalese villagers they would help the Tamil estate workers establish relationships outside of the confines of the 'plantations', thus facilitate their social integration into larger society – a key domain of change for the plantations program.

The establishment of such relationships had an assumed 'peace building' effect by helping the groups overcome prejudices and fears that may have existed, especially given past incidents of communal violence and the re-emergence of ethnic tension nationally at the time. In Vavuniya, to support a conflict sensitive analysis of a recovery project, the staff met with selected communities to understand what they perceived to be the most significant connectors and dividers within their communities, and how they felt CARE might reinforce these. This information helped adapt activities.

[16] How to Guide, Chapter 2, page 8.
[17] Ibid, Chapter 2, page 9

Advocacy and conflict sensitivity:

As we increasingly become more strategic in policy influencing or advocacy , conflict sensitivity can be particularly useful in supporting analysis necessary for design and implementation of advocacy campaigns. A conflict sensitive analysis can help for example, in weighing 'risks' and assessing if the planned efforts will achieve the desired changes in a specific context.

Integrating Conflict Sensitivity into Program Design :

While program design processes have varied within CARE, the basic elements of a program have still remained constant. One of the key elements of a program are risks and assumptions, and the setting up of accountability mechanisms [18].

It is when identifying these, that conflict sensitivity may be best used. Such analysis will help in identifying the risks posed by the context on the program, as well as the negative and positive effects of a program implemented in specific contexts. *'Challenging the balance of power, which is essential for meaningfully combatting poverty, is risky business. Therefore, it is important that we include risk assessment and tools, and methods for dealing with these risks. Such practice needs to be institutionalized at the program design stage"* [19]

Conflict sensitivity can be one such method.

Quality Assurance of Proposals :

The following checklists are intended to help (Annex 2 & 3):

- Design team, check if they have included specific practices that will enable application of the two approaches in full proposals.
- Review teams assess if in fact proposals have sought to integrate the approaches.

As indicated above, the **Proposal Design Checklist** seeks to help structure full proposals to ensure inclusion of specific analysis or practices.

The Proposal Approval Criteria[20] , on the other hand is designed to be used by individuals or groups responsible for reviewing proposals for quality compliance prior to submission. It seeks to assess if specific analysis, approaches or practices has been incorporated within designs, and how these have been reflected in measurement systems, work/activity plans and budgets.

18 See Briefing Note 5: The Transition to Programmatic Approaches and Programming Principles and Project Standards. (accessed 2 February 2012).
19 Ibid
20 Gender elements adopted from Gender Toolkit - Project/Program Design Analysis on Gender, (accessed 11 June 2012).

The Practices...

When designing programs	Conduct gender and conflict analyses as part of design process and update regularly.
	Inform risk and assumptions identification and related mitigation strategies using a conflict sensitive analysis of programs.
	Design and integrate appropriate indicators to monitor changes in context and of risks.
	Based on updates, review strategies for appropriate adaptations.
When designing concept notes	Using gender analysis articulate following : - What strategic priorities and practical needs will be addressed by action. - How women will be empowered and men will be engaged in promoting gender equality as relevant to concept. - Outline of gender transformative approach and what it will entail in relation to concept.
	State that conflict sensitivity will be used as a programming approach and tool (provide outline of what practice might look like if possible).
	Provide basic overview of potential conflict sensitivity flashpoints or concerns that may arise in the given operational context.

Proposal Development **See Annex 4 for detailed & basic sets of questions for gender and conflict analysis**	Undertake a robust gender analysis to design goals/objectives, strategies, activities and result/changes.
	At minimum undertake conflict analysis to inform design and risk identification.
	Once design complete, do a conflict sensitive analysis of proposed project (using appropriate tool – e.g. DNH) and modify design accordingly.
Including others	Draw on a range of perspectives and opinions from diverse actors for expanding and deepening analysis.
	Include potential partners, target communities, potential beneficiaries as well as stakeholders in design process.

What to include in proposal formats

Situation/Context Analysis - Highlight main findings from gender and conflict analysis.

Problem Analysis - Discuss Strategic interests and practical needs the project will focus on.

Activities and Results - Articulate activities and what measureable outcomes will be achieved and potential impact.

Methodology - Detail how transformative this will be, what specific strategies or tools will be used (i.e. women's empowerment or engaging men).

Monitoring & Evaluation - Include relevant indicators and processes for monitoring . Indicate how gender transformative approach and conflict sensitivity will be integrated within these systems.

Knowledge Management - outline how application will be reviewed, reflected and documented. And how these will support project decision making.

Cross cutting approaches (i.e. conflict sensitivity) - Indicate what potential conflict sensitivity flashpoints and how the proposed action will deal with these. Indicate how conflict sensitivity will be integrated and practiced over the course of the project life cycle.

Risk Management - Highlight key risks and mitigation action.

Accountability - Articulate how this will be practiced (e.g. setting up of complaint mechanisms,).

Capacity building - indicate how staff and partner capacities will be built in relation to approaches.

Activity/Work-plans - Ensure specific practices (e.g. conducting a conflict sensitive analysis or reflection) is sequenced in a manner that it will add the most value. Ensure adequate time is provided for such activities (i.e. analysis, training).

Budgets - allocate adequate resources for - analysis, updating, reflection, additional research, operation of complaint mechanisms, communication.

See other relevant sections for greater detail.

See Annex 2 for Proposal Design Checklist.

See Annex 3 for Proposal Approval Criteria.

Annex 2 - Proposal Design Checklist

Practice List	Yes	No	Recommendation / Comments
Gender Analysis			
Overview of Preliminary Foundations Analysis* In relation to intervention focus – overview of desegregated data, status of policy and laws, cultural norms and practices, and stakeholder relations.			
Overview of Core Areas of Inquiry Analysis relevant to intervention focus* - Sexual/gendered division of labor - Household decision making - Control of productive assets - Access to public spaces and services - Claiming rights and meaningful participation in public decision making - Control over ones body - Violence and restorative justice - Aspirations for ones self			
Description of key practical needs and strategic rights to be addressed by intervention in order to ensure gender equality*			
Theory of Change and Methodology			
Clear articulation of theory of change and methodology to be used*: • How will this project be transformative ? o How will women be empowered ? o How will men be engaged ?			
Strategies designed considering: - Situation and context, - Leverage points in existing context, own work, - Barriers and challenges to be overcome or addressed.			
Monitoring and Evaluation			
Gender equity and equality and women empowerment appear at objective/goal level*. Project impact indicators reflect CO's Strategic Direction Impact indicators*. Inclusion of appropriate indicators*: - Able to measure changes in agency, structure and relations. - Segregated based on gender. Appropriate collection and verification practices Regular Reviews* : - With partners, communities (identity based groups) and stakeholders. - At project level (feed into program and organizational ones). Documentation of lessons, best practices and impact*. Inclusion of conflict sensitive indicators. Inclusion of conflict sensitivity in evaluations.			
Partnerships			
Inclusion of relevant indicators used in Partner Review Checklist in section 7: Partnerships (Annex 10).			

Practice List	Yes	No	Recommendation / Comments
Conflict Sensitivity			
- Potential conflict sensitive concerns highlighted based on conflict analysis. - Adaptation of project activities based on conflict sensitivity analysis (adaptations identified and described under appropriate sections). OR - Commitment (resourcing reflected in budget and work-plan) to conduct Conflict Sensitive Analysis, inclusion within monitoring and evaluation processes once funded*. - Potential risks identified and mitigation strategies identified*.			
Accountability systems			
Brief description of how accountability will be practiced for example when : • Dealing with complaints arising from the implementation of the project*, • Prevention of Sexual Exploitation and Abuse of Beneficiaries*, • Communicating to stakeholders, partners and others*, • How will transparency be ensured (e.g. in selection, allocation of resources, intervention progress, outcomes, financial details)*, • Other accountability requirement based on : o Specific donor needs, o Contexts.			
Capacity Building for staff, partners and beneficiaries			
• Orientation* • Targeted training based on intervention focus* • Training plan • Periodic review of new needs, effectiveness and use of those provided.			
Activity Plan (inclusion of specific activities)**			
Gender Analysis - Capacity building for designing and conducting analysis. - Analysis period (internally and with others). Knowledge Management - Design and finalization of base line survey. - Finalization of M&E Plans. - Periodic reviews in place for community, stakeholders, partners and staff. - Design of communication strategies. Accountability - Design and set up of complaint mechanism or other accountability mechanisms. - Orientation of staff, partners and beneficiaries, stakeholders on accountability mechanisms. - Review of effectiveness of accountability efforts and adaptation based on learning. - Feedback to staff, communities, stakeholders and partners. Conflict Sensitivity • Conflict sensitive analysis of intervention. • Updating of conflict analysis, risks and assumptions. • Review and reflection.			

Practice List	Yes	No	Recommendation / Comments
Budget **			
Resource : • Gender and conflict sensitivity analysis* • Regular updating* • Reflection exercises* • Additional analysis • Activities related to partner review or due diligence processes • Capacity building of staff, partners and beneficiaries* • Awareness raising sessions for staff, partners and beneficiaries • Accountability mechanisms* (i.e. setting up of complaint response mechanisms, development, translation and printing of required material, associated capacity building). • Transparency efforts (e.g. development of material, events). • Communication strategy development.			

* At minimum.
** Specifics to be determined by needs, contexts and resources.

Annex 3- Proposal Approval Criteria

GENDER ANALYSIS*				
Absent	**Scant**	**Moderate**	**Good**	**Status**
√ No gender analysis and no mention of gender equity issues.	√ No gender analysis. √ Passing mention of gender and women but no apparent effect on design.	√ Partial or limited elaboration of gender inequity issues with some affect on design.	√ Gender analysis done. Good attention to gender equality and equity issues relevant to given context and program focus. √ Fairly consistent throughout proposal with clear effect on design.	
GENDER AND EMPOWERMENT				
Absent	**Scant**	**Moderate**	**Good**	
√ No mention of gender or the intent to address gender issues relevant to the project context.	√ Makes reference to women's participation of inclusion but no apparent strategy or assumes inclusive approach.	√ Goes beyond idea of participation and has some evidence of how the project might address issues. √ Intent to devise a strategy but vague as to what this might be and what empowerment aims are in terms of gender.	√ Intentionally seeks to promote gender empowerment and engaging men. Specifies action to be taken to confront the gender inequality and inequity. √ More explicit in intended outcomes for, women's empowerment, engaging men, gender equity and equality.	

GENDER IN MEASUREMENT				
Absent	**Scant**	**Moderate**	**Good**	**Status**
√ No gender desegregation nor is attention paid to gender issues in measurement systems.	√ Intent to disaggregate but not reflected in log-frame. √ Some targeting of groups based on gender. √ And/or clear intent to apply gender as cross cutting issue as in proposal, but not explicitly reflected in hierarchy of objectives	√ Partial disaggregation of indicators. √ Some inclusion of gender breakdown in output or activity statements. √ Measures are not women empowerment focused.	√ Good disaggregation of indicators. √ Gender issues appear at objective and/or goal level. √ Measurement of empowerment related to gender.	
CONFLICT SENSTIVITY				
Absent	**Scant**	**Moderate**	**Good**	**Status**
√ No mention of conflict sensitivity issues nor risks and how the intervention will deal with these.	√ Some indication of potential risks related to intervention but no mention of how these will be dealt with.	√ Narrative includes identification of potential conflict sensitivity issues of the intervention and that conflict sensitivity will be used as risk mitigation and quality enhancement tool. √ Risks identified along with mitigation plans	√ Conflict Analysis included in design and potential issues identified. Or √ Conflict Sensitive Analysis of design undertaken. √ On the basis of above activities designed accordingly and recognized in narrative. √ Measurement systems include conflict sensitivity indicators. Or √ Commitment to undertaken conflict sensitive analysis prior to implementation and integration into measurement and review processes. √ CS practice reflected in budgets, activity plans	

Annex 4 : Detailed and Basic list of questions for conflict analysis

The following (detailed) draws mainly from the Benefits and Harms Analysis tools and Do No Harm Framework (basic) and should be viewed as a guide that requires adaptation based on needs, the appropriateness of how information or analysis will be carried out need to be decided by those conducting such processes. Information and analysis generated can be used for design as well as serve as a basis for monitoring and evaluation.

Detailed Questions	Suggested Tools	Impact tools – help in identifying how the project will interact with identified rights issues
Political Participation		
1. Different types of social groupings in a community - Identify the key social groups based on ethnicity, religion, regional or geographic origin. The aim here is to help identify potential discrimination as well as intercommunity links. Within these groups where individuals are the power brokers (give specific identities). - Identify the political, armed or other power groups within the communities. Focus in on particular majorities with power and minorities that maybe marginalized. Identify key leaders or groups as well as type of affiliations these groups have. - Identify any unusual characteristics about the demographic groups in the community. Are there any groups that are over or under represented? Are their key groups or individuals representing the under-represented or least powerful?	Venn diagrams, Actor mapping Will help in identifying who the actors are, there relationships with each other.	
2. Which groups in the community have the most power over resources, what are the sources of their power? - Consider all groups identified above, identify amongst them who has more power than others, consider sources of power, is it traditional, economic, political, social, racism or prejudice of any form? Is it through physical intimidation or force?		
3. Which groups have least access to resources/power? Do they face discrimination? Why have they been marginalized? - Consider all groups identified above and add explanations if necessary, identify why they are marginalized and consider why (seek to identify root causes).		Might the project impact political structures ? By changing the status of the relationship between certain political groups or authority structures ? - Which ones may gain or lose influence over resources because of the project, - by working with/channeling resources through one authority might it create tensions with others, - or might it dis-empower or empower certain groups in political decision making ? - would the project legitimize or undermine particular group members ?

4. Are people protected equally and fairly by the law? - Do they have rights to a fair trial that treats them as innocent until proven guilty? - Do people have access to information that will provide them with an understanding of what their rights are, how they can exercise these and be protected? - Which people or groups have more or less than equal protection by the law and its agents (police, the judiciary and other relevant branches of the state), the criminal justice or law protect different groups differently based on gender, age, ethnicity etc. - What recourse or redress exists for people to address rights violations ?		
5. How does the community participate politically at the local or national level ? - Are their free and fair elections ? Are they aware of their rights in terms of political participation ? - What are the mechanisms people use to voice their political views (both at the community level and regionally and internationally), do they have representatives ? How do they elect those representatives ? How do political decisions get made ? Are these mechanisms fair and free ? - What encourages the above ?		Might the project impact people identity or political participation ? By changing how they are recognized or protected by law? - might the project have an impact on peoples legal identity or their political identity ? By (not) involving them in political or decision making process of any form ? - might the project impact their political involvement (or lack of thereof)? - does the project take any steps to empower people to engage in organized decision making ? By changing their freedoms to hold political or ideological opinions or beliefs or to speak freely or practice in the religion of their choice ? - might the project expand or contract these freedoms ? (Might it help or hurt peoples ability to form and express opinions, political or otherwise? Might it affect their ability to worship as they choose?)
6. How free are people to gather together and share ideas or form organizations or groups ? - Describe any restrictions that exist on the ability to form groups of any sort (community, NGO, trade unions, faith based). Describe any restrictions on gathering or meetings – are there restric tions on who, when and how many people can attend a meeting. - Describe any systems that promote organizing of groups, how, when by whom		By changing their ability to gather together, organize around issues or participate in social or political institutions, organizations or associations ? - might the project impact any groups ability to organize or mobilize around issues, gather together or form groups?

7.How free are people to express their political or ideological view points or practice the religion of their choice? - Describe any important religious or political activities that are restricted. Certain groups may be discriminated against, sporadically in an ad hoc way. - Describe any procedure or cultural practice that promotes the practice of important religious or political activities. Emphasis on joint or intercommunity activities.		Might the project impact the root causes of political rights violations ? by strengthening or weakening underlying attitudes or systems and structures - how might the project impact the attitudes or systems and structures that lead to political rights violations ? Might the project impact the root causes of political rights violations ? - by strengthening or weakening underlying attitudes or systems and structures how might the project impact the attitudes or systems and structures that lead to political rights violations ?
Inter and Intra community conflict		
8. What are the main forms of conflict or disputes between community members and others outside of the community - Who are the main adversaries (enemies) of the community ? Identify all groups involved. Describe the form of conflict or disputes as well. - What are the stated reasons for the conflict or disputes ? - How does these conflicts or disputes directly impact community members ? Consider both hidden and concrete impacts.	Timeline (this will enable comparing of how two or more groups interpret the same conflict while also helping you see if one group even identifies particular conflict or tensions a other group may), Onion – will help in under-standing the expressed positions, interests that underpin these and the needs that form interests. ABC triangle may be helpful in identifying attitudes and behaviors as well as the context that causes or fuels conflicts. A conflict tree may help groups understand what the causes etc are – this may help in differentiating concrete vs. hidden impacts as well as identifying what is a symptoms opposed to a cause.	Might the project impact the potential for conflict between the community and others ? By increasing the tensions or strengthening the relationships between the community and those with whom they are in conflict ? - Does the project promote peace or conflict resolution ? - Does it increase or lower the incentives for achieving peace ? - Does it impact positive and negative systems & institutions, attitudes & actions, values & interests or symbols & occasions that foster peace or promote conflict.
9. What are the main forms of conflict or disputes within the community amongst groups (identified previously)? a. Here we are looking for group based conflict within the community. Which groups are in tension or in conflict with each other and what form it takes ? b. What are the stated reasons for the conflicts or disputes ? What reasons do the different groups give for the conflict or dispute ? c. How doest the internal conflict or disputes impact the community members ? Consider both hidden and concrete impacts.		Might the project significantly change the potential for violence between people in the community. By increasing the tensions or strengthening the relationships between groups in the community? - Might it cause existing tensions to get worse or create new tensions between different groups in the community? Consider who gets the resources, who are they in conflict with , who controls distribution of resources. By empowering those who commit violence or by empowering victims of violence into a more or less attractive target.

		- Does the project channel resources through those groups that often commit violence, such as armed groups, militia etc? does it make vulnerable groups more attractive to violent attack ? By changing the community's vulnerability to violence from outside or the capacity to commit violence against outsiders ? - Consider whether hostile groups or armed forces might be attracted to the community because of resources ? (might aid cause people to move to an area where they might be attacked or stay in such an area longer that they would otherwise) By strengthening or weakening the underlying attitudes or systems and structures that cause conflict or security rights violations ? - How might the project impact the attitudes and systems and structures that lead to conflict or security rights violations ? (use rights and responsibilities tool) The project might feed or mitigate the conflict by changing attitudes or impacting the structures and systems that affect the conflict.
Conflict resolution		
10.What are the forms of conflict resolution and judicial enforcement relied upon by the community, both legal/judicial and or traditional or cultural. - Are they effective or fair ? - Describe important conflict resolution and judicial protection systems. The aim is to not review the systems rather to provide an evaluation of what works and what doesn't. - communities perception in relation to its fairness, effectiveness and credibility.		Might the project impact local forms of conflict resolution or community based rights protection. By strengthening or weakening the local structures and processes that are used to resolve conflict and protect rights - Might the project strengthen or under mine the community's conflict resolution methods ? Might the project strengthen or undermine the community's policing powers?
Key economic assets, capacities, deficits and vulnerabilities in the community		
11.Work and income - What are the major sources of income, types of employment and/or skill base ? - What are the levels of poverty or unemployment ? - What skills are missing amongst whom? which groups are particularly poor or have high unemployment ?	Overlaps with most assessments used for identifying basic needs or livelihoods. Adapt or integrate accordingly.	- It could impact how people spend their money or what they spend it on. It could impact local markets or ways of exchanging goods.
12.A healthy environment - What are the most important environmental assets belonging to the community? What are the natural resources most relied on ? - What are the major environmental problems ?		- It could impact the use of natural resources, it could impact pollution levels.

13.Health & health care - What are the major practices for maintaining health? - What are the available health services, both medical and traditional?		- It could impact the type or quality of basic health care. It could impact levels of access to basic health care.
14.Food & adequate nutrition - What are the major food sources, both normal and emergency? - what are the nutritional levels? - What are the levels of malnutrition? - what groups have least access to enough quality food?		- It could impact demand for or supply for food. It could impact nutrition or malnutrition levels or the types and quality of food that people eat.
15. Education - What are the available educational and training services. - What are the weaknesses in the education services? What groups are not getting educational services?		- It could impact access to education or quality of services
16. Shelter - What are the major forms of shelter? - What are the problems with shelter? Are these groups without shelter?		- It could impact the types of available shelter, it could impact the amount of shelter
17. Clean water - What is the quality and availability of clean water. - What are the problems or deficits with respect to clean water?		- It could impact the water supply or the quality of the water.
	Social attitudes	
18. which groups have a significant number of members that show these capacities: self reliance, independence, confidence, partnership, shared values, cooperation, mutual respect. a. also consider those groups identified in political profile.		Might the project impact group social attitudes unintentionally By weakening people's self reliance independence, confidence or capacity ? - Or might also consider the opposite, might the project increase dependency, fatalism or apathy ?
19. which groups have significant number of members that show these vulnerabilities: dependency, fatalism, lack of confidence or energy, distrust, hostility, fear, lack of shared values. a. Again consider groups identified in political profile.		By weakening shared values, cooperation or mutual respect and trust between groups ? - This is not about conflict between groups but about the social fabric of relationships that keep a community healthy
20. What are the key traditional ways in which the community addresses project related needs? - These are those needs/issues the project aims to address.		Might the project impact cultural practices or traditional coping mechanisms By strengthening or weakening a particular attitude or artifice - Might the project impact positive or negative cultural practices or undermining the community's traditional methods of addressing the project related needs ? Might the project impact the root causes of economic, social or cultural rights violations By strengthening or weakening underlying attitudes or artifice (systems and structure

*Adopted from Gender Toolkit – Project/Program Design Analysis on Gender (available on www.pqdl.care.org)

Basic - The following is more of a basic set of questions (Also see How to Guide, Chapter 1, pg 4 for structuring and conducting such analysis)

CONNECTORS

- What brings community members together?
  - Events – kovil events, funerals, weddings, other events, shared experiences, clinics, markets - How do these bring people together ?
    - Who attends these ? Who doesn't ? Why
    - How frequently ?
    - Where do women/men/youth get together ?
- Does the community engage in shramadana (voluntary community efforts) ? In what situations ?
- Who organizes these ?
- Do these bring together everyone in a community
- What are the different community organizations , whose part of it and who isn't why ?
- Which of these situations or events/connectors are the strongest ?

DIVIDERS

- What causes problems between community members ?
- Why do these tensions exist or these problems exist
- How are they solved or dealt with by the community ?
- Are certain groups not part of community events or CBOs ? Why ?
- Does everyone in a community have equal chance to be part of decision making or access to opportunities ?
- Are there influences from external people or groups ? Do they bring people together or cause problems ?
- Which of these tensions/problems/dividers are the strongest ?

AGENCY SPECIFIC

- How do activities of aid agencies create tensions or bring people together?

- Are there any activities CARE has done to create tensions or bring people together ?
  How we behave, work with the community ?

- How can we do the project activities better ?
  - What are we not doing well ? WHY
  - What are we doing well ? WHY

NOTES

NOTES

Section 3: Implementation

This section focuses on what needs to be in place during the start up phase of an intervention and the monitoring of a programs progress.

Emphasis is placed on this stage to help embed particular practices that will enable more structured practice through out the life cycle of a project or program. Accordingly focus will be placed on the need for:

- Updated and expanded gender analysis for the design of activities and monitoring systems.
- Undertaking conflict sensitive analysis of interventions drawing on updated analysis or information
- Adaptation of monitoring sand review processes to support practice.
- Consider potential conflict sensitivity flashpoints in beneficiary selection, procurement, establishing and maintaining relationships.

Deepening of gender analysis during project start up :

If a robust gender analysis has not been done as part of the design, then prior to implementation it is critical that existing analysis is updated or expanded on by collecting information through standard assessment processes or by including others not consulted. The goal here is to try and deepen your analysis as much as possible. Granted this needs to be done within a reasonable time period as to not delay implementation or result in the need to begin implementation before such analysis is made available and can be included in baselines or inform the re-design of activities.

Therefore it is vital that when designing adequate time is set aside for undertaking required analysis. Following which, strategies and activities should be adapted and monitoring systems put in place. Box 7, provides, an example of how we sought to deepen our knowledge on how masculinities influenced gender based violence for the purposes of developing potential activities.

Box 7: Understanding Masculinities

As a means of better understanding and describing the causal factors of violence against women in Sri Lanka, the EMERGE project joined the Partners for Prevention (a UNDP, UNFPA, UN Women and UNV regional joint programme for gender-based violence prevention in Asia and the Pacific) in 2011 to conduct a quantitative survey on men's knowledge, attitudes and practices toward gender-based violence and gender equality. This study – *Broadening Gender: Why Masculinities Matter* (published in 2013) - brings out key risk factors in relation to violence against women, childhood trauma and men's own experience of violence. It also highlights key findings that resulted in the development of policy and programming briefs and guidelines for organizations working in child protection, women's and men's sexual and reproductive health, as well as private sector and of youth engagement to prevent GBV.

Conflict Sensitivity in implementation :

During implementation[21], conflict sensitivity is focused on carrying out an intervention in a way that does not intentionally cause or exacerbate, tensions and also capitalizes on opportunities to contribute to positive outcomes.

Undertaking conflict sensitive analysis :

At this stage it is paramount that a conflict sensitive analysis is done of the project or initiative. If done at the design state it is still advisable to revisit it; given that time may have lapsed since the project was initially designed and the operational context may have changed.

When undertaking a conflict sensitive analysis or Do No Harm analysis it is important that you:

- ✓ be as inclusive as possible (include not only those who agree with you)
- ✓ be aware of the security risks of certain groups and seek to minimize these with out needing to exclude them

While in the larger context, a project is to be implemented in will determine its specific conflict sensitivity adaptations, generally a conflict sensitivity approach in practice would seek to NOT:

- ✓ Increase or reinforce vulnerabilities such as livelihood or food insecurities faced by target groups or communities, for example by undermining coping mechanism or disrupting constructive social or economic relationships;
- ✓ Strengthen inequities determined by gender, ethnicity, caste (and other socio-political inequities);

[21] How to Guide, Chapter 2, section 2.3 Implementation, page 12.

- Increase long term beneficiary dependency on external aid;
- Over use or harm critical natural resources.

And identify risks and mitigation strategies that take steps to,

- Minimize the ability of potentially harmful actors to undermine its objectives or outcomes.
- Avoid sending a set of messages that legitimize particular interests of groups
- Avoid or prevent the diversion of resources or replacing social services that enable (for example) violence, discrimination, human rights violations, and political interests.
- Avoid or prevent creating conflicts over resources. How can it ensure that targeting and distribution is perceived as fair, transparent or participatory?
- Avoid/prevent increasing the power of oppressors or the vulnerability of victims of violence.
- Dealing with tensions as a result of altering power imbalances.

Annex 5 provides a checklist that is designed to assist teams review their activity plans for - at minimum – consideration of the above.

Conflict Sensitivity Flashpoints :

The following are some of the instances (or processes) where we are most likely to have either a negative or positive interaction with 'conflict dynamics'.

A) Beneficiary Selection :

Targeting is often where we are most likely to experience conflicts or cause tensions as questions are raised over why certain individuals are not included, the basis of selection and the credibility of those deciding; making it a key conflict sensitivity flashpoint. Often the solution maybe to be fair to all, but often our program focus and resources may not allow this. So at best we must seek to undertake the most robust analysis of the needs and vulnerabilities in order to make the most informed choices when it comes to determining criteria and being as transparent and inclusive in related decision making. Further we must also seek to constructively deal with grievances (see Section 6 for Accountability). Therefore in targeting, the following be considered[22]

- Conflict and needs analysis include considerations of other groups who are in close proximity to the primary target group,
- Be aware of ethno-religious, political, class or gender based biases that might skew needs analysis,
- Including not just beneficiaries in designing selection criteria,
- Creative ways for activities to benefit neighbouring communities and build positive relationships,
- Influencing donors when they are not aware that the specified targeting criteria may lead to increased tension and hinder implementation and outcomes,
- Be transparent about who and how selections were made.

Including others in a target community (not just beneficiaries), stakeholders and partners will help people understand why certain groups were picked and why others were not. Experience has shown that such practices help in reducing tensions that arise. Often communities agree with the reason for picking particular groups and feel that it is fair or feel that they own the process and are accountable for its outcomes. When facilitating such processes it is also important that staff understand inequalities that may exist so to ensure that exclusion of particular groups is not reinforced.

[22] How to Guide, page 17.

B) Decision making :

Ensuring communities or target groups control or have influence over decisions is an inherent part of our programming often resulting in us working with established community based organizations or setting up such structures. At times transforming how these groups function maybe a critical focus of our programming or at times used as a mechanism for deciding on resource allocation and distribution, like in emergency situations.

When doing so we must be careful that we do not assume that decision making bodies or how decisions are made are truly representative of the needs and interests of all. Often the excluded and discriminated groups are less likely to be represented, let alone able to influence such bodies. Therefore, where possible it is important that efforts are made to understand how decisions are made, who is included or not and work to make them more representative,

Box 8 - Inclusion and transparency in selection

In most of our projects (development or emergency), selection criterions are often developed with the involvement of all in a target community (through needs assessments and community meetings to design criterion). Once criteria is finalized details are posted in public spaces and a period of two months is given for objections to be raised. Complaints are dealt with by project staff and communicated back through community meetings or with individual complainants. Where appropriate grievances are investigated and where needed criteria adapted – again in close consultation with community members. While this practice does not all together eliminate complaints made as projects progress, the system does to a certain degree enable most in a community to influence or determine the selection criteria while also providing them with a means to raise objections.

or seek alternative methods to ensure influence and control of decisions of those not represented . Representation should not be only viewed numerically but also as how decisions are made.

C) Communication :

Communication plays a critical role in being transparent, in maintaining relationships as well as demonstrating our accountability or impact for example. Therefore it is vital that appropriate communication strategies are developed based on contextual dynamics. For example, relying on particular individuals or platforms to communicate critical information may give these groups more power or even mean that certain groups are not able to access such information due to mobility constraints. Understanding how information is accessed maybe useful when determining the most effective methods, while combining different methods might achieve the best results. Checking effectiveness of these methods is important as well. Such communication will also help limit the manipulation of information by groups or individuals with vested interests.

When developing material it is important that contextual sensitivities and security concerns are respected. Consistency in messages is important irrespective of how you communicate to avoid manipulation of messages, misinterpretation or confusion. It is vital that material be made available in Sinhala and Tamil and that it is easily understood and contextually relevant.

D) Procurement :

Procuring and transporting goods into situations or places that may have scarce resources carries particular risks. While CARE has specific procedures to deal with cost effectiveness and preventing corruption (see CARE Sri Lanka's Code of Ethics and Conduct for details) it is also worthwhile to review procurement practices in relation to who we procure from, and the impact of or not procuring from a particular area.

For example, increased procurement from an area where goods are already scarce might result in price hikes making it more difficult for local communities to purchase necessary goods. Deciding to procure from an area can also have a positive impact by injecting much needed cash into local economies or creating jobs. When procuring therefore it is good to consider the following[23]

- Source locally wherever possible maintaining criteria, standards and transparency,
- Be open about reasons for not procuring locally when it is not possible,
- Where possible include communities, and partners in developing criteria and selection processes,
- Provide feedback to all who submitted responses explaining why they did or did not?

Box 9: Rent and Cash for Work

In the aftermath of the 2004 Boxing Day Tsunami, numerous aid agencies began working in affected areas, as part of this demand for office spaces and staff living quarters increased significantly. While demand for such space grew in areas where adequate infrastructure was often limited, landlords eager to rent to international agencies (who were more likely to pay higher rents) asked tenants to leave. Higher rents also made it harder for smaller community based organizations or for local people to rent. Cash for work programs also resulted in changes in the rates paid for daily labour making it difficult for land owners to hire during harvest periods. In Ampara for example, this situation prompted landowners to hire mechanized harvesters. Once the cash for work programs ended, unemployed labourers found it hard to find work since the mechanized harvesters were found to be more reliable and far more economical.

E) Establishing and maintaining relationships:

Establishing and maintaining relationships that foster trust and respect are critical, may it be with communities, partners and stakeholders such as the government. Being inclusive, transparent, accountable and fair only strengthens such relationships. These qualities and values need to be reflected not only in our systems (e.g. contracts, selection processes, and accountability mechanisms), they must also be communicated through our own behaviour and how we relate to these different groups (Section 5 – Human Resources and 7 on Partnerships provides further detail). A few means to ensure this is by:

- Ensuring meaningful community decision making,
- Demonstrating accountability (e.g. being transparent and setting up of complaint response mechanism),
- joint planning, analysis and monitoring with partners and others.

F) What about those we don't agree with?

While we may strive to be impartial and non-partisan, often the contexts we work in are highly politicized and complicated. We will often encounter groups and individuals who may try and influence or even coerce us into supporting or legitimizing their interests that we might not necessarily agree to. The easy option would be to not work in these situations of areas or interact with these individuals or groups. But in reality if we don't we may not be able to access the neediest or the most vulnerable nor be able to effectively address those issues that underpin their poverty or marginalization.

[23] How to Guide, pg. 18 – Procurement Reality Check

Log frame Indicators :

Specific indicators need to be ideally designed that will help you monitor:

- key conflict dynamics that are most likely to impact activities (these may also be included under risks and assumptions),
- those that monitor the activity interaction with the context/conflict (these may be also be unforeseen impacts of the activities) and
- those that monitor the extent to which the intervention is achieving its objectives as a result of conflict sensitivity adaptations.

Baseline Study :

A critical element of monitoring and evaluation; such studies typically establishe a baseline value of indicators of intended outcomes (based on the log-frame) against which future measurements can be made of changes in behaviour, systemic capacity and impact on the conditions of target groups. Therefore, when undertaking baseline studies seek to collect required information that will support monitoring of conflict sensitivity indicators.

See Section 4 for greater detail.

Risks and Assumptions :

As indicated above the risks and assumptions column of the log frame is a good place to identify areas where a project may interact with a conflict. A strong risks and assumptions section that integrates conflict sensitivity issues will aid effective monitoring and ensure that flexibility is built into the implementation phase. For example donors maybe more likely to respond to changes in the context if they are flagged in the design phase as part of the log frame risks and assumptions or risk management plan.

Two key steps are:

- identifying main issues from the conflict analysis to help identify project risks and assumptions
- Where possible, building in mitigation activities/outputs in response to risks identified. Such activities can be added to the proposal in the risk management section.

Box 10 : Including others in analysis

When the Swedish Development Cooperation (SIDA) funded a project in Jaffna ; staff and local government officials responsible for the area the project was to be implemented were also invited to an orientation on Do No Harm. Donor representatives also attended part of the sessions. Connectors and dividers as well as other context specific dynamics identified were later used by the project team to adapt activities in order to capitalize on identified connectors and deal with dividers. Involving the government actors achieved two objectives, on one hand it exposed the government representatives to what DNH is and its use; while on the other it exposed staff to the official's perspectives. Such insights helped staff understand how the different actors related to each other and how the project might work on these to strengthen the project outcomes. For the donor, this meant better understanding the operational context and how the project will be and will influence this context

See Section 4 for further details on integrating into monitoring and reflection practices.

Conflict sensitivity can help us better understand these complicated situations or contexts by unpacking the 'politics' of the different actors – their relationships, interests and motivations, and more importantly how our own interests and goals may be influenced by these. Not only would we be able to identify potential problems or risks in terms of maintaining our impartiality, independence and credibility, conflict sensitive analysis can be used to help us better design, partner and undertake activities in the most effective manner given the constraints posed.

Exit Strategy :

The following should be considered in relation to CARE existing procedures in relation to phasing out programming. It is important that this is done in an accountable, smooth and transparent manner and that it is thought through early on during the project life cycle so that activities are implemented in a manner that is sustainable. When designing a strategy those involved, staff, partners, beneficiaries, larger community, stakeholders need to know what is happening and why. A few points to be considered[24]

- **Formally inform:**
  - staff and meet with staff individually or as a group,
  - government (District, GS and DS level) of closure (in written form and through face to face briefing),
  - community leaders, CBOs and partners, post letter on community notice boards.
- Develop a question and answers sheet to guide staff when communicating with external actors on end of project .
- Share project achievements and learning with beneficiaries, communities, stakeholders, partners.
- Supporting appropriate cultural activities or celebrations when project is handed over to community, for example.
- Evaluate exit communication activities and record lessons learnt.
- Design a self explanatory exist strategy, consult donor, partners and target communities.

Check the strategy in relation to potential tensions it may trigger and develop means to deal with these. This may address negative perceptions or reduce tensions arising from departure, while also enabling smoother return in the future.

Program Implementation :

Since determining how well a program is progressing is a critical element of its implementation it is crucial that appropriate systems are put in place to monitor and assess such progress. The following is intended to do this. (Section 4 : Knowledge Management provides additional detail that will be of use)

[24] Adopted from Good Enough Guide (page. 53) and Kenyan Consortium Conflict Sensitive Guidance Toolkit (page 13).

Program Reflection and Learning Systems: [25]

While 'projects' will most likely continue to be the operational unit within larger programs, it is critical that reflection and learning at the program level is structured to do the below :

- ✓ generating knowledge associated with hypothesis testing of each program, and
- ✓ monitor progress against program indicators and impact measurement.

As part of these routine processes it is important that community or impact groups, partners and stakeholders are involved as well. While individual projects will have their own measurement systems such as log-frames these need to contribute to the program systems. Learning session needs to be structured to review evidence, exchange observations and perspectives, conduct analysis, and suggest actions for the next 'cycle of learning' as well as be documented. These should not be simply held for the sake of sharing but as clearly structured sessions that contribute to monitoring and generating knowledge for impact reporting and other purposes (i.e. fund raising). Principles for conducting such sessions need to be designed, for example, creation of safe spaces for staff to convene and talk about what went wrong or did not go as expected.

Organizational Performance and Knowledge Management Systems :

The value of an organizational performance system is that it helps in holding us accountable to mainstreaming program quality approaches such as a gender transformative approach and conflict sensitivity. Indicators for this system need to be developed based on analysis generated when designing and reviewing existing programs, and will include program support, quality, and impact indicators. There are likely to be other indicators as well that relate to CARE Sri Lanka's organizational priorities. It is vital that program measurement systems are linked to this system and that indicators seek to assess impact in relation to the measures of success identified under Part 1 (page 6) and how we are progressing along the gender continuum for example. For specific guidance in designing indicators refer Section 4.

Reflection and knowledge generation in relation to these will need to be linked to and influenced by program processes.

[25] This section draws from the report on the 'Proposed Plan of Action for Completing the Impact Statement for the Plantations Sector' authored by Mary Piccard for CARE Sri Lankan in May 2008.

The Practices ...

