

## Glossary of Gender-related Terms

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This glossary aims to contribute towards a general and clearer understanding of some of the frequently used terms and concepts in relation to gender. It is addressed to policymakers, researchers, students and/or anyone interested in such issues. MIGS fully acknowledges that the glossary is neither definite nor complete and that the reader's understandings of these terms will depend on her/his background and experiences. The terms listed below are constantly being developed and changed and we welcome additions.

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### A

**A Basic Distinction - Sex and Gender:** **Sex** refers to the *biological* characteristics between men and women, which are universal and do not change. These sets of biological characteristics are not mutually exclusive as there are individuals who possess both, but these characteristics tend to differentiate humans as males and females. As race, class, age, ethnic group, etc the notion of **gender** needs to be understood clearly as a cross-cutting socio-cultural variable. Gender refers to *social* attributes that are learned or acquired during socialisation as a member of a given community. **Gender** is therefore an acquired identity. Because these attributes are learned behaviours, they are context/ time-specific and changeable (with increasing rapidity as the rate of technological change intensifies), and vary across cultures. **Gender** therefore refers to the socially given attributes, roles, activities, responsibilities and needs connected to being men (masculine) and women (feminine) in a given society at a given time, and as a member of a specific community within that society. Women and men's gender identity determines how they are perceived and how they are expected to think and act as men and women. Gender determines what is expected, allowed and valued in a woman or a man in a given context. In most societies there are differences and inequalities between women and men in responsibilities assigned, activities undertaken, access to and control over resources, as well as decision-making opportunities. Other important criteria for socio-cultural analysis include class, race, poverty level, ethnic group and age.

It is worth noting that when the word "gender" was first used in this way, to signify social rather than grammatical difference, at the Institute for Development Studies at the University of Brighton, in the mid-1970s, the intention was not so much as to distinguish men from women,

but to find an analytic tool to disaggregate the category “women”. In other words, the intention was to refine analysis of the differing impacts of development on different groups of women, as well as differences between women and men.

*(Source: Gender Mainstreaming Learning & Information Packs prepared by the United Nations Development Programme –UNDP and Concepts and Definitions prepared by the Office of the Special Adviser on Gender Issues and Advancement of Women (OSAGI))*

**Androgyny:** A term that combines the Greek words for man and woman, is a state of ambiguous gender in which identifying sexual characteristics are uncertain or mixed. It differs from hermaphroditism, or intersexuality, a condition in which dual sexual characteristics are unambiguously present. To say that someone is androgynous is to say that he or she combines stereotypically male and female attributes.

*(Source: Gay, Lesbian, Bisexual, Transgender&Queer Encyclopedia, [www.glbtq.com](http://www.glbtq.com))*

## B

**Beijing Declaration and Platform for Action:** The Beijing Declaration and Platform for Action was adopted by the Fourth World Conference on Women: Action for Equality, Development and Peace, Beijing, 15 September 1995. The document was agreed upon world governments at the Conference and is a comprehensive outline of strategic steps to be taken in order to concretise and enhance the goals of CEDAW (**See CEDAW**). Although it is not, of its nature, a legally binding document, consisting of policy commitments rather than legal obligations, it is, nonetheless, a significant statement of principle, and has great symbolic value.

*(Source: [www.un.org/womenwatch/daw/beijing/platform](http://www.un.org/womenwatch/daw/beijing/platform))*

**Bisexual:** A person for whom their sexual attraction is more or less equally directed to a person of either sex.

*(Source: APROPOS - Multisectoral and Multidisciplinary Professional Specialization Programme and Network for Violence prevention)*

## C

**Capabilities Approach:** Developed by economist and development expert Amartya Sen, the capabilities approach views the end goal of development as the expansion of the freedom of people to choose the kind of life they wish to live. Capabilities are “substantive human freedoms” – rather than focusing on income and wealth, they ask what choices people have, and what individuals are actually able to do and be. According the United Nations Development Programme (UNDP), which has outlined the approach in its Human Development Reports (see HDR 2000), there are three essential capabilities: for people to lead long and healthy lives, to be knowledgeable, and to have a decent standard of living. Martha Nussbaum has written about the relevancy of the capabilities approach to women, contending that “women’s issues have been at the heart of the approach from the start, both because of their urgency and because the dire situation of women around the world helps us to see more clearly the inadequacy of various other approaches to development.” Naila Kabeer has also recently included the approach in her examination of gender mainstreaming in poverty eradication and the Millennium Development Goals. Although Kabeer believes that improvements can be made, she

notes that the approach has in many respects been more successful in revealing the gender dimensions of poverty than other commonly used approaches.

