



## GENDER TERMINOLOGY

Term	Definition
<b>Sex</b>	Sex refers to the biological characteristics that define humans as female or male.
<b>Gender</b>	The economic, political, and cultural attributes and opportunities associated with being male or female. The social definitions of what it means to be male or female vary among cultures and change over time. (USAID ADS Chapters 200–203). Gender refers to the array of socially constructed roles and relationships, personality traits, attitudes, behaviors, values, and relative power and influence that society ascribes to the two sexes on a differential basis. Gender is an acquired identity that is learned, changes over time, and varies widely within and across cultures. Gender is relational and refers not simply to women or men but to the relationship between them.
<b>Gender Roles</b>	Communities and societies create social norms of behavior, values, and attitudes that are deemed appropriate for men and women and the relations between them. These roles are assigned by social criteria rather than biological. For example, childbearing is a female sex role because men cannot bear children. Although both men and women can rear children, these duties are socially assigned.
<b>Gender Relations</b>	A term that emphasizes the relationship between men and women as demonstrated by their respective roles in power sharing, decision making, the division of labor, returns to labor, both within the household and in the society at large.
<b>Gender Mainstreaming or Integrating</b>	<p>The process of assessing the implications for women and men of any planned action, including legislation, policies, or programs in any area and at all levels. It refers to strategies for making women's as well as men's concerns and experiences an integral dimension in the design, implementation, monitoring, and evaluation of policies and programs in all political, economic, and social spheres—such that inequality between men and women is not perpetuated.</p> <p>A continuum exists for gender mainstreaming. Gender-Negative refers to development activities in which gender inequalities (norms, roles, and stereotypes) are reinforced in the process of achieving desired development outcomes. Gender-Neutral activities are ones in which gender is not considered relevant to the development outcome but the process and the outcome do not worsen or improve gender norms, roles, and relations. Gender-Sensitive activities view gender as a means and aim to redress existing gender inequalities and gender norms, roles, and access to resources so that project goals can be reached. In Gender-Positive activities, the focus remains on development outcomes, but changing gender norms, roles, and access to resources is seen as central to achieving positive development outcomes. For Gender-Transformative activities, addressing gender issues is viewed as central to both positive development outcomes and transforming unequal gender relations to promote shared power, control of resources, decision making, and support for women's empowerment.</p>

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<b>Gender Analysis</b>	A systematic approach, usually using social science methodologies, for examining problems, situations, projects, programs, and policies to identify the gender issues and impacts. There are a number of tools available for conducting gender analyses. Gender analysis of a development program involves identifying the gender issues for the larger context (i.e., structural factors); specific sites; and the issues and differential impacts of program objectives, strategies, and methods of implementation. Gender analysis must be done at all stages of the development process; one must always ask how a particular activity, decision, or plan will affect men differently from women in areas such as access and value of labor, property access and ownership, access to information and services, and social status.
<b>Data: Sex- or Gender-Disaggregated</b>	Information differentiated on the basis of what pertains to women and their roles and to men and their roles. More correctly termed sex-disaggregated when collected and analyzed for men and women.
<b>Gender Role Stereotyping</b>	The portrayal, in media or books or conversations, of socially assigned gender roles as "normal" and "natural."
<b>Gender Division of Labor</b>	An overall societal pattern where women are allotted one set of gender roles and men are allotted another set. An unequal gender division of labor refers to situations in which there is an unequal division of the rewards of labor by sex, i.e., discrimination. The most obvious pattern in the gender division of labor is that women are mostly confined to unpaid domestic work and unpaid food production, whereas men dominate in cash crop production and wage employment.
<b>Gender Equality</b>	Refers to the absence of discrimination, on the basis of a person's sex, in the allocation of resources or benefits or in the access to services. Gender equality entails the concept that all human beings, both men and women, are free to develop their personal abilities and make choices without the limitations set by stereotypes, rigid gender roles, or prejudices. Gender equality means that the different behaviors, aspirations, and needs of women and men are considered, valued, and favored equally. It does not mean that women and men have to become the same, but that their rights, responsibilities, and opportunities will not depend on whether they are born male or female. Inequality, discrimination, and differential treatment on the basis of sex can be structural (i.e., it is practiced by public or social institutions and maintained by administrative rules and laws and involves the distribution of income, access to resources, and participation in decision making).
<b>Gender Equity</b>	Gender equity means fairness of treatment for women and men, according to their respective needs. This may include equal treatment or treatment that is different but considered equivalent in terms of rights, benefits, obligations, and opportunities (e.g., equal treatment before the law, equal access to social provisions; education; equal pay for work of the same value). In the development context, a gender equity goal often requires built-in measures to compensate for the historical and social disadvantages of women. Specific measurements and monitoring are employed to ensure that, at a minimum, programs, policies, and projects implemented do not leave women worse off than men in their peer groups and families and that measures are taken to compensate for historical and social disadvantages.

<b>Term</b>	<b>Definition</b>
<b>Gender Sensitivity and Gender Awareness</b>	The ability to recognize gender issues and especially the ability to recognize women's different perceptions and interests arising from their different social location and different gender roles. Gender sensitivity is considered the beginning stage of gender awareness. The latter is more analytical, more critical, and more "questioning" of gender disparities. Gender awareness is the ability to identify problems arising from gender inequality and discrimination, even if these are not very evident on the surface or are "hidden" (i.e., not part of the general or commonly accepted explanation of what and where the problem lies).
<b>Gender-Blind</b>	Person, policy, or institution that does not recognize that gender is an essential determinant of the life choices available to us in society.
<b>Women in Development (WID)</b>	An approach to development that arose from a realization that women's contributions were being ignored. This situation led to many failures in development efforts. Accordingly, WID projects frequently involve only women as participants and beneficiaries.
<b>Gender and Development (GAD)</b>	This approach shifts the focus from women as a group to the socially determined relations between women and men. A GAD approach focuses on the social, economic, political, and cultural forces that determine how men and women might participate in, benefit from, and control project resources and activities differently.
<b>Gender Planning</b>	A planning approach that recognizes the different roles that women and men play in society and the fact that they often have different needs.
<b>Practical Gender Needs and Strategic Gender Interests</b>	A two-part typology developed by Caroline Moser (1993) with Practical Gender Needs (PGNs) and Strategic Gender Interests (SGIs). PGNs are those needs that have been identified by women within their socially defined roles as a response to an immediate perceived necessity (e.g., inadequacies in living conditions such as water provision, healthcare, and employment). They do not challenge gender divisions of labor and women's subordinate position in society. In contrast, Strategic Gender Interests (SGIs) vary by context and are identified by women as a result of their subordinate social status. They tend to challenge gender divisions of labor power and control, as well as traditionally defined norms and roles (e.g., legal rights, domestic violence, equal wages, and women's control over their bodies).

**Sources:**

Moser, C. (1993) Gender Planning and Development: Theory, Practice, and Training. Routledge: London, UK.

[www.bigpond.com.kh/users/gad/glossary/gender.htm](http://www.bigpond.com.kh/users/gad/glossary/gender.htm)

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