At start up strengthen analysis to inform decision making **See Annex 5 for an activity plan review checklist** **Also see other relevant section for details.**	Update gender analysis and make required adaptations to strategies and M&E. Update conflict analysis and undertaken a conflict sensitive analysis of the project and make appropriate adaptations to : • Project/Program strategies/activities • Monitoring (log-frames and baselines) and knowledge management • Risk management plans • Program support functions (i.e. procurement, finance, recruitment, capacity building) • Communication • Partnerships • Accountability • Exit Strategies

Annex 5 - Activity Plan Review Checklist

Adopted from the Kenyan Practice of Conflict Sensitivity Consortium publication – Understanding the context with sensitivity through our processes and action: Conflict Sensitivity Guidance toolkit, (2010).

Adapted based on need and purpose.

Intervention will not	Yes	No
- Make communities or particular groups more impoverished or vulnerable (e.g by undermining coping mechanism or disrupting constructive social or economic relationships)		
- Strengthen inequities determined by gender, ethnicity, caste (and other socio-political inequities)		
- Increase long term beneficiary dependency on aid		
- Over use or harm critical natural resources		
Has identified risks and mitigation strategies that will make efforts to,		
- Minimize the ability of potentially harmful actors to undermine its objectives or outcomes		
- Avoid sending or off set messages that legitimize particular interests of groups?		
- Avoid or prevent the diversion of resources or replacing social services that enable (for example) violence, discrimination, human rights violations, and political interests.		
- Avoid or prevent creating conflicts over resources? How can it ensure that targeting and distribution is perceived as fair, transparent or participatory?		
- Avoid/prevent increasing the power of oppressors or the vulnerability of victims of violence		
- Dealing with tensions as a result of altering power imbalances		

NOTES

NOTES

NOTES

Section 4: Knowledge Management

Managing our implicit and explicit knowledge is critical in terms of our program quality and impact measurement. Systems set up to do this would seek to collect, generate, share and facilitate reflection and learning that in turn will enable adaptation and innovation. Therefore management of knowledge is a vital element for enabling informed decision making as part of gender transformative and conflict sensitive approaches.

In this section guidance is provided to ensure that measurement systems have integrated specific indicators that support the application of the two approaches. Further emphasis will be placed on the systematizing and structuring reflection and review processes at the different organizational levels. Accordingly, practices will be identified in relation to:

- Monitoring and Evaluation
- Documentation of best practices and lessons learnt
- Review and reflection at the project, program and organizational level.

Monitoring and Evaluation:

Monitoring is critical to any program or project's design and implementation in any circumstance. It is a continuous process to assess whether or not an intervention is on course, to examine positive and negative trends, and to adjust the implementation strategy accordingly.

To measure changes in gender equality and women's empowerment, we must be aware of what is measured, who measures it and how. The same applies to conflict sensitivity. Situating changes in women's lives within this broader context and perspective, we can see a qualitative difference between interventions that successfully help women to get along in a man's world, versus successes we can show in making that world more fundamentally equal. From a conflict sensitivity perspective who and how change is measured, is important because interpretations of changes are often varied. Therefore, by including beneficiaries, stakeholders and partners, it is important in understanding how we, our actions and the changes made are viewed in specific contexts by particular groups.

Are we responsible for change?

Attribution, when assessing changes as a result of our actions is very difficult, since our work is often one of the many factors that influence the lives of the people we work with. Despite this, it is vital that we strive to do so. Therefore, it is important that we constantly seek to further learn and experiment with a range of different approaches and tools when it comes to monitoring. Some of the tools found to be particularly useful in gender programming are[26] Anthropometric and Health Status Measures, Focus Group Discussion, Field Observation, Knowledge and Achievement Tests, Interviews / Surveys, Ranking Exercises and the Analysis of Existing Data.

Measuring changes in women's empowerment and gender equality:

In 2006 CARE USA undertook a Strategic Impact Inquiry (SII) on gender and power that sought to understand its contribution to women's empowerment and gender equality. It also sought to examine the effectiveness or limitations of the approaches used. In short the SII identified that only 15% of programming was positioned to make sustained societal impact, far from what was intended. Based on this outcome, the following was formulated and must be considered when developing relevant M&E systems and indicators[27]:

- Work more reflectively to try to understand complex change. What else is happening in the broader environment?
- Consider what women's empowerment might look like in various contexts over time.
- Ask not only what has changed, but how have things changed? For whom (and at what level)? How has the change been perceived or experienced by diverse groups? Who led the change, and who feels ownership over shifting norms?
- Measure changes in agency, structures and relations: How have changes in gender relations affected structures and relationships among and between various groups?
- Situate changes in the broader historical, social and political concept of groups.
- Consider dimensions of change that are not so easy to see or count. Monitoring tends to focus on change that can be easily measured, such as economic change. Social and political changes are harder to discern, and psychosocial dimensions of change are under - represented.
- How have women's and men's aspirations been changing? Or sense of confidence and capability? Or recognition from others?
- How have changes taken place compared to previous conditions and relationships?
- How has a group's status changed relative to others?

[26] For a more extensive list see Gender Tool Kit, accessed through the PQDL website, see Useful links.
[27] Adopted from Gender Toolkit, Lessons in Measuring Empowerment, http://www.pqdl.care.org.gendertoolkit.

When measuring change:

As, in all stages of a project or a program it is critical that beneficiaries, partners and stakeholders are involved in any monitoring, reflection or even evaluation exercises undertaken. Accordingly, when monitoring changes in empowerment, it is important that we understand people's perception in relation to that change, and how they define it. Tools that may be of use include[28]:

Living Mirror – aids in understanding changes in women's empowerment through the observations of key stakeholders in the lives of women.

Impact Dialogue – aids in establishing and understanding women's empowerment and how projects have interacted with women's empowerment in the past as well as how improvements can be made to support women's empowerment moving forward. Include women and men, adolescent boys and girls as well as children in communities where the project operates. Groups are gender and age segregated, and could be further divided by well-being, ethnicity or levels of participation, as appropriate.

Most Significant Change – Aids in reflecting on what changes have happened over the course of a period of time and evaluate why changes happened, as well as analyse implications for future intervention strategies. Include men and women from communities where a project operates, as well as staff and partners.

Reflective Practice with Partners – Helps in thinking critically as a group about how a project is progressing, or another priority issue, and brainstorm steps to take that may be necessary to improve impact or catalyse positive change. Participants include staff and partners.

Voices through Photography - Enables women and children for example to record and reflect on changes in their lives in terms of women's empowerment, through photography. Following an introduction of the study, the research team asks women / girls and boys to go and take pictures of things or people that relate to the impact of projects on their empowerment (or specific evidence categories/key questions), with disposable cameras. Use the pictures to either privately or in a focus group discuss: the meaning behind the pictures taken, why they constitute 'data,' and photographer's stories of change.

Box 11: Use of Different Methods to Explore Dimensions of Masculinity & Violence

In 2007, across Serbia, Bosnia, Herzegovina, Croatia and Montenegro, CARE in collaboration with the International Centre for Research on Women engaged in a study, to deconstruct masculinities and gender norms / socialization affected attitudes toward women and girls. It aimed to inform design initiatives and identify entry points for youth-centred interventions that promote gender equality and reduce tolerance for gender-based violence. It also served as a means to build partner capacities. Three trainings were held to prepare teams to engage in learning, reflection and action. These included a workshop focused on deconstructing gender, sex and sexuality. Another deconstructed the concept of 'Hegemonic Masculinity' and a third used films as a means to raise issues related to masculinities, sexuality and violence; and serve as a basis for discussion. For further details on the study, process undertaken and the findings of the study itself go to **https://www.pqdl,care.org/gendertoolkit** (Case Examples).

[28] For a more extensive list see Gender Tool Kit, accessed through the PQDL website.

Conflict Sensitive Monitoring:[29]

Monitoring for conflict sensitivity while an evolving area of practice, often involves reflecting on the interaction between the intervention and the context, and it involves three key elements:

- Monitoring changes in the context (conflict indicators);
- Monitoring the effects of the intervention on the context (interaction and unintended indicators);
- Monitoring the effects of changes in the context on the intervention (intervention indica tors).

A key objective of monitoring for conflict sensitivity is to help adapt implementation activities and plans when conflict issues directly relating to the intervention are identified. Project re-designs or adaptations can be made for several reasons, therefore monitoring information may for instance may reveal that:

- Activities are unintentionally triggering tensions or reinforcing divisions in the community, and that there is a need to revise the implementation strategy to minimise those adverse effects;

- Underlying tensions in the target groups are hindering the level of participation in activities and impeding implementation; and that there is a need to better understand and address those tensions to achieve progress;

- Opportunities for reinforcing community cohesion or dialogue between divided groups through project activities exist, and could be capitalised for the broader success of the intervention.

Box 12:

As part of the BRIDGE project review beneficiaries, stakeholders, partners and staff were consulted to understand the effectiveness of strategies and activities. This enabled the project to identify gaps and strengths and adapt accordingly. Engaging others in the review helped in understanding how they perceived changes made or the appropriateness of strategies employed. In 2011, a consultant was hired to document the evolution of CARE Sri Lanka's prevention of gender based violence (PGBV) work. Again the exercise helped to not only document experiences that shaped current day programming, it also allowed for the critical analysis of how this work evolved, and its strengths and weakness providing CARE Sri Lanka with analysis that will help inform decision making for more effective and impactful programming in the future.

[29] See Chapter 2, of How to Guide, Integrating conflict sensitivity in the logical framework (pg. 10) and section 2.4 Monitoring (pg13) for further guidance.

There are 3 primary types of conflict sensitive indicators that need to be identified based on context analysis and continuously monitored; these are[30]:

- **Context indicators (triggers, scenarios)**
- **Interaction indicators (how did the intervention affect the context?)**
- **Intervention indicators to what extent the intervention met its objectives?).**

Means of Verification	Process Monitoring	Risks & Assumptions
Consider: a) Who is doing the M&E? How will they impact the context? b) Who is being consulted as part of the M&E? e.g. who is involved in Focus Group Discussions / Interviews? Are those directly involved in the work and not involved at all consulted. c) Monitoring processes should be tested to check if the process causes any problems /tensions/conflict.	Can be formal or informal. Consider: a) Observation (and feed back) of the processes by community and/or stakeholders. Project participants must have a clear monitoring and reporting role with feedback considered from both project participants and non-participants. b) Accountability mechanisms (feedback even from non-participants). c) Ensure space for solid and robust complaints mechanisms; and clear and transparent communication with communities. d) Intentionally raising/ questioning Conflict Sensitivity (CS) issues as part of staff meetings and reporting.	When developing, consider: a) Really reflecting on assumptions and risks-in particular the impact that the work might have on existing tensions within/between communities. Often risks and assumptions can be tokenistic/not very well thought through and don't consider CS issues. b) Ensuring that assumptions are part of a risk management plan (e.g. in an M&E matrix). c) Depending on the risks, consider including risk mitigation activities in the design.

[30] How to Guide, see Chapter 2, Section 2.4, pg 14 for description and examples for each types of indicators

Evaluations :

At this stage conflict sensitivity is the review of the interaction between the intervention and the context, particularly in terms of positive and negative outcomes or impacts. It is also important to consider as a result, whether or not adaptations were needed and made.
The overall purpose of this, as with all evaluations would be to learn and incorporate this learning into on-going as well as future programming.

Documentation of best practices and lessons learnt :

A critical element of enhancing our knowledge, learning and expertise is to document best practices and lessons learnt – both what went right and wrong. These need to inform our design processes and in updating guidance notes (like this one) and mainstreaming processes. Performance management (See Section 3) processes need to be informed by these as well.

Project, Program and Organizational Review :

Systematic and regular reflection needs to be structured within projects, programs and at the organizational level; in order to understand how we individually and collectively are making changes that are contributing to our collective organizational goals. As well as to make changes where needed, in order to reduce the potential negative effects of our work, and build on the positive. The Program Reflection and Learning Systems as well as the Organizational Performance and Knowledge Management Systems discussed in Section 3 would support this function. See Box 13 for CARE Sri Lanka's on-going efforts to measure impact.

Reviews at Project Level :

While there is a range of different approaches that maybe used, the below questions, might be useful in guiding such reflection as well as structuring documentation. Monitoring information should be used as well, while the reflection done at this level would contribute to reflection at the program and organizational levels.

How transformative are we[31]?

- What are the most significant changes in women's lives?
- What seems to be the main forces shaping these changes?
- Does the project have impact on these changes and how?
- What is the change that is happening?
- What are the factors causing this change?
- How do you know which part of the changes are shaped by the project?
- What else might explain the change?
- What key elements of the project make it successful?
- What internal factors about CARE itself shape the nature of our impact on women's empowerment?

How conflict sensitive are we?

- What changes in the context have impacted activities and progress?
- How did we respond to these influences and how effective have they been?
- What other dynamics may influence activities in the near future? Will these be negative or positive interactions?
- How do we plan to minimize the negative interactions and build on the positive?

Including partners, community members, beneficiaries, stakeholders and others such as academics or even critics will help make such reflection far richer by drawing on diverse perspectives and critical views. It is also important that relevant contextual changes are assessed when undertaking the above in order to contextualize changes, identify opportunities as well as challenges.

[31] Adopted from the Promising Practices Inquiry tool

Program and/or Organizational Level

The annexed checklist (Annex 6) seeks to critically review the approaches undertaken in terms of gender empowerment and conflict sensitivity. In applying a gender transformative approach, it seeks to assess where specific projects, programs or organizationally we are in terms of the gender continuum. The conflict sensitivity criterion seeks to assess how the intervention is minimizing potential negative effects of its interaction within the larger context. Other questions maybe included depending on the context and need.

The checklist maybe used yearly either as part of a program, organizational progress or impact reviews. These tools are ONLY intended to help us structure such discussions in order to critically reflect and understand what facilitates or obstructs movement along the gender continuum, or help us assess our conflict sensitivity in particular contexts.

Consulting Non-beneficiaries :

It is important that non-target groups are also consulted to understand how they perceive the work undertaken. This is particularly relevant for context and interaction indicators, as it will help generate data on evolutions in the broader context; in which the project is implemented and on possible effects of the project on tensions or divisions between targeted and non-targeted groups.

Transparency :

By ensuring that feedback, is provided to people consulted as part of the monitoring will help reduce the risk of the process being perceived as extractive and tensions being created by the monitoring of activities themselves.

Informal monitoring Processes :

At regular staff meetings discuss, effect of changes in context and adaptations. Facilitate similar discussions with target communities.

Box 13 : Assessing Impact

In July 2013, CARE Sri Lanka began developing an approach and framework for assessing its impact of its overall programming. The proposed framework will focus on the measurement or assessment of change at the impact level (both intended and unintended).

Proposing a blend of three elements, two will assess change and a 'learning' element to review and reflect on the assessment information-this will involve (a) indicator monitoring together (b) with evaluation and (c) periodic reflection processes. Element (a) will provide a set of impact level indicators for each of the three LRSP program areas or domains of change, while element (b) will involve two evaluation processes-program theory evaluation and process tracing. With element (c) will focus on review and reflection for purposes of informing decision making.

Combining of (a) and (b) is important since indicator monitoring alone cannot pick up on signals that indicate that change is occurring and the direction of that change (i.e. is it positive or negative), further it will not provide explanation as to why change is occurring and if CARE contributed to it-evaluation would help investigate this. With CARE working more in partnerships and that too in a more catalytical role will require joint evaluations while assessing CARE contributions will become even more complex.

The Practices ...

When selecting and designing monitoring systems	Pre-test monitoring tools with all relevant stakeholders for the information that they elucidate, to ensure that information does not generate disputes that cannot be resolved. (This may be information related to the context, outputs or outcomes of the intervention).
	Gain consent for the collection of information from all those involved in monitoring, review and reflection processes especially of beneficiaries.
	✓ When designing indicators (program and project) : ✓ Desegregate for quantitative and qualitative data collection. ✓ Most relevant to priority needs and strategic interests. ✓ Those that contribute to organizational measures of success (i.e. impact) ✓ To reflect changes in agency, relations and structure.
	In all measurement systems include ✓ Context; ✓ Interaction, ✓ Unintended and ✓ interventions indicators
	Include specific questions that enable the collection of required information for program/project/intervention baseline studies.
When reporting	Irrespective of donor requirement, report on the interaction of the project and the context and what actions (the outcome of these) are taken to mitigate the negative impacts and build on the positive.
Documenting Best Practices and Lessons Learnt	✓ Document best practices and lessons learnt for use in programming decision making. ✓ Use these to review and update design guidance and performance management processes.

Reviews and Reflection	Set up regular reflection and reviews of : - Projects (quarterly) - Programs (yearly) - Organizational (yearly)
	Focus on progress, outcomes or impacts; identify gaps, problems, opportunities and strengths. Act upon these findings.
See Annex 6 for check-list to support periodic review of program in relation to approach application	Include target groups, partners and stakeholders insights or as participants in all reviews.
	Use reviews to inform appraisals of appraisals for purposes of rewarding and or taking corrective action.

Annex 6 : Project and Program Review Tool

Gender Continuum stages	Definition
Stage 1 – Harmful	Intervention approaches reinforce inequitable gender stereotypes or disempowered certain people and groups in the process of achieving goals
Stage 2 – Neutral	Intervention approaches or activities do not actively address gender stereotypes and discrimination.
Stage 3 – Sensitive	Intervention approaches or activities recognize and respond to the different needs and constraints of individuals based on their gender and sexuality. These do not address the root causes of discrimination or imbalances of power.
Stage 4 – Responsive	Intervention approaches or activities help men and women examine societal gendered expectations, stereotypes and discrimination and their impact on men and women.
Stage 5 – Transformative	Intervention approaches or activities seek to build equitable social norms and structures in addition to individual gender equitable behaviour

Conflict Sensitivity Criteria	Yes/No	Effectiveness of steps	Learning
Minimizing the ability of potentially harmful actors to undermine its objectives or outcomes			
Make communities or particular groups more impoverished or vulnerable (e.g by undermining coping mechanism or disrupting constructive social or economic relationships).			
Strengthen inequities determined by gender, ethnicity, caste (and other socio-political inequities).			
Increase long term beneficiary dependency on aid.			
Over use or harm critical natural resources.			
Avoids or prevents the creation of conflicts over resources? Targeting and distribution is perceived to be justified, fair, transparent or participatory.			
Is avoiding or offsetting messages that legitimize particular interests of groups that are deemed to be contradictory to organizational principles or intervention objectives or outcomes.			
Avoids or prevents the diversion of resources or replacing social services that enable for example substitution, violence, discrimination, human rights violations, and legitimization of political interests.			
Avoids or prevents reinforcing the power of oppressors or the vulnerability of victims of discrimination or violence.			
Monitors and constructively deals with tensions caused as a result of altering power imbalances and in doing so does not undermine primary objectives			

NOTES

NOTES

NOTES

NOTES

Section 5: Human Resources

Building our own capacity and that of our partners is critical if we are to apply these approaches. And while there are numerous ways to achieve this, here the focus will be placed on:

- **Exposure to required information on approaches and application (in orientations and other capacity building efforts)**
- **Considerations when recruiting**
- **Establishing standards in conduct**

Exposing staff and partners to the what and how of the approaches

Firstly, given the vast plethora of definitions and approaches, it is important that there is clarity in what we mean when we talk about women's empowerment or conflict sensitivity. Further we need to be as clear as possible as to why and how we use these approaches.

Developing core messages may help in gaining such clarity. This does not mean that other interpretations or definitions are 'wrong'; rather this should be viewed as an attempt to better structure and have a common platform upon which to situate this work, so that we can work towards common goals, monitor change better and identify knowledge gaps.

Annex 7 provides a basic outline of potential core messages that will require adaptation depending on audience and contexts for example. Presentations providing a basic overview of what conflict sensitivity and Do No Harm is maybe gained from PQL, while translated material in Tamil and Sinhala on DNH is available on the *Resources for the Practice of Conflict Sensitivity* CD[32]. The EMERGE project's ***Gender and Masculinities Trainers Manual*** is another useful resource for structuring sessions. A range of other resources may also be found on CARE USA's Program Quality and Learning Digital Library (http://pqdl.care.org). The format and medium of communication – i.e. visual or audio, street dramas, documentaries or booklets – will be determined by what would be deemed as most appropriate and effective. Examples to illustrate concepts should draw from specific interventions or focus areas the audience will be engaged in or impacted by.

When Recruiting

The below are based on CARE past experiences, the appropriateness of such practice will need to be determined by the weighing of required competencies and expertise needed, security constrains and concerns. Consider the following in terms of who is selected for interview panels and when interviewing potential candidates.

Interview Panels - While ensuring gender balance on interview panels, it is important that they are cognizant of what values, skills, expertise and conduct is required of potential employees.

References - Gain references from both men and women and check if potential candidates exhibited or demonstrated desired conduct when previously employed.

Attitudes - Assess potential employee's interpretation of gender equality, equity, women's empowerment, and gendered roles and how he/she might put these into practice. (See Annex 8 for suggested questions).

Staff diversity - As much as possible ensure that staff are representative of the diversity in particular areas. Avoid the 'homogenization' of teams in relation to specific ethnicities, religions, gender, social backgrounds and expertise for example. Proactively seek to have staff from different backgrounds (social or otherwise) work with communities that they are not representative of. While staff's identity does play a role in how far they will be accepted in a community, factors such as required relationships, skills, experience needed to work in a given context needs to be considered and weighed against the potential costs and benefits.

Involving Others - Where possible involve partners and target communities in the selection of staff.

[32] The Facilitators Guide to An Introduction on Conflict Sensitivity can be used for the structuring of awareness raising sessions (available on CARE Portal or from PQL). CD available from PQL.

Technical Expertise - Actively seek to hire individuals who have skills in relation to conducting research, risk analysis, context or conflict analysis.

Orientation

In addition to providing an overview of relevant policies also provide an overview of the analysis upon which the programming is based on as well the operational context, new staff will be working in and how projects/programs/CARE plans to deal with these. If conflict sensitive analysis has been done of a particular intervention, the staff will be part of; provide an overview of findings and what adaptations were made.

Capacity Building

Identification of Training Needs - Regularly surveying staff understanding and perceptions in relation to key concepts and issues might be of use in design appropriate trainings for example. Annex 8 provides a series of questions that explore respondent's and critical analysis. As part of this, expose staff to different opinions and experiences, by bringing in academics, peers or even other country office staff. In addition to those listed in Section 4; Annex 9 provides a set of questions that is intended to probe staff understanding of empowerment and how programming may have contributed to such changes.

Refresher Trainings - *Conduct* – resources permitting – 'refresher' sessions for staff on conflict sensitivity that not only strengthens existing knowledge but also serves as an opportunity to reflect on practice and adopt new ones as well as adapt existing ones.

Staff and Partner Skills Development – Conflict sensitive analysis might reveal the need for staff or partners to have specific skills (e.g. mediation). Therefore it might be that such analysis be used to identify specific skills and expertise that might be most relevant for staff or partners.

Cross Learning - Promote cross visits between staff working in different locations, where possible visit other agencies projects.

Rewarding - Reward conduct that reinforces CARE values or principles in relation to gender equality and equity. Similarly take corrective action in relation to conduct that undermines values or principles. Widely share within the organization what such conduct is and related rewards or penalties.

Box 14: Managing our own prejudices

In 2006, as fighting resumed in the north and east of the country and polarization of ethnic groups increased, the Integrated Program for the Conflict Affected Areas (IPCAA), that worked in Killinochchi, Trincomalee, Vavuniya and Anuradhapura made deliberate efforts to have their Sinhalese, Muslim or Tamil staff work in communities that they did not share an ethnicity with. To overcome language barriers staff often partnered with those who did. Serving a dual purpose, the practice helped exposed staff to communities they may have had particular perceptions of while also helping them better understand the experiences of these groups. To a lesser degree it also helped dispel public assumptions that CARE hired only certain ethnic or religious groups implying a bias towards their more political interests and needs. By bringing in staff from different groups and backgrounds also meant that discussions and analysis was much richer as diverse insights and perspectives were drawn on.

When actions speak louder than words:

At times our actions and what we say may not always convey the same message. The Do No Harm[33] approach describes this as what we communicate 'implicitly' and 'explicitly' and sees it as one of the two[34] primary ways in which humanitarian and development workers interact with the context or conflict. Based on experience the framework identifies seven Implicit Ethical Messages and while these have proven to be useful, more recently four broad categories of behaviour[35] that can have either negative or positive impacts were identified, called RAFT these are:

- Respect vs. Disrespect
- Accountability vs. Unwillingness to be held accountable
- Fairness vs. Unfairness
- Transparency

These are quite useful in helping us reflect on our own conduct in particular situations or when implementing and ask if our attitudes and behaviour might be influencing the way others relate to us. As important as it is that we have policies and codes of conduct that state how and why we strive to be respectful or accountable, it is equally important that our actions embody the same. Being aware of how our actions or behaviour might be viewed by communities, partners, stakeholders and others is a key element to being conflict sensitive (as well as gender transformative !!). While capacity building and orientation sessions are useful, for exposing us to what such conduct is, it is meaningless if we are not held accountable to such behaviour. It is also important that we expect such conduct from all.

Box 11:

More recently CARE has introduced a process that is seeking to build and assess senior leader's skills sets. These skills sets are clustered and relate to how strategic a person is, for example, ability to deal with conflict, decisiveness, ability to inspire and lead others, energy and drive. The emphasis is on understanding what 'soft skills' individuals have in relation to these areas, rather than the more technical skills.

[33] See CDA webpage for details on DNH and issues papers : http://www.cdainc.com
[34] the other is through the 'Transfer of Resources' or how we deliver our aid or program (this can be training, tools or mobilization, cash grants)
[35] The ABCs of Assistance: Actions, Behaviours and their Consequences , Do No Harm Issue Paper January 2011, Collaborative for Development Action (CDA). Http://www.cdainc.com

The Practice .....

When recruiting CARE Sri Lanka Human Resources Handbook.	Reflect CARE's commitment to gender equality through its hiring practices Have potential candidates clearly articulate how they would practice and promote : - gender equality in their work, within their teams and organizationally, - Conflict Sensitivity.
When Orientating See Annex 7 for the Core Messages on the relevance and use of each approach in CARE Sri Lanka	Ensure all staff are exposed to : - relevant policies on prevention of sexual abuse or harassment (in work place and externally) - Specific conduct that is acceptable and what is not (what action will be taken in case of breaches), - What a gender transformative and conflict sensitive approach is and how its practiced in CARE Sri Lanka, - What specific tools and approaches will be used (e.g. DNH or engaging men).
For Individual Inductions	Ensure staff are: - Clear of what their positions specific responsibilities and roles are in relation to practice of both approaches, - Have access to relevant information and persons, - What standards of conduct is acceptable and not accepted (contextualize to contexts staff will be working in).
Information	- Ensure material is made accessible in terms of language and is easily understood and free of technical jargon. - Seek to contextualize material to suit audience needs (e.g. literacy, mobility).
When Orientating Partners	Orientate on: - What the approaches are and broadly how CARE applied them, - How they will be practiced in the specific contexts, - Their potential role in the application of the approaches.

Exposure of Others (target groups, beneficiaries, stakeholders)	What and why approaches used and how it will be practiced
Capacity Building See Annex 8 for questions to probe attitudes of gender equality	For staff and partners : - identify and design trainings based on context and programming focus, - review use of skills and information, - survey staff understanding in approaches and conduct refreshers depending on need.

Annex 7 - Core Messages

The following are examples that require adaption based on purpose, audience and communication medium.

WHAT CARE SRI LANKA MEANS BY GENDER EQUALITY, WOMEN'S EMPOWERMENT AND ENGAGING MEN.

Gender Equality or equality between women and men - refers to equal access and enjoyment by women, girls, boys and men of rights, opportunities, resources and rewards. A cirtical aspect of promoting gender equality is the empowerment of women, with a focus on identifying and redressing power imbalances, which ensures not only equal access but also equality in results upon accessing opportunities that are made available. Equality does not mean that women and men are treated the same but that thier access to and enjoyment of rights, opportunities, resources and rewards are not governed or limted by their biological sex/or gender identity.

It's important that we distinguish the difference of gender equity as well. **Gender Equity** although a more subjective term, refers to the process of being fair to women and men, and implies that women and men are treated equally. However, to ensure fairness, strategies and measures must often be available to compensate for womens historical and social disadvantages that prevent women and men from otherwise operating on a level playing field. Gender Equity thus servesto level the playing field and empower women. Therefore we can say that Gender Equity is essential to achieve Gender Equality.

A critical element of promoting and achieving gender equality is the empowerment of women.

For CARE, **women's empowerment** is fundamental, to helping women achieve gender equality. Empowerment for the purposes of this note is defined broadly as "the expansion of assets and capabilities of [women] to participate in, negotiate with, influence, control, and hold accountable the institutions that affect their lives". Therefore empowerment in itself is not the goal of our gender equality work, but rather a means to achieving it.

Globally, CARE's current theory of change and framework for women's empowerment grew out of research and reflection undertaken during a multi-year organization wide Strategic Impact Inquiry (SII). The SII sought to deepen our understanding of the impact of our work, and factors contributing to women's empowerment and gender equality. Based on this and other work, CARE sees women's empowerment as the **combined effect of changes** in:

- a woman's own knowledge, skills and abilities (agency),
- the societal norms, customs, institutions and policies that shape her choices in life (structures), and
- the power relationships through which she negotiates her path (relations).

This comprehensive understanding of empowerment requires, not only the increase of women's individual agency, but also changes to change structural barriers in order to shift social and cultural norms, policies and key relationships in ways that allow women and men to step into new roles. Experience and evidence from the SII indicate that progress across these three dimensions of empowerment is needed to achieve sustainable results as shown in the diagram.

Empowerment is a process of social change and is shaped by cultures, contexts and groups as well as individually. While respecting and recognizing this, it is also important that we identify concrete outcomes we can be held accountable to; and that also helps us organize the diversity of women's realities into a shared framework at the national, regional or global levels. CARE's Women's Empowerment Framework or WEF attempts to do just that by providing 23 key dimensions of social change in relation to agency, structure and relations, which have been shown to be widely relevant to women's empowerment across the world.

Gender equality requires structural and social changes and such changes cannot be achieved by working with only women, attitudes and behaviors of men and boys need to changes as well. **Engaging men and boys** as equal partners with women and girls to transform power imbalances and remove barriers to the enjoyment of rights and opportunities is increasingly becoming a critical strategy for CARE. Instead of viewing them as oppositional groups with power transferred from one to the other, CARE recognizes the importance of creating new structures and changing attitudes that foster interdependence and mutually supportive relationships. In this approach the need to challenge and change the social rules and configurations of masculinities that trap men and boys in rigid set of what is considered as socially acceptable behavior that may be harmful to themselves and others is recognized. Ultimately by engaging men and boys in gender equality efforts it ensures that all make needed changes and are involved in creating more equitable social structures.

CARE SRI LANKA'S GENDER EQUALITY AND EQUITY FRAMEWORK

In 2009 CARE Sri Lanka developed its Gender Equality and Equity Framework that enabled the clear defining of what we collectively as an organization intended to change and how we intended to achieve this.

Accordingly women's empowerment will be achieved by promoting equality and equity in decision making, economic empowerment and altering discriminatory social, religious and cultural attitudes and practices. In 2011, the CO further reinforced this commitment by recognizing women as one of its 'impact groups' and associated strategic directions in its current 5 year long range strategy.

WHY

While we recognize that women in Sri Lanka are comparatively better off than their other South-Asian counterparts, full enjoyment of rights remain far from reach and much more needs to be done.

Deep seated attitudes shaped by social, cultural and religious beliefs continue to shape gender roles and dictate women's roles in decision making, their control over resources, their own bodies, their economic choices and opportunities available, or their ability to influence choices made in terms of family, community or societal wellbeing.

While recognizing women's vulnerabilities, our work will also seek to build on their resilience, strengths; progresses made and most importantly respect their right to determine their own choices. Thereby while addressing the structural issues underpinning inequity and inequality; strong emphasis will be placed on engaging women as proactive agents of this change.

HOW WILL WE MEASURE OUR SUCCESS

We will measure our success in relation to the following :

1. Changes in identity and self Image
2. Mobility in public spaces
3. Mobilization and collective identity
4. Social leadership
5. Cultural changes
6. Economic security
7. Personal autonomy

8. Institutional Support
9. Access to Political Power

HOW WILL WE DO THIS ?

Building on our rights-based programming, we will adopt a gender transformative approach that will seek to actively strive to examine, question and change rigid gender norms and imbalances of power as means of our objectives. Accordingly our programs and policies will seek to transform gender relations through

- Encouraging critical awareness of gender roles and norms
- Empowering women and/or engaging men or
- Examining, questioning and changing the imbalances of power, distribution of resources, and allocation of duties between women and men.

PREVENTION OF SEXUAL EXPOLITATION AND ABUSE OF PROGRAM PARTICIPANTS

CARE does not and will not tolerate sexual exploitation and abuse of program participants by its personnel or partner organizations.
Sexual exploitation is the abuse of a position of vulnerability, differential power or trust, for sexual purposes, including, but not limited to, profiting monetarily, sexually or politically from the sexual exploitation of another.

Sexual abuse is the actual or threatened physical intrusion of a sexual nature whether by force or under unequal or coercive conditions.

As part of its commitment to placing human dignity at the centre of its relief and development work it takes seriously all concerns about sexual exploitation and abuse and complaints brought to its attention. It is committed to initiating rigorous investigations and takes appropriate disciplinary action as well as the setting up of complaints mechanism to enable complaints to be made.

The core principles underpinning this are that :

- Sexual exploitation and abuse by humanitarian workers is a gross misconduct and are therefore grounds for termination of employment.
- Sexual activity with children (persons under the age of 18) is prohibited regardless of the local age of consent, local or national laws of the country staff is working in. Ignorance or mistaken belief in the age of the child is not a defense.
- Exchange of money, employment, goods or services for sex, including sexual favors or other forms of humiliating, degrading or exploitative behavior by CARE employees and related personnel (partners) is prohibited. This includes the exchange of assistance that is due to the participants.
- Sexual relationships between CARE Employees and participants of CARE Programs are strongly discouraged since they are based on inherently unequal power dynamics. Such relationship undermine the credibility and integrity of CARE's relief and development work.
- When a CARE employee develops concerns or suspicions regarding sexual exploitation or abuse by a CARE employee or related personnel s/he must report such concerns via the established procedures of the appropriate CARE entity.
- CARE employees are obliged to create and maintain an environment that prevents sexual exploitation and abuse and promotes the implementation of this policy. CARE management at all levels have particular responsibilities to support and develop systems that maintain this environment.

This commitment is guided by CARE International's Policy on Prevention and Response to Sexual Exploitation and Abuse (September 2009), that stems from its signing of the December 2006, *Statement of Commitment on Eliminating Sexual Exploitation and Abuse by UN and Non-UN Personnel,* as well as CARE's commitment to the full implementation of the 6 principles (seen above) of the Inter-Agency Standing Committee Task Force on Prevention and Response to Sexual Exploitation and Abuse.

In CARE Sri Lanka these commitments are embodied in its Gender Policy and Code of Conduct. All CARE employees and partners are obliged to sign a agreement to abide by these.

PROVIDE DETAILED HANDOUT THAT ALSO INLCUDE THE SPECIFIC COMMITMENTS.

WORKPLACE SEXUAL HARRESSMENT

As part of its commitment to establishing a working environment which is free from all forms of sexual harassment and sexual exploitation, a zero-tolerance policy for such acts is in place as are the means through which investigations and complaints can be made.

Sexual harassment is any sexual misconduct that is unwelcome, inappropriate and offensive to the recipient and creates a hostile, humiliating and intimidating work environment. It is behavior, which fails to respect the dignity of women and men within and outside the workplace.

Sexual exploitation in the workplace is the pressuring or demanding of staff to provide sexual favors against their will, with the threat of depriving staff of career development opportunities, withholding work support or offering promotions, favorable reviews or continued employment or any other negative repercussions in the work place.

It must be stressed that the conduct of the harasser and the impact of his/her behavior on the victim and not the intention behind the conduct will be the decisive factors in determining whether sexual harassment / exploitation has occurred.

Sexual harassment is a crime in Sri Lanka, and a person found guilty can serve up to 5 years imprisonment and may also be liable to pay a fine and compensation to the victim.

All employees are obligated to report such acts, if they believe that it has occurred either against an employee or themselves. All employees and partners of CARE are obligated to sign an agreement abide by CARE's Code of Conduct.

Any person subject to sexual harassment or exploitation may resort to either formal or informal action.

Comprehensive details relating to this policy maybe found in CARE Sri Lanka's Human Resource Manual (Gender Policy) and its Policy and Procedure to Address Sexual Harassment and Sexual Exploitation in CARE Sri Lanka.
PROVIDE DETAILED HANDOUTS.

CONFLICT SENSITIVITY

Why conflict sensitivity?

Experience has demonstrated that all interventions – be they humanitarian, development or peacebuilding – will in some form interact with the contexts they operate in - resulting in both negative as well as positive effects.

Recognizing this, conflict sensitivity is a programming approach that aims to help aid agencies provide aid more effectively, in a manner that is responsible and accountable. Therefore conflict sensitivity is an overarching term to describe different efforts, methods, approaches, and tools for working with the minimal aim to avoid doing harm irrespective of what we choose to do or where we choose to work. Conflict sensitivity does not seek to prevent or obstruct our work, rather it seeks to provide us with a 'lens' and structured means of helping us be more accountable for our actions and thereby more strategic and effective in order to have greater impact.

What is Conflict Sensitivity?

The conflict sensitivity is defined as the ability to,

- Understand the context you operate in
- Understand the interaction between your actions (intervention) and that context and
- Act upon this understanding in order to minimize negative impacts and maximize positive impacts on the conflict (or context).

In practice what does this mean,

- Undertaking an in-depth, on-going, analysis of the context within which we work in order to anticipate possible harmful and positive effects our actions may have in a given context.

- ensuring we systematically and regularly update sound understandings of the two-way interaction between interventions and the context within which they take place

- minimising the negative impacts and maximising the positive impacts of our interventions on those contexts

- proactively challenging our organisations' limitations to embracing conflict sensitivity, exploring opportunities to promote its practice as being inherently beneficial to our work and the work of others, influencing our organisations and others to embrace change

Underpinning these actions is

- the recognition of the relevance of conflict sensitivity to all contexts - not just war and post war scenarios;

- the need to ensure conflict sensitivity policy, application, and practice are coherent, flow from and through one another, and facilitate implementation on the ground.

How does CARE Sri Lanka Practice Conflict Sensitivity ?

When designing programs or projects we use conflict analysis to better understand the conflicts within an operating context, the actors involved their relationships, what fuels and triggers violence or tensions as well as what undermines divisive factors for example. This analysis we use to understand how specific activities of an intervention will interact with these factors and if that interaction will cause negative effects or positive impacts. This conflict sensitive analysis of an intervention will help us make changes to reduce the negative effects of our actions. The Do No Harm framework is one such conflict sensitivity tool we use for these purposes.