(Source: Nussbaum, Martha. "The 'Capabilities' Advantage to Promoting Women's Human Rights." *Carnegie Council on Ethics and International Affairs.*; Nussbaum, Martha. *Women and Human Development: The Capabilities Approach.* Cambridge University Press, 2000; Sen, Amartya. *Development as Freedom.* Oxford University Press, 1999; UNDP. *Human Development Report 2000: Human Rights and Human Development.* Kabeer, Naila. *Gender Mainstreaming in Poverty Eradication and the Millennium Development Goals: A handbook for policy-makers and other stakeholders.* Commonwealth Secretariat, 2003. Available online: [www.thecommonwealth.org/shared\\_asp\\_files/uploadedfiles/{EEEE4F53-90DF-4498-9C58-73F273F1E5EE} PovertyEradication.pdf](http://www.thecommonwealth.org/shared_asp_files/uploadedfiles/{EEEE4F53-90DF-4498-9C58-73F273F1E5EE} PovertyEradication.pdf)

**Care Work:** Care work encompasses care provided to dependent children, the elderly, the sick and the disabled in care institutions or in the home of the person requiring care. Care policies and the provision of care services are intrinsically related to the achievement of equality between women and men. The lack of affordable, accessible and high quality care services and the fact that care work is not equally shared between women and men have a direct negative impact on women's ability to participate in all aspects of social, economic, cultural and political life. (See also Informal Care)

(Source: International Labour Organization ILO, *Thesaurus* <http://www.ilo.org/public/libdoc/ILO-Thesaurus/english/tr35.htm> and *The European Women's Lobby Position Paper on Care Issues* [http://www.womenlobby.org/SiteResources/data/MediaArchive/policies/Economic%20and%20social%20justice%20for%20women/EWL%20Position%20Paper%20on%20Care\\_EN.pdf](http://www.womenlobby.org/SiteResources/data/MediaArchive/policies/Economic%20and%20social%20justice%20for%20women/EWL%20Position%20Paper%20on%20Care_EN.pdf)).

**Care (Informal):** Unpaid care for dependent children, the elderly, ill or disabled persons carried out by family members or others. The responsibility of informal care work is taken up by women with major impact on their health and well being. Informal care is largely invisible and the economic and social contributions of women carers unacknowledged. Over 75% of informal carers worldwide are women.

(Source: International Labour Organization ILO, *Thesaurus*, <http://www.ilo.org/public/libdoc/ILO-Thesaurus/english/tr39.htm> and MIGS (2008) *Integration of Female Migrant Domestic Workers: Strategies for Employment and Civic Participation*, <http://www.medinstgenderstudies.org/?p=433>).

### **CEDAW (The Convention on the Elimination of All Forms of Discrimination against Women):**

An international convention adopted in 1979 by the UN General Assembly, is often described as an international bill of rights for women. Consisting of a preamble and 30 articles, it defines what constitutes discrimination against women and sets up an agenda for national action to end such discrimination. By accepting the Convention, States commit themselves to undertake a series of measures to end discrimination against women in all forms, including:

- to incorporate the principle of equality of men and women in their legal system, abolish all discriminatory laws and adopt appropriate ones prohibiting discrimination against women;
- to establish tribunals and other public institutions to ensure the effective protection of women against discrimination; and
- to ensure elimination of all acts of discrimination against women by persons, organizations or enterprises.

