GENDER
EQUALITY
TOOLBOX

GENDER EQUALITY LEXICON

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GENDER EQUALITY LEXICON

As the Bill & Melinda Gates Foundation expands its work on gender equality through mainstreaming and targeted investments for women and girls' empowerment, the demand for tools and guidance to support Program Officers has grown. A concise set of clearly defined gender concepts is a key component of any effective gender mainstreaming toolbox. Such definitions support sector specialists who are integrating gender in their work and gender specialists who are supporting capacity building and managing investments for gender equality.

With this in mind, the Gender Equality team has developed a set of twenty definitions to be used across the foundation. This Gender Lexicon is firmly grounded in a review of current best practices and supported by donor, NGO and academic literature. Details on the methods used to identify and streamline the included definitions can be found in Annex 1. While there are many more terms that are used across gender equality and development work, we have selected those that are most relevant for foundation staff, and most important for our common understanding.

MARKERS OF IDENTITY

1. Gender[i]

The socially and culturally constructed ideas of what it is to be male or female in a specific context.

Gender is evident in the roles, responsibilities, attitudes and behaviors that a society expects and considers appropriate for males and females, independent of an individual's own identity or expression. Societal and individual expectations about gender are learned, and changeable over time. They can be different within and among cultures, and often intersect with other factors such as race, class, age and sexual orientation. The accompanying pressures to perform and conform and the sanctions for not adhering to gendered expectations are also absorbed through social learning, often from a very young age. Gender is a relational concept that is best understood by examining interactions between individuals and social groups.

2. Sex[ii]

The biological categorization of a person as male, female, or intersex.

Sex is assigned at birth based on biological indicators, including hormones, sex chromosomes, internal reproductive organs, and external genitalia. Sex and gender are commonly conflated, which contributes to widespread erroneous beliefs that cultural practices, roles, and norms around gender are biologically determined and therefore cannot be changed.

3. Gender Identity and/or Expression[iii]

A person's own sense of being male, female, or another identity beyond this binary, and how they choose to manifest this externally.

Gender identity includes how individuals experience their own gender, as well as what they call themselves. A person's gender identity and/or expression may or may not align with the biological sex assigned at birth. When it aligns, the person is cisgender. When it does not align, the person may be transgender and identify as male or female, or they may use different terms to describe themselves, such as non-binary, genderqueer, agender, bigender, and more. Unlike gender identity, gender expression is observable to others. Gender expression includes how people show their gender through clothing, appearance, behavior, personal gender pronouns, among other forms of expression. An individual's gender expression does not automatically imply one's gender identity. Individuals may choose to change their gender expression over time or based on circumstances where they feel comfortable or safe.

4. Personal Gender Pronouns[iv]

Third-person pronouns that can be used by an individual to convey their gender identity.

Personal pronouns are parts of speech used to refer to a person other than the speaker or listener (i.e., "third person"). In English, the most commonly used personal gender pronouns (PGP) for an individual are "she/her/hers", "he/him/his", and "they/them/theirs". However, there are many other PGPs that people choose, including "sie/hir/hirs", "zie/zir/zirs", that reflect the diversity of gender identities outside the gender binary of male and female. Some individuals may use more than one set of pronouns (e.g., "she/her/hers" and "they/them/theirs") or take "any and all" pronouns. An individual's PGPs may also change depending on the place, time, or audience. For example, individuals may choose to use their preferred non-binary pronouns only in spaces where they feel safe to do so. Asking an individual about their pronouns and referring to an individual by their preferred pronoun based on the context is an important signal of respect and acceptance of that person's gender identity.

5. Sexual Orientation[v]

A person's emotional, romantic, physical and/or sexual attraction to others.

Among other orientations, a person might identify as heterosexual, lesbian, gay, or bisexual based on whether their attraction(s) is/are to persons of a different sex and/or gender identity, the same sex and/or gender identity, or someone of more than one sex and/or gender identity. Sexual orientation is distinct from gender identity and from gender expression. However, norms about gender are closely linked to norms about sexual orientation, as are the social consequences for not adhering to them.

AREAS OF ANALYSIS

6. Gender Gap[vi]

A disparity between women and men's and boys and girls' condition or position in society based on gendered norms and expectations.

Gender gaps reflect the unequal distribution of opportunities, resources or outcomes, and are usually revealed through the analysis of gender data that illustrate the extent of inequalities.

7. Gender Relations[vii]

Socially constructed power relations between people based on their gender identity

and/or expression.
Understanding the social relations of gender involves looking at how an individual's access to resources, opportunities, and rights are shaped by how they are valued, their social position, and their power relative to others in society. Differences in the social value assigned to males and females create a hierarchy that typically grants more privilege and power to males over females. Men who do not conform to gender norms of masculinity through their behavior, sexual orientation, gender identity and/or expression, may also be disadvantaged or socially excluded.