To know that the conflict sensitive adaptations we made have in fact made a positive impact we design specific indicators to help us monitor changes in the context (context indicators), our interaction with the context (interaction indicators) and intervention indicators that will help us be more conflict sensitive (i.e. indicator showing changes in relationships between once divided groups). When selecting partners we also consider how they are accountable or transparent and if their conduct undermines conflict sensitivity.

We are strive to ensure that our staff understand what conflict sensitivity is and its use and relevance to their work, similarly we work with partners and others to promote the use of conflict sensitivity.

The DNH framework was developed by the Collaborative for Development Action in the early 1990s, a number of international and local NGOs came together to learn more about how assistance that is given in conflict settings interacts with the conflicts. We knew that assistance is often used and misused by people in conflicts to pursue political and military advantage. The aim was to understand how this occurs in order to be able to prevent it. Field experiences from many different NGO programs in many different contexts were used to identify some common and very clear patterns that hold across complex circumstances regarding how assistance and conflict interact. The Do No Harm framework came out of these efforts and today is widely used by agencies such as WorldVision and CARE, while it has influenced many other tools that strengthen conflict sensitivity.

Annex 8 – Assessing of Attitudes Towards Gender Equality and Empowerment

To assess staff attitudes, adopted from the Attitudes towards Gender Tool (see http://pqdl website). A 1-4 scale is used to assess responses to each question.

1	2	3	4
Agree	Partially Agree	Do Not Agree	Do Not Know

Inequitable Gender Norms

- It is the man who decides what type of sex to have.
- A woman's most important role is to take care of her home and cook for her family.
- Men need sex more than women do.
- You don't talk about sex, you just do it.
- Women who carry condoms on them are "easy."
- A man needs other women, even if things with his wife are fine.
- There are times when a woman deserves to be beaten.
- Changing diapers, giving the kids a bath, and feeding the kids are the mother's responsibility.
- It is a woman's responsibility to avoid getting pregnant.
- A man should have the final word about decisions in his home.
- Men are always ready to have sex.
- A woman should tolerate violence in order to keep her family together.
- If a woman cheats on a man, it is okay for him to hit her.
- If someone insults me, I will defend my reputation, with force if I have to.
- I would be outraged if my wife asked me to use a condom.
- It is okay for a man to hit his wife if she won't have sex with him.
- I would never have a gay friend.

Equitable Gender Norms

- A couple should decide together if they want to have children.
- In my opinion, a woman can suggest using condoms just like a man can.
- If a guy gets a woman pregnant, the child is the responsibility of both.
- A man should know what his partner likes during sex.
- It is important that a father is present in the lives of his children, even if he is no longer with the mother.
- A man and a woman should decide together what type of contraceptive to use.
- It is important to have a male friend that you can talk about your problems with.

Equality of Rights

- The presence of a father is very important in the life of the child, even if the parents are divorced.
- Girls have the same right as boys to be educated.
- Women have the same right as men to work outside the house.
- A woman could be a President or Prime Minister and be as good as a man.
- Women should have equal access to leadership positions at the village, district, and state government level.
- Women can be engineers or scientists like men.
- A woman has the same right as a man to work outside the village.
- Girls have the same rights as boys to express their opinions.
- Boys should ask their parents for permission to go outside just like girls.
- There should be places where girls can practice social, cultural, and sports activities, just like there are places for boys.

- Girls have the right to select their female friends just as boys select their male friends.
- It is necessary for a boy to have a male friend to talk with about his problems.
- If I see a man beating his wife, I should try to stop him.
- I respect and appreciate the man who walks away from a fight.
- If I see a boy teasing a girl, I should stop him.

Gendered Social Norms

- Boys are better than girls in sports.
- To be a man, you need to be tough. If a boy tells his friends he is afraid, he will look weak.
- If someone insults me, I have to defend my reputation by fighting.
- A woman should bear her husband's violence in order to keep her family together.
- I think it is acceptable that a husband beats his wife if she disobeyed him.
- Violence is a natural reaction for men – it is something they cannot control.
- If a woman insulted her husband, he has all the right to beat her.
- Boys have more opportunities than girls to go to university.
- When the family cannot afford to educate all children, only boys should go to school.
- A man should be better educated than his wife.
- Boys are more intelligent than girls.

Attitudes about Gendered Responsibility

- Changing diapers, giving the kids a bath, and feeding the kids are the mother's responsibility.
- A girl should obey her brother even if he is younger than she is.
- It is the father's responsibility to provide money for the family.

NOTES

NOTES

NOTES

Section 6: Accountability

While there are numerous ways to be accountable, this section will specifically focus on the setting up of complaint response mechanisms for the dual purposes of dealing with complaints when implementing and in preventing particular behaviour of aid workers. The prevention of sexual exploitation and abuse of beneficiaries by aid workers and sexual harassment in the workplace is of particular significance.

Demonstrating our accountability is an essential part of being gender transformative and conflict sensitive, as it helps us be credible and trustworthy in our relationships with different actors (e.g. beneficiaries, stakeholders and communities). It also enables us to deal with or anticipate potential tensions and allow us to be more proactive in addressing problems that could result in 'harmful impacts' and/or the souring of relationships.

Complaint response mechanism are one of the most commonly used methods to be accountable, but often resources are not adequately allocated for setting these up nor is adequate training provided to those responsible for operating these. Therefore it is vital that the needed resources are allocated for at the design stages in proposals or by CARE as part of its organizational commitment to do so.

It is crucial that these systems be viewed as objective, fair and credible. Any loss of credibility will not only undermine the effectiveness of the mechanisms, it will also severely compromise CARE's integrity and the trust placed in us by different actors. When setting up, the below points need to be considered[36] (the same is relevant when setting up mechanisms for staff use).

Information – Tell people how to complain and that it is their right to do so:

- Orientate staff, partners, beneficiaries on its purpose, process and what CARE recognizes as abuse or exploitation[37] and how it deals with it.
- Be clear about the type of complaint CARE will deal with and will not
- Explain details of appeal process if one exists

Accessibility – make access to complaints process as easy and safe as possible.

- Can complaints be received verbally or in written form?
- Is it possible for complaints to be made on behalf of someone?
- Will anonymous complaints be accepted?

Procedure – Describe how complaints will be handled.

- Develop a standard complaints form
- Enable investigations to be tracked and keep statistics on complaints and responses
- Keep complaints files confidential. Ensure discussions about complaint cannot be tracked to those making the complaint
- Ensure that all staff dealing with complaints are aware of CARE procedures in relation to abuse, exploitation and criminal offences, and on how complaints will be collected and dealt with.

Response – Give complainants a response to their complaints

- Make sure complaints receive a response and appropriate action
- Be consistent – ensure similar complaints receive similar responses
- Maintain oversight of complaints process and have an appeal process
- Inform community, partners, stakeholders and staff of complaints made and action taken respecting confidentiality and security concerns.

[36] Good Enough Guide
[37] See CARE Sri Lanka's Human Resource Manual, pg. 54, section 25.4 Criminal Offences, and CARE's Code of Conduct to Address Sexual harassment and Sexual Exploitation of Program Participants for details.

Learning – ensure learning Collect statistics and track trends
- Feed learning into decision making and programme activities

Prevention of Sexual Exploitation and Abuse

As part of our commitment to respecting dignity, we are committed to preventing sexual exploitation and abuse of beneficiaries by staff and other humanitarian workers. Additionally, CARE also endeavours to create workplaces free of sexual harassment and exploitation of its staff. Key policies embodying these commitments are – CARE International's *Policy on Prevention and Response to Sexual Exploitation and Abuse* and CARE Sri Lanka's *Gender Policy and Code of Conduct*. Accordingly all projects are required to set up complaint response mechanisms to be used by beneficiaries.

The Practices ...

When Setting up Complaint Mechanisms	✓ Provide standardized guidance for setting up complaint mechanisms so that these can be adapted to suit context, situation or need. ✓ Ensure allocation of resources in budgets and time in activity plans
When Operationalizing the Mechanism	✓ Ensure staff are aware of its purpose and how it will operate ✓ Ensure responsible staff are trained and responsibilities recognized in job descriptions ✓ Review operation of mechanism ✓ Design appropriate information on it for sharing within and externally
The Information	Ensure exposure of staff, partners, target groups, beneficiaries and others : ✓ relevant policies – what these are and what action can be expected from CARE if these are breached ✓ function and management of mechanisms ✓ what is expected as appropriate conduct and what is not condoned in terms of staff conduct
Organizational Oversight	Set up oversight body that reviews and monitor operation of complaint mechanism
Learning	Share findings and action taken within the organization on a yearly basis or as deemed appropriate. Efforts need to be made to respect confidentiality of complainants and sensitivities in relation to sharing specific accounts. Purpose of this, would be show that the system is used and that action is being taken.
Consulting Others	✓ Create spaces for community members to discuss project activities and their effects on the community ✓ Where appropriate include communities, beneficiaries, partners in reviewing complaints and in deciding on appropriate response.

Annex 9 – Assessing Staff Perceptions of Empowerment and Intervention

The below tool maybe used to probe staff on their views with regards to empowerment, as well as capture events and changes in the course of the project that could explain changes reported by women as well as CARE's role in shaping the intervention and women's thinking during the course of the project. Maybe used with partners as well ★

1. What does women's empowerment mean to you?
2. Are some of the following important in making you feel like an "empowered" woman (Why? Why not?)
    - Having knowledge about how to protect yourself from harm or disease
    - Knowing where to go or get essential services (education, legal services, food, treatment etc.)
    - Knowing how to talk about sex with your partner – whether or not to have sex, when to have sex
    - Having control over and access to money
    - Being able to go where you want without asking for permission
    - Being consulted or making decisions (specify what) in your home or in the community
    - Being self-confident
    - Being treated with respected as a woman by your partner, family and the community
    - Knowing what your legal rights are and knowing where to go if they are denied to you
    - Decisions related to marriage (who to marry, paying dowry) and child-bearing (when to have children, how many to have)
    - Knowing how to protect yourself from violence
    - Being able to decide what groups to belong to or not
3. Has there been a situation when you disagreed, with CARE, on what women's empowerment means in your context – either as a woman, or as a professional? Can you tell me about this instance(s)?
4. What has shaped your understanding of women's empowerment?
    - **Probe** → personal influences, professional influences, organizational influences, and influences from the larger environment – funding, donors, other NGOs and the way they implement women's empowerment. For each of these influences, ask how they have shaped the person's undersatnding of women's empowerment.
5. How have existing frameworks, like the SII, or language used by CARE, influenced your view of women's empowerment? How did it influence the way you conceived or designed or planned or implemented or evaluated this project?
6. Are there other ways of empowering women that you know of that might have been successfully implemented by other NGOs?
7. In what ways do you think that you, as a CARE employee, helped or hindered the project (especially the functioning of solidarity groups, or the activities where the women tried to influence power brokers) as a whole?
    - **Probe** → What about helping or hindering individual women participants in the group?
      If yes, how?

★ http://www.pqdl.care.org - Gender Tool Kit

8. When we asked the women that you work with, what they understand when they hear the word "empowerment" (use locally appropriate term here), these are the kind of responses we got. [***Note to researcher: Provide some relevant examples from each required domain, if possible***].

- Are there any changes in the women's lives that you have seen, but the women did not talk about OR changes that you have not seen, but the women have reported these)?
- What are these?
- **Probe** → Ask for specific examples

9. Let me tell you again some of the things that women told us when we asked them how this project had changed them. [***Here, it is often a good idea to present especially those responses where the women have reported some fantastic results, which you feel may not have been linked to the project, given its scope.***]

- What was happening, in this area, at the same time as the project?
- Was anything new started or established or was something stopped or discontinued – like clinics, schools, testing centers, new projects, rallies by other organization, new public sector programs for ARVs or maternal health or primary health care, or health promotion campaigns etc that could explain why the women reported this kind of change?

10. Are some of these elements of women's empowerment more (or less) important in your context? Which ones? Why? [***If easier, carry a list of the above and/or other elements that emerged during the FGDs with women so you can have the staff look it over during the interview***]

NOTES

NOTES

Section 7: Partnerships

As we change the way we work with partners, the following is intended to support such efforts,

Reviewing potential partners from a gender transformative and conflict sensitive perspective

Assessing what would be required in terms of our own strengths or competencies when approaching potential partners.

The checklists in this section are designed to be used by decision makers when selecting and reviewing partners. The questions or areas of inquiry are intended to help structure and examine what their interests, values and capacities are and how these might contribute to realizing gender equality goals or conflict sensitivity. While we recognize that we will not always share the same values or goals, by identifying our commonalities and differences; agreements can be better designed and managed, while specific capacities can be built.

Currently all formalized partnerships need to be reviewed against CARE's Sub Grant Agreement due diligence prcess[38] .Therefore the checklists may be used in conjunction or prior to this more lengthy process. Adaptation of the checklists is encouraged since precise context specific indicators should also be included. It must be emphasized that all partners irrespective of their size, focus should be assessed.

It is important that from the onset, that partners are included in developing Terms of Reference (ToR), Memorandums of Understanding (MoU), contracts or partnership agreements. This will help foster more of an 'equal' relationship, while also ensuring that concerns and operational realities are taken into account from the onset and reflected in the agreements. It will contribute to ownership and provide clarity in terms of roles and accountabilities in relation to its implementation; enhancing accountability.

Box 16: Designing Governance Structures

When setting up the Practice of Conflict Sensitive Project's Governance system, all the consortia members were involved in designing the Terms of Reference that set out the specific tasks in relation to a steering group, project manager and larger consortia. This in turn shaped the MOU signed by all with CARE Sri Lanka. Though the process took time, it played a key role in fostering joint ownership and accountability that all were responsible for the project's success. The process also provided consortia members to raise concerns and discuss solutions that helped in adapting the financial and administrative systems. Additionally the project manager (and when necessary relevant CARE and consortia members, finance and program support persons) met with the respective agencies finance and administrative persons to help these individuals understand why certain processes needed to be in place, and discuss how the MoU will be operationalized. While lengthy, this process helped in establishing relationships and trust that helped in resolving problems that arose as the project progressed.

Gender Sensitivity : When Selecting or Reviewing Partners :

The checklist in Annex 10 is intended to be used in assessing particular groups such as government, private sector, civil society or peers (international and local). This tool aims to help gauge sensitivity and practice in terms of promoting gender equality and empowerment that will then help us understand interests, values and capacities. It is also important that information for such assessment be collected from other sources such as past partners, beneficiaries, donors; in order to triangulate or validate responses or simply gain a different view in relation to conduct.

Box 17

Few examples are the GBV forum, Ministry of Child Development and Women's Affairs and even People's Action to the Right to Land.

[38] Given the resource intensive nature of this Due Diligence Process it is recommended that it be undertaken with short listed sub recipients that have met the Minimum Eligibility Requirement. Sub Agreement Policy, Due Diligence Assessment Development.

When Approaching Others:

The table below provides a broad overview of information that may be of use when approaching others to partner.

Points to Consider

- Programming Expertise.
- Show evidence of practice or as to why CARE is interested in specific issue.
- Show evidence of how gender equality, equity and women's empowerment issues have been incorporated into programming.
- Provide overview of tools and practices used to analyze, design, monitor or learn.

Staff Expertise

- Provide brief of key expertise that is located within organization and how they will be engaged in said partnership

Organizational Policies and Practice

- Provide information on key strategies and policies that guide programming and program support activities.
- Provide overview of how CARE holds itself and its partners accountable to these.
- How these are reflected in implementation of partnerships (contracts, in reviews etc.)

Conflict Sensitivity in Partnerships Partner Review & Selection:

It must be noted that depending on the situation, the gravity of **needs** , we may at times be required to work with particular groups whose interests and actions we do not condone or agree with. In doing so at minimum it is advisable that we be aware of the risks or costs (not just financial but also in terms of our overall goals, reputation and credibility) and explore how we might mitigate potentially harmful effects of such relationships. Conflict sensitivity maybe a tool that is used with other risk management tools to analyse such situations and help in shaping the management of such relationships.

The conflict sensitive criterion used in the checklist (Annex 10) is based on the principles outlined in Part 1. It might be used to assess potential partners or review existing ones. Other issues to be considered when developing partnerships include[39]:

- Steps have been taken to mitigate potential imbalances of power between partners that may have negative consequences,
- Recognize the value and contributions that each party brings and its relevance in the relationship,

Box 18: CARE' Sri Lanka's first attempt at reviewing partners conflict sensitivity was through a matrix developed by the Rehabilitation Assistance Project for Internally Displaced (RAPID II). This matrix aimed to determine the conflict sensitivity of partner's project proposals. The degree with which local NGOs and CBOs considered potential conflict magnifiers resulting from their activities and what mechanisms were in place to suppress these was primarily assessed by the matrix. Questions were modeled on the seven DNH Implicit Ethical Messages. The conflictmagnifiers included factors that impacted other communities, effects of resources on perceptions and relationships, ethnical aspects and risk of violence. This questionnaire was used to uncover whether partners were sensitive and aware of such issues. Partner awareness and understanding of DNH is a pre-requisite for the matrix to be effective; therefore the project also provided DNH workshops for partners. This was one of the first attempts tointegrate and systemize a conflict sensitive selection process that complimented existing selection processes.

[39] Inspired by World Vision's Partner Accountability and Effectiveness Framework, Humanitarian Exchange Number 52, page 27, October 2010.

- Key protocols and policies in place, including methods of decision making and reaching agreement
- The duties, deliverables and responsibilities of each partner is defined, as are clear consequences in the event the partner fails to meet obligations for which it is responsible. Develop formal system for monitoring and evaluating performance.
- Agreed upon written plan for problem identification and resolution of disputes.
- Development of management structure and related internal controls to manage financial integrity.
- Agreement that performance related information is publically disclosed (that is of key importance to stakeholders) periodically.
- Agreed upon plan for allocating costs, risks and rewards of the partnership.
- Negotiations and development of partnership agreements have intentional focus on creating collaborative approach which delivers against individual partner organization interests or objectives.
- Agree and embed processes that support reflection and learning.
- Identify internal and external risks, identify risk management practices and internal controls.

The Practices ...

When Selecting See Annex 10 for Partner Review Checklist	Review all potential or existing partnership against checklist or incorporate indicators into existing due diligence processes such as the Sub Grant Analysis Due Diligence Process and other relevant due diligence processes.
When Developing MoUs/Contracts	Develop Terms of References and other contractual agreements in close consultation with partners.
When Reviewing	Conduct partnership reviews regularly
When Sharing Information	Ensure partner understand what CARE's policies and practices are with regards to PSEA and workplace harassment prior to signing Code of Conduct.
What to Include in MoU/Contracts (suggested)	✓ Concerns/gaps that may arise should be reflected in capacity building or risk analysis and related mitigation plans in relation to partner ships. ✓ Consult appropriate legal guidelines or depart ments (CARE USA or others) for advice related to specific partnerships. ✓ Consult past and present partners, donors, beneficiaries, communities when undertaking due diligence processes. Use information to inform risk assessments or decision making related to entering into a partnership or its continuation.

	✓ Conduct risk analysis of partnerships and strategies to deal with these. Review regularly, while also identifying 'thresholds of tolerance 'in those cases where risks are particularly high. ✓ Seek appropriate legal advise for review of all MoUs and other agreements ✓ Detail how and who will make decision and who and how these will be implemented (i.e. 'governance system' of the partnership). As part of this include specific clauses and detail processes on how accountability, dispute resolution, transparency will be practices as part of the partnership.

Annex 10 - Partner Review Checklist

Note: The following will require adaptation based on who the partner is – i.e. a state institution, private sector organization, peer, local or national agency.

Partner Gender Sensitivity Matrix			
Area of Review	**Yes/No**	**Action to be taken**	**Recommendations /Remarks**
Policies - Are there specific organization policies to promote gender equality - Is gender equality integrated with all policies? - How are these policies reflected in organizational/institutional activities? **Experience** - Has specific experience in working on gender equality? - Organizational awareness of gender issues in operational context **Tools and Practices** - Has specific expertise in use of analysis, research methodologies, monitoring or evaluation or other practices in relation to gender equality or women's empowerment - Provides specific training to staff, partners that reflect organizational policies on gender equality or women's empowerment - Use of Specific Indicators and M&E Systems			
Organizational Expertise and Capacities - Has specific positions that focus on promotion of gender equality or women's empowerment (or other related issues) - Has staff with skills and competencies in gender equality related subject matter - Senior leadership is proactive in providing leadership to promotion of gender equality - Evidence of use of this knowledge in programming			
Existence of Specific Policies on : - Gender Based Violence - Sexual harassment and exploitation - Prevention of discrimination (within organization and externally) - Gender parity in recruitment, salaries, promotions			
Other - How does organization demonstrate its accountability - How does it handle specific gender related harassment issues that might arise within or externally			

Conflict Sensitivity	
Area of Review	**Review Questions**
Accountability and Responsibility	How does partner understand these and how is this understanding reflected in its programming. - What mechanisms or practices exist with regards to the promotion of these values in partner programming and operational systems/process (financial, programming – see Sub Grant Due Diligence for further unpacking of such criteria) - Accountability to specific local law relevant to area of focus/mandate or as registered entity - Accountability to beneficiaries and communities it works with - Has the partner deal with incidences of fraud or corruption, how was/would it deal with such cases? - How does the partner deal with complaints? What mechanism exist, how have they dealt with past grievances
Participation and Inclusion	How does partner understand these? How is it practiced? - What approaches are used to strengthen community participation in programming? In design, monitoring or evaluation (request examples of for each) - What are the success and weakness of approach?
Impartiality	- Relationship with elites, power holder (political or others) in the specific context interventions will be operational within - How is this understood - How is 'impartiality' practiced in specific operational and programming approaches and practices - How does the partner's existing and past beneficiaries, communities it worked in, donors and partners view its impartiality.
Transparency	- How is this practiced by the partner?
Promotion of non-violent resolution of conflicts	- How does the partner deal with conflict or disputes that may arise as a result of its actions or interventions - Does it set up specific mechanisms to promote non-violent resolution of conflicts (triangulate effectiveness of this with beneficiaries, larger communities, past partners and stakeholders in operational areas)
Implicit ethical messages	- How does the partner ensure that its staff's behaviours reflect above mentioned values? - Does the partner have a code of conduct? What is the basis of these? - How is it monitored and enforced?
Sustainability	- How sustainable have past activities been ? - What specific approaches or activities adopted by partner have contributed to sustainability ?
Context or Issues Specific Filter Questions	- Affiliation to known groups CARE will not work with (e.g. state and non-state armed actors, their proxies, political parties) - Activity or positions in relation to key rights issues considered important to CARE (e.g specific rights violations, PGBV, environmental issues etc) - Groups promoting practices that undermine CARE's core values and programming principles.

NOTES

NOTES

NOTES

NOTES

NOTES

Section 8: In Emergencies

In emergencies, may they be man made or natural, the need to respond rapidly is paramount, but in doing so it is also vital that program quality standards are adhered to as far as possible given the constraints faced by us in such situations.

Therefore, this section provides direction in terms of what practices at minimum need to be integrated within emergency responses to make them as gender or conflict sensitive as possible.

Given the nature of emergency responses, applying a gender transformative approach may not be realistic given the often short term nature of emergency programming. Therefore the practices here are intended to at the very least to ensure sensitivity and at most where possible lay the foundation for a more gender transformative approach if and when programming enters recovery or reconstruction.

The following is drawn primarily from the relevant chapters of CARE's *Emergency Pocketbook and Toolkit and the How to Guide on Conflict Sensitivity.*

The Practice ...

Design See Annex 11 for Rapid Gender and Conflict Analysis Questions	✓ Undertake a rapid gender analysis at design stage, if not able to provide resource or allocate time for undertaking one prior to submission. ✓ Ensure consideration of gender in all sectors of a response – shelter, camp management, NFRI distribution, cash for work. ✓ Include gender strategies, goals and indicators in proposals and reports. ✓ Resource for dealing with complaints regarding response delivery and feedback mechanisms (this would include complaints in relation to the sexual exploitation and abuse of beneficiaries by aid workers). ✓ Where possible either address or provide referral services in relation to sexual and gender based violence. ✓ Ensure women and men are able to equally participate in decision making regarding targeting, resource allocation and distribution. ✓ Include sector specific capacity building for staff and part ners in addition to those identified under Section 5 (Human Resources) ✓ Collect desegregated data based on gender. Where possible set up community based monitoring mechanism ✓ Undertake conflict sensitive analysis of response and make appropriate adaptations ✓ Include conflict analysis in Emergency Preparedness Plans and highlight potential conflict flashpoints and plans to deal with these.
Inclusion and decision making	When developing operational strategies make sure women, men, boys and girls have equal access to services and that they can participate equally and meaningfully in response activities

Recruitment	Strive to maintain gender balance when recruiting and assume that only certain jobs are appropriate for particular genders (i.e. assume that women are not suited for field based jobs).
Capacity Building	If required adapt orientation and capacity building identified under Section 5 (Human Resources) for staff and partners. Ensure all staff (international or local) are exposed to required information.
Prevention of Sexual Gender Based Violence	Use programmes to help prevent Sexual Gender Based Violence.
Reporting	When you collect, analyse and report on information, break down the data by sex and age.
Assessments	As much as possible use community based participatory methods to develop targeting criteria and to manage distribution. Strive to understand how 'power' derived from caste, class, affiliations, gender or ethnicity influences control over decision making to help ensure that marginalized or excluded are able to influence targeting.
Targeting and Distribution	Strive to have a cross section of the community influence targeting or distribution opposed to certain groups.
Recruitment	As mentioned under Section 5 (Human Resources) consider potential identity based factors that may influence staff relationships with partners, beneficiaries, target communities, key stakeholders, others actors (i.e. those party to a armed conflict for example). Assess how such factors will affect the ability of the project to deliver assistance in respect to our codes of conduct and principles.
Capacity Building	Expose staff and partners to information outlined under Section 5 and train in appropriate tools.
Procurement	As with development programming, consider how procurement may influence local economies in terms of increasing local prices of goods, or depriving local communities of goods . Similarly explore ways that procurement might help in regenerating local economies or increasing incomes.
Accountability	Develop robust complaints and feedback mechanisms.

Communication strategy	✓ Establish a clear communication strategy and mechanisms for relating to crisis affected communities. Use practical approaches; establish the most appropriate and trusted communication channels in a given context. This should be used to inform the implementation of a communications strategy which connects humanitarian programming to the people they are designed to support. This is achieved through open dialogue at all stages of program planning and implementation. ✓ Share information about the project with the community and ensure that everyone understands what is happening to them and why. Communication channels must be specific to that context and facilitate a two-way dialogue and community feedback on agency responses. This can be often enhanced by working with local partners. ✓ Access to information is critical to communities so that they understand the selection and targeting criteria, and can explore alternative support if they are not selected.
Monitoring & Evaluation	✓ Ensure desegregated collection of data and monitoring of response effects on different groups (e.g. women, men, girls, boys, age groups, social status, and disabilities). ✓ Engage communities in collection of data and ensure women are part of such groups. ✓ Monitor both the unintended and intended effects of the response on women and men. ✓ Regularly update conflict analysis and potential conflict flash points for purposes of informing active decision making. ✓ Post-distributing monitoring mechanisms – set these up to enable feedback from both beneficiaries/participants and non-beneficiaries/participants. Post distribution monitoring can be used to both monitor the quality of a response and provide a helpful indicator of any unintended negative consequences, particularly regarding tensions between beneficiaries/ participants and non-beneficiaries/ participants. ✓ Evaluation Phase – Learning from previous response is key to improving the quality of programming in future responses. Asking simple questions in real time evaluations and after-action reviews, can provide useful lessons on what went well and what aspects need to be strengthened from a conflict sensitivity perspective. Where ever possible external evaluations should be shared with relevant clusters to increase learning. The use of benchmarks on conflict in real time evaluations, after action reviews and other agency emergency response evaluation tools can be a useful way to systematize the integration of conflict sensitivity in emergency response evaluations.

Annex 11 – Rapid Gender and Conflict Analysis Questions

Gender Analysis

See CARE International's Emergency Toolkit for details (available on http://www.pqdl.care). The below tool has been adopted from IASC Gender Handbook in Humanitarian Action and is intended only as a guide. The IASC handbook should be consulted for action that may be taken as a result of analysis.

Overview Questions

Sex and Gender

- What is the breakdown by sex and age of
  - o disaster affected population
  - o Households headed by a single or child
- What is the number of pregnant or breast feeding women ?
- What is the average family size and structure ?

Impact of emergency

- How has the emergency affected the community ? Are women, men, girls and boys affected differently ?
- What were the social, political, cultural and security conditions like before the emergency? What has changed since ?
- What specific rusks has the emergency caused ?

Vulnerabilities

- Who is vulnerable ? What are they vulnerable to and why ? What are the different vulnerabilities of women, men, boys and girls ?

Capacities and Coping Mechanisms

- How capable of coping and responding are women and men ?
- What different coping mechanisms are women, men, boys and grils using ? What resources or support are they relying on ? How can your program support the best coping mechanism ?

Gender Roles and Responsibilities

- What were the usual gender roles and responsibilities before the emergency ? Have they changed since ? (Be aware that men and women may have different answers)
- Who does what work ? For example, household chores, care giving, farming, cash earning ?
- What controls resources and family assets ?
- Who makes decisions ? (formally and informally)

Access and Participation

- Do women, men, boys and girls have enough access to humanitarian assistance ?
- Who has been consulted about humanitarian response and how ? Are women and men both participating in assessments and programs ?

Social organization and cultural context

- What social/cultural structures does the community use to make decisions ? How do women and men participate in these?
- What is the role of religious and cultural practices, beliefs and institutions in the community and their effect on gender roles ?

Sector Specific Questions

Water and Sanitation

- What are the community's water, sanitation and hygiene practices ? How do they vary for women, men, boys and girls ?
- How do women, men, girls and boys use water and what are they responsible for (e.g. collection, cooking, sanitation gardens, livestock) ? How do family members share water with each other ? (quantity and quality)
- Who has access to and control of water and sanitation resources ? who is responsible for decisions and management ?
- Are water points and sanitation facilities safe ? Can people (especially women and children) use them safely ? Are water points, toilets and bathing facilities located and designed for privacy and security ?

Health

- How has the health of the population changed since the crisis ? Are women and men affected differently by disease and other health problems ?
- What is the breakdown by sex and age of the crude mortality rate ? Is there a dispropor tionate number of deaths among women, men, girls and boys ? Is so why ?
- Who provides health care to whom ? For example, do local beliefs and practices let male health workers care for women ?
- Do women, men, boys and girls access health care facilities differently? If yes why ?
- What are the local beliefs and practices on pregnancy and birth, disposal of dead bodies, washing, water use, cooking and animal care? Are any of these bad for women, men, girls and boys ?

Non-Food Items

- What are the different NFI needs of women and men, by age and ethnic background ? (Look at what they had before the emergency)
- Do women and men have cash for NFIs?
- What cultural practices affect women's hygiene and sanitary needs, especially during menstruation ?
- How does the community collect firewood ? What types of cooking stoves do they use ?
- What are the sleeping and bedding arrangements (including use of mattresses and blankets) ?
- What clothes do women and men normally wear ? What are their daily clothing needs ? do pregnant and breast feeding mothers have specific needs ?
- How did destitute women and households headed by women get NFIs before the emergency ?

Food distribution

- Can all members of the community/household get and prepare food ? does food insecurity differ by gender ?
- Who gets food aid on behalf of the household ? who decides how to use it ?
- How is food shared within the household? Who eats first ? #Are single-headed and child0headed households getting enough food ?
- Are there any food taboos or restrictions for women, men, children under five and preg nant and breastfeeding women ?
- What are the eating habits of the population as a whole ?
- What are the cultural or religious food preferences of women and men in the community ?

Nutrition

- How does nutritional status (<2 z-score weight for height) breakdown by sex and age ? Is any group (e.g. girls or boys) disproportionately affected ? Why ?
- What is the nutritional status of women of childbearing age ? What are the levels of anemia ?
- How are gender and social position connected to malnutrition ?
- What are the special nutritional needs of pregnant and breastfeeding women, people with HIV/AIDS and other vulnerable groups ?
- Are there any beliefs or practices that may affect the nutritional status of women, men, boys and girls differently ?
- Are a lot of women having trouble breastfeeding ? Are girl and boy babies breastfed differently ?
- Do boys and men have the skills to prepare food for themselves ?
- How are children few when they are at school ?
- Can households get sources of micronutrients ?

Food Security

- What community and household power structures affect the use of food, land and other productive resources ? Who (in the community and the household) controls them ?
- How do women and men get food locally ? Do they have equal access to the local market ?
- Can both women and men get cash and food for work opportunities, credit and agriculture materials and services ?
- How self-sufficient are households in particular crops ?
- Do women, men, girls and boys have trouble getting food aid or reaching the local market or farmland because of weapons, land mines or other dangers ?

Livelihoods

- What main livelihoods assets (land, seed equipment, access to markets) does the community need ? How has the emergency affected these ?
- What livelihood assets do women and men control ? Has the emergency affected who controls these ?
- What types of agriculture, farming, fishing, trade and food supply existed before the emergency ? What role did women and men play in these sectors ?
- What local practices affected ownership and distribution of agricultural land ? What are women's property and inheritance rights ?
- What skills do women have ? What skills do men have ? What training does each group need?
- What tasks do local customs forbid women and men to do ?
- How much time do women, men, boys and girls spend on unpaid work (fetching water, cooking, collecting firewood, water, caring for children washing clothes etc.) ?

Shelter

- Who builds shelter ? How are women, men, girls and boys involved ? Which groups (gender and age) may not be bale to build their own shelter ?
- How are shelter materials shared ? How does this affect women and girls ?
- What are the community's cooking , washing and house cleaning practices ?
- Do the toilet, washing, bathing and sleeping areas have latches and locks ?
- Do households have materials for partitioning to allow privacy ?
- What are the shelters for girls, boys without parents like ? Are they safe/culturally appropriate ?
- Do single women have separate an safe shelters ? Is this culturally appropriate or should they be with a male relative ?
- Who owns land and property ? What protection (laws, customs) do women, men, girls and boys have for their land and property rights ?

Education

- How has the emergency affected girls and boys access to education ?
- How many adolescent girls and boys are out of school ?
- What safety and access problems do schools have ?
- Do girls and boys have equal access to school locations ? do they have equal access to all levels of schooling ?
- Are some girls and boys stigmatized by their war experiences (e.g. being raped or a child soldier) ? does this stop them from attending school ?
- What are the direct and indirect costs for girls and boys to attend school ?
- Do parents think the school is close enough for girls to get to ? For boys ? Is the way safe for girls and boys ?
- Are the schools toilets accessible and safe ? Are there enough ? Do girls and boys have separate toilets ? Is water available ?
- Does the school have male and female teachers ? At all grade levels ? What are their qualifications and experience ?
- Does school staff know how to report and follow up on harassment and sexual and gender based violence ? Do they have suitable material and services to help boys and girls recover from SGBV ?

Protection

- What are the specific protection needs of women, men, boys and girls ? What are the continued risks for each group ? (e.g. vulnerability to conscription, rape)
- What factors increase tensions and civilian casualty numbers and how do they affect women, men, boys and girls ? How does the spread of weapons affect women, men, boys and girls ?
- How do human rights and humanitarian law violations affect women, men, boys and girls differently ?
- How does military presence affect the risks of SGBV for women, men, boys and girls ?
- Can people safely report and seek redress for violations of humanitarian law ? (this includes SEA by humanitarian workers)
- Can people safely report and seek redress for violations of humanitarian law ? (This includes SEA by humanitarian workers)
- What are the community's laws and customs on abductions, trafficking in humans, sex work, slave like practices, SGBV, early/forced marriages and property rights ? How do these affect women, men, boys and girls differently ?

Rapid Conflict Analysis for use in first phase assessment (How to Guide, Chapter 4, page 24)

Analysis Questions

- What is the history of conflict in the area being assessed ? what is it about and how long has it been going on ? How intense / open in the armed conflict ?
- What groups of people are involved ?
- What kind of things divide these groups (for example, caste, religion, political interests, tribe, access to resources) and what connects then (shared cultural practices, schools, desire for end to war)
- Where are the conflict affected areas geographically located ?
- Does conflict get worse at any particular time or period (time of day, season, during elections, during religious festivals)
- What are the best, worst and most likely scenarios for the future of the conflict in the context ? What does each scenario depend on ?

NOTES

NOTES

NOTES

Section 9: Who is Responsible for Practice ?

This section attempts to identify key responsibilities of specific positions in relation to the practices found in this note. It must be also noted that the following is based on existing responsibilities of the indicated positions and should be adapted when organizational process and such positions or their responsibilities change.