Countries that have ratified or acceded to the Convention are legally bound to put its provisions into practice. They are also committed to submit national reports, at least every four years, on measures they have taken to comply with their treaty obligations. **Optional Protocol** to CEDAW

was adopted in 1999 by the General Assembly. States which ratify the Optional Protocol recognize the competence of the Committee on the Elimination of Discrimination against Women to consider petitions from individual women or groups of women who have exhausted all national remedies. The Optional Protocol also entitles the Committee to conduct inquiries into grave or systematic violations of the Convention.

(Source: *Convention on the Elimination of All Forms of Discrimination against Women* [www.un.org/womenwatch/daw/cedaw](http://www.un.org/womenwatch/daw/cedaw))

**Community Managing Role:** This is one of “women’s triple roles” which refer to the reproductive, productive and community managing roles. Community managing role activities are undertaken primarily by women, as an extension of their reproductive role, to ensure the provision and maintenance of scarce resources of collective consumption such as water, health care and education. This is voluntary unpaid work undertaken in ‘free’ time. (See also Gender Roles)

(Source: UNDP - United Nations Development Programme <http://arabstates.undp.org/contents/file/GenderMainstreamingTrainingq.pdf>)

**Community Politics Role:** Activities undertaken primarily by men at the community level, organizing at the formal political level, often within the framework of national politics. This work is usually undertaken by men and may be paid directly or result in increased power and status.

(See also Gender Roles)

(Source: UNDP - United Nations Development Programme <http://arabstates.undp.org/contents/file/GenderMainstreamingTrainingq.pdf>)

**Crimes of Honour:** (See **Honour Killing**)

**Customary Law:** In many countries, a system of civil law runs parallel to indigenous and religious systems of customary law. Customary law often applies in matters concerned with family law, and thus has a great deal of impact on women’s everyday lives, as it deals with issues such as marriage, divorce, inheritance, and child custody. The duality of legal systems in some countries, where both civil and customary law exist side by side, hinders the implementation of international human rights instruments like CEDAW. This is because these instruments are civil law instruments, which cannot be codified into customary law. Furthermore, where customary law is practiced in a way which marginalises or discriminates against women as equal citizens, it is highly unlikely that human rights principles such as the right to equality and the provisions of other international instruments will be considered.

(Source: *Culture, Religion and Gender, A Training Manual for the Media*. Inter Press Service, <http://ipsnews.net>)

## D

**Development:** According to the United Nations Development Programme (UNDP), development is about “expanding the choices people have to lead lives that they value... it is about much more than economic growth...” In the United Nations system, the concept of human development is utilized. It is measured by the human development index (HDI) along with other indicators, such as the Gender-Related Development Index (GDI). The HDI includes three basic components: longevity, knowledge and standard of living. Longevity is measured by life expectancy, knowledge is measured by a combination of adult literacy and average years of

schooling, and standard of living is measured by purchasing power, based on real GDP per capita adjusted for the local cost of living (known as “purchasing power parity”).

(Source: UNDP, *Human Development Report, “What is HD?”* Available online: <http://hdr.undp.org/>)

**Differential Access to and Control over Resources:** Productive, reproductive and community roles require the use of resources. In general, women and men have different levels of both: access to the resources needed for their work, and control over those resources.

**Access:** the opportunity to make use of something.

**Control:** the ability to define its use and impose that definition on others.

**Economic/Political/Social/Time/Resources:** Resources can be economic: such as land or equipment; political: such as representation, leadership and legal structures; social: such as child care, family planning, education; and also time — a critical but often scarce resource.

(Source: *Gender Mainstreaming Learning & Information Packs prepared by the United Nations Development Programme- UNDP*)

**Disaggregated Data (Sex):** For a gender analysis, all data should be separated by sex in order to allow differential impacts on men and women to be measured. Sex disaggregated data is quantitative statistical information on differences and inequalities between women and men. Sex disaggregated data might reveal, for example, quantitative differences between women and men in morbidity and mortality; differences between girls and boys in school attendance, retention and achievement; differences between men and women in access to and repayment of credit; or differences between men and women in voter registration, participation in elections and election to office. (See also *Gender Analysis*)

(Source: *Gender and Development Concepts and Definitions, Reeves, H. and Baden, S., 2000* [http://www.siyanda.org/docs\\_gem/index\\_implementation/genderman.htm](http://www.siyanda.org/docs_gem/index_implementation/genderman.htm))