8. Gender Bias[viii]

Prejudiced actions or thoughts that affect a person or a group of people based

on their perceived gender.
It can lead to unequal and/or unfair treatment, such as gender-based discrimination in the workplace or gender stereotyping in the media, and unequal and/or unfair access to resources, including income, food, health care, land ownership, and education. Gender bias can be conscious or unconscious, explicit or implicit. It can occur in the public sphere, such as in schools, as well as in the private sphere, such as within households.

9. Gender Discrimination[ix]

Any distinction, exclusion or restriction made on the basis of a person's sex

and/or gender identity, rather than on a person's skill or merit.
This type of inequality and/or unfairness in treatment can be direct, which occurs when a difference in treatment is based explicitly on gender; or indirect, which occurs when a law, policy, program or practice appears to be neutral, but has a discriminatory effect when implemented. Gender discrimination can result from individual behavior, or it can be systemic. Systemic gender discrimination describes behavior, policies or practices that are part of the structures or culture of a social institution, and which create or perpetuate disadvantages for women and girls, and those whose gender identity does not conform to the male/female binary.

10. Gender Norms[x]

The collectively held expectations and beliefs about how people should behave and interact in specific social settings and during different stages of their lives based on their sex or gender identity.

These rules seek to govern people's behavior and represent beliefs and values about what it means to be male or female in a particular society, culture or community. The reward for adhering to these norms can be acceptance and social inclusion, while the consequences for not conforming can range from subtle social exclusion to exclusion from school, employment, or health care, and to threats or acts of violence, and in extreme cases, death. Such norms set socially-held standards for a range of decisions individuals make throughout their lifespan, including about: health seeking behaviors, age of marriage, family size, (non)use of contraception, career selection, risk behaviors, showing emotion, perpetration of violence, and household chores.

11. Gender-Based Violence[xi]

Violence directed at an individual based on their biological sex, gender identity, gender expression or failure to adhere to socially defined norms of masculinity and femininity.

It includes physical, sexual, and psychological abuse; threats; coercion; arbitrary deprivation of liberty; and economic deprivation, and can occur in public or private life. Some common forms of gender-based violence include: sexual coercion and abuse; neglect; domestic violence; female infanticide; child sexual abuse; sex trafficking and forced labor; elder abuse; and harmful traditional practices such as early and forced marriage, female genital mutilation/cutting and so-called "corrective rape" and "honor killings."

TOOLS AND APPROACHES

12. Gender Mainstreaming[xii]

The process of integrating a gender lens into all aspects of an organization's strategies and initiatives, and into its culture, systems and operations.

It is a strategy for making the needs and interests of all genders an integral part of the design, implementation, monitoring and evaluation of programs, policies and organizational processes, so that everyone has the opportunity to benefit equally, and inequality is not perpetuated. Gender mainstreaming requires building relevant capacity and accountability across an organization. The ultimate goal of mainstreaming is to achieve gender equality for all.

13. Gender Analysis[xiii]

A critical and systematic examination of differences in the constraints and opportunities available to an individual or group of individuals based on their sex and gender identity.

Gender analysis explores social relationships and gender gaps in several domains, including: gendered division of labor, access to and control over resources, and decision-making power, as well as the opportunities for advancing gender equality. This approach to analyzing a situation can establish a more complete and less biased standpoint from which to understand the context of an investment or project. A gender analysis is the first step to designing gender intentional investments, and leads to the identification of who may be included and who may be excluded from an investment or project on the basis of their sex or gender identity.

14. Gender Lens[xiv]

A perspective that pays particular attention to how gender differences and relations are relevant for investments and projects.

Applying a gender lens to investments is one application of gender analysis. Using a gender lens to analyze power structures and roles within a specific context can provide important insights into whether an investment supports or exacerbates imbalances in gender-related power. Understanding a context through a gender lens can lead to better development interventions by revealing opportunities and helping to mitigate risks.

15. Gender Data[xv]

Factual information about people based on their gender.

Gender data include quantitative or qualitative data collected and presented by sex; data that reflect the diversity of people's identities; and data that reflect issues related to gender inequality, such as unpaid care work, gender-based violence, and unequal access to and control over resources. The term 'gender statistics' is also used to refer to these types of data, but is limited to quantitative gender data. Gender data collection methods take into account stereotypes and social and cultural factors that may introduce error, underreporting, or bias in the data.

16. Intersectionality[xvi]

A perspective that acknowledges the concrete experiences of inequality that result from the interaction of gender with other social markers of difference.