Position	Responsibility	Tasks
Senior Management		
Head of the Organization	Ensure and monitor organizational compliance to specific programming and operational standards Ensure integration of gender transformative and conflict sensitivity approaches in key programming and operational strategies. Ensure learning and reflection	Proactively include issues in organizational decision making Reward practice and address issues related to non-practice. Ensure resourcing within organization (i.e. UNR) Monitor compliance and practice organizationally.
Program Directors	Ensure compliance and provide leadership for application within responsible program/s Ensure reflection and learning	Ensure inclusion and practice in key programming and operational strategies. Monitor practice and promote innovation and learning Reward practice and address issues related to non-practice within programs.
Program Quality & Learning Director	Ensure standards are upheld in design, implementation, M&E and related program support activities Support the monitoring of programming compliance Facilitate reviews and reflections	Ensure all new proposals and programs incorporate lessons learnt, analysis & best practice Sharing of lessons learnt, best practices, new learning etc. with programs and projects Provide leadership for reviewing and adapting guidance, tools and processes.
Human Resources Director	Ensure required expertise and competencies for programming and operational effectiveness Ensure integration and upholding of standards within relevant program support processes and functions Monitor practice	Ensure required skills are included in the assessment of candidates competencies Ensure standardization of specific practices in relation to recruitment, orientation, capacity building and in appraisal systems

Middle Management		
Project Directors Senior Project Managers Project Managers	Ensure and monitor practice at project level Monitor outcomes of practice Provide the leadership required for practice and learning	Ensure practice in key project cycle processes and stages Monitor the practice of minimum standards. Review compliance at project level. Proactively use lessons learnt or analysis in decision making. Reward practice and address issues related to non-practice at project level
Area Specific Technical Advisors (Gender or Conflict at organiza-tional level).	Lead and facilitate in the mainstreaming at organizational, program and project level Provide technical support in the design of programs and others interventions Represent organization at national level as main focal point and spokesperson.	Design or mainstreaming strategies Conduct periodic reviews of programming Document best practices and share with decision making bodies such as Executive Management Team, Program Management Team or Senior Leadership Team. Identified and facilitate trainings Facilitate organizational & program level gender and conflict analysis or other relevant studies Provide briefings on relevant context changes, dynamics that will impact practice of organization, programs or projects.
Knowledge Manage-ment and M&E (project and programs)	Lead, facilitate or coordinate the design of relevant indicators and related M&E systems (at various levels) Lead or coordinate the collection of information and process monitoring	Lead or coordinate the design of indicators as part of M&E System Documentation of best practices and outcomes
Team Leader Coordinator	Oversee the execution of project level practices at field level	Compile data for monitoring purposes Monitor partner compliance Identify or provide training for partners

NOTES

NOTES

Section 10: Recommended Reading

Further reading

Briefing Note 5: The Transition to Programmatic Approaches and Programming Principles and Project Standards, CARE USA.
The Basics of Project Implementation: A guide for Project Managers, CARE USA.
Explanatory Note on CARE's Gender Focus, July 2012, CARE Gender Network
How to Guide to Conflict Sensitivity, Practice of Conflict Sensitivity Project (February 2012)
Working With Conflict: Skills and Strategies for Action, Eisher et. Al, (2000) Responding to Conflict
Do No Harm - How Aid can Support Peace or War, Mary B Anderson, Lynne Rienner Publishers, Inc. 1999
Good Practices Framework, Gender Analysis, CARE International (USA) Gender Network, , May 2012
Project Management Information Systems: Guidelines for Planning, Implementation and Managing a DME Project Information System, Rodolfo Siles for CARE International, 2004

Useful links

For CARE program quality and learning resources - **http://pqdl.care.org**
For material collated by CARE specifically on gender - **http://gender.care2share.wikispaces.net**
For material collated by CARE on Engaging Men and Boys - **http://gender.care2share.wikispaces.net/Engaging+Men+%26+Boys**
For Do No Harm resources - **http://www.cdainc.com**
For additional resources on conflict sensitivity – **http://www.conflictsensitivity.org**

Reference

Briefing Note 5: The Transition to Programmatic Approaches and Programming Principles and Project Standards, CARE USA (accessed 2 February 2012)
CARE International (2001), *Benefits and Harms Handbook.*
CARE International (2009), *Emergency Pocketbook.*
CARE International Emergency Toolkit
CARE International (USA) Gender Network, Good Practices Framework, Gender Analysis, May 2012
CARE International Policy on Prevention and Response to Sexual Exploitation and Abuse
CARE International Sri Lanka, Human Resource Manual
CARE International Sri Lanka, Partnership Framework, 2012
CARE International Sri Lanka, Program Quality & Learning Unit, Gender Equality and Equity Framework
CARE International Sri Lanka, Program Quality & Learning Unit, Proposal Approval Checklist, July 2012
CARE International Sri Lanka's Gender Policy and Code of Conduct
CARE International (USA), SII Women's Empowerment Framework, June 2006
CARE Sri Lanka, *Human Resource Procedures and Policies Manual.*
CARE Sri Lanka, Program Quality & Learning Unit, Guidance Note on Integrating Conflict Sensitivity, March 2012
CARE International USA (2010), *Sub Agreement Policy.*
CARE International USA, *Briefing Note 5: The Transition to Programmatic Approaches and Programming Principles and Project Standards.*

CARE International USA, Gender Toolkit (online – http://www.pqdl.care.gendertoolkit)
CARE International (USA), The Basics of Project Implementation: A guide for Project Managers.
Prevention of Gender Based Violence Policy and Programming Briefs and Guidelines Series, published by CARE Sri Lanka, 2013
Conflict Sensitivity Benchmarking Paper, Brown et. al. April 2009, Practice of Conflict Sensitivity Project.
Emergency Capacity Building Project (2007) Impact Measurement and Accountability in Emergencies: The Good Enough Guide.
Humanitarian Practice Network (2011), Humanitarian Exchange, Number 52.
Kenya, Conflict Sensitivity Consortium (2010), Understanding the context with sensitivity through our processes and actions : Conflict Sensitivity guidance toolkit.
Notes (CS)
CARE International Sri Lanka, Program Quality & Learning Unit, conflict sensitivity review reports (2007-2011)
Practice of Conflict Sensitivity Project (2009) Conflict Sensitivity Benchmarking Paper.
Practice of Conflict Sensitivity Project (February 2012) How to Guide To Conflict Sensitivity.
Proposed Plan of Action for Completing the Impact Statement for the Plantations Sector' authored by Mary Piccard for CARE Sri Lankan in May 2008.
CARE International USA, GED Manual – Module 5: Engaging Men and Boys in Gender Equality
Saferworld, Conflict Sensitivity Assessment of EU Programmes in Sri Lanka: Best Practices and Recommendations for Project Partners, October 2010
Project Management Information Systems : Guidelines for Planning, Implimentation and Managing a DME Project Information System, Rodolfo Siles for CARE International, 2004

Glossary: Development Terminology

Introduction.

The CARE International, Sri Lanka Glossary of Terminology is a compilation of frequently used development terms within CARE International's context that are based on the current development trends and work that CARE International is involved in. This compilation is an update of the previous version prepared in 2006.

Methodology.

The definition of terms was based on information gathered from the following sources:

1. Primary reference was from CARE Sri Lanka documents and CARE International Global documents, as well as from policy notes and guidance toolkits prepared by CARE country offices. Therefore many of the terms are defined based on CARE International's use of these terms in the development context.
2. Secondary level of reference was from multiple international and donor agency organization publications that included United Nations, World Bank, Organization for Economic Coorperation and Development (OECD), Canadian International Development Agency (CIDA), International Research and Development Coorperation (IDRC), international conventions and published development documents. The rationale for referencing documents from the above organization was based on the fact that terms used by these organizations are accepted globally accepted terms and definitions.
3. The tertiary level of reference documents were from published journal articles or books available on a sectoral level, i.e. irrigation, water management etc.
4. The fourth level of terms are those used within the Sri Lanka context,
5. For terms where definitions have remained unchanged, updates were not done.
6. In some situations multiple definitions have been provided to ensure clarity.

Sources referenced have been provided after each definition to provide the reader with a better understanding from where each term has been referenced.

The Glossary is a living document and should be updated on a frequent basis to ensure that terminology used by CARE International, Sri Lanka office are compatible with the current development trends and context.

As this document is an electronic reference, for ease of use, terms listed in the index have been hyperlinked.

INDEX

1. Abortion
2. Accountability
3. Action Planning
4. Active Nonviolence
5. Activity
6. Adaptability
7. Advocacy
8. Afforestation
9. Agricultural Extension
10. Agroforestry
11. Anthropometric Data
12. Assumptions
13. Awareness
14. Baseline Data
15. Benchmark
16. Beneficiary
17. Bio-intensive Gardening
18. Biological Diversity
19. Biological Hazards
20. Broad Scale of Impact
21. Building Partnerships
22. Capacity
23. Capacity Building
24. Capacity Development
25. Capital
26. Carbon Footprint
27. Carbon Neutral
28. Carbon Offset
29. Case Study
30. Civil Society
31. Civil Society Organisations
32. Civil Society Strengthening
33. Climate Change
34. Coalition
35. Collaboration
36. Commitment to Service
37. Community Participation
38. Community Based Organisation (CBO)
39. Community-based natural resource management (CBNRM)
40. Concept Paper
41. Conflict
42. Conflict Analysis
43. Conflict Resolution
44. Conflict Sensitivity
45. Conflict Transformation
46. Conflict Management
47. Conflict Mitigation
48. Conflict Prevention
49. Conflict Settlement
50. Conscientization
51. Conservation
52. Conservation Farming
53. Consortium
54. Constituency/Constituencies
55. Constituency Building
56. Contaminant
57. Context Analysis : External and Internal Context
58. Coping Capacity
59. Crop Diversification
60. Culture and Values
61. Data
62. Data Desegregation
63. Decentralisation
64. Development
65. Dialogue
66. Disaster Risk
67. Disaster Risk Management
68. Disaster Risk Reduction
69. Dispute Resolution Continuum
70. Diversity
71. Divisional Secretariat Division
72. Deforestation
73. Demonstration
74. Discrimination
75. Do No Harm
76. Do No Harm Framework
77. Dumping
78. Economy
79. Ecosystem
80. Effects
81. Effectiveness
82. Efficiency
83. Empowerment
84. Enabling Environment
85. Entitlement
86. Entrepreneurship
87. Environment
88. Environmental Degradation
89. Environmental Equity
90. Environmental Justice
91. Environmental Impact Assessment (EIA)
92. Environmental Security
93. Environmentally Sound
94. Equal Opportunities
95. Evaluation
96. Excellence
97. Facilitation
98. Facilitating Change
99. Fair trade
100. Farmer Animator
101. Farming System
102. Farmer Field School
103. Farmer Field School Approach

104. Femininity
105. Food security
106. Focus Group Discussions
107. Follow Up
108. Force Field Analysis
109. Formative Evaluation
110. Gender
111. Gender Accommodating Approaches
112. Gender Analysis
113. Gender Aware
114. Gender Blind
115. Gender and Development
116. Gender Based Division of Labour
117. Gender Based Violence (GBV)
118. Gender Budgeting
119. Gender Disaggregated data
120. Gender Duty
121. Gender Equality
122. Gender Equality Programming
123. Gender Equity
124. Gender Identity
125. Gender Mainstreaming
126. Gender Responsive Budgeting
127. Gender Roles Stereotyping
128. Gender Sensitization
129. Gender Transformative Approaches
130. Geological Hazards
131. Globalization
132. Goal
133. Governance
134. Good Governance
135. Grama Niladhari Division
136. Groundwater
137. Habitat
138. Hazard
139. Hazardous Child Labour
140. Hazardous Waste
141. Host Communities
142. Household Livelihood Security (HLS)
143. Household livelihood security assessment (HLSA)
144. Human Conditions
145. Humanitarian Assistance
146. Human Rights
147. Human Vulnerability
148. Hydro-Meteorological Hazards
149. Immediate Causes of Poverty
150. Impacts
151. Impact Group
152. Impact Population Group
153. Impartiality
154. Incest
155. Income Poverty
156. Income Generation Activity (IGA)
157. Indicators
158. Indirect Discrimination
159. Infrastructure Rehabilitation
160. Innovation
161. Input
162. Institution
163. Institutional Learning
164. Integrated Pest Management (IPM)
165. Integrated Resource Planning
166. Integrity
167. Intermediate Causes of Poverty
168. Intermediate Goal
169. Internally Displaced Persons (IDP)
170. Irrigation Water Management
171. Joint Venture
172. Key Informant Interview
173. Knowledge Management
174. Knowledge Sharing
175. Land Degradation
176. Leadership
177. LGBT
178. Livelihood
179. Livelihood Promotion
180. Livelihood Protection
181. Livelihood Provisioning
182. Livelihood Security
183. Livelihoods Strategies
184. Livelihood Systems
185. Lobbying
186. Logical Framework Approach
187. Logical Framework (Log Frame)
188. Logic Model
189. Low External Input Technology (LEIT)
190. Management
191. Mapping
192. Market
193. Market Analysis
194. Market Development Approach
195. Masculinity
196. Matriarchy
197. Media
198. Mediation
199. Memorandum of Understanding (MoU)
200. Micro Credit
201. Micro Finance

202. Millennium Development Goals (MDG)
203. Minor Tank
204. Mission
205. Monitoring
206. Monitoring & Evaluation
207. Multi-track Diplomacy
208. Natural Disaster
209. Natural Disaster, Rapid Onset
210. Natural Disaster, Slow Onset
211. Natural Hazards
212. Natural Resources
213. Needs Assessment
214. Negotiation
215. Negotiated Development
216. Neutrality
217. Objective
218. Operating Environment
219. Organization
220. Outcomes
221. Output
222. Outputs
223. Ownership
224. Participation
225. Participatory Evaluation
226. Participatory Monitoring and Evaluation (PM&E)
227. Participatory Rural appraisal (PRA)
228. Parties to a Conflict
229. Patriarchy
230. Partnership
231. Peace Building
232. Peaceful Coexistence
233. Peace Education
234. Peace Making
235. Peer Mediation
236. Peace-Keeping
237. Peace Process
238. Performance Indicator
239. Performance Measurement
240. Perennial Crop
241. Pesticide
242. pH
243. Planning
244. Planning and Organising
245. Pluralism
246. Policy
247. Policy Advocacy
248. Pollution
249. Population Group
250. Poverty Alleviation
251. Poverty Eradication
252. Poverty Reduction
253. Power
254. Power Analysis
255. Pressure Groups
256. Problem
257. Problem Analysis
258. Problem Solving
259. Program
260. Program Participants
261. Project Steering Committee
262. Protectionism
263. Psychosocial
264. Psychosocial Well Being
265. Qualitative Research
266. Quantitative Research
267. Rainwater Harvesting
268. Rapid Rural Appraisal (RRA)
269. Reconciliation
270. Recyclable
271. Reforestation
272. Renewable Resources
273. Reproductive Health
274. Resilience
275. Resource Centers
276. Respect
277. Respect for the Dignity and Worth of Every Human Being
278. Result
279. Results Based Management
280. Rights Based Approach
281. Rights Based Approach (RBA) to Household Livelihood Security
282. Risk
283. Savings & Credit Group
284. Seasonal Crops
285. Sexual Abuse
286. Sexual Exploitation
287. Sexual Harassment
288. Sexual Health
289. Sexuality
290. Sexual and Reproductive Health
291. Sexually Transmitted Disease
292. Sexually Transmitted Infection
293. Situational Analysis
294. Social Advocacy
295. Social/Citizen Empowerment
296. Social Environment
297. Social Justice
298. Social Mobilization
299. Social Movement
300. Social Positions
301. Social Security Network
302. Sociological Effects

303. Soil Conservation
304. Stakeholders
305. Strategic Planning
306. Strategic Decision Making
307. Strategic Peacebuilding
308. Strategy
309. Stress Tolerance
310. Structured Gender Inequality
311. Subsidy
312. Summative Evaluation
313. Survey
314. Sustainability
315. Sustainable Development
316. Sustainable Livelihoods
317. Sustainable Peace
318. SWOT Analysis
319. Systemic Change
320. Target Group
321. Target Population Group
322. Technological Hazards
323. Theory of Change
324. Trade dumping
325. Transparency
326. Triangulation
327. Underlying Causes of Poverty
328. Underlying Causes of Poverty Analysis
329. Unifying Framework
330. Violence
331. Violence Against Women (VAW)
332. Vision
333. Vulnerability
334. Vulnerable Groups
335. Water Catchment Area
336. Water Quality
337. Water User Groups (WUG)
338. Women's Empowerment
339. Women Headed Households

ABORTION: Termination of a pregnancy by any means before the foetus is sufficiently developed to survive outside the uterus. Abortion can happen after deliberate intervention or spontaneously as a result of early foetal death.

There are varied and conflicting views about abortion in many countries. Those who support a woman's right to make a decision about her own body says this includes the right to terminate an unwanted pregnancy and to have access to safe, affordable and legal abortion services. Those against abortion oppose giving women the right to terminate an unwanted pregnancy or to have access to safe, affordable and legal abortion services. Anti-abortion advocates oppose any legalization of abortion, while other groups support abortion in case of rape or ill health of the mother. The term 'abortion', derived from the Latin *'aborus'* (to disappear, miscarry) also has different legal and judicial implications in different countries. For instance, abortion is illegal in many developing countries except under specific circumstances, usually related to rape and the mother's health.
***Source**:* IPS Gender and Development Glossary, 3rd Edition, e-version, Edited by Johanna Son, 2010.

ACCOUNTABILITY: The means by which power is used responsibly, including how individuals and organizations report to their stakeholders, and are held responsible for their actions. Humanitarian accountability means being directly responsible to disaster-affected women, men, boys and girls.
***Source**: CARE* Emergency Pocketbook (2009)

ACTION PLANNING: Action planning establishes a course of actions chosen to realize the application of what was learned or decided. A process usually associated with training, linking improvements or actions with what has been learned.
***Source*:** International Development and Resource Centre (IDRC) Glossary.

ACTIVE NON-VIOLENCE: Active non-violence is a technique of applying power in a conflict in order to bring about change without the use of violence. Gandhi was one of the first to successfully promote and use active non-violence to achieve political goals. Active non-violence can be highly political, and as such would need to be carefully considered prior to inclusion in any programme. Active non-violence can be particularly useful for raising awareness about a latent conflict – a conflict that has not been acknowledged by one party. For example, protests or sit-ins might be held to highlight oppressive practices of a majority group over a minority group, and call for justice. In certain settings, practicing active non-violence can involve a high level of risk for participants.
***Source**:* Peacebuilding Terminology and its Use within CARE, 2004.

ACTIVITY: A specific project task that requires resources (personnel, funds, time, etc.) and transforms the resources into outputs. E.g. training sessions, workshops etc.
***Source*:** Barton, Tom., Guidelines to Monitoring and Evaluation, How are we doing?, CARE Uganda, 1997

ADAPTABILITY: Effectively managing changing environments in the organization, global, economic, and political matters; maintaining effectiveness when dealing with multiple and conflicting priorities across different cultural settings, or during emergency and crisis situations.
***Source**:* Competency Definition Guide, CARE International, USA, 2003.

In human systems, the process of adjustment to actual or expected climate and its effects, in order to moderate harm or exploit beneficial opportunities. In natural systems, the process of adjustment to actual climate and its effects; human intervention may facilitate adjustment to expected climate.
***Source**:* IPCC, 2012: Glossary of terms. In: Managing the Risks of Extreme Events and Disasters to Advance Climate Change Adaptation [Field, C.B., V. Barros, T.F. Stocker, D. Qin, D.J. Dokken, K.L. Ebi, M.D. Mastrandrea, K.J. Mach, G.-K. Plattner, S.K. Allen, M. Tignor, and P.M. Midgley (eds.)]. A Special Report of Working Groups I and II of the Intergovernmental Panel on Climate Change (IPCC). Cambridge University Press, Cambridge, UK, and New York, NY, USA, pp. 555-564. http://www.ipcc.ch/pdf/special-reports/srex/SREX-Annex_Glossary.pdf.

Initiatives and measures to reduce the vulnerability of natural and human systems against actual or expected climate change effects. Various types of adaptation exist, e.g. anticipatory and reactive, private and public, and autonomous and planned. Examples are raising river or coastal dikes, the substitution of more temperature shock resistant plants for sensitive ones, etc.

***Source**:* IPCC Fourth Assessment Report: Climate Change 2007 http://www.ipcc.ch/publications_and_data/ar4/wg3/en/annex1-ensglossary-a-d.html, 13.06.2013

ADVOCACY: Is the deliberate *process* of influencing those who make policy decisions. Advocacy is a *strategy* that CARE uses to complement our efforts to strengthen capacity for self-help, deliver relief in emergencies and address discrimination in all of its forms. CARE' use of advocacy will be to:

- Improve the livelihood of significant numbers of people,
- Target policy makers and implementers at levels above the HHs,
- Be rooted in CARE's field experience and core values.

The deliberate process of influencing those who make policy decisions.

***Source**:* http://p-shift.care2share.wikispaces.net/Glossary+of+Terms

POLICY ADVOCACY: Is a deliberate process of influencing those who make policy decisions and implement those policies. It is a programming tool that CARE uses to complement other programming efforts.
***Source*:** CARE Advocacy Manual 2001.

SOCIAL ADVOCACY: Is a *tool* or *approach* for implementation. Social advocacy seeks to change people's attitudes, beliefs and behaviors and thereby create an environment in which other work – in policy advocacy, good governance, civil society building, gender equity and diversity – can be more effective (Ray 2004).
Source: Advocacy Tools and Guidelines,
http://p-shift.care2share.wikispaces.net/Glossary+of+Terms

AFFORESTATION: Planting of new forests on lands that historically have not contained forests.
***Source**:* United Nations Framework Convention on Climate Change

AGRICULTURAL EXTENSION: In the narrowest sense it refers to the application of scientific research and new knowledge to agricultural practices through farmer education and capacity building among various other related groups of people.
***Source**:* Wikipedia Online Dictionary

AGROFORESTRY: Agro-forestry is the collective term used for land-use systems and technologies in which woody perennials (trees, shrubs, palms, bamboos and so forth) are deliberately used on the same land management unit as agricultural crops and/or animals, in some form of either spatial arrangement or temporal sequence.
***Source**:* OECD Glossary of Statistical Terms, 2008 (http://www.keepeek.com/Digital-Asset-Management/oecd/economics/oecd-glossary-of-statistical-terms_9789264055087-en, 11.06.2013.

ANTHROPOMETRIC DATA: Measurements related to nutritional status for children between six and 60 months old (usually age, weight and height) as well as complementary household interviews that focus on diet diversity, immunizations, health, and wealth criteria, for the purpose of evaluating health and nutritional security.
Source: CARE Household Livelihood Security Assessments, A Toolkit for Practitioners' (July , 2002)

ASSUMPTIONS: Circumstances or conditions important for the success of a projet but not within its control. These may include beliefs held by the designers of a project about the environment in which the project takes place. They can include assumpotions about outside influences (e.g. external conditions such as trends in weather patterns or national economies, or the role of government or other agencies), and

assumptions about participants (e.g. that women in a target group can control HH income) or that farmers can control grazing on fields planted with trees). Even though a project may not have direct control over many of these factors, it is important to state them (in a log frame), and to monitor them during the life of a project, so that changes can be made in project design if necessary.
Source: Barton, Tom., Guidelines to Monitoring and Evaluation, How are we doing?, CARE Uganda, 1997

AWARENESS: In the broadest sense describes a persons perception and cognitive reaction to a condition or event. Awareness does not necessarily imply understanding, just an ability to be conscious of, feel or perceive. Awareness is also a relative concept. A person may be partially aware, may be subconsciously aware, or may be acutely aware of an event.
Source: Wikipedia Online Dictionary.

BASELINE DATA: Are initial information on program participants or other program aspects collected prior to the program intervention.
Source: Monitoring and Evaluation for Results, Reconstructing Baseline Data for Monitoring & Evaluation, World Bank Institute, 2007. http://siteresources.worldbank.org/INTUKRAINE/Resources/328335-1212401346836/2BaselineReconstruction.pdf, 14.06.2013

Data that describe the situation to be addressed by a programme, subprogramme or project and that serve as the starting point for measuring performance. A baseline study would be the analysis describing the situation prior to the commencement of the programme or project or the situation following initial commencement of the programme or project to serve as a basis of comparison and progress for future analyses. It is used to determine the accomplishments/results and serves as an important reference for evaluation.
Source*:* UN OIOS http://www.un.org/Depts/oios/mecd/mecd_glossary/, 14.06.2013.

BENCHMARK: Expected values or levels of achievement at specified periods of time.
Source**:** Caldwell, Richard., Project Design Handbook, CARE , August 2002

BENEFICIARY: Direct beneficiaries are individuals who receive services or resources directly from CARE or through a joint implementation partner. This category is sometimes referred to as participants, clients, or recipients. Indirect beneficiaries are individuals who benefit indirectly from the project.
Source*:* Barton, Tom., Guidelines to Monitoring and Evaluation, How are we doing?, CARE Uganda, 1997

BIO-INTENSIVE GARDENING (BIG): BIG activities will promote the cultivation of different types of vegetables and fruits within homestead gardens, for family consumption and possible sale of surplus in nearby markets to generate income.
Source*:* LIFT Final Project Implementation Plan, CARE International, Sri Lanka, 2002.

BIOLOGICAL DIVERSITY (BIODIVERSITY): The variability among living organisms from all sources including, inter alia, terrestrial, marine and other aquatic ecosystems and the ecological complexes of which they are part; this includes diversity within species, between species and of ecosystems.
Source*:* Convention on Biological Diversity

BIOLOGICAL HAZARDS : Are processes of organic origin or those conveyed by biological vectors, including exposure to pathogenic micro organisms, toxins and bioactive substances, which may cause the loss of life or injury, property damage, social and economic disruption or environmental degradation. Examples include outbreaks of epidemic diseases, plant or animal contagion, insect plagues and extensive infestations.
Source: Emergency Preparedness Planning Guidelines, CARE International, Version 3, 2006

BROAD SCALE OF IMPACT: The program must define what "broad scale" means, but, in general, CARE means at least at national scale for a whole marginalized population group. Impact should occur across three areas of unifying framework (human conditions, social position, enabling environment) and impact should be seen and evaluated over an extended period of time.
Source: http://p-shift.care2share.wikispaces.net/Glossary+of+Terms

BUILDING PARTNERSHIPS: Identifying opportunities and establishing effective strategic relationships between one's area and other areas, teams, departments, units, or external organizations to help achieve CARE's objectives.
Source: Competency Definition Guide, CARE International, USA, 2003.

CAPACITY: Is the ability of people, organizations and society as a whole to manage their affairs successfully.
Source: Perspectives Note Capacity Development and Civil Society Organizations, 2011, http://www.oecd.org/dac/governance-development/48252653.pdf.

CAPACITY BUILDING: Means by which skills, experience, technical and management capacity are developed within an organizational structure (contractors, consultants or contracting agencies) – often through the provision of technical assistance, short/long-term training, and specialist inputs (e.g. computer systems). The process may involve the development of human, material and financial resources.
Source: OECD Glossary of Statistical Terms, 2008 (http://www.keepeek.com/Digital-Asset-Management/oecd/economics/oecd-glossary-of-statistical-terms_9789264055087-en

The process by which individuals, groups, organizations and countries develop, organize and enhance their systems, resources and knowledge, all reflected in their abilities, individually and collectively, to perform functions, solve problems and set and achieve objectives. Technical assistance in the form of knowledge transfer activities such as training, fellowships, study tours, is used to increase capacity.
Source: UN OIOS http://www.un.org/Depts/oios/mecd/mecd_glossary/, 13.06.2013

CAPACITY DEVELOPMENT: Is the process whereby people, organizations and society as a whole unleash, strengthen, create, adapt and maintain capacity over time. These definitions remain quite general and call for further precision in order to be operationally useful.

Different organizations and institutional networks view capacity development in a variety of ways, for example:

UNDP concentrates on four strategic priorities: institutional arrangements and incentives, leadership, knowledge and accountability.

NEPAD's Capacity Development Strategic Framework has six cornerstones: leadership transformation; citizen transformation; knowledge and innovation; using African potential, skills, and resources; capacity of capacity builders; integrated planning and implementation.

The ECDPM capacity study distinguishes five core capabilities: to commit and engage; to carry out technical, service delivery and logistical tasks; to relate and attract resources and support; to adapt and self-renew; and to balance coherence and diversity.

The Accra Agenda for Action's strategic priorities are: civil society and private sector engagement, country systems, enabling environments and incentives, capacity development in fragile situations, integrating capacity development in national and sector strategies, relevance, quality, and choice of capacity development support.

It is difficult to discuss "capacity development" without first determining what kind of capacity is needed and what it should look like in operation. Without this clarity, discussions on capacity development tend to become general exchanges on what makes for good development practice. Regardless of which of

these or other approaches is used, it is critical for practitioners to understand what they are seeking in terms of capacity and to use this as the basis for identifying activities which will help to encourage its development, rather than assuming that certain mechanisms will automatically enhance capacity.
Source: Perspectives Note Capacity Development and Civil Society Organizations, 2011, http://www.oecd.org/dac/governance-development/48252653.pdf, 12.06.2013

CAPITAL: Tangible or intangible assets that are held by a person or household for use or investment; wealth, in whatever form, capable of being used to produce more wealth; any source of benefit or assistance. Various forms of capital can be accumulated, exchanged, expended and lost, thereby affecting a household's level of livelihood security, quality of life, and its options for coping strategies.

Financial Capital: The financial and liquid economic resources (e.g. savings, credit, remittances, pensions, etc.).

Human Capital**:** The skills, knowledge, capacity of labor and good health, which are important to the pursuit of livelihood strategies.

Natural Capital**:** The natural resource stocks from which resource flows useful for livelihoods are derived (e.g. land, water, wildlife, biodiversity, and environmental resources).

Social Capital**:** The quantity and quality of social resources (e.g. networks, membership in groups, social relations, and access to wider institutions in society) upon which people draw in pursuit of livelihoods. The quality of the networks is determined by the level of trust and shared norms that exist between network members. People use these networks to reduce risks, access services, protect themselves from deprivation, and to acquire information to lower transaction costs**.**

Physical Capital**:** Basic infrastructure (e.g. transport, shelter, energy, communications, and water systems), production equipment, and other means that enable people to pursue their livelihoods.

Political Capital**:** Political capital is defined broadly as the ability to use power to further political or economic positions, which in turn affects livelihood options and outcomes (Baumann and Sinha 2001). It refers to the legitimate distribution of rights and power, and how illicit operations of power can frustrate efforts of the poor to access and defend entitlements. Illicit use of political power by state officials and community elites can divert significant resources away from the poor.
Source: CARE Household Livelihood Security Assessments, A Toolkit for Practitioners' (July, 2002)

CASE STUDY: The detailed investigation of one or more persons or organizations, or groups within organizations, with a view to providing an analysis of the context and processes involved in the phenomenon under study. The phenomenon is not isolated from its context (as in laboratory research for example) but is examined in relation to its context.
Source: International Development and Research Centre (IDRC) Glossary.

CARBON FOOTPRINT: The sum total of all direct and indirect greenhouse gas emissions associated with organizational activities, expressed in carbon dioxide equivalent (CO_2e). The footprint is calculated by creating an emissions inventory – a register of the source and amount of all greenhouse gases discharged over a given period of time.
Source*:* Going Carbon Neutral: A Guidance Document for Pursuing Carbon Neutrality within CARE, Kristen Reed, Charles Ehrhart, Developed as part of the CARE & Carbon Workshop, Nairobi, Kenya, 2007.

CARBON NEUTRAL: Achieving a net zero carbon footprint through a combination of emissions reductions and purchase of carbon offsets. NGOs should seek to responsibly reduce emissions to the greatest extent possible before balancing the remaining emissions by purchasing offsets.
Source: Going Carbon Neutral: A Guidance Document for Pursuing Carbon Neutrality within CARE, Kristen Reed, Charles Ehrhart, Developed as part of the CARE & Carbon Workshop, Nairobi, Kenya, 2007.

CARBON OFFSET: A measure to compensate for the release of greenhouse gases by storing or avoiding the emission of a set amount of carbon dioxide (usually expressed in metric tons) from the atmosphere to compensate for emissions by another party and/or in another location. Tradable offsets with a monetary value may also be referred to as carbon credits; one credit corresponds to one metric ton of carbon dioxide equivalent. Carbon offsets and credits must prove additionality: the project generating the credit would not have otherwise occurred (i.e. neither part of business as usual nor developed for regulatory compliance). .

Source: Going Carbon Neutral: A Guidance Document for Pursuing Carbon Neutrality within CARE, Kristen Reed, Charles Ehrhart, Developed as part of the CARE & Carbon Workshop , Nairobi, Kenya, 2007. (http://greenteam.care2share.wikispaces.net/file/view/Going%20Carbon%20Neutral%20-%20A%20CARE%20Guidance%20Document.pdf/32373297/Going%20Carbon%20Neutral%20-%20A%20CARE%20Guidance%20Document.pdf. 05.06.2013).

CIVIL SOCIETY: The range of institutions and organizations that connect people to government and the private sector. For CARE a strong civil society means ensuring a dynamic and beneficial relationship between government, business and the non-profit sectors that can contribute to the well-being of individual citizens.

***Source*:** Advocacy Tools and Guidelines

CIVIL SOCIETY ORGANISATIONS (CSO): Is in itself a broad concept, as it embraces a full range of organizations that are established voluntarily by citizens seeking to promote their concerns, values and identities.

CSOs are highly diverse expressions of social organizations of people whose organizations, in turn, are affected by the features – including divisions and weaknesses – of the societies in which they are embedded and work (Tomlinson and Wanjiru, 2010). Some types of CSOs represent interests and have scopes that diverge from development objectives (criminal organizations, armed groups, etc), and are looked with suspicion and mistrust by state institutions and other development partners. Because the world of CSOs is so complex, diverse and sometimes controversial, it becomes difficult to generalise or draw conclusions that apply to the full range of CSOs.

Source: Perspectives Note Capacity Development and Civil Society Organizations, 2011, http://www.oecd.org/dac/governance-development/48252653.pdf, 12.06.2013.

CIVIL SOCIETY STRENGTHENING[1]: Civil Society is the network of groups which are organized volitionally (that is, out of their free will) to peacefully pursue a common interest, advocate a common cause, or express a common passion, respecting the rights of others to do the same and maintaining their relative autonomy vis-à-vis the state, the church, the firm and the family.

Source: Concept Inventory, CARE International, Sri Lanka, 2003.

CLIMATE CHANGE: Climate change refers to a change in the state of the climate that can be identified (e.g., by using statistical tests) by changes in the mean and/or the variability of its properties, and that persists for an extended period, typically decades or longer. Climate change may be due to natural internal processes or external forcings, or to persistent anthropogenic changes in the composition of the atmosphere or in land use. Note that the United Nations Framework Convention on Climate Change (UNFCCC), in its Article 1, defines climate change as: 'a change of climate which is attributed directly or indirectly to human activity that alters the composition of the global atmosphere and which is in addition to natural climate variability observed over comparable time periods'. The UNFCCC thus makes a distinction between climate change attributable to human activities altering the atmospheric composition, and climate variability attributable to natural causes.

***Source*:** United Nations Framework Convention on Climate Change.

[1] Social Development Paper, #24, World Bank, 1998

COALITION: A group of organizations working together in a coordinated fashion toward a common goal. In advocacy, a coalition's goal is policy-related.
***Source**:* CARE International Advocacy Tools and Guidelines.

COLLABORATION: Working effectively and cooperatively with others toward shared goals; establishing and maintaining principle-centered working relationships.
Source: Competency Definition Guide, CARE International, USA, 2003.

COMMITMENT: A firm obligation expressed in writing and backed by the necessary funds, undertaken by an official donor to provide specified assistance to a recipient country or multilateral organizations.
***Source**:* OECD Glossary of Statistical Terms, 2008 (http://www.keepeek.com/Digital-Asset-Management/oecd/economics/oecd-glossary-of-statistical-terms_9789264055087-en.

COMMITMENT TO SERVICE: Working together effectively to serve the larger community.
Behaviors:

- Promote teamwork across boundaries within CARE.
- Seek participation at every level, we work.
- Develop strategic partnerships and alliances.

Source: Human resource policies and procedures manual of CARE international Sri Lanka

COMMUNITY BASED ORGANIZATION (CBO): It is a grassroot/ community level organization working on their own behalf, i.e towards the communities' development.

COMMUNITY-BASED NATURAL RESOURCE MANAGEMENT (CBNRM): Is a participatory action-oriented research and development approach to research, which emphasizes the importance of multiple stakeholder analysis and involvement. Increasing concerns about the (mis)management of the natural resource base stimulated the development of such an approach in which both ecological and sociological aspects of resource dynamics are often addressed more at an aggregated level, such as, for example, a micro watershed, a watershed, or a (community) forest. This allows dealing more systematically with the dynamic and often complex interactions among components of a natural resources system or a production system (e.g., farming, fishing, forestry, herding, collecting edibles). Stakeholder involvement refers to the active and meaningful participation of small farmers, large farmers, entrepreneurs, local authorities, local groups, NGO staff and policy makers at different levels who together analyze problems and define research and development initiatives and work towards reconciling conflicting or diverging points of views and interests. In particular, the active involvement of NGOs, local governments, grassroots groups and farmer associations is now a feature in many, participatory, natural resource management research projects.
***Source**:* http://web.idrc.ca/WaterDemand/IDRC_Glossary_Second_Edition/English/community-based%20natural%20resource%20management%20(cbnrm).html, 14.08.2013.

CONCEPT PAPER: Concept Paper is a summarized document that specifies the approach a particular project will undertake.
***Source**:* Guidelines for Concept Papers, CARE, 2003

COMMUNITY PARTICIPATION: The involvement of people in a community in solving their own local problems.
Source: IMPACT: Improving Community Governance under the Local Efforts for Empowerment and Development (LEAD) Project, Draft, 2012.

CONFLICT: "Conflict" has many different interpretations depending on culture and context. More than any other peacebuilding term, it is important to have a locally relevant definition of conflict in any given context. However, there are several universal qualities of conflict. The following definition attempts to encapsulate these qualities: "Conflict is an expressed struggle between at least two interdependent parties who perceive incompatible goals, scarce resources, and interference from others in achieving their goals.". It is important to remember that conflict can be constructive or destructive.[2] Violence consists of actions, words, attitudes, structures or systems that cause physical, psychological or environmental damage and/or prevent people from reaching their full potential. Therefore conflicts become violent when parties no loner seek to attain their goals peacefully but resort instead to the use of violence in one form or the other. Conflict has many different interpretations depending on culture and context. Conflict often consists of certain stages[3] and levels[4]. It is therefore important to engage in conflict analysis to determine the appropriate intervention for the particular stage of the conflict, while ensuring that it is sensitive to the cultural or social contexts.
***Source**:* Peacebuilding Terminology and Its Use Within CARE, 2004.

A situation where two or more parties have interests or perceptions that differ.
Source: CARE's Market Engagement Strategy, *Initiative to Build Field Staff Capacity*

CONFLICT ANALYSIS: A structured process of analysis to better understand conflict (its background/history, the groups involved, each group's perspective, identifying causes of conflict etc.).
Source: Guidelines for Concept Papers, CARE, 2003

CONFLICT PREVENTION: It aims to prevent the outbreak of violent conflict.
Source: Working With Conflict, Skills and Strategies for Action, RTC, 2007.

CONFLICT RESOLUTION: This term usually refers to the processes involved in resolving a dispute or a conflict permanently, by providing each side's needs and adequately addressing their interests so that they are satisfied with the outcome. There are different forms of conflict resolution, such as mediation and negotiation. As the term implies, it requires the acknowledgement of the conflict and an active involvement of the parties to actually resolve the issues that caused the conflict, rather than simply working around them. Conflict resolution generally does not focus on changing the relationships between the conflicting parties, or addressing root causes to the conflict. Critics of conflict resolution argue that the term implies that all conflict is bad and should (and can) be eliminated as much as possible, and that it denies the long-term nature of relationships and conflict in society. Conflict resolution generally does not involve pursuit of justice, particularly through confrontation.

---

[2] A constructive conflict, for example, might include workers successfully negotiating with the management staff of a factory in order to gain better workplace conditions and rights.