**Discrimination (direct and indirect):** Discrimination occurs in various forms in everyday life. As defined by the ILO (2003a). Any distinction, exclusion or preference made on the basis of race, color, sex, religion, political opinion, national extraction or social origin which has the effect of nullifying or impairing equality of opportunity and treatment in employment or occupation is discriminatory. Alongside racial discrimination, gender discrimination can be seen as one major form of discrimination. Discrimination can be distinguished into two forms: direct and indirect. The first form arises if, without being less qualified, certain groups of society are explicitly excluded or disadvantaged by the legal framework due to characteristics such as gender. Indirect discrimination occurs if intrinsically neutral rules or laws negatively affect certain groups, e.g. female workers. Discrimination of part-time workers against full time employees is still present in nearly every country. As a major proportion of part-time workers are female, this disadvantages women as well.

(Source: *ILO (2003), Time for Equality at Work, International Labour Conference 91st Session 2003, Report I (B), Geneva: ILO*)

**Discrimination (Gender):** The Convention on the Elimination of all Forms of Discrimination Against Women (CEDAW), approved by the United Nations in 1979, states that “Discrimination against women shall mean distinction, exclusion, or restriction made on the basis of sex which has the purpose of impairing or nullifying the recognition, enjoyment or exercise by women, irrespective of their marital status, on a basis of equality of men and women, of human rights and fundamental freedoms in the political, economic, social, cultural, civil or any other field”. It refers to any distinction, exclusion or restriction made on the basis of socially constructed

gender roles and norms, which prevents a person from enjoying full human rights. *(See also Gender Discrimination and Systemic Discrimination)*

*(Source: Gender Mainstreaming Learning & Information Packs prepared by the United Nations Development Programme –UNDP and World Health Organization (WHO) <http://www.who.int/reproductive-health/gender/glossary.html>)*

**Discrimination (Systemic)** : Systemic discrimination is caused by policies and practices that are built into the ways that institutions operate, and that have the effect of excluding women and minorities. For example, in societies where the belief is strong that whatever happens within the household is the concern of household member only, the police force and judiciary, organisations within the institution of the state are likely routinely to avoid addressing questions of domestic violence, leading to systemic discrimination against all the women who experience violence within the home. *(See also Discrimination and Gender Discrimination)*

*(Source: Gender Mainstreaming Learning & Information Packs prepared by the United Nations Development Programme - UNDP)*

**Displaced Women:** Displaced persons are those who have fled or been driven from their communities to other localities within their country of nationality According to the UNHCR, more than 75% of displaced persons are women and their children, they are subjected to physical and sexual violence as much during their flight as when they arrive in the country of asylum, be it from members of the armed forces, immigration agents, bandits, pirates, local populations, individuals belonging to rival ethnic groups or other refugees. *(See also Refugee Women)*

*(Source: Committee on the Status of Women: Glossary on Violence against Women, [www.nao.fawco.org](http://www.nao.fawco.org) and International Labour Organization ILO, Thesaurus <http://www.ilo.org/public/libdoc/ILO-Thesaurus/english/tr2723.htm>)*

**Domestic Work:** Work done primarily to maintain households. Domestic includes the provision of food and other necessities, cleaning, caring for children and the sick and elderly, etc. Domestic work is mostly performed by women and is therefore poorly valued in social and economic terms.

*(Source: International Labour Organization ILO, Thesaurus, <http://www.ilo.org/public/libdoc/ILO-Thesaurus/english/tr2768.htm>)*

**Domestic Worker:** In certain countries, in order to overcome the problem of a lack of child-minding and/or care facilities, another type of female labour is used, namely domestic workers, mainly women, often immigrants sometimes undocumented and often under-paid. The demand for domestic workers is growing in the EU as a result of changes in the economy and society. In many situations, it has become necessary for households to employ women who are migrant workers so as to allow the parents who employ them to be active in the workplace and in society.