These markers include but are not limited to age, race, class, caste, religion, ability, sexual orientation, gender identity and expression, and sex characteristics. When these markers interact with gender, compounded forms of discrimination emerge that amplify people's individual constraints and opportunities. Rather than defining men and women as homogenous groups, an intersectional approach acknowledges and works to understand the differences within and among groups of men and women and gender non-conforming individuals, and how these differences create unequal opportunities and access to resources.

17. Men and Boys' Engagement[xvii]

An approach that works with men and boys in the context of gender equality programming.

The effective inclusion of men and boys in gender equality programming can support them in transforming dominant, often non-equitable and violent, definitions of masculinity and in adopting and promoting attitudes and behaviors that are consistent with gender equality. It can also support women and girls' empowerment. Men and boys are engaged as beneficiaries, partners, and as agents of change in their position as relatives and peers, in positions of authority, or as mentors and role models for each other.

ASPIRATIONS/GOALS

18. Women and Girls' Empowerment[xviii]

The expansion of choice and the strengthening of voice through the transformation of power relations so that women and girls have more control over their lives and futures.

Empowerment is a process of ongoing change through which women and girls expand their aspirations, strengthen their voice, and exercise more choice. Empowerment is also an outcome of women and girls having greater influence and control over their own lives and futures. Transformation of power relations occurs when women and girls exercise agency and take action, through expanded access to and control over resources and changes to the institutional structures that ultimately shape their lives and futures.

19. Gender Equity[xix]

Fairness in treatment of all people regardless of sex or gender identity and/or expression.

The concept of gender equity recognizes that individuals have different needs and power based on their sex or gender identity and/or expression, and that these differences should be identified and addressed in a manner that rectifies inequities. To ensure fairness, affirmative action is often used to remedy gaps and compensate for historical and social disadvantages that prevent individuals from otherwise operating as equals. Gender equity is a strategy that can lead to gender equality using targeted time-bound policies.

20. Gender Equality[xx]

The state of being equal in status, rights and opportunities, and of being valued equally, regardless of sex or gender identity and/or expression.

In a state of gender equality, people are free to develop their personal abilities and make choices without the limitations set by stereotypes, gender norms, or prejudices. Gender equality is widely recognized as a fundamental human rights concern and a precondition for advancing development, reducing poverty, and promoting sustainable development. Gender equality implies that the interests, needs and priorities of both women and men are taken into consideration and that achievement of development outcomes does not depend on an individual's sex or gender identity and/or expression.

i   Informed by Gender Equality Policy, by African Union (citing Naila Kabeer), 2009; by Gender Policy, by Mercy Corps, 2011; & by Updated Gender Strategy, by The President's Emergency Plan for AIDS Relief, 2013.

ii   Adapted from Definition of Terms: Sex, Gender, Gender Identity, Sexual Orientation, by American Psychological Association, n.d.

iii   Informed by LGBTQ Terminology, UCLA Lesbian Gay Bisexual Transgendered Resource Center, n.d.; by Understanding Non-Binary People: How to Be Respectful and Supportive, National Center for Transgender Equality; by consultations with the Global Center for Gender Equality at Stanford University; & by Gender Equality and Female Empowerment Policy, United States Agency for International Development, 2012

iv   Informed by consultations with the Global Center for Gender Equality at Stanford University and with the foundation's Out for Good & Allies employee resource group.

v   Informed by 'Glossary of Common Terms' Judicial Education and Training Program Williams Institute on Sexual Orientation Law and Public Policy. UCLA School of Law.

vi   Informed by Planting Equality: Getting it Right for Girls and Boys, Plan International, 2014; & by The Global Gender Gap Report 2012, by R. Hausmann, L. D. Tyson, S. Zahidi, ed., 2012, Geneva: World Economic Forum.

vii   Informed by a discussion on this topic in Planting Equality: Getting it Right for Girls and Boys, by Plan International, 2014.

viii   Informed by USAID Paraguay Gender Assessment, by A. Petrozziello, J. Menon, M. Greenberg, and S. Brucke, 2011.

ix   Informed by Plan's Policy on Gender Equality, by Plan International, 2016; by Gender Equality Glossary and Thesaurus, by European Institute for Gender Equality, n.d.; by Convention on the Elimination of All Forms of Discrimination Against Women, by UN General Assembly, 18 December 1979.; & by Gender Equality and Female Empowerment Policy, by United States Agency for International Development, March 2012.

x   Informed by A Conceptual Model of Women and Girls' Empowerment, by Bill & Melinda Gates Foundation, 2017; by Gender Equality Glossary and Thesaurus, by European Institute for Gender Equality, n.d.; & by Gender Equality Glossary, by UN WOMEN, n.d.

xi   Informed by Declaration on the Elimination of Violence against Women, by UN General Assembly, 20 December 1993; & by Gender Equality and Female Empowerment Policy, by United States Agency for International Development, March 2012.