[3] **Stages**: **Pre – conflict** : Period when there is an incompatibility of goals between two or more parties which could lead to open conflict. **Confrontation** – at this stage the conflict has become open conflict. If only one side feels there is a problem its supporters may begin to engage in demonstrations or other confrontational behavior. While there may also be a building of expectations of increasing confrontation and violence. **Crisis** – this is the peak of the conflict when the tension and/or violence is most intense in a large scale conflict this is the period of war. **Outcome** – One way or another the crisis will lead to an outcome. One side may defeat the other or perhaps a ceasefire or stalemate could occur. In any case at this stage the levels of tension, confrontation and violence decreases somewhat with the possibility of a settlement**. Post conflict** – finally the situation is resolved in a way that leads to an ending of any violent confrontation to a decrease in tensions and more normal relationships. However is the issues and problems arising from their incompatible goals have not been adequately addressed this stage could eventually lead back into another pre-conflict situation (Working with Conflict – RTC).
Types of conflict : **Latent conflict** – is below the surface and has not or may need to be brought to the surface before it can be addressed, therefore it nay not be expressed as yet. **Open conflict** – is both deep rooted and very visible and may require actions that address both root causes and the visible effects.
Surface conflict – has shallow or no roots and maybe only a misunderstanding of goals that can be addressed by means of improved communication (Working with Conflict- RTC).

[4] Conflict can be interpersonal, within families, among community, national, international.

***Source**:* Peacebuilding Terminology and Its Use Within CARE, 2004.

Addresses the causes of conflict and seeks to build new and lasting relationships between hostile groups.
Source: Working With Conflict, Skills and Strategies for Action, RTC, 2007.

CONFLICT SENSITIVITY: Conflict sensitivity is the interventions, actions and behaviours that can and do interact with the contexts in which CARE work's in. While such interventions can be positive they can also be negative. Therefore, it is the recognition of this, and the deliberate understanding of these interactions and using this understanding to adapt or change activities in order to minimize the potential for negative impacts of CARE's work as well as maximize the positives irrespective of where CARE may work, whom CARE may work with and what CARE may do.

Conflict sensitivity is a) gaining a sound understanding of the two-way interaction between activities and the context, and b) acting to minimize negative impacts and maximize positive impacts of interventions on contexts. Therefore it is an approach used by development workers to analyze the context in which they work and ensure that projects/activities themselves do not create or support divisive factors.
Source: Guidance Note : Conflict Sensitive Non-Negotiable and Best Practices for CARE International Sri Lanka (March 2012).

CONFLICT SETTLEMENT: Aims to end violent behaviour by reaching a peace agreement.
***Source**:* Working With Conflict, Skills and Strategies for Action, RTC, 2007.

CONFLICT TRANSFORMATION: Unlike conflict resolution, conflict transformation addresses root causes of conflicts, is a long-term process and focuses on building positive, sustainable relationships. The goals of conflict transformation are, in general:

- To change structures and frameworks that cause inequality and injustice, including economic redistribution;
- To improve longer-term relationships and attitudes among the conflicting parties; and
- To develop processes and systems that promote empowerment, justice, peace, forgiveness, reconciliation, recognition.[5]

Conflict transformation may combine a variety of approaches or techniques to reach these goals, such as advocacy, dialogue and mediation. It often involves many of the actors described under "multi-track diplomacy" below. Conflict transformation assumes that conflict can be a positive agent for social change, and rejects practices that try to restore society and relationships to how they were before the conflict. Instead, conflict transformation recognizes that conflict changes society and relationships, and it is not possible to return to "how it was before." Conflict transformation emphasizes the role of groups within the conflicted society, rather than the role of outsiders. Due to its focus on social justice, conflict transformation is compatible in many ways with a rights-based approach.
Source: Peacebuilding Terminology and Its Use Within CARE, 2004.

Addresses the wider social and political sources of a conflict and seeks to transform the negative energy of war into positive social and political change.
***Source**:* Working With Conflict, Skills and Strategies for Action, RTC, 2007.

CONFLICT MANAGEMENT: This term came into use after the term conflict resolution, in response to a perceived lack of focus in conflict resolution principles on the ongoing and long-term nature of conflict and relationships. Rather than assuming that conflict can be quickly and permanently resolved, conflict management suggests that conflict is a long-term process. However, this approach suggests that people can be "managed" like objects, and that conflict should merely be reduced and controlled, rather than its root causes addressed. This means that conflict management approaches are not likely to end a cycle of violence, as that requires addressing structural or deep rooted causes of conflict. Conflict management

[5] Simon Fisher et al. Working with Conflict: Skills and Strategies for Action. London: Zed Books Ltd, 2000, p. 9.

also tends to focus on narrow "technical" skills to control conflict, rather than the broader and more holistic skills and approaches of conflict transformation, for example[6].
Source: Peacebuilding Terminology and Its Use Within CARE, 2004.

Aims to limit and avoid future violence by promoting positive behavioural changes in the parties involved.
Source: Working With Conflict, Skills and Strategies for Action, RTC, 2007.

CONFLICT MITIGATION: "To mitigate" means "to make less harmful." Conflict mitigation, as it is described by USAID, aims to help reduce the chance of violent conflict, or alternately to build peace after conflict ends. USAID argues that conflict mitigation addresses both the causes (root and immediate) and consequences (impact) of violent conflict. This is a very broad understanding of the term that is not shared widely in the field. Conflict mitigation is not adequate for describing the kinds of activities necessary to address root causes of conflict, prevent conflict and ease the impact of it after it has occurred. These activities might be better described by a term like conflict transformation (see below). Conflict mitigation also seems to be used by some organizations in describing early warning activities – identifying potential sources of conflict and attempting to prevent the conflict from becoming violent. Critiques of this approach suggest that the connection between early warning and early response is rarely made, and that too many conflicts are anticipated but no action is taken to prevent them.[7]
Source*:* Peacebuilding Terminology and Its Use Within CARE, 2004.

Activities that seek to reduce the threat or impact of violent conflict, religious and political extremism, and widespread instability. Such activities promote peaceful resolution of differences, mitigate violence if it has already broken out, or establish a framework for peace and reconciliation in an ongoing conflict. Many, but not all, mitigation activities phase out shortly after the instability, or conflict, has abated and stability is re-established. Projects that strengthen conflict early warning or response, formal and informal peace process undertakings, and various types of reconciliation programs serve as examples of conflict mitigation activity.
Source: Conflict Assessment Framework, Version 2.0, USAID, 2012 (http://www.usaid.gov/what-we-do/working-crises-and-conflict/technical-publications, 15.06.2013)

CONSCIENTIZATION: Is different in degree than simple awareness raising. The term was originally associated with Brazilian educator/activist Paulo Friere who understood conscientization – awareness of the conditions of one's own subordination – as a first and essential step in initiating political and social struggle against oppression.

CONSERVATION: Is the management of human use of organisms or ecosystems to ensure that such use is sustainable.
Source*:* OECD Glossary of Statistical Terms, 2008 (http://www.keepeek.com/Digital-Asset-Management/oecd/economics/oecd-glossary-of-statistical-terms_9789264055087-en

The management of human use of the biosphere in order for it to yield the greatest sustainable benefit to current generations while maintaining its potential to meet the needs and aspirations of future generations. Conservation is thus positive, embracing preservation, maintenance, sustainable utilisation, restoration, and enhancement of the natural environment.
Source: World Resources Institute (WRI), World Conservation Union (IUCN), United Nations Environment Programme, Global Biodiversity Strategy: Guidelines for Action to Save, Study, and Use Earth´s Biotic Wealth Sustainably and Equitably (Washington, DC: WRI, 1992), p.227.

[6] These skills and approaches may include advocacy, dialogue and promoting social justice and empowerment. For more information, see "Conflict Transformation" below.
[7] For more on this subject, see www.berghof-handbook.net/austin/index.htm?s3.htm~bottomFrame

CONSERVATION FARMING: Conservation farming in DZADP is defined as the utilization of natural resources efficiently and effectively for agriculture by ensuring their sustainability through low input agriculture.
Source: Dry Zone Agriculture Development Project, CARE International, Sri Lanka.

CONSORTIUM: Consortium is a Latin word meaning association or society and derives from consors, meaning owner of means or comrade. A consortium is an association of two or more individuals, companies, organisations or governments (or any combination of these entities) with the objective of participating in a common activity or pooling their resources for achieving a common goal. Each participant retains its separate legal status and the consortium's control over each participant is generally limited to activities involving the joint endeavor, particularly the division of profits. A consortium is formed by contract, which delineates the rights and obligations of each member.
Source*:* Wikipedia Online Dictionary

CONSTITUENCY/CONSTITUENCIES: A group of people and organizations who support a particular policy viewpoint. Constituents are people whom you represent, to whom you are accountable, and from whom you draw your support.
Source*:* Advocacy Tools and Guidelines, Afterword.

CONSTITUENCY BUILDING: Is a *tool* for implementation, resource mobilization, and policy and social advocacy. CARE's constituency building strategic direction is aimed to help people better understand their role in the social, economic and political structures that sustain poverty and injustice; build solidarity among them; and equip and support them in their efforts to create a more just and equitable world (Ray 2004).
Source*:* Unifying Framework for Poverty Eradication and Social Justice: The Evolution of CARE's Development Approach, CARE International, 2005 (http://pqdl.care.org/Practice/Unifying%20Framework%20for%20Poverty%20Eradication%20and%20Social%20Justice.pdf, 05.06.2013.

Efforts to influence public opinion and motivate people to take collective action in order to achieve a desired social or policy change.
Source: Constituency Building and What it Means for CARE, 2006 **(**http://pqdl.care.org/Core%20Library/Constituency%20Building%20and%20What%20It%20Means%20for%20CARE.pdf, 06.06.2013)

CONTAMINANT: Any physical, chemical, biological, or radiological substance or matter that has an adverse effect on air, water, or soil.
Source**:** EPA Terms of Environment Dictionary http://www.ecologydictionary.org/EPA-Glossary-of-Climate-Change-Terms/contaminant, 12.06.2013

CONTEXT ANALYSIS (EXTERNAL AND INTERNAL CONTEXT): Context analysis seeks to analyze the context within which we operate. The context shapes and gives meaning to many things, and can explain dynamics of poverty that a specific to a given context – or different from another context. The context can be taken to be very local, regional, national or global.

> **EXTERNAL CONTEXT**
> The external context that affects the organization provides the forces to which we must react. It will include Historical, Political, Economic, Social, Technological, Legal and Environmental factors. Each of these may lead to the need for change, for example declining economic conditions or new legislation.

INTERNAL CONTEXT

As well as the external context, there are many contextual factors within organizations that can lead to the need to change or decide upon our programs and strategies to address poverty. These might include our strengths, weaknesses, competencies, identity (our credibility and legitimacy in a given context).

***Source**:* http://p-shift.care2share.wikispaces.net/Glossary+of+Terms (14.06.2013)

COPING CAPACITY: The manner in which people and organisations use existing resources to achieve various beneficial ends during unusual, abnormal and adverse conditions of a disaster phenomenon or process.

The ability of people, organizations and systems, using available skills and resources, to face and manage adverse conditions, emergencies or disasters.

***Source**:* 2009 UNISDR Terminology on Disaster Risk Reduction, UN, (http://www.preventionweb.net/files/7817_UNISDRTerminologyEnglish.pdf)

CROP DIVERSIFICATION: Crop diversification in rice lands has been defined as a strategy to optimize the production in rice land, especially in the area where continuous mono cropping of rice offers little chance of realizing fully the production potential of land. The primary objective of crop diversification is to increase the income and productivity from the limited resources of land, labour and water.

Increasing the number of distinct crops or varieties of crops within a system of cultivation

Source: Resilience framework for Agriculture and Risk Management Database (ReFarm) http://agrobiodiversityplatform.org/refarm/glossary/crop-diversification/, 12.06.2013

CULTURE AND VALUES: This refers cultural values, practices and beliefs. This also points to the cultural constructions of experiences and the meanings that communities render to events and circumstances. Additionally, it includes the wider issues of justice and human rights and the experiences and meaning that communities render to rights issues and justice.

***Source**:* LIFT Final Project Implementation Plan, CARE International, Sri Lanka, 2002.

DATA: Facts, figures, opinions, observations which become information when they have been analysed and interpreted.

Source: Barton, Tom., Guidelines to Monitoring and Evaluation, How are we doing?, CARE Uganda, 1997

DATA DESEGREGATION: The extent to which data or information is broken down. The further the data is desegregated, the more detail there is on individuals or unique variables, for example: age, sex, level of education, income, occupation, agro-ecological or political area, etc. These data are generally more informative and useful than aggregate data.

***Source**:* CARE Household Livelihood Security Assessments, A Toolkit for Practitioners' (July , 2002)

DECENTRALISATION: Is the process of redistributing decision-making closer to the point of service or action. It occurs in a great many contexts in engineering, management science, political science, political economy, sociology and economics — each of which could be said to study mass decision-making by groups, too large to consult with each other very directly. Law and science can also be said to be highly decentralised human practices. There are serious studies of how causality and correlations of phenomenon can respectively be determined and agreed across an entire nation, or indeed across the entire human species spread across the planet. While such institutions as the International Criminal Court or Intergovernmental Panel on Climate Change seem highly centralized, in fact they rely so heavily on the underlying legal and scientific processes that they can be said to simply reflect, as opposed to impose, global opinion.

A central theme in all kinds of decentralisation is the difference between a hierarchy, based on:

- authority: two players in an unequal-power relationship; and

- an interface: a lateral relationship between two players of roughly equal power.

The more decentralized a system is, the more it relies on lateral relationships, and the less it can rely on command or force.
Source: Wikipedia Online Dictionary.

DEVELOPMENT: Development works towards alleviating poverty in developing countries. It is a multidisciplinary field that may impact poverty reduction, governance, healthcare, education, crisis prevention and recovery, and economic restructuring. Development is distinct from disaster relief or humanitarian aid. The latter is a response to a specific crisis that generally involves temporary manpower or donations. Development, on the other hand, is intended as a long-term solution to a set of problems or situations. It may incorporate a single transformative project or a series of projects targeted at several aspects of society in the developing nation.
Source: Wikipedia Online Dictionary.

Long-term efforts aimed at bringing improvements in the economic, political and social status, environmental stability and the quality of life of all segments of the population.
Source: Conflict Sensitive Approaches to Development, Humanitarian Assistance and Peacebuilding: tools for peace and conflict impact assessment, Resource Pack, 2004.

DIALOGUE: It is a form of communication between two or more groups of people who see themselves as having significant differences with each other. Dialogue is used as a tool for learning about each other and exploring differences and/or also for coalition-building or planning action around a certain issue. There are different phases of dialogue, from preparation, to initial familiarity-building meetings, to delving deep into sensitive issues. Dialogue can be practiced even in the midst of violent conflicts.[8] Dialogue differs from other forms of peacebuilding, like conflict resolution, in that there is generally no agreement or 'solution' at the end of a dialogue process. Dialogue is confidential, and is not a debate, discussion, or chance to persuade or convince the other group that they are wrong. Dialogue requires only that participants come with an open mind and a willingness to hear other perspectives, as well as share their own.
Source: Peacebuilding Terminology and Its Use Within CARE, 2004.

DISASTER RISK: The probability of harmful consequences, or expected losses resulting from interaction between natural or man made hazards and vulnerable conditions.
Source: P-Shift DRR Mainstreaming, January 2010, (http://p-shift.care2share.wikispaces.net/CARE+International+%28CI%29#x-Resources-CI Disaster Risk Reduction: 06.06.2013).

DISASTER RISK MANAGEMENT: The systematic management of administrative decisions, organisation, operational skills and abilities to implement policies, strategies and coping capacities of the society or individuals to lessen the impacts of natural and related environmental and technological hazards.
Source*:* UNDP- Reducing Disaster Risk: A Challenge For Development & ISDR Secretariat publication - Living with Risk: A Global review of Disaster Reduction Initiatives.

The systematic process of using administrative directives, organizations, and operational skills and capacities to implement strategies, policies and improved coping capacities in order to lessen the adverse impacts of hazards and the possibility of disaster.
Source: 2009 UNISDR Terminology on Disaster Risk Reduction, UN, (http://www.preventionweb.net/files/7817_UNISDRTerminologyEnglish.pdf)

[8] A good example of this is ongoing Arab-Jewish dialogues in Israel and Palestine, despite continued fighting and violence. Committed participants face personal risk in attending these meetings, both in traveling to and from the meeting and in censure by their own communities, which may not approve of this activity. However, the participants continue to attend as they see value in the process.

DISASTER RISK REDUCTION: The systematic development and application of policies, strategies and practices to minimise vulnerabilities, hazards and the unfolding of disaster impacts throughout a society, in the broad context of sustainable development.
Source: UNDP- Reducing Disaster Risk: A Challenge For Development & ISDR Secretariat publication - Living with Risk: A Global review of Disaster Reduction Initiatives.

The concept and practice of reducing disaster risks through systematic efforts to analyse and manage the causal factors of disasters, including through reduced exposure to hazards, lessened vulnerability of people and property, wise management of land and the environment, and improved preparedness for adverse events.
Source: 2009 UNISDR Terminology on Disaster Risk Reduction, UN, (http://www.preventionweb.net/files/7817_UNISDRTerminologyEnglish.pdf)

DISPUTE RESOLUTION CONTINUUM: Terms like negotiation, mediation and facilitation can be confusing with regards to how they differ from each other. A good way to differentiate these terms is to place them on a continuum, or a scale that orders the terms from "least control of the parties" to "most control of the parties." "Control" refers to control over both the process and the outcome of the particular dispute resolution mechanism.[9] The parties to a conflict have a high level of control over the process and outcome of negotiation. This control decreases as the process becomes more formalized and under the control of the third party. In judicial approaches (such as court proceedings), both the process and outcome are almost totally out of the control of the parties, and are in the control of the judge and the judicial system. Even less control rests with the parties in legislative approaches, which refer to outcomes determined by political processes such as referenda, lobbying and governmental law-making.
Source: Peacebuilding Terminology and Its Use Within CARE, 2004.

DIVERSITY: Promoting, valuing, respecting and fully benefiting from each individual's unique qualities, background, race, culture, age, gender, disability, values, lifestyle, perspectives or interests; creating and maintaining a work environment that promotes diversity.
Source: Competency Definition Guide, CARE International, USA, 2003.

DIVISIONAL SECRETARIAT: Is comprised of a cluster of Grama Niladhari Divisions (GND) and led by an appointed Divisional Secretariat Secretary known as the DS Secretary.
Source: The Oak Project II: Promoting Sustainable Livelihoods and Addressing Underlying Causes of Poverty in Post-Tsunami Sri Lanka, Proposal, CARE Sri Lanka, 2006.

DEFORESTATION: Conversion of forest to non-forest.
Source: United Nations Framework Convention on Climate Change

DEMONSTRATION: Demonstration as used in agriculture is to illustrate the correct way of doing improved agricultural practices and to show the benefits of doing those practices.
Source: Dry Zone Agriculture Development Project, CARE International, Sri Lanka.

DISCRIMINATION: Difference in treatment of a person on a basis other than individual merit. Derived from the Latin term "discrimanre" (to divide, separate, distinguish), it refers to action based on prejudice against age, physical abilities, class, ethnicity, sex, race or religion.
Source: IPS Gender and Development Glossary, 3rd Edition, *A Tool for Journalists and Writers,* Edited by Johanna Son (2010).

[9] Adapted from Jim Stutzman, "A Dispute Resolution Continuum," Mediation and Facilitation Training Manual. (Akron: Mennonite Conciliation Service, 2000), p. 159.

DO NO HARM: Is a conflict sensitive programming tool by which humanitarian and development workers take responsibility for their work on people's lives.
Source: Guidance Note: Conflict Sensitive Non-Negotiable and Best Practices for CARE International Sri Lanka (March 2012)

An approach that recognizes the presence of 'divideders' and 'connectors' in conflict. It seeks to analyse how an intervention maybe implemented in a way that supports local communities to address the underlying causes of conflict rather exacerbating conflict.
Source: How to guide to conflict sensitivity, Conflict Sensitivity Consortium, 2012.

DO NO HARM FRAMEWORK: It involves the analysis of conflicts according to what divides and connects communities, the nature of these relationships and assess how aid interventions affects these. It recognizes two primary ways through which aid interacts with connectors and dividers- through Resource Transfers and Implicit Ethical Messages.
Source: Guidance Note : Conflict Sensitive Non-Negotiable and Best Practices for CARE International Sri Lanka (March 2012).

DUMPING: Dumping occurs when goods are exported at a price lower than their normal value. Generally, this results in goods being sold in another country for less than their price in the original market or at less than production costs. This may mean that domestically produced goods are more expensive to buy than the imported and dumped goods, undermining the local economy and production sectors. To prevent this, a non-tariff barrier may be implemented, called an anti-dumping duty. This is a duty levied at a value equal to the difference between the goods' export price and their normal value.

Dumping is also the term informally used to describe what happens when a product is declared unfit for sale but is then sold at below cost. This can lead to goods banned in the exporting country because they are dangerous products being "dumped" on another (often very much poorer) country. (See Trade Dumping)
Source: WHO, Trade, Foreign Policy, Diplomacy and Health,
http://www.who.int/trade/glossary/story018/en/index.html, 14.06.2013

ECONOMY: Absence of waste for a given output. An activity is economical when the costs of the scarce resource used approximate the minimum needed to achieve planned objectives.
Source: Evaluation and Aid Effectiveness No. 6 - Glossary of Key Terms in Evaluation and Results Based Management

http://www.keepeek.com/Digital-Asset-Management/oecd/development/evaluation-and-aid-effectiveness-no-6-glossary-of-key-terms-in-evaluation-and-results-based-management-in-english-french-and-spanish_9789264034921-en-fr. 12.06.2013)

Acquiring the necessary resources (finance, staff, buildings, equipment, etc.,) to carry out an activity at the least cost.
Source*:* OECD Glossary of Statistical Terms, 2008 (http://www.keepeek.com/Digital-Asset-Management/oecd/economics/oecd-glossary-of-statistical-terms_9789264055087-en)

ECOSYSTEM: A dynamic complex of plant, animal and micro-organism communities and their non-living environment interacting as a functional unit.
Source*:* Convention on Biological Diversity

EFFECTS: Changes in human behaviors and practices as well as systems.

In CARE terminology, effects refer to target populations responses (e.g. changes in behaviours), or improvements in system conditions (access to or quality of resources) that result from the use of goods and services provided by the project. Project effects describe results in the target populations that happen at the Intermediate Goal (IG) level as a consequence of some degree of exposure to project

interventions. These intermediate level changes provide beneficiaries with the necessary tools to bring about sustainable improvements in their well-being (i.e. leading to project impacts). Effects can be positive (beneficial) or negative (harmful, e.g., adopting cash crops that increase women's labour without increasing their access to funds). People who act as a result of project interventions may or may not be aware of the project (e.g. diffusion of farming practices to farmers who have never been directly contactged by the project, or "secondary beneficiaries").
Source: Definitions 2001, CARE International.

EFFECTIVENESS: The extent to which a project meets its objectives through its interventions (delivery of goods and services).
Source: Barton, Tom., Guidelines to Monitoring and Evaluation, How are we doing?, CARE Uganda, 1997

EFFICIENCY: The extent to which a project uses resources appropriately and completes activities in a timely fashion.
Source*:* Barton, Tom., Guidelines to Monitoring and Evaluation, How are we doing?, CARE Uganda, 1997

EMPOWERMENT: Is the expansion of assets and capabilities of people to engage with, influence, and hold accountable the people and institutions that affect their lives (Moser, 2003; cited in Martinez 2004).
Source: Unifying Framework for Poverty Eradication and Social Justice: The Evolution of CARE's Development Approach, CARE International, 2005 http://pqdl.care.org/Practice/Unifying%20Framework%20for%20Poverty%20Eradication%20and%20Social%20Justice.pdf, 05.06.2013)

A process through which men, women, boys and girls acquire knowledge, skill and willingness to critically analyze their situation and take appropriate action to change the status quo of women and other marginalized groups in society. SLGD
Source*:* CARE Sri Lanka Gender Programming Framework, Program Brief, 2009

Is defined as enabling men and women to be in a position to influence development agendas and priorities and their increasing involvement in decision-making processes. Women, due to historical and cultural conditions sometimes have less experience, credibility and confidence in public sphere activities. Therefore, it is necessary that special focus must be on promoting an enabling environment for women to be agents of change. SLGP
Source*:* CARE Sri Lanka, Gender Policy , 2003.

ENABLING ENVIRONMENT: can be defined as the structural environment that recognizes and reinforces mutual rights and obligations. It is made up of interrelated conditions necessary for fostering just societies. Some of the interrelated conditions include: (a) good governance -- elected national and local governments which are responsive to constituents and are empowered to serve them; (b) sound legal, regulatory, political and institutional frameworks; (c) pro-poor policies; (d) institutionalized mechanisms for transparency and accountability; (e) conducive private sector social accountability mechanisms; (f) strong civil society participation (freedom of expression, association and negotiation); (g) freedom from conflict, etc.
Source: Unifying Framework for Poverty Eradication and Social Justice: The Evolution of CARE's Development Approach, CARE International, 2005
http://p-shift.care2share.wikispaces.net/Glossary+of+Terms (14.06.2013)

ENTITLEMENT: Entitlements include the rights, privileges and assets that a household has, and its position in the legal, political, and social fabric of society. Sen's (1981) theory on food entitlement states that these endowments are derived from a household's own production, income, gathering of wild foods, community support (claims), assets, migration etc.
Source: CARE Household Livelihood Security Assessments, A Toolkit for Practitioners' (July , 2002)

ENTREPRENEURSHIP: Entrepreneurship is the practice of starting new organizations, particularly new businesses generally in response to identified opportunities. Entrepreneurship is often a difficult undertaking, as a majority of new businesses fail.
Source: Wikipedia Online Dictionary.

ENVIRONMENT: The environment is the totality of all the external conditions affecting the life, development and survival of an organism.
Source: OECD Glossary of Statistical Terms, 2007

ENVIRONMENTAL DEGRADATION: has been identified as factor that may contribute to an increase in vulnerability and the frequency and intensity of natural hazards. Environmental degradation is defined as processes induced by human behaviour and activities (sometimes combined with natural hazards) that damage the natural resource base or adversely alter natural processes or ecosystems.
Source*:* Emergency Preparedness Planning Guidelines, CARE International, Version 3, 2006.

ENVIROMENTAL EQUITY: An ideal of equal treatment and protection for various racial, ethnic, and income groups under environmental statutes, regulations, and practices applied in a manner that yields no substantial differential impacts relative to the dominant group--and the conditions so-created. Although environmental equity implies elements of "fairness" and "rights", it does not necessarily address past inequities or view the environment broadly, nor does it incorporate an understanding of the underlying causes and processes.
Source: NRE 392 Coursepack (Welsch). University of Michigan. Winter 1997.
http://nmhealth.org/eheb/documents/Environmental%20Justice%20Definitions.pdf

ENVIRONMENTAL JUSTICE: Environmental Justice is the fair treatment and meaningful involvement of all people regardless of race, color, national origin, or income with respect to the development, implementation, and enforcement of environmental laws, regulations, and policies.

What is meant by fair treatment and meaningful involvement?

- Fair treatment means that no group of people should bear a disproportionate share of the negative environmental consequences resulting from industrial, governmental and commercial operations or policies
- Meaningful Involvement means that:
- people have an opportunity to participate in decisions about activities that may affect their environment and/or health;
- the public's contribution can influence the regulatory agency's decision;
- their concerns will be considered in the decision making process; and
- the decision makers seek out and facilitate the involvement of those potentially affected.

Source: United States Environmental Protection Agency (EPA) http://compliance.supportportal.com/link/portal/23002/23009/Article/32790/How-Does-EPA-define-Environmental-Justice, 12.06.2013.

ENVIRONMENTAL IMPACT ASSESSMENT (EIA): Process by which the environmental consequences of a proposed project or programme are evaluated, undertaken as an integral part of planning and decision-making processes with a view to limiting or reducing the adverse impacts of the project or programme.
Source: 2009 UNISDR Terminology on Disaster Risk Reduction, UN, (http://www.preventionweb.net/files/7817_UNISDRTerminologyEnglish.pdf)

ENVIRONMENTAL SECURITY: Environmental security is the relative public safety from environmental dangers caused by natural or human processes due to ignorance, accident, mismanagement or design and originating within or across national borders.
Source: Taking Action, Published Jointly by the UN Environment Programme and the UN Non-Governmental Liaison Service.

ENVIRONMENTALLY SOUND: That which does not harm the environment in any way.
Source: Taking Action, Published Jointly by the UN Environment Programme and the UN Non-Governmental Liaison Service.

EQUAL OPPORTUNITIES: The absence or removal of barriers to economic, social and political participation on the grounds of difference, for example due to a person's gender, race or disability.
Source: Glossary, OXFAM, United Kingdom.

EVALUATION: Is the process of systematically and objectively assessing the following aspects of an on-going or completed project:

- Relevance - whether the design of the project remains valid in terms of the problem(s) it addresses and its main design elements (objectives, outputs, activities and inputs
- Performance - whether the project is being implemented as planned
- Success - whether the project has achieved its immediate and development objectives and the desired sustainability of project results or impact. ∅

An evaluation is a careful examination and analysis of an on-going or complete project. Evaluations usually include examination of the project design (goals and plans), implementation (inputs and outputs) and results (effects and impacts). Typically, evaluations look at project efficiency, effectiveness, sustainability and relevance. Attention is paid to both intended and unintended results, and to factors affecting the level and distribution of any benefits produced. The main purpose of evaluation is to guide decision-makers.
Source: Barton, Tom., Guidelines to Monitoring and Evaluation, How are we doing?, CARE Uganda, 1997.

Evaluations are usually more rigorous than monitoring and often involve search for evidence-based progress towards the project/programme's outputs, outcomes, etc. There can be developmental, formative, summative and impact evaluations. This guidance demonstrates how theories of change can be used for formative and summative evaluations.
Source: Guidance for Designing Monitoring and Evaluating Peacebuilding Projects using Theories of Change, CARE International, UK, 2012.

EXCELLENCE: We (CARE) constantly challenge ourselves to the highest levels of performance and learning to achieve greater impact.
Behaviors:

- We learn from others and ourselves.
- We are responsible for the most effective applications of our resources.
- We promote innovation

Source: **Human resource policies and procedures manual of CARE international Sri Lanka.**

FACILITATION: is an approach to development that is committed to helping various development actors, civil society organizations, and other governing bodies work together toward a common goal. Components of facilitation are promoting dialogue, resolving conflicts, identifying common goals, creating common win-win situations, etc.
Source: Unifying Framework for Poverty Eradication and Social Justice: The Evolution of CARE's Development Approach, CARE International, 2005 http://pqdl.care.org/Practice/Unifying%20Framework%20for%20Poverty%20Eradication%20and%20Social%20Justice.pdf, 05.06.2013)

In a conflict scenario facilitation is a process in which a disinterested third party assists individuals or groups in conflict to find an amicable solution to their conflict. The third party facilitator should be acceptable to all members of the group and have no decision-making authority. The best facilitators are almost "invisible" - the participants feel they "did it themselves" at the end of the process. The parties to a facilitated process have a high degree of control over both the process and outcome, and the facilitator acts as a skilled guide. Facilitation can also help groups improve the way they identify and solve problems and make decisions, thereby increasing group effectiveness.
Source: Peacebuilding Terminology and Its Use Within CARE, 2004.

Conducting temporary activities within a value chain in order to permanently overcome constraints and develop the value chain.
Source: CARE's Market Engagement Strategy, *Initiative to Build Field Staff Capacity*

FACILITATING CHANGE: Encouraging others to seek and act upon opportunities for different and innovative approaches to addressing problems and opportunities; critically analyzing evolving and fluid situation;, facilitating the implementation and acceptance of change within the workplace; actively engaging with resistance to change.
Source*:* Competency Definition Guide, CARE International, USA, 2003.

FAIR TRADE: Fair Trade is a trading partnership, based on dialogue, transparency and respect, that seek greater equity in international trade. It contributes to sustainable development by offering better trading conditions to, and securing the rights of, marginalized producers and workers – especially in the South. Fair Trade Organizations, backed by consumers, are engaged actively in
supporting producers, awareness raising and in campaigning for changes in the rules and practice of conventional international trade.
Source: World Fair TradeOrganization, (http://www.wfto.com/index.php?option=com_content&task=view&id=1082&Itemid=334&limit=1&limitstart=2, 13.06.2013.

FARMER ANIMATOR: A person who has been selected out of a farmer organization and is trained on basic skills in farming practices to fill up the existing extension gap in farming communities**.**
Source: Dry Zone Agriculture Development Project, CARE International, Sri Lanka.

FARMING SYSTEM: Farming system means to promote economically viable and labor intensive technology to improve and utilize the potential and sustainable and use of natural resources while maintaining the quality of environment and social aspects among the target group.
Source*:* Dry Zone Agriculture Development Project, CARE International, Sri Lanka.

A farming system is defined as a population of individual farm systems that have broadly similar resource bases, enterprise patterns, household livelihoods and constraints, and for which similar development strategies and interventions would be appropriate. Depending on the scale of analysis, a farming system can encompass a few dozen or many millions of households. (FAO and World Bank. 2001. Farming Systems and Poverty. Improving Farmers' Livelihoods in a changing World. FAO and World Bank, Rome and Washington DC.
Source: Comprehensive Assessment of Water Management in Agriculture http://www.iwmi.cgiar.org/Assessment/files/Synthesis/Groundwater/ca-groundwater-Concepts%20and%20terminology.htm, 12.06.2013.

FARMER FIELD SCHOOL (FFS): These are groups/ CBO consisting of farmers both men & women, and can be thought of as having three outputs or products, which represent higher levels. First, a technical output provides farmers with enhanced technical skills. Empowerment is a second higher-level objective. This would see farmers having improved analytical and critical thinking skills that would be used to identify and address agriculture issues with other farmers in the community. Further, these strengthened problem-solving skills allow farmers to address a wider range of issues. The third objective, social

mobilization, would have farmers collaborating with other farmers to organize community action relating to agriculture, and potentially, non-agriculture issues. FFS will be conducted on the farm of one of the participants, using part of a field as a demonstration plot.
Source: LIFT Final Project Implementation Plan, CARE International, Sri Lanka, 2002.

FARMER FIELD SCHOOL (FFS) APPROACH: The FFS approach has its foundations in adult, non-formal education principles, and emphasizes learning by demonstrations and practicing, while empowering farmers to actively identify and solve their own problems. By analyzing the observations in their study plots farmers develop the ability to make more effective management decisions. It also promotes skill development and empowerment and adopts participatory methods towards achieving restoration and development. So the FFS approach extends itself to become a tool for addressing wider livelihood issues beyond agriculture and to promote local institutional development through the formation of CBOs.
Source: LIFT Final Project Implementation Plan, CARE International, Sri Lanka, 2002.

Farmer Field Schools (FFS) consist of groups of farmers who get together to study a particular topic.

- The topics covered vary from conservation agriculture, organic agriculture, animal husbandry, and soil husbandry, to incomegenerating activities such as handicrafts.
- FFS provide opportunities for learning by doing. It teaches basic agricultural and management skills that make farmers experts in their own farms.
- FFS is a forum where farmers and trainers debate observations, experiences and present new information from outside the community.

Source: SUSTAINET EA 2010. Technical Manual for farmers and Field Extension Service Providers: Farmer Field School Approach. Sustainable Agriculture Information Initiative, Nairobi.http://www.fao.org/ag/ca/CA-Publications/Farmer_Field_School_Approach.pdf, 11.06.2013.
The Farmer Field School approach is a quick impact, extension approach to agricultural development that involves practice-oriented field learning in which groups of twenty to thirty smallholder farmers with common interests meet regularly to study innovative agricultural technologies, combining local knowledge with scientific methods, ecological principles and business development skills to solve farming problems.
Source:International Institute of Rural Reconstruction, http://www.iirr.org/index.php/programs/farmer, 12.06.2013.

FEMININITY: Refers to socially constructed behaviour, attributes and expectations associated with women. Generally, women are considered gentle, loving, caring, emotional etc, and these qualities produce femininity.
Source: Gender Trainer's Manual, CARE International Sri Lanka, Program Quality and Learning Unit, 2012.

FOCUS GROUP DISCUSSIONS: A semi-structured discussion with a small group of individuals selected on set criteria so that they are relatively homogenous. The discussion is guided to elicit individual and group ideas, reactions, opinions, perceptions and solutions to a short list of key topics.
Source*:* Barton, Tom., Guidelines to Monitoring and Evaluation, How are we doing? CARE Uganda, Annex 2.

FOOD SECURITY: When all people at all times have both physical and economic access to sufficient food to meet their dietary needs for a productive and healthy life (USAID 1992). Food security takes into consideration the physiological needs of individuals, the complementaries and trade-offs among food and other basic necessities that households make, the dynamic nature of HH food security over time and the levels of vulnerability and response to risk (Barrett 1999).
Source: CARE Household Livelihood Security Assessments, A Toolkit for Practitioners' (July, 2002)

FOLLOW-UP: Establishes appropriate procedures to keep informed of issues and results in areas of shared responsibility; follows-up to ensure that actions are completed properly and within the time frame allotted.
Source: Competency Definition Guide, CARE International, USA, 2003.

A further attempt to obtain information from an individual in a survey or field experiment because the initial attempt has failed or later information is available.
Source: OECD Glossary of Statistical Terms, 2008 (http://www.keepeek.com/Digital-Asset-Management/oecd/economics/oecd-glossary-of-statistical-terms_9789264055087-en)

FORCE FIELD ANALYSIS: A tool similar to one called "Story With a Gap," which engages people to define and classify goals and to make sustainable plans by working on thorough "before and after" scenarios. Participants review the causes of problematic situations, consider the factors that influence the situation, think about solutions, and create alternative plans to achieve solutions. The tools are based on diagrams or pictures, which minimize language and literacy differences and encourage creative thinking.
Source: Caldwell, Richard., Project Design Handbook, CARE , August 2002

Force field analysis is used in change management to help understand most change processes in organizations. In force field analysis, change is characterized as a state of imbalance between driving forces (e.g., new personnel, changing markets, new technology) and restraining forces (e.g., individuals' fear of failure, organizational inertia).
Source: Caldwell, Richard., Project Design Handbook, CARE , August 2002

FORMATIVE EVALUATION: Evaluation intended to improve performance, most often conducted during the implementation phase of projects or programs.
Source: Kusek, Z.J., Rist, C.Ray., "Ten Steps to Results Based Monitoring and Evaluation System", The World Bank, 2004.

GENDER: Gender is not the biological differences between men and women, boys and girls. Gender is a social Construct that defines what it means to be a man or woman, boy or girl in a given society – it carries specific roles, status and expectations within households, communities and culture[10]. Individuals may also self-identify as neither male or female, or both male and female.
Source: Explanatory Note on CARE's Gender Focus, CARE International Gender Network,
(July 2012)

GENDER ACCOMMODATING APPROACHES: acknowledge the role of gender norms and inequities and seek to develop actions that adjust to and often compensate for them. While such projects do not actively seek to change the norms and inequities, they seek to limit any harmful impact on gender relations. In situations where gender inequities are deeply entrenched and pervasive in a society, however, gender accommodating approaches often provide a sensible first step to integrating a gender strategy.
***Source*:** Integration of Gender Transformative Approaches, Program Quality & Learning Unit, CARE International Sri Lanka, Annex 3,2012.

[10] 3
Historically, attention to gender relations has been driven by the need to address women's needs and circumstances as they are typically more disadvantaged than men. Increasingly, however,
the actors for social change and the humanitarian community are recognizing the need to know more about discrimination that men and boys face in society, in poverty and in crisis situations

GENDER ANALYSIS: The study of how gender identities shape individual choices and opportunities in relation to material resources, social, political, and economic activity within a given community or group. Gender analysis is a process that also includes determining what strategies, institutional changes and related resources are required or available for resolving a given problem and decreasing the disadvantage[11].

Gender Analysis is study of how prevailing gender ideologies shape social organization, behavior, and outcomes in a given context. It seeks to understand the norms of masculinity and femininity across diverse social groups, and to understand how these norms give rise to differences in male and female aspirations, beliefs, resources and opportunities, choices and outcomes. There is no "set" formula, but a "good" gender analysis traces causes and consequences of gender differences at individual, collective and institutional levels, and across all domains of life - including social, cultural, economic, political, legal and religious. For a human rights and development agency, gender analysis also includes determining what strategies, institutional changes and related resources are required or available for resolving inequities that arise when gender differences are transformed into unjust gender *hierarchies*.
Source*:* http://p-shift.care2share.wikispaces.net/Glossary+of+Terms, 14.06.2013

Analysis of a process or phenomenon by examining the roles played by men and women, including such key issues as the gender-based division of labour, productive and reproductive activities, access to and control over resources and benefits, and socio-economic and environmental factors that influence men and women.
Source: IPS Gender and Development Glossary, 3rd Edition, *A Tool for Journalists and Writers,* Edited by Johanna Son (2010).

GENDER AWARE: Refers to programs/policies that deliberately examine and address the anticipated gender-related outcomes during both design and implementation. All gender integrated interventions must be gender aware.
***Source*:** Integration of Gender Transformative Approaches, Program Quality & Learning Unit, CARE International Sri Lanka, Annex 3,2012.

GENDER BASED DIVISION OF LABOUR: is an overall societal pattern where women are allotted one set of gender roles and men allotted another set (reproductive, productive and community). Unequal gender division of labour refers to a gender division of labour where there is an unequal gender division of reward. Discrimination against women in this sense means that women get most of the burden of labour, and most of the unpaid labour, but men collect most of the income and rewards resulting from the labour. In many countries, the most obvious pattern in the gender division of labour is that women are mostly confined to unpaid domestic work and unpaid food production, whereas men dominate in cash crop production and wage employment.
Source: Integration of Gender Transformative Approaches, Program Quality & Learning Unit, CARE International Sri Lanka, Annex 1, 2012

GENDER BLIND: Refers to the absence of any proactive consideration of the larger gender environment and specific gender roles affecting programs/policy beneficiaries. Gender blind programs/policies given no prior consideration to how gender norms and unequal power relations affect the achievement of objectives, or how objectives impact on gender.
Source: Integration of Gender Transformative Approaches, Program Quality & Learning Unit, CARE International Sri Lanka, Annex 3,2012.

[11] From CARE's Gender Equity Building Blocks. It is an outmoded definition given CARE's focus on rights and the structural institutions, but it is the last "official"statement on gender analysis (see: http://p-shift.care2share.wikispaces.net/Glossary+of+Terms)

GENDER ROLES STEREOTYPING: is the constant portrayal, such as in the media or in books, of women and men occupying social roles according to the traditional gender division of labor in a particular society. Gender role stereotyping works to support and reinforce the traditional gender division of labor by portraying it as "normal" and "natural".
Source: Integration of Gender Transformative Approaches, Program Quality & Learning Unit, CARE International Sri Lanka, Annex 1, 2012.

GENDER IDENTITY: is an individual's specific definition of self, based on that person's understanding of what it means to be a man or a woman. It is based on the socially constructed gendered expectations. Femininity and masculinity are cultural concepts that are learnt by the individuals and are relative to the historical and cultural contexts that impact on their lives. ***Source:*** Integration of Gender Transformative Approaches, Program Quality & Learning Unit, CARE International Sri Lanka, Annex 1, 2012.

GENDER BASED VIOLENCE (GBV): refers to any harm perpetrated against a person's will on the basis of gender—the socially ascribed differences between males and females. It is based on an unequal power between men, women, boys and girls. Women and girls are often the targets because of social norms and beliefs that perpetuate their second-class social status.

GBV includes physical, sexual and psychological abuse of women and girls in the home, community and in schools; trafficking; traditional practices such as female genital cutting, forced marriage, and honor crimes; and widespread sexual violence and exploitation during and after conflicts and natural disasters.
Source: CARE's Commitment to Ending Gender-Based Violence, CARE USA, 2012 (http://www.care.org/campaigns/voices-against-violence/images/CARE-GBV-Program-Brief-FINAL-web.pdf, 13.06.2013)

GENDER BUDGETING: Applying gender mainstreaming to the budgetary process. Gender budgeting involves examining budgetary outcomes, to see how budgetary allocations affect the social and economic opportunities of men and women.
Source: Glossary, OXFAM, United Kingdom.

Is an application of gender mainstreaming in the budgetary process. It means a gender-based assessment of budgets, incorporating a gender perspective at all levels of the budgetary process and restructuring revenues and expenditures in order to promote gender equality."1

This integration of the gender dimension should happen in all phases of the budgetary cycle: from the budgetary proposals (ex-ante) over the actual spending (ex-nunc) to the evaluation and control of the actually spent money (ex-post)
Source: *1 Council of Europe. 2005. Gender budgeting. Final report of the Group of specialists on gender budgeting (EGS-GB)* http://www.oecd.org/mena/governance/43088104.pdf, 12.06.2013).

GENDER AND DEVELOPMENT (GAD): is a term applied to the consideration of gender in the social structure and economic conditions of societies. GAD does not focus exclusively on women, but on the socio-economic-political relationships between males and females.

A GAD approach is concerned with creating equal opportunities for both sexes. It also targets members of society who are disadvantaged and empowers them to take their development into their own hands.
Source: CARE USA's Revised Gender Policy

GENDER DISAGGREGATED DATA: Also referred to as 'sex-disaggregated data', this is the collection and separation of statistics and data (e.g. education, employment figures) by sex in order to see the different figures for men and women and make comparisons between them. It builds up a profile of gender needs in an area.
Source: Glossary, OXFAM, United Kingdom.

GENDER DUTY: The gender equality duty for public bodies will come into force in April 2007and will be effective in England, Scotland and Wales. It will require public authorities to work towards promoting gender equality and eliminating sex discrimination. The different needs of women and men will have to be taken into consideration by service providers and public sector employers when designing employment and services. Public bodies will be required to set their own gender equality goals in consultation with their service users and employers.
Source: Glossary, OXFAM, United Kingdom.

GENDER EQUALITY: Or equality between women and men - refers to the equal enjoyment by women, girls, boys and men of rights, opportunities, resources and rewards. A critical aspect of promoting gender equality is the empowerment of women, with a focus on identifying and redressing power imbalances. Equality does not mean that women and men are the same but that their enjoyment of rights, opportunities and life changes are not governed or limited by whether they were born female or male.
Source: Explanatory Note on CARE's Gender Focus, CARE International Gender Network,
(July 2012)

GENDER EQUITY: Is the process of being fair to women and men. To ensure fairness, strategies and measures must often be available to compensate for women's historical and social disadvantages that prevent women and men from otherwise operating on a level playing field. Equity leads to equality.
Source*:* IPS Gender and Development Glossary, 3rd Edition, *A Tool for Journalists and Writers,* Edited by Johanna Son (2010).

GENDER EQUALITY PROGRAMMING: Is an umbrella term encompassing all strategies to achieve gender equality. Important examples include gender mainstreaming, gender analysis, prevention and response to GBV and SEA, promotion and protection of human rights, empowerment of women and girls, and gender balance in the workplace.
Source*:* CARE International Gender Policy, February 2009

GENDER EXPLOITATIVE: approaches, take advantage of rigid gender norms and existing power imbalances to achieve program objectives. While using a gender exploitative approach may seem expeditious in the short run, it is unlikely to be sustainable and can result in harmful consequences and undermine the program's intended objective.
Source**:** Integration of Gender Transformative Approaches, Program Quality & Learning Unit, CARE International Sri Lanka, Annex 3,2012.

GENDER MAINSTREAMING: Is and approach used to integrate women's and men's needs and experiences into the design, implementation, monitoring and evaluation of policies and programs in all political, economic, religious and societal spheres so that women and men benefit equally, and inequality is not perpetuated.
Source: Gender Guidance Note: Integration of Gender Transformative Approaches, Program Quality and Learning Unit, CARE International, Sri Lanka, 2012

GENDER RESPONSIVE BUDGETING: **G**ender-responsive budgeting (GRB) is government planning, programming and budgeting that contributes to the advancement of gender equality and the fulfillment of women's rights. It entails identifying and reflecting needed interventions to address gender gaps in sector and local government policies, plans and budgets. GRB also aims to analyze the gender-differentiated impact of revenue-raising policies and the allocation of domestic resources and Official Development Assistance.
Source: United Nations Entity for Gender Equality and the Empowerment of Women http://www.gender-budgets.org/, 14.06.2013

GENDER SENSITIZATION: is the process whereby individuals improve their ability to consider the impact of plans, policies, behaviour and attitudes on both females and males, and to be sympathetic to each group's social and physical needs.
Source: *CARE USA's Revised Gender Policy.*

GENDER TRANSFORMATIVE APPROACH: Approach that refers to program approaches or activities that seek to build equitable social norms and structures in addition to individual gender-equitable behavior. CARE does gender transformative work by focusing on two approaches: women's empowerment and men's engagement.
Source: Explanatory Note on CARE's Gender Focus, CARE International Gender Network, (July 2012).

Actively strive to examine, question, and change rigid gender norms and imbalances of power, by encouraging critical awareness among men and women of gender roles and norms; promoting the position of women; challenging the unequal distribution of resources and allocation of duties between men and women; and/or addressing the power relationships between women and others in society. Programs and policies may transform gender relations through:

- Encouraging critical awareness of gender roles and norms;
- Empowering women and/or engaging men; or
- Examining, questioning, and changing the imbalance of power, distribution of resources, and allocation of duties between women and men.

***Source*:** Integration of Gender Transformative Approaches, Program Quality & Learning Unit, CARE International Sri Lanka, Annex 3,2012.

GEOLOGICAL HAZARDS: includes earth processes or tectonic origin, such as earthquakes, geological fault activity, tsunamis, volcanic activity and emissions as well as external processes such as mass movements: landslides, rockslides, rock falls or avalanches, surfaces collapses, expansive soils and debris or mud flows. Geological hazards can be single, sequential or combined in their origin and effects.
Source*:* Emergency Preparedness Planning Guidelines, CARE International, Version 3, 2006

GLOBALIZATION: The term globalization is generally used to describe an increasing internationalization of markets for goods and services, the means of production, financial systems, competition, corporations, technology and industries. Amongst other things this gives rise to increased mobility of capital, faster propagation of technological innovations and an increasing interdependency and uniformity of national markets.
Source: OECD Glossary of Statistical Terms, 2008 (http://www.keepeek.com/Digital-Asset-Management/oecd/economics/oecd-glossary-of-statistical-terms_9789264055087-en)

GOAL, FINAL (IMPACT): The ultimate aim or purpose of the project, written to reflect an improvement in human conditions and positions expected to take place in target group as a result of implementing project interventions #.

A statement which identifies a program's target group and how they will benefit as a result of the program.
Source: CARE's Market Engagement Strategy, *Initiative to Build Field Staff Capacity*

GOVERNANCE: Governance is the exercise of power relations in the public arena- the "rules of the game". It is about who is able to influence public decisions, and who is not; and about who creates or enforces these "rules". Governance is the sum of many ways individuals and institutions – public and private – manage their common affairs. It is a dynamic, political process through which decisions are made, conflicts are resolved, diverse interests are negotiated, and collective action is undertaken. The process can be influenced by formal written codes, informal but broadly accepted cultural norms, the charismatic

leadership of an individual or individuals, the use of force, coercion or patronage, or often a combination of these means.
***Source**:* Towards Better Governance:*A Governance Programming Framework for CARE, Reference Document*

GOOD GOVERNANCE: Is the effective, participatory, transparent, equitable and accountable management of public affairs guided by agreed procedures and principles, to achieve the goals of sustainable poverty reduction and social justice.
***Source**:* Towards Better Governance, A Governance Programming Framework for CARE, *Reference Document, p.2*

GRAMA NILADHARI DIVISION (GND): is the lowest administrative unit, typically composed of two or three villages and led by an appointed official also known as the Grama Niladhari
Source: The Oak Project II: Promoting Sustainable Livelihoods and Addressing Underlying Causes of Poverty in Post-Tsunami Sri Lanka, Proposal, CARE Sri Lanka, 2006.

GROUNDWATER: Water which is held underneath the earth's surface in underground streams and aquifers.
***Source**:* Global Water Forum http://www.globalwaterforum.org/resources/glossary/, 13.06.2013

HABITAT: The geographical location(s) and the associated set(s) of environmental conditions that are necessary for the flourishing of a particular type of plant or animal. In other words, their home.
Source: Taking Action, Published Jointly by the UN Environment Programme and the UN Non-Governmental Liaison Service.

The place or type of site where an organism or population naturally occurs. ß
Source: Convention on Biological Diversity

HAZARD (THREAT): A potentially damaging event, natural phenomenon and or a human activity, which may cause loss of life, injuries, property damage and economic and social disruption and environment degradation.
***Source**:* P-Shift DRR Mainstreaming, January 2010, *(*http://p-shift.care2share.wikispaces.net/CARE+International+%28CI%29#x-Resources-CI Disaster Risk Reduction: 06.06.2013).

HAZARDOUS CHILD LABOUR: all forms of economic exploitation, remunerated or unremunerated, that are detrimental to a child's physical, mental, spiritual, moral or social development and exclude or interfere with the possibility of continual school attendance at the normal pace for the child's age and/or development status.
Source: CARE USA organizational policy, Regarding Working Children and Hazardous Child Labour, 2007, (http://pqdl.care.org/Core%20Library/Child%20Labor%20Policy%20(English).pdf, 06.06.2013).

HAZARDOUS WASTE: Refuse that could present dangers through the contamination and pollution of the environment. It requires special disposal techniques to make it harmless or less dangerous. ∏

Hazardous wastes are wastes that, owing to their toxic, infectious, radioactive or flammable properties pose a substantial actual or potential hazard to the health of humans and other living organisms and the environment.
Source: Glossary of Environment Statistics, Studies in Methods, Series F, No. 67, United Nations, New York, 1997

HOLISTIC ANALYSIS: An analysis that considers all factors, at both micro (e.g. village and household) and macro (e.g. national and regional) levels that would influence outcomes, for example livelihood outcomes. It is used in strategic planning exercises, programme development, and project design**.**
Source: LIFT Final Project Implementation Plan, CARE International, Sri Lanka, 2002.

HOST COMMUNITIES: Communities that host large populations of refugees or internally displaced people, typically in camps or integrated into households directly.
Source: CARE Emergency Toolkit.

HOUSEHOLD LIVELIHOOD SECURITY (HLS): is defined as adequate and sustainable access to income and resources to meet basic needs (including adequate access to food, potable water, health facilities, educational opportunities, housing, and time for community participation and social integration) (Frankenberger 1996). It is CARE's programming *framework* -- a means for viewing and understanding the world we work in/on.
Source*:* Unifying Framework for Poverty Eradication and Social Justice: The Evolution of CARE's Development Approach, CARE International, 2005 (http://pqdl.care.org/Practice/Unifying%20Framework%20for%20Poverty%20Eradication%20and%20Social%20Justice.pdf, 05.06.2013)

HOUSEHOLD LIVELIHOOD SECURITY ASSESSMENT (HLSA): HLSA's employ a set of data collection techniques and analytic tools adapted from social science interviews and survey methods. First used in farming systems research in the late 1970s and early 1980s and later in nutritional diagnostic work, HLSAs provide comprehensive sociocultural, economic, and ecological assessments of a given area for planning and project implementation (Molnar 1989). They bridge the gap between formal surveys and nonstructured interviewing.
Source: CARE Household Livelihood Security Assessments, A Toolkit for Practitioners' (July, 2002)

HUMAN CONDITIONS: are aspects of quality of life, well-being, and opportunities. These include the necessary material conditions for a good and healthy life (including secure and adequate livelihoods, income and assets, access to enough food and clean water at all times, health and education security, physical security, shelter, access to goods and services, etc).
Source: http://p-shift.care2share.wikispaces.net/Glossary+of+Terms, 14.06.2013

HUMANITARIAN ASSISTANCE: Humanitarian Assistance comprises disaster relief, food aid, refugee relief and disaster preparedness. It generally involves the provision of material aid including food, medical care and personnel) and finance and advice to save and preserve lives during emergency situations and in the immediate post- emergency rehabilitation phase; and to cope with short and longer term population displacements arising out of emergencies.
Source: Glossary of Terms Used by Department of International Development, 2013, https://www.gov.uk/glossary-of-terms-used-by-the-department-for-international-development , 14.06.2013

HUMAN RIGHTS: The basic freedoms that are regarded as belonging fundamentally to all humans. Advocacy is a strategy that can be used to promote human rights.
Source: Advocacy Tools and Guidelines, Afterword

HUMAN VULNERABILITY: A human condition or process resulting from physical, social, economic and environmental factors, which determine the likelihood and scale of damage from the impact of a given hazard. Δ

HYDRO-METEOROLOGICAL HAZARDS : are processes or phenomena of atmospheric, hydrological or oceanographic nature. Hydro-meteorological hazards include: floods, debris and mud floods; tropical cyclones, storm surges, thunder/hailstorms, rain and wind storms, blizzards and other server storms; drought, desertification, wildland fires, temperature extremes, sand or dust storms; permafrost and snow or ice avalanches. Hydro-meteorological hazards can be single, sequential or combined in their origin and effects.
Source: Emergency Preparedness Planning Guidelines, CARE International, Version 3, 2006

IMMEDIATE CAUSES OF POVERTY: are those factors that are directly related to life and death situations; these can include famine, disease, conflict, natural disasters, etc.
Source*:* Unifying Framework for Poverty Eradication and Social Justice: The Evolution of CARE's Development Approach, CARE International, 2005 (http://pqdl.care.org/Practice/Unifying%20Framework%20for%20Poverty%20Eradication%20and%20Social%20Justice.pdf, 05.06.2013)

IMPACTS: As used in CARE project terminology, 'impact' refers to fundamental and sustainable changes in the human conditions or well-being of target populations, reflecting the satisfaction of basic needs. Basic needs include food, health services, favourable environmental conditions (potable water, shelter, sanitation), primary education, and community participation. To obtain the essential resources necessary to meet basic needs, households must have adequate access to finances, skills, time and social positions. To qualify as impacts, these changes should be observable at household level, and be able to be attributed to project interventions. Because of the duration of time needed to attain household level impacts, they may be difficult to identify within the lifetime of a project. Impact indicators are usually the ones associated with the final goal level in the project's logical framework. As with 'effects' impacts may be intended or unintended and beneficial or harmful.
Source: Barton, Tom., Guidelines to Monitoring and Evaluation, How are we doing?, CARE Uganda, 1997

IMPARTIALITY: In the humanitarian context, impartiality is defined as a principle of action. Whatever humanitarian action is being undertaken (which, to many, implies that such action must be not be unneutral), it must be administered in accordance with an objective standard which is applied equally to all parties. It endeavours to relieve the suffering of individuals, being guided solely by their needs, and to give utmost priority to the most urgent cases of distress. Contrary to the claims of some parties to a conflict, this does not mean that all sides must receive the same amount of assistance. Instead, assistance is to be rendered on the basis of the objective criteria of need, without regard to any other considerations. The person/ organization/ movement make no discrimination as to nationality, race, religious belief, class or political opinions[12].

IMPACT GROUP: Specific group/s whose lives must show a measurable, lasting and significant improvement through the effects of the program.
Source: What is the Program Approach ? , CARE , Mare Fort, Colombo (2012)

IMPACT POPULATION GROUP: This is the specific population (or groups) whose lives should show a measurable, enduring improvement as a result of the program. The impact group should be atlest at national level (including work with partners, and policy advocacy – not just through massive community-based service delivery). It should also be larger than any subset group directly impacted by an individual project or initiative within the program.
Source: http://p-shift.care2share.wikispaces.net/Glossary+of+Terms, 14.06.2013

[12] As defined by the International Committee of the Red Cross and Red Crescent. See Haug, Neutrality as a Fundamental Principle of the Red Cross, __ International Review of the Red Cross 627.

INCEST: Sexual contact between closely related individuals that violate sociocultural or religious norms or laws. The types of kinship within which sex is forbidden vary widely among cultures.
Source: IPS Gender and Development Glossary, 3rd Edition, e-version, Edited by Johanna Son, 2010.

INCOME POVERTY: A status whereby a lack of financial resources limits the ability of an individual or household to meet basic needs. What is included in basic needs is culturally determined so that different levels of financial status may be described as conveying relative forms of income poverty.

Poverty defined with respect to a money-based poverty line for income or expenditure. The distinction is made between this and other concepts that emphasize the many dimensions of poverty.
Source: DFID. 2001. Poverty: Bridging the Gap. Guidance notes. DFID, London.

In pure economic terms, income poverty is when a family's income fails to meet a federally established threshold that differs across countries. Typically it is measured with respect to families and not the individual, and is adjusted for the number of persons in a family. Economists often seek to identify the families whose economic position (defined as command over resources) falls below some minimally acceptance level.1 Similarly, the international standard of extreme poverty is set to the possession of less than 1$ a day.
***Source*:** UNESCO. http://www.unesco.org/new/en/social-and-human-sciences/themes/international-migration/glossary/poverty/

INCOME GENERATION ACTIVITY (IGA): IGA groups consist of a group of people either from FFS or S&C, and are involved in non-production activities, such as, secondary post-harvest activities, village based processing, storage, small-scale transport, custom tillage, and local or regional marketing of produce. Non-agricultural IGAs, such as, village level small-scale services, household or village based industries or small trading is also considered. Scaling-up and expanding existing activities which have demonstrated financial returns and benefits to community as a whole and those that have a potential for employment generation is also considered.
Source*:* LIFT Final Project Implementation Plan, CARE International, Sri Lanka, 2002.

INDICATORS: A variable, measure or criterion used to assist in verifying whether a proposed change has occurred. Quantitative or qualitative measures that enable one to assess the degree to which project inputs, activities, outputs, effects and impact have been achieved
Source: Definitions 2001, CARE International.

E.g. Level of active participation in community organizations, level of democratization of community organizations, mutual support of kin and friends in neighborhood/ community, access to organizations/services that offer any type of social service, Community influences on local or regional government, participation of local people in the management of 'common goals'.
Source: Concept Inventory, CARE International Sri Lanka, 2003.

Something which provides a basis to demonstrate change as a result of a project activity for a target population, i.e., for measuring progress towards objectives. It may express quantitative elements (i.e. be written as numbers) or qualitative aspects (i.e., descriptive words). An indicator is like a 'marker' which shows what progress has been made (targets show what progress is still expected). Indicators may also be summary measures, e.g., when they are a *composite* of several lower level indicators into a single *index indicator,* such as the Human Development Index used by the UNDP.
Source*:* Barton, Tom., Guidelines to Monitoring and Evaluation, How are we doing?, CARE Uganda, 1997

INDIRECT DISCRIMINATION: This is concerned with practices that appear on the surface to be neutral between men and women because they are applied equally to both men and women. However, when the effect or impact of the practice is assessed, the practice is shown to be more disadvantageous to one sex.
Source: Glossary, OXFAM, United Kingdom.

INFRASTRUCTURE REHABILITATION: This deals with rehabilitation of existing structures. The construction process would employ manual labor from the community and no heavy construction equipment would be used. For example the rehabilitation may include desilting of tank bed for increased storage, desilting and repair of inlet and outlet structures, stabilization of tank bunds and in certain cases repair of breached bunds; minor repair of spillways; rehabilitation of grass waterways; turfing inside and outside; and soil treatments for leakage prevention.
Source: LIFT Final Project Implementation Plan, CARE International, Sri Lanka, 2002.

INPUT: Inputs are the resources needed by a project to implement activities. These include the human and financial resources, physical facilities, equipment, materials, in-kind contributions. Inputs only occur during the life of a project. Inputs are one of the items routinely tracked in project monitoring, especially for cost-effectiveness and accountability. Ŕ
Source: Barton, Tom., Guidelines to Monitoring and Evaluation, How are we doing?, CARE Uganda, 1997

INSTITUTION: A socially sanctioned and maintained set of established practices, norms, behaviors, or relationships (i.e. trade regulations, land tenure and an organization's staff rules) that persist over time in support of collectively valued purposes. Institutions have both formal and informal rules and enforcement mechanisms that shape the behavior of individuals and organizations in society.
Source: http://web.idrc.ca/WaterDemand/IDRC_Glossary_Second_Edition/English/institution.html, 13.08.2013.

INSTITUTIONAL LEARNING: The learning that takes place among individuals in different organizations and groups, who are working together to achieve a common end and, in particular, to induce institutional change.
Source: http://web.idrc.ca/WaterDemand/IDRC_Glossary_Second_Edition/English/institution.html, 13.08.2013.

INTEGRATED PEST MANAGEMENT (IPM): Integrated Pest Management (IPM) is a strategy relying on natural mortality factors, such as natural enemies, weather and crop management, that seeks to promote tactics that disrupt these factors as little as possible while enhancing their effectiveness.
Source: OECD Glossary of Statistical Terms, 2008 (http://www.keepeek.com/Digital-Asset-Management/oecd/economics/oecd-glossary-of-statistical-terms_9789264055087-en

INTEGRATED RESOURCE PLANNING: The management of two or more resources in the same general area such as water, soil, timber, grazing land, fish, wildlife and recreation.
Source: Taking Action, Published Jointly by the UN Environment Programme and the UN Non-Governmental Liaison Service.

INTEGRITY: Act consistently with CARE's mission, be honest and transparent in what we do and say, and accept responsibility for our collective and individual actions.
Behaviors:

- Use good judgment in protecting CARE's good name.
- Ensure transparency stewardship of CARE's financial resources.
- Communicate in a timely fashion clear standards and procedures for all processes.
- Deal fairly, truthfully and constructively in all transactions with all staff, clients and partners.

Source: Human resource policies and procedures manual of CARE international Sri Lanka

INTERMEDIATE CAUSES OF POVERTY: are related to improving people's well-being. They generally point to what people lack (needs-based) and focus on: lack of access to basic services, lack of skills, lack of productivity, etc. *The intermediate level is where the majority of current development interventions are targeted*.
Source: Unifying Framework for Poverty Eradication and Social Justice: The Evolution of CARE's Development Approach, CARE International, 2005 (http://pqdl.care.org/Practice/Unifying%20Framework%20for%20Poverty%20Eradication%20and%20Social%20Justice.pdf, 05.06.2013).

INTERMEDIATE GOAL: A log-frame term that states the changes intended by a project in systemic or behavioural conditions in order to reach the final goal.
Source*:* Barton, Tom., Guidelines to Monitoring and Evaluation, How are we doing?, CARE Uganda, 1997

INTERNALLY DISPLACED PERSON (IDP): Persons who have been forced or obliged to flee or to leave their homes or places of habitual residence, in particular as a result of or in order to avoid the effects of armed conflict, situations of generalised violence, violations of human rights or natural or human-made disasters, and who have not crossed an internationally recognised state border.
Source: Glossary of Terms Used by Department of International Development, 2013, https://www.gov.uk/glossary-of-terms-used-by-the-department-for-international-development , 14.06.2013

INNOVATION: The process of people implementing new ideas to create value.
Source: CARE's Market Engagement Strategy, *Initiative to Build Field Staff Capacity*

IRRIGATION WATER MANAGEMENT: The use and management of irrigation water where the quantity of water used for each irrigation is determined by the water-holding capacity of the soil and the need for the crop, and where the water is applied at a rate and in such a manner that the crop can use it efficiently and significant erosion does not occur.
Source*:*http://web.idrc.ca/WaterDemand/IDRC_Glossary_Second_Edition/English/irrigation%20water%20management.html, 13.08.2013.

JOINT VENTURE: A joint venture is an association of firms or individuals formed to undertake a specific business project. It is similar to a partnership, but limited to a specific project (such as producing a specific product or doing research in a specific area).

Joint ventures can become an issue for competition policy when they are established by competing firms. Joint ventures are usually justified on the grounds that the specific project is risky and requires large amounts of capital. Thus, joint ventures are common in resource extraction industries where capital costs are high and where the possibility of failure is also high. Joint ventures are now becoming more prevalent in the development of new technologies.
Source: OECD Glossary of Statistical Terms, 2008 (http://www.keepeek.com/Digital-Asset-Management/oecd/economics/oecd-glossary-of-statistical-terms_9789264055087-en

KEY INFORMANT INTERVIEW: An interview with a person having special information about a particular topic, e.g., someone with first-hand experience of a certain condition, someone who is providing training or other direct services to people with a certain condition, or in a particular community, etc. These interviews are generally conducted in an open-ended or semi-structured fashion, allowing the interviewer to probe and follow up topics of interest in depth.
Source: Barton, Tom., Guidelines to Monitoring and Evaluation, How are we doing?, CARE Uganda, 1997

KNOWLEDGE MANAGEMENT: Is a discipline that focuses on : a) effectively managing information and knowledge assets, b) harvesting and sharing of existing staff knowledge with others that need it, c) enhancing the creation of strategic knowledge, and d) ensuring that knowledge and information are used for improved organizational performance and decision making.
Source*:* Knowledge Management Overview, L&OD Unit, CARE, August

KNOWLEDGE SHARING: Knowledge sharing at CARE refers to the open and efficient sharing and use of the critical pieces of knowledge that enable CARE to increase its effectiveness in fighting poverty and social injustice.
Source: Knowledge Sharing Strategy, CARE USA, Final Draft, January 2009

LAND DEGRADATION: The reduction or loss of the biological or economic productivity from rainfed cropland, irrigated cropland, or range, pasture, forest and woodlands. Land degradation usually results from unsustainable land use.
Source: Taking Action, Published Jointly by the UN Environment Programme and the UN Non-Governmental Liaison Service.

Reduction or loss, in arid, semi-arid and dry sub-humid areas, of the biological or economic productivity and complexity of rainfed cropland, irrigated cropland, or range, pasture, forest and woodlands resulting from land uses or from a process or combination of processes, including processes arising from human activities and habitation patterns, such as:

(i) soil erosion caused by wind and/or water;

(ii) deterioration of the physical, chemical and biological or economic properties of soil; and

(iii) long-term loss of natural vegetation.

Source*:* United Nations Convention to Combat Desertification

LEADERSHIP: The capacity to assess and interpret needs and opportunities, to establish direction, to influence and align others towards a common aim, motivating and committing them to action, and making them responsible for their performance.
Source*:* International Development and Research Centre (IDRC) Glossary.

LGBT: Also referred to as LGBTQ, LGBTIQ stands for Lesbian, Gay, Bi-sexual, Transgender, Intersex and Queer. Although all of the different identities are lumped together (and share sexism as a common root of oppression), there are specific needs and concerns related to each individual identity[13]. Following are the definitions:

> **LESBIAN:** A woman attracted to another woman
>
> **GAY:** Men attracted to men. Colloquially used as an umbrella term to include all LGBTIQ people.
>
> **BI-SEXUAL**: A person who is emotionally, physically, and/or sexually attracted to more than one gender. Also called “bi”. A person who is attracted to two sexes or two genders, but not necessarily simultaneously or equally. This used to be defined as a person who is attracted to both genders or both sexes, but since there are not only two sexes (see intersex and transsexual) and there are not only two genders (see transgender). There is some ambiguity to this definition.
>
> **TRANSGENDER**: Transgender (sometimes shortened to trans or TG) people are those whose psychological self ("gender identity") differs from the social expectations for the physical sex they were born with. To understand this, one must understand the difference between biological sex,

[13] http://internationalspectrum.umich.edu/life/definitions, 14.08.2013

which is one's body (genitals, chromosomes, ect.), and social gender, which refers to levels of masculinity and femininity. Often, society conflates sex and gender, viewing them as the same thing. But, gender and sex are not the same thing.Transgender people are those whose psychological self ("gender identity") differs from the social expectations for the physical sex they were born with. For example, a female with a masculine gender identity or who identifies as a man.

An umbrella term for transsexuals, cross-dressers (transvestites), transgenderists, gender queers, and people who identify as neither female nor male and/or as neither a man or as a woman. Transgender is not a sexual orientation;transgender people may have any sexual orientation. It is important to acknowledge that while some people may fit under this definition of transgender, they may not identify as such.

INTERSEX: Intersex is a set of medical conditions that feature congenital anomaly of the reproductive and sexual system. That is, intersex people are born with "sex chromosomes," external genitalia, or internal reproductive systems that are not considered "standard" for either male or female. The existence of intersexuals shows that there are not just two sexes and that our ways of thinking about sex (trying to force everyone to fit into either the male box or the female box) is socially constructed.

QUEER: An umbrella term to refer to all LGBTIQ people
A political statement, as well as a sexual orientation, which advocates breaking binary thinking and seeing both sexual orientation and gender identity as potentially fluid. A simple label to explain a complex set of sexual behaviors and desires. For example, a person who is attracted to multiple genders may identify as queer. Many older LGBT people feel the word has been hatefully used against them for too long and are reluctant to embrace it.

Source: http://geneq.berkeley.edu/lgbt_resources_definiton_of_terms#invisible_minority, 13.08.2014.

LIVELIHOOD: A livelihood comprises the capabilities, assets (stores, resources, claims and access) and activities required for a means of living: a livelihood is sustainable which can cope with and recover from stress and shocks, maintain or enhance its capabilities and assets, and provide sustainable livelihood opportunities for the next generation: and which contributes net benefits to other livelihoods at the local and global levels in the long and short term.
Source*:* CARE Household Livelihood Security Assessments, A Toolkit for Practitioners' (July , 2002)

LIVELIHOOD PROMOTION: Most livelihood promotion activities are longer-term development projects that increasingly involve participatory methodologies and an empowerment philosophy. It focuses on improving the resilience of households, for example through programmes which focus on savings and credit, crop diversification and marketing, reproductive health, institutional development, personal empowerment or community involvement in service delivery activities[14].

LIVELIHOOD PROTECTION: This involves helping to prevent a decline in household livelihood security. For example programmes which focus on early warning systems, cash or food for work, seeds and tools, health education, flood prevention[21].

LIVELIHOOD PROVISIONING: Is the direct provision of food, water, shelter and other essential needs, most often in emergency situations[21].

LIVELIHOOD SECURITY: The adequate and sustainable access to income and other resources to enable households to meet basic needs (Frankenberger, 1996). This includes adequate access to food, potable

[14] "Operationalizing Livelihood Security: A Holistic Approach for addressing Poverty and Vulnerability": Timothy R. Frankenberger, Michael Drinkwater, Daniel Maxwell, January, 2000

water, health facilities, educational opportunities, housing, and time for community participation and social integration.
***Source**:* CARE Household Livelihood Security Assessments, A Toolkit for Practitioners' (July , 2002)

LIVELIHOODS STRATEGIES: A livelihood comprises the capabilities, assets (stores, resources, claims and access), and activities required for a means of living (Chambers and Conway 1992). More specifically, livelihoods can be seen to consist of a range of on-farm and off-farm activities that together provide a variety of procurement strategies for food and cash.
***Source**:* CARE Household Livelihood Security Assessments, A Toolkit for Practitioners' (July , 2002)

LIVELIHOOD SYSTEMS: The activity(ies) that households engage in to earn/make a living. Livelihoods can consist of a range of on- and off-farm activities or procurement strategies that together provide food and/or cash. These strategies include assets and other resources the households possess, as well as the utilization of human capital and accessing of social capital (i.e. social networks or safety nets) in times of need. Livelihood systems of the poor are often quite diverse. Households often use their capabilities, skills, and know how to diversify income sources and off-set risks.
Source: CARE Household Livelihood Security Assessments, A Toolkit for Practitioners' (July , 2002)

LOBBYING: Direct approaches to decision-makers and those who have access to them in order to persuade them to make or change specific policies or legislation.
Source: Fisher, Simon., Abdi, D.I., Ludin, J., Smith, R., Williams, S., Williams, Sue., "Working With Conflict, Skills and Strategies for Action", RTC, 2007.

LOGICAL FRAMEWORK APPROACH: A matrix that illustrates a summary of a project design, emphasizing the results that are expected when a project is successfully completed. These results or outputs are presented in terms of objectively verifiable indicators. The Logical Framework approach to project planning, developed under that name by the U.S. Agency for International Development, has been adapted for use in participatory methods such as ZOPP (in which the tool is called a project planning matrix) and TeamUP.
Source: Caldwell, Richard., Project Design Handbook, CARE , August 2002

A way of designing and assessing a program using a tool that lays out the linkages between program activities, outcomes and impact, and explain how these will be measured.
Source: McVay, Mary., Snelgrove, Alexandra., Program Design for Value Chain Initiatives: Information to Action: A Toolkit Series for Market Development Practitioners, 2007.

LOGICAL FRAMEWORK (LOGFRAME): A summary plan that details goals, outputs, activities, and inputs in a logical table.
Source: Advocacy Tools and Guidelines
The logical framework (log frame) is a planning tool, designed before the start-up of project activities. The main elements of the log frame illustrate the project's hierarchy of objectives and targets, its indicators for assessing achievements of the objectives, sources of the indicator information, and key assumptions outside the scope of the project that may influence its success. A log frame is constructed in a systematic and logical manner based on an analysis of information collected on constraints and opportunities for interventions to a specific problem. The log frame is referred to continuously throughout the life of a project, it is the most important document telling in detail what the project intends to achieve, and how it intends to achieve the objectives.
***Source**:* Barton, Tom., Guidelines to Monitoring and Evaluation, How are we doing?, CARE Uganda, 1997

LOGIC MODEL: A simplified chain of relationships that portrays the logic and assumptions underlying a program or intervention and how it intends to achieve its expected results. It states the logic of the program, identifies the assumptions on which it is based, and outlines the logical connections between (a) the activities undertaken, (b) the outputs to be produced, (c) the immediate or short-term outcomes that are expected, and 9d) the ultimate or long-term impacts the program is designed to achieve.
***Source**:* International Development and Research Centre (IDRC) Glossary.

LOW EXTERNAL INPUT TECHNOLOGY (LEIT): LEIT is agricultural technology that are less costly for villagers to practice. Training given The following techniques are examples.