xii   Informed by Oxfam Minimum Standards for Gender in Emergencies, by OXFAM, 2013; by Plan's Policy on Gender Equality, by Plan International, 2016; & by Gender Mainstreaming-Concepts and Definitions, UN Women, n.d.citing the definition from the 1997 agreed conclusions of ECOSOC.

xiii   Informed by Gender Equality Glossary and Thesaurus, by European Institute for Gender Equality, n.d.; by The Global Development Agenda: Tools for Gender Sensitive Planning and Implementation, by International Training Centre of the International Labour Organisation, n.d.; by Training Module: Introduction to Gender Analysis and Gender-Sensitive Indicators Gender Campus, by International Training Centre of the International Labour Organisation, 2009; & by Gender Equality Glossary, by UNWOMEN, n.d.

xiv   Informed by Gender in Education Network in Asia: A Toolkit for Promoting Gender Equality in Education, by UNESCO, 2006; by Gender Equality and Female Empowerment Policy, by United States Agency for International Development, March 2012; & by Gender and Extreme Poverty, by United States Agency for International Development, September 2015.

xv   Informed by Gender Equality Glossary and Thesaurus, by European Institute for Gender Equality, n.d.; Gender Statistics Manual. Integrating Gender Perspective into Statistics, by United Nations Statistical Division, n.d.; & by Gender Equality Glossary, by UN WOMEN, n.d.

xvi   Term coined by Professor Kimberlé Crenshaw. Mapping the Margins: Intersectionality, Identity Politics, and Violence against Women of Color. Stanford Law Review. Vol. 43, No. 6 (July 1991), pp. 1241-1299.

xvii   Informed by A Conceptual Model of Women and Girls' Empowerment, by Bill & Melinda Gates Foundation, 2017; MenEngage Core Beliefs; & by Updated Gender Strategy, by The President's Emergency Plan for AIDS Relief, 2013.

xviii   Developed from A Conceptual Model of Women and Girls' Empowerment, by Bill & Melinda Gates Foundation, 2017.

xix   Informed by Gender Equality Policy and Tools, by Canadian International Development Agency (CIDA), 2010; by Gender Equality Glossary and Thesaurus, by European Institute for Gender Equality, n.d.; & by ABC of women workers' rights and gender equality, by ILO, 2000, Geneva: ILO.

xx   Informed by UN Women, OSAGI Gender Mainstreaming - Concepts and definitions; & ABC of women workers' rights and gender equality, by ILO, 2000, Geneva: ILO.

ANNEX 1. OVERVIEW OF APPROACH

This set of concepts was selected from over 30 terms that were researched by the Iris Group through a combination of organization websites and policy documents, as well as academic literature. Iris Group and the foundation Gender Equality team agreed on a list of sources and a list of terms, as a starting point for the review.

Organizations and Search Engines Consulted:

Multilaterals	Bilaterals	Foundations	INGOs	Search Engines
UNDP UNESCO UNFPA UNICEF UNWOMEN WHO PAHO World Bank	DFAT (Australia) DfID (UK) GAC/CIDA (Canada) SIDA (Sweden) USG (USAID/ IGWG/Feed the Future/ PEPFAR)	Carnegie Clinton Ford Gap Hewlett Nike Packard	CARE EngenderHealth European Institute for Gender Equality ICRW IFRC-Red Cross MenCare MenEngage Mercy Corps Plan International Promundo	Google Scholar Gender Watch JSTOR Project Muse ProQuest Advanced PubMed Women and Social Movements in the US Women's Studies International World Bank e-library World Development Indicators

For those concepts with multiple widely used definitions, or for terms in similar categories, each term's definition was explored and the language used here was recommended based on the differences between terms and the way in which they are used within the international donor community, as well as the foundation's priorities. The different elements of each definition for a particular term were analyzed to determine strong/positive and weak/negative elements of the definition, how the elements of the definition fit with the foundation's priorities and culture, and to make recommendations for each term. At the end of the textual analysis, the Iris Group prepared recommendations for terms to include and those not to include, as well as a summary of preferred/recommended elements of each of the definitions that had variations in how they were defined.

Taking these recommendations into account, the Gender Equality team crafted each definition ensuring that each one: is accessible across sectors; starts with a central idea, followed by illustrative language; is global in scope – as opposed to reflecting US usage only; and references all sources that have informed it. The rich process that resulted in these definitions included extensive consultations with all members of the Gender Equality team. Different versions of the definitions were tested during the gender equality capacity building workshops with the WSH and FSP teams. Finally, members of Out for Good provided invaluable feedback to make the Lexicon reflect a more inclusive understanding of key terms.

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