- Land Preparation -Wet the land, Plough three times with two weeks interval.
- Self seed production - Mother plant selection, P&D free plant, season, variety, isolation, appropriate cultivation practice, harvesting and post harvesting/storage techniques
- Integrated Crop Management - Mixed cropping in different pattern based on root zone, canopy, age of plant etc..
- Post Harvesting Technology - preservation, storage, value addition with out chemicals.
- Integrated Plants Nutrition - Organic and inorganic balance fertilizer application based on soil, plant, age, time.
- Preservation - Natural method/ traditional method of preservation.

Source: LIFT Final Project Implementation Plan, CARE International, Sri Lanka, 2002.

MANAGEMENT: The classical view emphasizes the management functions of planning, organizing, commanding, coordinating, and controlling—'getting the work done by the best means available'. More recently, the enabling role of managers has been emphasized, 'to create the conditions under which the work will be done, and done well'. In the context of agricultural research, management involves defining research goals, strategies, and priorities; formulating research programs; determining responsibilities; allocating resources; leading, motivating, and supervising staff members; and maintaining relations with stakeholders.
***Source**:* International Development and Research Centre (IDRC) Glossary.

MAPPING: A generic term for gathering in pictorial form data on a variety of indicators. This is an excellent starting point for participatory work because it gets people involved in creating a visual output that can be used immediately to bridge verbal communication gaps and to generate lively discussion. Maps are useful as verification of secondary source information, as training and awareness raising tools, for comparison, and for monitoring of change. Common types of maps include social maps, health maps, institutional maps (Venn diagrams), and resource maps.
Source: Project Design Handbook, R.Caldwell, CARE, 2002 (http://pqdl.care.org/Practice/DME%20-%20CARE's%20Project%20Design%20Handbook.pdf, 06/06/2013)

MASCULINITY: refers to the socially produced by embodied way of being male. Its manifestations include manners of speech, behaviour, gestures, social interaction and a division of tasks 'proper' to men and women.
Source: Gender Trainer's Manual, CARE International Sri Lanka, Program Quality and Learning Unit, 2012.

MARKET: The interaction of demand and supply for a particular product or service and the factors that 1. affect these. A consumer segment for a particular product or service. For example, the export market or 2. urban market.
Source: Consolidated Mentoring Modules, Final .

MARKET ANALYSIS: Analyzing market research data to help make decisions.
Source: Consolidated Mentoring Modules, Final , MES

MARKET DEVELOPMENT APPROACH: An approach to enterprise promotion which focuses on developing private sector markets for goods and services to make them more inclusive of and beneficial to specific groups of enterprises or people.
Source: Consolidated Mentoring Modules, Final .

MATRIARCHY: The term is used in female –dominated societies. In an 'Ideal' sense, Matriarchy refers to the exact opposite of Patriarchy. Females dominate all spheres and occupy the positions of authority over men at different cultural production sites. Society is organized on the principle of female leadership.
Source: Gender Trainer's Manual, CARE International Sri Lanka, Program Quality and Learning Unit, 2012.

MEDIA: Organized systems to deliver information to people such as radio, television, newspapers, magazines, or newsletters (Sometimes also called "press").
Source: Advocacy Tools and Guidelines

MEDIATION: Is a process in which an impartial third party[15] assists disputants in finding a mutually acceptable solution to their conflict.[16] Mediation process could be both formal processes are used in courts of law or in informal processes. Mediators must be trusted by parties involved while a mediator can control the mediation process he/she should not influence the decisions or solutions. Mediators must follow strict codes of conduct and be aware of the responsibilities and risks they face by engaging in mediation.
Source: Peacebuilding Terminology and Its Use Within CARE, 2004.

A process guided by a third party that can enable the conflicting parties to find their own agreed settlements.
Source: Fisher, Simon., Abdi, D.I., Ludin, J., Smith, R., Williams, S., Williams, Sue., "Working With Conflict, Skills and Strategies for Action", RTC, 2007.

MEMORANDUM OF UNDERSTANDING (MoU): An MoU a legal document describing an agreement between parties. It is a more formal alternative to a gentlemen's agreement, but generally lacks the binding power of a contract.
Source: Wikipedia Online Dictionary

MICRO CREDIT: Defined by the Microcredit Summit Campaign as programs that extends small loans to very poor people for self-employment projects that generate income, allowing them to care for themselves and their families. In more general terms, microcredit refers to schemes that involve credit only, with limited savings components.
Source: CIDA's Microfinance Guidelines: Supporting the Development of Financial Systems (http://www.acdi-cida.gc.ca/acdi-cida/acdi-cida.nsf/eng/NAT-83013420-N29#a15, 11.06.2013**)**

MICRO FINANCE: Microfinance refers to the provision of a range of **financial services** to poor women and men to enable them to increase their incomes, build assets, and reduce their vulnerability to unforeseen events or external shocks. Microfinance includes microcredit, which is likely the most visible form of microfinance, but also savings, microinsurance, money transfers, and other basic financial services.

---

[15] A "third party" intervenes in the conflict in a number of possible ways. Ideally, the third party is impartial and does not have a stake in the conflict, though this is not always the case. Sometimes the parties to the conflict have no choice in the identity of the third party – for example, two disputants in court cannot choose the judge. In other situations, the parties can jointly choose the third party.

[16] "Training Manual for Basic Mediation Skills and Processes" (Fairfax: Northern Virginia Mediation Service, 1995), p. 4-3.

Source: CIDA's Microfinance Guidelines: Supporting the Development of Financial Systems (http://www.acdi-cida.gc.ca/acdi-cida/acdi-cida.nsf/eng/NAT-83013420-N29#a15, 11.06.2013)

MINOR TANK: also termed small or village tanks, these are those irrigating up to 200 acres of agricultural land, as defined by the Agrarian Services Act No. 58 0f 1979,
***Source*:** Agrarian Services Act No. 58 of 1979

MISSION: An ideal description of how the program intends to support the achievement of the vision. It states with whom the program will work and the areas in which it will work, but does not list all the activities in which the program will engage.
Source: http://web.idrc.ca/WaterDemand/IDRC_Glossary_Second_Edition/English/mission.html, 13.08.2013.

MONITORING: refers to the on-going process of regularly collecting, analysing and using information to guide project implementation. The main foci of monitoring are project inputs, performance and progress. A well designed M&E plan links monitoring information with evaluation, including periodic measurement or output and effect indicators (when feasible). An effective monitoring system is crucial to good project management.
Source: Barton, Tom., Guidelines to Monitoring and Evaluation, How are we doing? CARE Uganda, Annex 2.

MONITORING AND EVALUATION: The collection and management of data to be analyzed and used for regular and periodic assessment of a project's relevance performance efficiency and impact in the context of its stated objectives (goals).
Source: Monitoring and Evaluation Strategy, CARE Sri Lanka, LEAD Project.

Monitoring is the process of keeping track of events. For example, the monitoring of a project may involve counting the number of people coming into contact with it over a period of time or recording the way in which the project is administered and developed. Evaluation involves making a judgement as to how successful (or otherwise) a project has been, with success commonly being measured as the extent to which the project has met its original objectives. Both the "process" (activities) and "outcomes" (what is produced, for example in terms of changes in the health of those targeted by the project) can be monitored and evaluated.
Source: World Health Organization,Glossary of Terms
http://www.who.int/hia/about/glos/en/index1.html, 14.06.2013.

Monitoring and evaluation are two distinct, but interrelated, activities.

MONITORING: is the ongoing review, conducted by the multi-sectoral team, of prevention and response interventions to determine whether they are developing according to plan and budgetary requirements and whether any adjustments may be needed so they achieve their intended goals. Effective monitoring includes a co-ordinated reporting system.

EVALUATION: is an analysis of the relevance, effectiveness and efficiency of the multi-sectoral team's prevention and response strategies. Evaluation systematically assesses the protection impact of the policies, programmes, practices, partnerships and procedures on refugee women, men, boys and girls. Evaluation criteria can include the sustainability of prevention and response activities, co-ordination and consistency, and the effectiveness of monitoring and reporting systems.
Source: United Nations High Commissioner for Refugees. 2003. Sexual and Gender-Based Violence against Refugees, Returnees and Internally Displaced Persons - Guidelines for Prevention and Response. Available at: http://www.unicef.org/emergencies/files/gl_sgbv03.pdf, 12.06.2013

MILLENNIUM DEVELOPMENT GOALS: In September 2000, leaders from 189 nations agreed on a vision for the future: a world with less poverty, hunger and disease, greater survival prospects for mothers and their infants, betted educated children, equal opportunities for women, and a healthier environment: a world in which developed and developing countries worked in partnership for the betterment of all.

This vision took the shape of eight Millenium Development Goals, which provide a framework for development planning for countries around the world, and time bound targets by which progress can be measured.

The eight MDGs range from halving extreme poverty to halting the spread of HIV/AIDS and providing universal primary education, all by the target date of 2015.

1. Eradicate extreme poverty and hunger

2. Achieve universal primary education

3. Promote gender equality and empower women

4. Reduce child mortality

5. Improve maternal health

6. Combat HIV/AIDS, malaria, and other diseases

7. Ensure environmental sustainability

8. Develop a global partnership for development

Source: OECD Glossary of Statistical Terms, 2007 **(**http://stats.oecd.org/glossary/detail.asp?ID=7329, 11.06.2013)

MONITORING: Is the process of continuous tracking or surveillance of the implementation of the project. It primarily involves gathering information that can be used to determine whether the project is being implemented as planned and therefore achieving its objectives. In practice, monitoring focuses on collecting information that indicates whether project inputs have been mobilized, activities undertaken, and outputs produced as scheduled. Monitoring deals with both the substantive and financial performance of a project.

Source*:* Concept Inventory, CARE International Sri Lanka, 2003

Is the on-going process of regularly collecting, analysing and using information to guide project implementation. The main foci of monitoring are project inputs, performance and progress. A well designed M&E plan links monitoring information with evaluation, including periodic measurement or output and effect indicators (when feasible). An effective monitoring system is crucial to good project management.

Source*:* Barton, Tom., Guidelines to Monitoring and Evaluation, How are we doing?, CARE Uganda, 1997

Monitoring is an internal process conducted, at agreed intervals, to check on the progress of interventions against designed activities, outputs, etc. It is important to monitor both the quality of activities and their ongoing relevance in addressing the conflict.

Source: Guidance for Designing Monitoring and Evaluating Peacebuilding Projects using Theories of Change, CARE International, UK, 2012.

MULTI-TRACK DIPLOMACY: Developed in the early 1990s in recognition that establishing sustainable peace requires the involvement of many different parts of society, and not just governments ("Track One.") A pioneer of this concept, the Institute for Multi-Track Diplomacy, identified 9 separate tracks that must work together in creating a peaceful society. They are:

- Track 1: government
- Track2: conflict resolution professionals
- Track 3: business
- Track 4: private citizens

- Track5: research, training and education
- Track 6: activism
- Track 7: religious
- Track 8: funding
- Track 9: public opinion/communication (media)[17]

These tracks are interconnected, and each has important roles to play. Most peacebuilding initiatives will work with one or two of these tracks at the same time. Few projects and programs experiment with how to bring more tracks together in a unified approach to peacebuilding. ‡

NATURAL DISASTER: A serious disruption triggered by a natural hazard causing human, material, economic or environmental losses, which exceed the ability of those affected to cope. Δ

NATURAL DISASTER, RAPID ONSET: Rapid onset disasters arise after hazards which emerge suddenly and whose occurrence cannot be predicted far in advance, including for example, earthquakes, cyclones and floods.
***Source*:** Food and Agricultural Organization (FAO), http://www.fao.org/ag/againfo/programmes/en/lead/alive_toolkit/pages/pageB_drought_onset.html, 12.06.2013

NATURAL DISASTER, SLOW ONSET: Slow-onset disasters, are those resulting from hazards which can take months or years to generate a disaster. Drought is the most common example of a slow-onset since it is a creeping phenomenon. Droughts, typically unfold on a timescale of months to years. This makes it difficult to determine its onset and end.
Source: FAO, http://www.fao.org/ag/againinfo/programmes/en/lead/alive_toolkit/pages/pagesB_drought_onset.html, 12.06.2013.

NATURAL HAZARDS : Are processes or phenomena occurring in the biosphere that may constitute a damaging event. Natural hazards can be classified by origin namely: geological, hydro-meteorological or biological. Hazardous events can vary in magnitude or intensity, frequency, duration, area of extent, speed of onset, spatial dispersion and temporal spacing.
Source: Emergency Preparedness Planning Guidelines, CARE International, Version 3, 2006.

NATURAL RESOURCES: (e.g., tree biomass, fresh water, fish) whose supply can essentially never be exhausted, usually because it is continuously produced.
***Source**:* Taking Action, Published Jointly by the UN Environment Programme and the UN Non-Governmental Liaison Service.

NEEDS ASSESSMENT: A tool that draws out information about people's varied needs, raises participants' awareness of related issues, and provides a framework for prioritizing needs. This sort of tool is an integral part of gender analysis to develop an understanding of the particular needs of both men and women and to do comparative analysis.
Source: Caldwell, Richard., Project Design Handbook, CARE , August 2002

NEGOTIATION: A communication process between two or more parties to reach an agreement or to resolve a conflict.
***Source**:* Advocacy Tools and Guidelines

[17] Louise Diamond and John McDonald, Multi-Track Diplomacy (Connecticut: Kumarian Press, 1996), 4-5.

NEGOTIATED DEVELOPMENT: It is the various interactions between public authorities/power-holders and citizens that result in the equitable fulfilment of citizens' political, economic, social and cultural rights. It is about empowering stakeholders to relate on more even terms and to hold each other accountable.
Source: Towards Better Governance, A Governance Programming Framework for CARE, Reference Document, p.3

NEUTRALITY: In the context of humanitarian action, neutrality is defined as a principle of abstention. A third party to a conflict must not undertake (or possibly permit) activities which would assist the war effort of either party to a conflict. In order to continue to enjoy the confidence of all, the person/ organization/ movement may not take sides in hostilities or engage at any time in controversies of a political, racial, religious or ideological nature. Similarly, it might be added in parallel with the law of war definition of the term, a third party must not engage in activities beyond her obligations in general international law which would hinder the conduct of either belligerent[18].

OBJECTIVE: Objectives are the purposes for which information is required, stated within the context of the program, research problem or hypotheses that gave rise to the need for information.
Source: OECD Glossary of Statistical Terms, 2008 (http://www.keepeek.com/Digital-Asset-Management/oecd/economics/oecd-glossary-of-statistical-terms_9789264055087-en

OPERATING ENVIRONMENT: The operating environment consists of the characteristics of a setting in which livelihoods are conducted. It includes the elements that define the context for a project and which can have a positive or negative effect on its success. The key elements that make up the operating environment include: People, Environment, Public/private Infrastructure, Beliefs and Practices, Economics, Institutions.
Source: Caldwell, Richard., Project Design Handbook, CARE , August 2002

ORGANIZATION: Formal structures with designated roles and purposes. Entities composed of people who act collectively in pursuit of shared objectives. These organizations and individuals pursue their interests within an institutional structure defined by formal rules (constitutions, laws, regulations, contracts) and informal rules (ethics, trust, religious precepts, and other implicit codes of conduct). Organizations, in turn, have internal rules (i.e. institutions) to deal with personnel, budgets, procurement, and reporting procedures, which constrain the behavior of their members. ∞

An organization is a unique framework of authority within which a person or persons act, or are designated to act, towards some purpose.

International organizations are entities established by formal political agreements between their members that have the status of international treaties; their existence is recognized by law in their member countries; they are not treated as resident institutional units of the countries in which they are located.
Source: OECD Glossary of Statistical Terms, 2008 (http://www.keepeek.com/Digital-Asset-Management/oecd/economics/oecd-glossary-of-statistical-terms_9789264055087-en

OUTCOMES: Outcomes (or results) often refer to all that happens as a consequence of a project's interventions. This concept is usually divided into the more specific terms of effect and impact.
Source: Barton, Tom., Guidelines to Monitoring and Evaluation, How are we doing?, CARE Uganda, 1997

OUTPUT: The direct results of project Inputs, achieved through the completion of project activities. Tangible products (including services) of a programme or project that are necessary to achieve the

[18] As defined by the International Committee of the Red Cross and Red Crescent. See Haug, Neutrality as a Fundamental Principle of the Red Cross, International Review of the Red Cross 627.

outcomes of a programme or project. Outputs relate to the completion (rather than the conduct) of activities and are the type of results over which managers have a high degree of influence.
Source: UNDP GEF Glossary.

OUTPUTS: In advocacy, changes in knowledge, awareness, or opinions of target audiences that you monitor during an advocacy initiative.
Source: Advocacy Tools and Guidelines

OWNERSHIP: Appropriation or taking of responsibility for a certain endeavor. Ownership implies formal or real authority as well as effective self-authorization to assume management responsibility.
Source: http://web.idrc.ca/WaterDemand/IDRC_Glossary_Second_Edition/English/ownership.html, 13.08.2013.

PATRIARCHY: the definition adopted in Anthropology – is patriarchy defines a condition in which male members of a society predominate in positions of authority. In patriarchal societies, men occupy positions of authority over women in all different sites; family, community and society. In a strict and 'ideal' sense the entire society is organized on the foundation of male leadership and females occupying a role which is secondary and subordinate to men.
Source: Gender Trainer's Manual, CARE International Sri Lanka, Program Quality and Learning Unit, 2012.

PARTICIPATION: The active involvement of intended beneficiaries in project needs assessment, design, implementation, monitoring, evaluation and decision-making. The main purpose of participation are to encourage self-determination and sustainability of the development process.
Source: Barton, Tom., Guidelines to Monitoring and Evaluation, How are we doing?, CARE Uganda, 1997

PARTICIPATORY EVALUATION: Evaluation method in which representatives of agencies and stakeholders (including beneficiaries) work together in designing, carrying out and interpreting an evaluation.
Source: Evaluation and Aid Effectiveness No. 6 - Glossary of Key Terms in Evaluation and Results Based Management.

http://www.keepeek.com/Digital-Asset-Management/oecd/development/evaluation-and-aid-effectiveness-no-6-glossary-of-key-terms-in-evaluation-and-results-based-management-in-english-french-and-spanish_9789264034921-en-fr. 12.06.2013)

PARTICIPATORY MONITORING AND EVALUATION (PM&E): **I**s a process through which stakeholders at various levels engage in monitoring or evaluating a particular project, program, or policy, share control over the content, the process, and the results of the activity, and engage in taking or identifying corrective actions.
Source*:* In Focus Collection, Fighting Poverty With Facts, Community Based Monitoring Systems, The Lessons, IDRC, 2009., http://web.idrc.ca/openebooks/435-2/#page_89, 14.06.2013

PARTICIPATORY RURAL APPRAISAL (PRA): Participatory Rural Appraisals use the same methods as RRAs, however the emphasis is on community empowerment and not the acquisition of data within a short time-frame. The process involves intense community participation and assumes an open research agenda. Because PRAs tend to focus on one community rather than a region, they are best used in a complementary way to RRAs to further the design process once the RRA diagnosis is completed.
Source*:* CARE Household Livelihood Security Assessments, A Toolkit for Practitioners' (July , 2002)

PARTNERSHIP[19]: Partnerships are mutually beneficial alliances of diverse types between organizations where roles, responsibilities and accountabilities are clearly defined. Partnerships facilitate continuous two-way learning and are based on trust, shared vision and commitment to common objectives.

[19] CARE USA's Program Division Partnership Manual – June 1997

Partnership is a means to achieve improved quality of life for more beneficiaries through sustainable service delivery, better responsiveness to local development needs, and increased scale and scope of program.
Source: Partnership Manual, CARE USA's Program Division, 1997.

Is a relationship that results from putting into practice a set of principles that create trust and mutual accountability. Partnerships are based on shared vision, values, objectives, risk,benefit, joint contributions of resources, shared control and learning. It is a tool or approach for implementation, which requires prior analysis of institutional context (Stuckey et al 2000)
Source: Unifying Framework for Poverty Eradication and Social Justice: The Evolution of CARE's Development Approach, CARE International, 2005 (http://pqdl.care.org/Practice/Unifying%20Framework%20for%20Poverty%20Eradication%20and%20Social%20Justice.pdf, 05.06.2013)

PARTIES TO A CONFLICT: The parties to a conflict are the people involved in the dispute. For example, if a landlord is having an argument with a tenant about paying the rent, the landlord and tenant are the parties to the conflict. The parties to a conflict usually only include people directly involved, and not other stakeholders. Two governments at war would be the parties to the conflict, for example, but the civilians caught in the crossfire would not be.

A "third party" intervenes in the conflict in a number of possible ways. Ideally, the third party is impartial and does not have a stake in the conflict, though this is not always the case. Sometimes the parties to the conflict have no choice in the identity of the third party – for example, two disputants in court cannot choose the judge. In other situations, the parties can jointly choose the third party. An example of this might be two countries at war finding a third country acceptable to both of them to act as mediator or facilitator in their conflict.
Source: Peacebuilding Terminology and Its Use Within CARE, 2004.

PEACEBUILDING: also known as conflict- resolution are efforts that lead to activities that directly address conflict dynamics.
Source: Guidance Note : Conflict Sensitive Non-Negotiable and Best Practices for CARE International Sri Lanka (March 2012).

Peacebuilding is a comprehensive, long-term process working towards sustainable peace based on the values of rights and human dignity. Peacebuilding recognises and supports the central role that local actors and processes have in ending violence and constructively addressing both the immediate effects and structural causes of violent conflict."
Source: Care International Strategic Peacebuilding Workshop Report, Executive Summary, "Conflict Community of Practice", London, 2010

PEACEFUL COEXISTENCE: This describes a state or environment in which different communities live close to each other without violent conflict. Different forms of peacebuilding may be used to achieve peaceful coexistence, but it does not assume any change in relationships or societal structures, or address the root causes of conflict. It merely requires communities to tolerate, but not necessarily accept, each other. As such, it is a worthwhile goal at certain stages of a conflict or post-conflict situation, perhaps when tensions remain high between communities, and the priority is preventing violence. However, it is not appropriate as an overarching goal in terms of rights-based approaches, due to its lack of focus on root causes and social justice.
Source: Peacebuilding Terminology and Its Use Within CARE, 2004.

PEACE EDUCATION: Is generally understood as "activities that promote the knowledge, skills and attitudes that will allow people of all ages, and at all levels, to develop the behaviour changes that can prevent the occurrence of conflict, resolve conflict peacefully, or create the social conditions conducive to

peace."20 Such activities can include both formal and non-formal education. Like peacebuilding, activities falling under this term should be described with more specific terms if possible.
Source: Peacebuilding Terminology and Its Use Within CARE, 2004.

Peace education aims to reduce violence, support the transformation of conflicts, and advance the peace capabilities of individuals, groups, societies and institutions. Peace education builds on people's capacities to learn. It develops skills, values and knowledge and thus helps to establish a global and sustainable culture of peace. Peace education addresses every phase of life and all stages in the socialisation process. It is context-specific, but is essential and feasible in every world region and all stages of conflict. Peace education takes places in many settings, formal or informal: in every-day learning and education, in the preparation, implementation and evaluation of professional projects with selected target groups, and in the support provided for conflict sensitive education systems.
Source: Peace Education Principles, Berghof Glossary on Conflict Transformation, Berghof Foundation, 2012.
http://www.berghof-foundation.org/images/uploads/berghof_glossary_2012_13_peace_education_principles.pdf

PEACE-KEEPING: monitoring and enforcing an agreement, using force as necessary. This includes verifying whether agreements are being kept and supervising agreed confidence building activities.
Source*:* Working With Conflict, Skills and Strategies for Action, RTC, 2007.

PEACE PROCESS: It is a political and social process that involves people at all levels of society, from the grassroots to government. Because peace processes are multi-level, this means that parts of them can continue while other parts may be stalled. For example, the formal negotiations of a peace process at the government level may slow down or stop, but grassroots efforts might continue. The most effective peace processes involve all levels working consistently and at the same time.
Source: Peacebuilding Terminology and Its Use Within CARE, 2004.

PEACE MAKING: interventions designed to end hostilities and bring about an agreement using diplomatic, political and military means as necessary.
Source: Working With Conflict, Skills and Strategies for Action, RTC, 2007.

PEER MEDIATION: Enables trained students to help their classmates handle conflicts non-violently. Similar to mediation it follows some set steps. Students in a dispute will be guided by an impartial facilitator, usually a student their age or a little older, to openly describe the problem and find solutions. A key goal of peer mediation is to empower children to reach their own solutions to conflicts.[21] Peer mediation programmes allow students to take responsibilities for certain conflicts. Not all problems are suitable for peer mediation – assault and other criminal activities, for example, would not be referred to peer mediation. Peer mediation programs are often combined with other conflict resolution curriculum in the schools.[22]
Source: Peacebuilding Terminology and Its Use Within CARE, 2004.

[20] "Education and Peacebuilding – A Preliminary Operational Framework." Annette Isaac Consulting, April 23, 1999, Ottawa, Ontario. Section 3.1
[21] "Resolving Conflicts – Promoting Peace," Resource Sheet, Canadian Child Care Federation, Winter 2001, #55.
[22] For an example of how peer mediation has been used within a CARE project, see "VOICE for Children: Helping children in conflict-affected areas gain life skills." CARE Sri Lanka, 2003.

PERFORMANCE INDICATOR: A variable that allows the verification of changes in the development intervention or shows results relative to what was planned.
***Source*:** Evaluation and Aid Effectiveness No. 6 - Glossary of Key Terms in Evaluation and Results Based Management
http://www.keepeek.com/Digital-Asset-Management/oecd/development/evaluation-and-aid-effectiveness-no-6-glossary-of-key-terms-in-evaluation-and-results-based-management-in-english-french-and-spanish_9789264034921-en-fr. 12.06.2013)

PERFORMANCE MEASUREMENT: A system for assessing performance of development interventions against stated goals.
Source: Evaluation and Aid Effectiveness No. 6 - Glossary of Key Terms in Evaluation and Results Based Management
http://www.keepeek.com/Digital-Asset-Management/oecd/development/evaluation-and-aid-effectiveness-no-6-glossary-of-key-terms-in-evaluation-and-results-based-management-in-english-french-and-spanish_9789264034921-en-fr. 12.06.2013)

PERENNIAL CROP: Perennial crops are defined as economically viable crops whose growing cycle last more than one year and are recommended for dry zone areas
***Source**:* Dry Zone Agriculture Development Project, CARE International, Sri Lanka.

PESTICIDE: Is any substance or mixture of substances that is used to prevent, destroy or control pests – including vectors of human or animal disease, and unwanted species of plants or animals. Pesticides may cause harm during or otherwise interfere with, the production, processing, storage, transport or marketing of food, agricultural commodities, wood and wood products or animal feedstuffs – or that may be administered to animals so as to control insects, arachnids or other pests in or on their bodies.
Source: OECD Glossary of Statistical Terms, 2008 (http://www.keepeek.com/Digital-Asset-Management/oecd/economics/oecd-glossary-of-statistical-terms_9789264055087-en

pH: a measure of the relative acidity or alkalinity of water. Water with a pH of 7 is neutral; lower pH levels indicate increasing acidity, while pH levels higher than 7 indicate increasingly basic solutions.
Source: The USGS Water Science School - Water Science Glossary of Terms http://ga.water.usgs.gov/edu/dictionary.html, 13.06.2013

PLANNING: The process through which certain problems are identified, their causal linkages analysed, and effective solutions developed. The result of this process is often embodied in a programme designed with predefined objectives, activities, implementation process and verifiable indicators of progress.
Source: Conflict Sensitive Approaches to Development, Humanitarian Assistance and Peacebuilding: tools for peace and conflict impact assessment, Resource Pack, 2004.

PLANNING AND ORGANIZING: Establishing courses of action for self and others to ensure that work is completed efficiently and effectively.
Source: Competency Definition Guide, CARE International, USA, 2003.

PLURALISM: Pluralism is, in the general sense, the affirmation and acceptance of diversity. The concept is used, often in different ways, in a wide range of issues. In politics, the affirmation of diversity in the interests and beliefs of the citizenry, is one of the most important features of modern democracy. In science, the concept often describes the view that several methods, theories or points of view are legitimate or plausible. This attitude may arguably be a key factor to scientific progress. The term pluralism is also used, in several different senses, in the context of religion and philosophy.
Source: Wikipedia Online Dictionary.

POLICY: A plan, course of action, or set of regulations adopted by government, business, or other institutions designed to influence and determine decisions or procedures.
***Source**:* Advocacy Tools and Guidelines, Afterword

POLICY ADVOCACY: is a deliberate process of influencing those who make policy decisions and implement those policies. It is a programming tool that CARE uses to complement other programming efforts (CARE Advocacy Manual 2001).
Source: Unifying Framework for Poverty Eradication and Social Justice: The Evolution of CARE's Development Approach, CARE International, 2005 (http://pqdl.care.org/Practice/Unifying%20Framework%20for%20Poverty%20Eradication%20and%20Social%20Justice.pdf, 05.06.2013)

POLLUTION: Presence of substances and heat in environmental media (air, water, land) whose nature,location or quantity produces undesirable environmental effects; 2. activity that generates pollutants.
Source: Integrated Environmental and Economic Accounting,Operational Manual, United Nations, 2000 (http://unstats.un.org/unsd/publication/SeriesF/SeriesF_78E.pdf)

POLITICAL ACUMEN: Understanding the socio-cultural, historical, political, and economic context within which CARE operates; integrating understanding of the organization's global approach with awareness of global trends.
Source: Competency Definition Guide, CARE International, USA, 2003.

POPULATION GROUP: Broad focus group for a program, a short-hand way of describing CARE's program focus.
Source: CARE Emergency Preparedness Planning Guidelines , Version 3, October 2006

POVERTY ALLEVIATION: is a term associated with anti-poverty campaigns that were welfare focused. The term alleviation means to make something less severe or more tolerable. The approach addresses the symptoms of poverty and not the underlying causes.
Source: Unifying Framework for Poverty Eradication and Social Justice: The Evolution of CARE's Development Approach, CARE International, 2005 (http://pqdl.care.org/Practice/Unifying%20Framework%20for%20Poverty%20Eradication%20and%20Social%20Justice.pdf, 05.06.2013)

POVERTY ERADICATION: is an approach to international development that focuses on addressing the structural causes of poverty (not merely the symptoms). It aims to empower the poor to the extent that they help determine and shape the poverty eradication agenda.
***Source**:* Unifying Framework for Poverty Eradication and Social Justice: The Evolution of CARE's Development Approach, CARE International, 2005 (http://pqdl.care.org/Practice/Unifying%20Framework%20for%20Poverty%20Eradication%20and%20Social%20Justice.pdf, 05.06.2013)

POVERTY REDUCTION: is a term associated with the "needs-based" international development era. Reduce means to make something smaller. As with poverty alleviation, the focus is on *reducing* poverty and not on eliminating poverty.
Source: Unifying Framework for Poverty Eradication and Social Justice: The Evolution of CARE's Development Approach, CARE International, 2005 (http://pqdl.care.org/Practice/Unifying%20Framework%20for%20Poverty%20Eradication%20and%20Social%20Justice.pdf, 05.06.2013)

POWER: is the ability to know, articulate, pursue and achieve one's interest – "to control their own destinies, even when their interests are opposed by those of others with whom they interact" (Oppenheim, Mason and Smith, 2003). It is, therefore, *multidimensional* --interactive across economic, political, psychological, and legal domains; *multilocal* --interactive across local, meso, and macro locations, and *relational* -- interactive between parties – nobody is "powerless," and all relations of dominance and subordination hold the seeds of interdependence (Martinez 2004).
Source: Unifying Framework for Poverty Eradication and Social Justice: The Evolution of CARE's Development Approach, CARE International, 2005 (http://pqdl.care.org/Practice/Unifying%20Framework%20for%20Poverty%20Eradication%20and%20Social%20Justice.pdf, 05.06.2013)

POWER ANALYSIS: **"**Power analysis" is a way to examine how social and political networks and alliances between powerful actors are fostered and used to gain access to public resources and how elites use these resources and benefits to build support within local constituencies.
The process of power analysis also enables teams to build upon their existing practical understanding and to arrive at a broader conceptual framework that highlights the causes of and conditions that perpetuate poverty and social marginalization. Such an understanding allows field teams to begin to integrate analysis and the ability to discern social, economic, and political patterns into their day to day work and develop methods and techniques through which power dynamics in other localities can be understood. Power analysis in few carefully selected localities enables program teams to create an integrated body of knowledge in terms of how economic, social and political power operate and can provide important insights to develop programming strategies and implementation approaches.
Source*:* http://p-shift.care2share.wikispaces.net/Glossary+of+Terms, 04/06/2013.

PRESSURE GROUPS: An interest group (also called an advocacy group, lobbying group, pressure group or special interest) is a group, however loosely or tightly organized, doing advocacy: those determined to encourage or prevent changes in public policy without trying to be elected.
Source: Wikipedia Online Dictionary.

PROBLEM: A condition that has adverse effects on people, communities, marginalized groups or populations.
Source*:* Guidelines for Concept Papers, CARE, 2003

PROBLEM ANALYSIS: Is the process of identifying problems, their causes and consequences and understanding the inter-relationships among them.
Source: Guidelines for Concept Papers, CARE, 2003

PROBLEM SOLVING: Understands the issue, compares data from different sources to draw conclusions, chooses a course of action that is consistent with authority delegated to the position. ♪

PROGRAM: A Program is a coherent set of initiatives by CARE and our allies that involves a long term commitment to specific marginalized and vulnerable groups to achieve lasting impact at broad scale on underlying causes of poverty and social justice. This goes beyond the scope of projects to achieve positive changes in human conditions, in social positions and in the enabling environment. ***Source:*** What is the Program Approach ? , CARE , Mare Fort, Colombo (2012).
(http://p-shift.care2share.wikispaces.net/What+is+a+Program%3F)

PROGRAM PARTICIPANTS: Groups who will be involved in program activities.
Source*:* What is the Program Approach ? , CARE , Mare Fort, Colombo (2012)

PROTECTIONISM: Erecting trade barriers, e.g. tariffs and quotas, to limit imports and protect a country's economy from competition from other countries.
Source: Glossary, OXFAM, United Kingdom.

PROJECT STEERING COMMITTEE: The PSC will oversee all aspects of project management including project progress towards achieving goals and results, resource allocations against budget, and project activities in each project component. PSC will undertake the following:

- Review and approve annual work plans, annual budgets, annual reports and any other project reports required;
- Approve any other key issues that need donor approval;
- Monitor project progress against the Logical Framework Analysis (LFA); and
- Make recommendations for improving the project implementation.

Source: LIFT Final Project Implementation Plan, CARE International, Sri Lanka, 2002.

PSYCHOSOCIAL: "The word psychosocial simply underlines the dynamic relationship between psychological and social effects, each continually influencing the other"[23]. This definition notes the importance of psychological effects; this includes what people think, feel and do i.e. behavior, while also acknowledging the individual's personality, life history, knowledge and skills and resourcefulness.
Source: LIFT Final Project Implementation Plan, CARE International, Sri Lanka, 2002.

PSYCHOSOCIAL WELL-BEING: A CARE SL project, further defines the psychosocial well-being of a community with respect to four core domains: Human Capacity, Social Environment and Relationships, Culture and Values, and Livelihood and Security. These domains map in turn the human, social, economic and cultural resources available to communities in supporting their well-being. It is also based on the belief that under stressful and adverse circumstances, individuals are likely to "bounce back", recover, and eventually develop, if certain influencing factors on well-being prevail, such as strong social networks, and the continuance of positive cultural practices. As mentioned earlier, all parts can combine together and overlap in a complex and interconnected way to form a person's or community's life.
Source: LIFT Final Project Implementation Plan, CARE International, Sri Lanka, 2002.

QUALITATIVE RESEARCH: In social sciences, qualitative research is often a broad term that describes research that focuses on how individuals and groups view and understand the world and construct meaning out of their experiences. It essentially is narrative-oriented and uses content analysis methods on selected levels of communication content. Other researchers consider it simply to be research whose goal is not to estimate statistical parameters but to generate hypotheses to be tested quantitatively. It involves investigating participants' opinions, behaviors and experiences from the informants' points of view. It is contrasted with quantitative research in that it does not rely on quantitative measurement and mathematical models, but instead uses logical deductions to decipher gathered data dealing with the human element. Its downside, compared to quantitative research, is that it is more expensive, has smaller sample sizes and is hard to measure. In statistics, qualitative analysis consists of procedures that use categorical data, that is data that concern classifications. These techniques are suitable where events or entities can only be counted or classified rather than measured on a higher level. The techniques themselves are, of course, numerically based.
Source*:* Wikipedia Online Dictionary

QUANTITATIVE RESEARCH: It is systematic scientific investigation of quantitative properties and phenomena and their relationships. Quantitative research is widely used in both the natural and social sciences. The objective of quantitative research is to develop and employ mathematical models, theories and hypotheses pertaining to natural phenomena. The process of measurement is central to quantitative research because it provides the fundamental connection between empirical observation and mathematical expression of quantitative relationships.
Source*:* Wikipedia Online Dictionary

[23] A definition by UNICEF (1997)

RAINWATER HARVESTING: capturing rain where it falls or capturing the run off in your own village or town. And taking measures to keep that water clean by not allowing polluting activities to take place in the catchment. Therefore, water harvesting can be undertaken through a variety of ways

•Capturing runoff from rooftops

•Capturing runoff from local catchments
•Capturing seasonal floodwaters from local streams
•Conserving water through watershed management

Source: http://www.rainwaterharvesting.org/whatiswh.htm, 13.06.2013

RAPID RURAL APPRAISAL (RRA): The major objective of an RRA is to gain maximum knowledge of the target area with the minimum amount of time and resources (Eklund 1990). The major advantages of RRAs are that they are: (1) Rapid- Results are made available to decision makers quickly; (2) Interdisciplinary; (3) Eclectic in techniques aimed at capturing a holistic picture of the local situation; (4) Rely on more open-ended interview techniques that reduce non-sampling error; (5) Allow for valuable interaction between investigators and the target population (Molnar, 1989). ***Source****:* CARE Household Livelihood Security Assessments, A Toolkit for Practitioners' (July , 2002)

RECONCILIATION: Is a long process that involves seeking answers to two key questions:

- How do we address past injustices and make amends for these injustices?
- How do we build a peaceful future together?

Reconciliation is an integral component of sustainable peace (see below), as it provides a conceptual and practical framework in which sustainable peace can be achieved.[24] John Paul Lederach, provided much of the foundation for the current understanding of reconciliation within the peacebuilding field. The cornerstone of this understanding is his model of reconciliation being the 'meeting place' of truth, mercy, justice and peace. These four concepts form the basis of reconciliation. Each must be present in order for a reconciliation process to take place. No one concept alone is enough to move a society into sustainable peace.

Reconciliation is not a 'project' for one organization; rather it requires partnerships across different disciplines, organizations, government structures and civil society. Any individual organization working for reconciliation would need to situate its work within this larger framework by identifying what particular *aspect* of reconciliation on which it is focusing.

Reconciliation can be a sensitive term, and might be problematic in certain post-conflict environments. This may stem in part from a perception (or misperception) of reconciliation as *requiring* forgiveness (particularly without repentance or restitution) or former enemies becoming friends. Lederach's model of reconciliation does not encourage this understanding of reconciliation; rather it stresses not only mercy and peace, but also justice and truth. The term must therefore be well-understood by those using it, be carefully applied, and its intended meaning made clear to beneficiaries and other stakeholders. Communities may not feel ready to even consider the idea of reconciliation, but may be willing to begin discussing some of the component parts of reconciliation, such as redressing wrongs and planning for a peaceful future.

Source: Peacebuilding Terminology and Its Use Within CARE, 2004.

RECYCLABLE: Any material that can be recovered after use for reuse and/or processing into new products.

Source: Adapted from the EPA Terms of Environment Dictionary

[24] This discussion of reconciliation focuses on the societal level. Reconciliation may also focus on the individual level, for example in the context of bringing together a victim of a crime with the person who committed it. Reconciliation is a central concept of restorative justice, which has many of the same features as described above. For more on restorative justice, see www.vorp.com/, www.sfu.ca/cfrj/intro.html or www.restorativejustice.org.uk/.

REFORESTATION: Replanting of forests on lands that have previously contained forests but that have been converted to some other use.
Source: United Nations Framework Convention on Climate Change

RENEWABLE RESOURCES: Renewable natural resources are natural resources that, after exploitation, can return to their previous stock levels by natural processes of growth or replenishment. Conditionally renewable resources are those whose exploitation eventually reaches a level beyond which regeneration will become impossible. Such is the case with the clear—cutting of tropical forests.
Source: OECD Glossary of Statistical termshttp://stats.oecd.org/glossary/detail.asp?ID=2502, 12.06.2013

REPRODUCTIVE HEALTH: is about wellbeing in relation to the reproductive role, function and system throughout life in physical, emotional, mental and social aspects.
Source: Gender Trainer's Manual, CARE International Sri Lanka, Program Quality and Learning Unit, 2012.

RESILIENCE: The ability of a system, community or society exposed to hazards to resist, absorb, accommodate to and recover from the effects of a hazard in a timely and efficient manner, including through the preservation and restoration of its essential basic structures and functions.
Source: 2009 UNISDR Terminology on Disaster Risk Reduction, UN, (http://www.preventionweb.net/files/7817_UNISDRTerminologyEnglish.pdf)

RESOURCE CENTRES: Resource centres are a tool used by DZADP to fill up the information gap and provide services to farming communities.
Source: Dry Zone Agriculture Development Project, CARE International, Sri Lanka.

RESPECT: Behaves in a manner that reflects a true belief in and appreciation for the dignity and potential of all human beings. Gaining other people's confidence and setting an environment of trust and openness.
Source: Competency Definition Guide, CARE International, USA, 2003.

RESPECT FOR THE DIGNITY OF AND WORTH OF EVERY HUMAN BEING: CARE affirms the dignity, potential and contribution of participants, donors, partners and staff.

RESULT: Results include 'the output, outcome or impact (intended or unintended, positive and/or negative) of a development intervention. While *activities* describe what is being done, results descrive ensuing changes. *Outputs* usually refer to products, goods, or services delivered through an activity. *Outcomes* refer to change in behavior or initial changes in how a conflict system functions resulting from an activity. *Impact* refers to the long-term effects of an intervention. While activities and outputs are usually under the control of programme implementers, outcomes are less so, and impact even less so.
Source: Guidance for Designing Monitoring and Evaluating Peacebuilding Projects using Theories of Change, CARE International, UK, 2012.

The output, outcome or impact (intended or unintended, positive and/or negative) of a development intervention.
***Source*:** Evaluation and Aid Effectiveness No. 6 - Glossary of Key Terms in Evaluation and Results Based Management
http://www.keepeek.com/Digital-Asset-Management/oecd/development/evaluation-and-aid-effectiveness-no-6-glossary-of-key-terms-in-evaluation-and-results-based-management-in-english-french-and-spanish_9789264034921-en-fr. 12.06.2013)

RESULTS BASED MANAGEMENT (RBM): A management strategy focusing on performance and achievement of outputs, outcomes and impacts . Related term: Logical Framework.
Source: Kusek, Z.J., Rist, C.Ray., "Ten Steps to Results Based Monitoring and Evaluation System", The World Bank, 2004.

RIGHTS BASED APPROACH (RBA): A Rights Based Approach looks beyond the symptoms of poverty to understand and address the root causes of poverty and social injustice; it requires that vulnerable ad the marginalized take centre stage in the design of programmes and the measurement of CARE's impact; and it also requires that development goals be framed as entitlement with both claim holders and corresponding duty bearers. It means that CARE engages with institutions to address the exclusion of poor and marginalized people and create spaces in which they can exercise their rights, including the fundamental right to have a say on how public decisions are made, affairs are managed and resources allocated.
Source: Towards Better Governance:*A Governance Programming Framework for CARE, Reference Document.*

An approach that deliberately and explicitly focuses on people achieving the minimum conditions for living with dignity. It does so by exposing the roots of vulnerability and marginalization and expanding the range of responses. It empowers people to claim and exercise their rights and fulfill their responsibilities and recognizes poor, displaced, and war-affected people as having inherent rights essential to livelihood security – rights that are validated by international law.
Source: Advocacy Tools and Guidelines

RIGHTS-BASED APPROACH (RBA) TO HOUSEHOLD LIVELIHOOD SECURITY: The rights-based approach to HLS recognizes that poor people and poor households live and interact within broader socioeconomic and sociopolitical systems that influence resource production and allocation decisions. The approach works to expose the roots of vulnerability and marginalization and expand the range of responses.
Source: CARE Household Livelihood Security Assessments, A Toolkit for Practitioners' (July , 2002)

RISK: The combination of the probability of an event and its negative consequences.
Source: 2009 UNISDR Terminology on Disaster Risk Reduction, UN, (http://www.preventionweb.net/files/7817_UNISDRTerminologyEnglish.pdf)

SAVINGS & CREDIT GROUP: It mainly consists of women with a maximum 30 individuals per group. The objective of the savings and credit activity is to support income-generating activities of the group members, particularly women, by utilizing the group's own resources. It is a homogeneous group by the rural people where every member saves through group bank account to create a general fund. After a certain period of time the members can take necessary loans from that fund for implementing different activities for their socio- economic development. This is called a "Savings & Credit Group ". The group prepares "group bi-laws" consulting all members and the group is operated based on this "group bi-laws". This group also provides a forum for women to discuss relevant issues, share information and skills, develop self-confidence and collectively create a voice to address their strategic interests. This increase in social capital, over the long term, is important in creating a responsive civil society, as the skills developed for saving money and generating further income. The S&C groups target to serve larger needs especially after the members have achieved some economic successes, judged by them using their own criteria. Once economic achievements have been realized the groups begin to look more at non-economic and wider community issues.
Source: LIFT Final Project Implementation Plan, CARE International, Sri Lanka, 2002.

SEASONAL CROPS: Seasonal Crops are defined as economically viable crops whose growing season last less than one year and are recommended for dry zone areas
Source*:* Dry Zone Agriculture Development Project, CARE International, Sri Lanka.

Crops that are either not available on the market during certain seasons or periods of the year or are available throughout the year but with regular fluctuations in their quantities and prices that are linked to the season or time of the year. Seasonality is linked closely to temperatures which produce optimum growth and rainfall.
Source: Adapted from OECD Glossary of Statistical Terms.

SEXUAL ABUSE: Is the actual or threatened physical intrusion of a sexual nature whether by force or under unequal or coercive conditions.
Source: Gender Guidance Note: Integration of Gender Transformative Approaches, Program Quality and Learning Unit, CARE International, Sri Lanka, 2012.

SEXUAL EXPLOITATION: Is the abuse of a position of vulnerability, differential power or trust, for sexual purposes, including, but not limited to, profiting monetarily, sexually or politically from the sexual exploitation of another.
Source: Gender Guidance Note: Integration of Gender Transformative Approaches, Program Quality and Learning Unit, CARE International, Sri Lanka, 2012.

SEXUAL HARRASSMENT: is any sexual misconduct that is unwelcome, in appropriate and offensive to the recipient and creates a hostile, humiliating and intimidating work environment. It is behaviour, which fails to respect the dignity of women and men within and outside the workplace.
Source: Gender Guidance Note: Integration of Gender Transformative Approaches, Program Quality and Learning Unit, CARE International, Sri Lanka, 2012.

SEXUAL HEALTH: is about wellbeing in relation to sexuality not only in terms of physical aspects but also in terms of emotional, mental and social aspects. It is not just the absence of disease, dysfunction or infirmity. Sexual health is also about giving respect to one's partner.
Source: Gender Trainer's Manual, CARE International Sri Lanka, Program Quality and Learning Unit, 2012.

SEXUALITY: is a central aspect of being human throughout life and encompasses sex, gender identities and roles, sexual orientation, eroticism, pleasure, intimacy, and reproduction. Sexuality is expressed in thoughts, fantasies, desires, beliefs, attitudes, values, behaviors, practices, roles, and relationships. While sexuality can include all of these dimensions, not all of them are always expressed. Sexuality is influenced by the interaction of biological, psychological, social, economic, political, cultural, ethical, legal, historical, religious, and spiritual factors.
Source: Incorporating Gender and Sexuality Into CARE Asia's Reproductive Health Programming: A Working Paper, Sexual & Reproductive Health Team, CARE International, 2010 (http://www.care.org/careswork/whatwedo/health/downloads/CARE-gender-sexuality-asia-reproductive-health.pdf, 13.06.2013)

SEXUAL AND REPRODUCTIVE HEALTH (SRH): Defined as the constellation of methods, techniques and services that contribute to reproductive health and well-being through preventing and solving reproductive health problems. It also includes sexual health.
Source: International Planned Parenthood Federation, http://www.ippf.org/resources/media-press/glossary/s, 13.06.2013

SEXUALLY TRANSMITTED DISEASE (STD): Sexually transmitted infection. Disease resulting from bacteria or viruses and often acquired through sexual contact. Some STIs can also be acquired in other ways (i.e. blood transfusions, intravenous drug use, mother-to-child transmission). The term 'STI' is slowly replacing 'STD' (sexually transmitted disease) in order to include HIV infection. Most STIs, like HIV, are not acquired from partners who are obviously ill, but rather through exposure to infections that are asymptomatic or unnoticeable at the time of transmission.
Source: International Planned Parenthood Federation, http://www.ippf.org/resources/media-press/glossary/s, 13.06.2013

SEXUALLY TRANSMITTED INFECTION (STI): Disease resulting from bacteria or viruses and often acquired through sexual contact. Some STIs can also be acquired in other ways (i.e. blood transfusions, intravenous drug use, mother-to-child transmission). The term 'STI' is slowly replacing 'STD' (sexually transmitted disease) in order to include HIV infection.

Source: International Planned Parenthood Federation, http://www.ippf.org/resources/media-press/glossary/s, 13.06.2013

SITUATION ANALYSIS: Since the adoption of the unifying framework, CARE has been working to develop better analyses of the underlying causes of poverty and of the power relations associated with them. There are different types of analyses that can be incorporated within an overall situational analysis: Context analysis

- Analysis of the underlying causes of poverty (UCP) and social injustice
- Analysis of the challenges and barriers to achieving the MDGs
- Gender analysis
- Power

These different forms of analysis can and should be interrelated; for instance, an UCP analysis should speak to an MDG. Analyses should also occur at multiple levels, and with multiple stakeholders.
Source: http://p-shift.care2share.wikispaces.net/Program+Design, 06.06.2013

SOCIAL ADVOCACY: is a tool or approach for implementation. Social advocacy seeks to change people's attitudes, beliefs and behaviors and thereby create an environment in which other work – in policy advocacy, good governance, civil society building, gender equity and diversity – can be more effective (Ray 2004).
Source: Unifying Framework for Poverty Eradication and Social Justice: The Evolution of CARE's Development Approach, CARE International, 2005 (http://pqdl.care.org/Practice/Unifying%20Framework%20for%20Poverty%20Eradication%20and%20Social%20Justice.pdf, 05.06.2013).

SOCIAL/CITIZEN EMPOWERMENT: is a process of learning and action that strengthens people's self-esteem, analytical and organizational skills, and political consciousness so they can gain a sense of their rights and join together to develop more democratic societies (VeneKlasen 2002).
Source: Unifying Framework for Poverty Eradication and Social Justice: The Evolution of CARE's Development Approach, CARE International, 2005 (http://pqdl.care.org/Practice/Unifying%20Framework%20for%20Poverty%20Eradication%20and%20Social%20Justice.pdf, 05.06.2013).

SOCIAL ENVIRONMENT: Is informal and formal social networks. This refers to resources such as social relations with family, extended family, and community members, religious and political groups. It also includes linkages with social services for physical resources. ♠
A person's social environment includes their living and working conditions, income level, educational background and the communities they are part of.
Source: European Commission http://ec.europa.eu/health-eu/my_environment/social_environment/index_en.htm, 12.06.2013

SOCIAL JUSTICE: Iris Marion Young (1990) suggests that social justice encompasses the degree to which a society supports and promotes the institutional factors required for the realization of the values and material conditions necessary to live a good life. For Young, similar to Amartya Sen, those values include the ability for each of us to develop and exercise our capacities and express our experience, and to participate in determining our actions and the conditions of our actions. In contexts and societies where social group differences exist and some groups are privileged while others are oppressed, social justice requires explicitly acknowledging and attending to those group differences. Social justice also imposes on each of us a personal responsibility to work with others to design and continually perfect our institutions as tools for personal and social development..
Source: Unifying Framework for Poverty Eradication and Social Justice: The Evolution of CARE's Development Approach, CARE International, 2005

(http://pqdl.care.org/Practice/Unifying%20Framework%20for%20Poverty%20Eradication%20and%20Social%20Justice.pdf, 05.06.2013)

SOCIAL MOBILIZATION[25]: " Social mobilization is empowerment of marginalized vulnerable group/community through awareness creation as well as self organization to encourage the people to make use of their own potential and resources".
***Source**:* Concept Inventory, CARE International Sri Lanka, 2003

SOCIAL MOVEMENT: Charles Tilly defines big social movements as a series of contentious performances, displays and campaigns by which ordinary people made collective claims on others [Tilly, 2004]. For Tilly, social movements are a major vehicle for ordinary people's participation in public politics [Tilly, 2004:3]. He argues that there are three major elements to a social movement [Tilly, 2004]:

1. Campaigns: a sustained, organized public effort making collective claims on target authorities;
2. Repertoire: employment of combinations from among the following forms of political action: creation of special-purpose associations and coalitions, public meetings, solemn processions, vigils, rallies, demonstrations, petition drives, statements to and in public media, and pamphleteering; and
3. WUNC displays: participants' concerted public representation of worthiness, unity, numbers, and commitments on the part of themselves and/or their constituencies.

Sidney Tarrow defines [Tarrow, 1994] a social movement as collective challenges [to elites, authorities, other groups or cultural codes] by people with common purposes and solidarity in sustained interactions with elites, opponents and authorities. He specifically distinguishes social movements from political parties and interest groups.

Srilatha Batliwala, writing for AWID (the Association of Women's Rights in Development), defines movements as "an organized set of constituents pursuing a common political agenda of change through collective action."(Changing Their World: Concepts and Practices of Women's Movements , 10)., Thus, movements are distinguished by these characteristics:
A visible constituency base or membership;

1. Members collectivized in either formal or informal organizations;
2. Some continuity over time (i.e., a spontaneous uprising or campaign may not be a movement in itself, though it may lead to one);
3. Engage in collective actions and activities in pursuit of the movement's political goals;
4. Use a variety of actions and strategies – from confrontational, militant actions (including violent protests), or peaceful protest / non-cooperation (a la Gandhi), public opinion building or advocacy strategies; and

Engage clear internal or external targets in the change process, such as: Their own membership or communities (such as in movements against discriminatory customs and social practices like FGM, violence against women, machismo, etc.); Society at large (to change negative attitudes, biases or perceptions of themselves – e.g. racial, gender-based, caste-based, ethnic or religious discrimination); Other social groups (such as in claiming land rights or fair wages from landowners or employers); The state or regimes in power (in demanding, for instance, democracy, legal reform, or policy change); Private sector actors (challenging employment practices, environmental damage caused by or natural resources appropriated by corporations, etc.); International institutions (such as the World Bank, UN, IMF, or WTO); and a combination of some or all of the above.
***Source**:* http://p-shift.care2share.wikispaces.net/Glossary+of+Terms, 14.06.2013.

[25] Social Mobilization – A Mechanism for Poverty Reduction , M.Sinnathurai, Deputy Director Planning, Provincial Planning Secretariat NEP <www.nepc.lk>

SOCIAL POSITIONS: are peoples' position in society and their ability to live in dignity. To improve social positions one must focus on changing the nature and direction of systemic marginalization by eliminating the barriers that underpin exclusion, inequality, and powerlessness.
Source: http://p-shift.care2share.wikispaces.net/Glossary+of+Terms, 14.06.2013

SOCIAL SECURITY NETWORK (COMMUNITY EMPOWERMENT): The capacity of households and communities to maintain and participate in social networks that enable them to pursue viable livelihoods by reducing risks, accessing services, protecting themselves from depravation and accessing information for lowering transaction costs[26].

SOCIOLOGICAL EFFECTS: It broadly refers to the effects of the environment in which people live, their relations with family, friends and the community as well as their economic status and cultural practices. Additionally, within this context are customs and rituals, religion, pleasure, health, political affiliations, justice and other influences that impact upon the individual self and or community.
Source*:* LIFT Final Project Implementation Plan, CARE International, Sri Lanka, 2002.

SOIL CONSERVATION: Soil conservation is the protection of soil from erosion and other types of deterioration, so as to maintain soil fertility and productivity. It generally includes watershed management and water use.
Source: OECD Glossary of Statistical terms

http://stats.oecd.org/glossary/detail.asp?ID=2502, 12.06.2013

STAKEHOLDERS: Potential or actual 'owners' of a project, i.e. persons who have a direct interest in the project. Often taken to mean persons (or organizations) that have the capacity to make or influence decisions affecting the design and implementation of a project. Typically, these include the target population/participants, project and country office staff, counterparts, donors and other interested agencies.
Source: Barton, Tom., Guidelines to Monitoring and Evaluation, How are we doing?, CARE Uganda, 1997.

STRATEGIC PLANNING: **A process by which a future vision is developed for an organization, taking into account its political and legal circumstances, its strengths and weaknesses, and the threats and opportunities facing it. It articulates the organization's sense of mission and maps out future directions to be taken, given the organization's current state and resources.**
Source: International Development and Research Centre (IDRC) Glossary.

STRATEGIC DECISION MAKING: Establishing and supporting a course of action to achieve CARE's long-range goals or vision after developing alternatives based on logical assumptions, contextual and systems analysis, available resources, constraints, and organizational values.
Source: Competency Definition Guide, CARE International, USA, 2003.

STRATEGIC PEACEBUILDING: A term used by CARE International UK to reflect its commitment to strengthen peacebuilding work through a number of key programme quality elements. This term means peacebuilding that:

- Is based on solid conflict analysis;
- Has a clear vision of the peace it seeks to construct;
- Seeks synergies with other peacebuilding interventions;
- Has a clearly articulated theory of change;

[26] CARE Impact Guidelines – October 1999

- Articulates the link between micro and macro levels, seeking macro level impact.

***Source**:* Strategic Peacebuilding Workshop Report, Care International, London, 2010.

STRATEGY: A planned course of action undertaken with the aim of achieving the goals and objectives of an organization. The overall strategy of an organization is often known as organizational strategy, but strategy may also be developed for any aspect of an organization's activities, as, for example, environmental strategy or marketing strategy.
Source: International Development and Research Centre (IDRC) Glossary.

Based on the cause-effect logic of problem analysis, the strategy is the approach through which project inputs and resulting outputs bring about the desired changes leading to sustainable impact on human wellbeing.
***Source**:* Caldwell, Richard., Project Design Handbook, CARE , August 2002

STRESS TOLERANCE: Maintaining effective performance under pressure or adversity; handling stress in a manner that is consistent with CARE's core values.
Source: Competency Definition Guide, CARE International, USA, 2003.

STRUCTURED GENDER INEQUALITY: exists where a system of gender discrimination is practiced by public or social institutions. Structural gender inequality is more entrenched if it is maintained by administrative rules and laws, rather than by only custom and traditions.
Source: Integration of Gender Transformative Approaches, Program Quality & Learning Unit, CARE International Sri Lanka, Annex 1, 2012.

SUBSIDY: Grants given by governments to help producers. A product which has been subsidised is one which has been produced or sold with the help of a subsidy. The fact it cost less to produce means at can be sold it a lower price.
Source: Glossary, OXFAM, United Kingdom.

Monetary assistance granted by a government to a person or group in support of an enterprise regarded as being in the public interest.
Source: http://web.idrc.ca/WaterDemand/IDRC_Glossary_Second_Edition/English/subsidy.html, 13.08.2013.

SUMMATIVE EVALUATION: A study conducted at the end of an intervention (or a phase of that intervention) to determine the extent to which anticipated outcomes were produced. Summative evaluation is intended to provide information about the worth of the program. Related term: Impact Evaluation.
Source: OECD DAC's Glossary of Key Terms in Evaluation and Results Based Management, p.35. http://www.oecd.org/dataoecd/29/21/2754804.pdf

SURVEY: A sequence of focused, predetermined questions in a fixed order, often with predetermined, limited options for responses. Surveys can add value when they are used to identify development problems or objectives, narrow the focus or clarify the objectives of a project or policy, plan strategies for implementation, and monitor or evaluate participation. Among the survey instruments used in Bank work are firm surveys, sentinel community surveillance, contingent valuation, and priority surveys.
***Source**:* Caldwell, Richard., Project Design Handbook, CARE , August 2002

SUSTAINABILITY:The concept of sustainability, as it is applied to projects, includes multiple aspects. Some of the main ones are: a) potential for project's impact to continue after CARE's intervention terminates; b) capacity of target population to be able to continue to practice an innovation or technique without continued project intervention; c) Capacity of local institutions to continue project activities after the project ends. This includes self-financing of activities via contributions of users of goods and services provided, complementary funding from local funding sources, and decreasing dependency on

complementary funding from external sources; d) Sustainability also has an aspect of environmental protection. In this case, sustainability refers to the maintenance or enhancement of resource productivity on a long-term basis, minimising the depletion of non-renewable resources and enabling communities to care for their own environment.
Source: Barton, Tom., Guidelines to Monitoring and Evaluation, How are we doing?, CARE Uganda, 1997

SUSTAINABLE DEVELOPMENT: Development that meets the needs of the present without compromising the ability of future generations to meet their own needs. It contains within it two key concepts: the concept of 'needs', in particular the essential needs of the world's poor, to which overriding priority should be given; and the idea of limitations imposed by the state, technology, social organization and the environment's ability to meet present and future needs.
Source: UNDP- Reducing Disaster Risk: A Challenge For Development & ISDR Secretariat publication - Living with Risk: A Global review of Disaster Reduction Initiatives.

Development that meets the needs of the present without compromising the ability of future generations to meet their own needs. It assumes the conservation of natural assets forfuture growth and development.
Source: United Nations Framework Convention on Climate Change.

SUSTAINABLE LIVELIHOODS: 'A livelihood comprises the capabilities, assets (including both material and social resources) and activities required for a means of living. A livelihood is sustainable when it can cope with and recover from stresses and shocks and maintain or enhance its capabilities and assets both now and in the future, while not undermining the natural resource base' (Chambers, R. and G. Conway, 1992).
Source*:* Taking Action, Published Jointly by the UN Environment Programme and the UN Non-Governmental Liaison Service.
The origination of sustainable livelihood as a concept is widely attributed to Robert Chambers at the Institute of Development Studies (IDS). Chambers and Conway (1991) defined a sustainable livelihood as follows:

"*A livelihood comprises the capabilities, assets (stores, resources, claims and access) and activities required for a means of living; a livelihood is sustainable which can cope with and recover from stress and shocks, maintain or enhance its capabilities and assets, and provide sustainable livelihood opportunities for the next generation; and which contributes net benefits to other livelihoods at the local and global levels and in the short and long-term.*"
Source: Chambers, R. and Conway, G.R. (1992) 'Sustainable Rural Livelihoods: Practical Concepts for the 21st Century', Discussion Paper 296. Brighton, UK: Institute of Development Studies.

A sustainable livelihood is commonly accepted as comprising:

The capabilities, assets (including both material and social resources) for a means of living. A livelihood is sustainable when it can cope with and recover from stresses and shocks and maintain or enhance its capabilities and assets both now and in the future, while not undermining the natural resource base.
Source: DFID (1999a, 2000d, 2001) Sustainable Livelihoods Guidance Sheets, Numbers 1–8, London: Department for International Development.

SUSTAINABLE PEACE: Peace is a process - not a condition or a point in time. It must be built and constantly maintained. Like reconciliation, sustainable peace is the product of a complex and difficult process, involving not only individuals and governments but all stakeholders. Striving for sustainable peace means taking preventative action against the root causes of conflict, and establishing mechanisms to respond creatively, effectively and rapidly if prevention fails. Activities aimed at sustainable peace, such as processes of reconciliation, are not intended to replace government action, but are complimentary, perhaps as a way to enhance existing policies or guide the creation of new ones. Sustainable peace also does not require global, 'top-down' action, but is meant as a framework for local action, and an attempt to create an environment in which organisations and individuals feel that they can participate. Sustainable peace does not simply 'occur', or emerge from the signing of a peace treaty. Peace is a choice, and in a

conflict situation not all stakeholders may believe that a shared and sustained peace is the most obvious or beneficial option to take. As a result, parties may need different incentives to choose peace. Achieving sustainable peace is not a challenge that is relegated to a few special groups, but rather a shared responsibility among all.[27] Sustainable peace is established when all three components of peacebuilding (see above) are fully engaged.[28]
Source: Peacebuilding Terminology and Its Use Within CARE, 2004.

SWOT ANALYSIS: A tool used in institutional assessments to capture and identify an organization's geographic and programmatic scope of action, perceived effectiveness and level of acceptance and support by community members and local institutions. The analysis is broken down into **S**trengths**, W**eaknesses**, O**pportunities and **T**hreats.
Source: Household Livelihoods Assessments: A Toolkit for Practitioners, CARE USA , 2002 (http://pqdl.care.org/Practice/HLS%20Assessment%20-%20A%20Toolkit%20for%20Practitioners.pdf, 05.06.2013).

SYSTEMIC CHANGE: A cyclical process in which the impact of change on all parts of a whole and their relationships to one another are taken into consideration.
Source: http://p-shift.care2share.wikispaces.net/Glossary+of+Terms, 14.06.2013

TARGET GROUP: often part of an organization's mission or value, the ultimate program clients/beneficiaries. MES
The specific individuals or organizations for whose benefit the development intervention is undertaken.
Source: Evaluation and Aid Effectiveness No. 6 - Glossary of Key Terms in Evaluation and Results Based Management

http://www.keepeek.com/Digital-Asset-Management/oecd/development/evaluation-and-aid-effectiveness-no-6-glossary-of-key-terms-in-evaluation-and-results-based-management-in-english-french-and-spanish_9789264034921-en-fr. 12.06.2013)

TARGET POPULATION GROUP: is a group CARE directly works with or engages so that CARE can achieve its desired impact on the lives of the impact group. This group is targeted because its participation helps ensure that the impact group benefits. The target group may also benefit from the program, but is not the group whose lives CARE ultimately seeks to change and against whose improvement CARE measures success.
Source: http://p-shift.care2share.wikispaces.net/Glossary+of+Terms, 14.06.2013

TECHNOLOGICAL HAZARDS: are originating from technological or industrial accidents, dangerous procedures, infrastructure failures or certain human activities, which may cause the loss of life or injury, property damage, social and economic disruption or environmental degradation. Some examples are industrial pollution, nuclear activities and radioactivity, toxic waste, dam failures; transport, industrial or technological accidents (explosions, fires, spills).
Source: Emergency Preparedness Planning Guidelines, CARE International, Version 3, 2006

THEORY OF CHANGE: is defined as a set of hypotheses and critical assumptions that make up causal pathways of change.
Source: (http://p-shift.care2share.wikispaces.net/Glossary+of+Terms, 03.06.2013)

[27] Adapted from Tommy Gelbman, Sustainable Peace – A Concept Paper (Washington, DC, May 2000). Unpublished.
[28] Like 'conflict,' it is important to develop a clear understanding of meaning of 'peace.' Koenraad Van Brabant writes that CARE "needs to clarify how it understands 'peace' and therefore what 'peace' it seeks to contribute to. Is it an end to war and a reduction of violence, or a 'just' peace sustained by 'good governance?' And what does that mean?" (Koenraad Van Brabant, "Commitment, Capacity and Competence: CARE's Work on Conflict and Peace." CARE International, 17 May 2003.)

TRADE DUMPING: If a company exports a product at a price lower than the price it normally charges on its own home market, it is said to be "dumping" the product. (See Dumping).
Source: World Trade Organization, http://www.wto.org/english/tratop_e/adp_e/adp_e.htm, 12.06.2013

TRANSPARENCY: The full, accurate and timely disclosure of information. Transparency is a necessary condition for accountability.
Source: CARE Emergency Pocketbook

TRIANGULATION: The use of multiple theories, methods and/or data sources to verify and substantiate an assessment. It is used to overcome the biases that come from unitary disciplines, single observers, self-interested informants, and partial methods (OECD, 2002; Weiss, 1995).
Source: *Evaluating Peacebuilding Activities in Settings of Conflict and Fragility Improving Learning for Results.*

UNDERLYING CAUSES OF POVERTY: are most often the result of a combination of political, social, economic, and environmental factors that are related to the systemic and structural underpinnings of underdevelopment, residing at the societal and often the global level.
Source*:* Unifying Framework for Poverty Eradication and Social Justice: The Evolution of CARE's Development Approach, CARE International, 2005 (http://pqdl.care.org/Practice/Unifying%20Framework%20for%20Poverty%20Eradication%20and%20Social%20Justice.pdf, 05.06.2013)

UNDERLYING CAUSES OF POVERTY ANALYSIS (UCP ANALYSIS): A UCP analysis explores explore the underlying causes of poverty in an given context. It allows us to: Gain a deep understanding of the determinants of poverty in a given context. Help identify the poorest of the poor in a given context. See patterns, strategies and tactics of power holders and explore how poor people can maneuver and engage in networks to challenge these patterns. Review CARE's program strategies based on the results of poverty analyses. Increase our capacity to design programs with high potential of addressing UCPs. Identify which of our current programs were well positioned to address UCPs, and reviewing CARE's role. Jointly learn with partners about the determinants of poverty and strategies with a high potential for impact.It is the broadest sense the term reflects a variety of methods we use to analyze systematically social, systematic, structural and policy related causes of poverty. It might include analysis of:]

Power relations

Policy

Vulnerability and risk (of specific groups to shocks, stress and disaster)

Social exclusion such as ethnicity, sexuality, class, caste and gender dynamics in a given society.

A UCP analysis explores the three domains of our unifying framework - human conditions, social positions and the enabling environment and it will necessarily focus our minds not on the immediate or intermediate causes, but the underlying. In its simplest form, the UCP analysis has been carried out through the repeated question: Why?

A UCP analysis can be carried out at any level (locally through to globally).
Source: Drawn from Sofia Sprechmann, The Process of Project to Program Shift in the LAC Region, Developing Programs with Greater Impact-Potential Based on UCP analysis; and Kathy McCaston, CARE's Unifying Framework; and Brigitte Bode, UCP Study Nepal.
(http://p-shift.care2share.wikispaces.net/Glossary+of+Terms, 04/06/2013.)

UNIFYING FRAMEWORK: The Unifying Framework for Poverty Eradication & Social Justice is developed around three upper-level outcome categories that provide a holistic Unifying Framework that focuses on *improving people's social position and social equity*; on *improving the people's conditions and well-being*; and *on creating an enabling environment that promotes equity and livelihood security for all*. Together, these three outcome categories ensure that we analyze and address underlying causes from both needs- and rights-based perspectives.
***Source**:* http://p-shift.care2share.wikispaces.net/Glossary+of+Terms, 04/06/2013.

VIOLENCE AGAINST WOMEN (VAW): VAW itself is often defined more narrowly or broadly in different contexts[29]. Some might understand "violence against women" to refer exclusively to explicit physical and sexual violence (in particular, domestic abuse and rape). In practice VAW programs tend to act from a more expansive definition which includes emotional and psychological abuse as well as institutions (e.g. dowry, early marriage and sex-based economic and educational constraints) which contribute toward unequal power relations between men and women.

The United Nations Declaration on Elimination of Violence Against Women define it as any act of gender-based violence that results in, or is likely to result in, physical, sexual or psychological harm suffering to women, including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or in private life;
***Source**:* United Nations, Declaration on The Elimination of Violence Against Women, 48/104, Article 1, 1993. http://www.un.org/documents/ga/res/48/a48r104.htm, 14.06.2013.

VISION: 'An Image of the future we seek to create'. A vision statement describes in graphic terms where the goal-setters want to see themselves in the future. It may describe how they see events unfolding over 10 or 20 years if everything goes exactly as hoped. The vision statement is specific in terms of objective and time frame of its achievement. Vision is related to some form of achievement if successful. While a mission statement helps inculcate values in employees, the vision statement has direct bearing on the bottomline and success of the organization. The vision statement can galvanize the people to achieve defined objectives even if they are stretch objectives provided the vision is SMART (Specific, Measurable, Achievable, Realistic and Timebound). Eg: "We will be one amongst the top three transporters of goods and people in North America by 2010" is a vision statement. It is very concrete and unambiguous goal. While "Quality is Job 1" could count as a mission statement. Ж

VIOLENCE: Is the intentional use of physical force or power threatened or actual, against oneself, another person , or against a group or community that either results in or has a high likelihood of resulting in injury, death, psychological harm, maldevelopment or deprivation. This definition associates intentionality with the committing of the act itself, irrespective of the outcome it produces.
Source: Facilitator's Guide to Conducting Introductory Workshops on Conflict Sensitivity: The practice of conflict sensitivity- Concept to Impact, Sri Lanka Consortium, 2012.

VULNERABILITY: The conditions determined by physical, social, economic and environmental factors or processes, which increase the susceptibility of a community to the impact of hazards.
Source: CARE Emergency Pocketbook.

VULNERABLE GROUPS: Physically or socially disadvantaged persons who may be unable to meet their basic needs or vulnerable to protection threats, and may therefore require specific assistance.
***Source*:** CARE Emergency Pocketbook

[29] In review of other CARE VAW/GBV projects this difference did, at least in one case, become an issue between the project funder and project staff with the funder assuming a very narrow definition of violence and disagreeing with the project strategy which addressed a broader range of violence-related issues.

WATER CATCHMENT AREA: 1) The intake area of an aquifer and all areas that contribute surface water to the intake area. (2) The areas tributary to a lake, stream, sewer, or drain. (3) A reservoir or basin developed for flood control or water management for livestock and/or wildlife. See also Drainage Area; Watershed. (4) The land (and including the streams, rivers, wetlands and lakes) from which water runs off to supply a particular location in a freshwater system. In North America, the term watershed is often used instead of catchment area. In the UK, watershed means the line separating two adjacent catchments.

The area draining into a river, reservoir, or other body of water.
Source*:* Ecology Dictionary , http://www.ecologydictionary.org/CATCHMENT_AREA, 14.06.2013

WATER QUALITY: Water quality refers to the physical, chemical, biological and organoleptic (taste-related) properties of water.*Source:* OECD Glossary of statistical terms which is based on "*Glossary of Environment Statistics, Studies in Methods*", Series F, No. 67, United Nations, New York, 1997. http://stats.oecd.org/glossary/detail.asp?ID=2907, 13.06.2013

From a management perspective, water quality is defined by its desired end use. Consequently, water for recreation, fishing, drinking, and habitat for aquatic organisms require higher levels of purity, whereas for hydropower, quality standards are much less important. For this reason, water quality takes on a broad definition as the ''physical, chemical, and biological characteristics of water necessary to sustain desired water uses'' (UN/ECE 1995).
Source: UN WATER, http://www.unwater.org/wwd10/faqs.html, 13.06.2013

WATER USER GROUPS (WUG): It consists of both men & women from Farmer Field Schools, Savings & Credit Groups & non group members from the village. It includes representatives from users of each water resource and is formed with households that utilized water resources from small seasonal tanks and those that used common agro-wells. For the latter category, the water user groups usually consist of 20 to 30 members (with up to 10 wells being involved). The selection of the water resources will be made considering the degree of needs, cost benefit ratio, allocation of funds from the project, target numbers, involvement of other agencies in infrastructure development and CARE's "Do No Harm" policy. Rehabilitation of minor, community level irrigation structures will allow a fuller, more effective use of water resources especially when combined with maintenance, planning, and management that is more inclusive (participatory), from a community perspective. Such water user groups will be a means by which water management and use can be more equitable within the communities.
Source: LIFT Final Project Implementation Plan, CARE International, Sri Lanka, 2002.

WOMEN'S EMPOWERMENT: CARE defines Women's Empowerment as the sum total of changes needed for women to realize her full and equal human rights. CARE believe's that to end poverty, gender equality must be achieved; one without the other is not possible.
Source*:* Gender Guidance Note: Integration of Gender Transformative Approaches, Program Quality and Learning Unit, CARE International, Sri Lanka, 2012

WOMEN HEADED HOUSEHOLDS: CARE International, Sri Lanka has defined Women Headed Households, as those families where women have primary responsibility for household finances and decision-making and are socially (and often economically) marginalized because of marital status or economically due to a partner's disability.
Source: Samarakoon, P., "CARE Sri Lanka's Approach to Working With Women Headed Households", Briefing Paper, 2009

List of Terms Lacking Definitions

1. Command area
2. Community consultation
3. Consultation
4. Contribution in Kind (CIK)
5. Cross Learning Visit
6. District Steering Committee(DSC)
7. Institutional building Grants (IBG)
8. Institutional Development (ID)
9. Letter of Understanding (LoU)
10. Market Information System (MKIS)
11. Memorandum of Understanding (MoU)
12. National Steering Committee (NSC)
13. Organizational assessment
14. Organizational Strengthening (OS)
15. Organized Marketing
16. Process indicators
17. Reflective Learning workshops
18. Rehabilitation
19. Relief
20. Revolving Loan Funds
21. Rural Coordinating Committees (RCC)
22. Seed Money
23. Training Need assessment

www. care.org

Program Quality & Learning Unit
Care International, Sri Lanka.

T: 94-11-5399299
F: 94-11-2583721
P. O. Box : 1024 Colombo
E-mail : srilanka@co.care.org