*(Source: European Women's Lobby Position Paper on Care Issues, <http://www.ilo.org/public/libdoc/ILO-Thesaurus/english/tr2768.htm>)*

## E

**Empowerment:** Describes both the process and the outcome of people - women and men - taking control over their lives: setting their own agendas, gaining skills (or having their own skills

and knowledge recognized), increasing self-confidence, solving problems, and developing self-reliance. Empowerment implies an expansion in women's ability to make strategic life choices in a context where this ability was previously denied to them. In most cases the empowerment of women requires transformation of the division of labour and of society.

*(Source: Kabeer, Naila. "Reflections on the Measurement of Women's Empowerment", in Discussing Women's Empowerment: Theory and Practice. Stockholm: Sida Studies No. 3, 2001)*

**Equal Pay:** Equal remuneration for men and women workers for work of equal value. *(see also Gender Pay Gap)*

*(Source: International Labour Organization (ILO), <http://www.ilo.org/public/libdoc/ILO-Thesaurus/english/tr2698.htm>)*

**Equality:** Refers to a revised term for 'Equal Opportunities'. It is based on the legal obligation to comply with anti-discrimination legislation. Equality protects people from minority groups from being discriminated against on the grounds of group membership, i.e. sex, race, disability, sexual orientation, religion or belief or age.

*(Source: European Community Regional Development Fund, Equality Advice Centre, Definitions and Terms)*

**Equality of Outcome:** Is sometimes also referred to as "substantive equality", and refers to the insight that equality of opportunity may not be enough to redress the historical oppression and disadvantage of women. Because of their different positions in society, women and men may not be able to take advantage of equal opportunities to the same extent. In some cases equal opportunities can actually have a negative impact on women's well-being, if women exert time and energy to take advantage of them with no result. In order to ensure that development interventions result in equality of outcome for women and men, it is necessary to design them on the basis of gender analysis. "Equal" treatment therefore does not mean "the same" treatment.

*(Source: Gender Mainstreaming Learning & Information Packs prepared by the United Nations Development Programme -UNDP)*

**Equity (and Sustainable Development):** Equity derives from a concept of social justice. It represents a belief that there are some things that people should have, that there are basic needs that should be fulfilled, that burdens and rewards should not be spread too divergently across the community, and that policies should be directed with impartiality, fairness and justice towards these ends. Equity means that there should be a minimum level of income and environmental quality below which nobody falls. The central ethical principle behind sustainable development is equity and particularly intergenerational equity defined as a development that meets the needs of the present without compromising the ability of future generations to meet their own needs. *(See also Gender Equity)*

*(Source: World Commission on Environment and Development 1990, Our Common Future)*

**Epistemology:** An epistemology is a theory of knowledge. Feminists and gender researchers have argued that traditional epistemologies exclude the possibility that women can be "knowers" or agents of knowledge; they claim that the voice of science is a masculine one and that history is written exclusively from the point of view of men (of the dominant class and race). They have proposed alternative epistemologies that legitimate women's knowledge.

*(Source: Harding, Sandra, ed. Feminism and Methodology. Bloomington: Indiana University Press, 1987)*

## F

**Female Genital Mutilation (FGM):** Female genital mutilation comprises all procedures that involve partial or total removal of the external female genitalia, or other injury to the female genital organs for non-medical reasons. The practice is mostly carried out by traditional circumcisers, who often play other central roles in communities, such as attending childbirths. Increasingly, however, FGM is being performed by medically trained personnel. FGM is recognized internationally as a violation of the human rights of girls and women. It reflects deep-rooted inequality between the sexes, and constitutes an extreme form of discrimination against women. It is nearly always carried out on minors and is a violation of the rights of children. The practice also violates a person's rights to health, security and physical integrity, the right to be free from torture and cruel, inhuman or degrading treatment, and the right to life when the procedure results in death.

(Source: World Health Organisation (WHO) <http://www.who.int/mediacentre/factsheets/fs241/en/>)

**Female Infanticide:** Killing of a girl child within weeks of her birth.

(Source: Committee on the Status of Women: Glossary on Violence against Women, [www.ngo.fawco.org](http://www.ngo.fawco.org))

**Femicide:** The killings of women and girls because of their gender. The causes and risk factors of this type of violence are linked to gender inequality, discrimination, and economic disempowerment and are the result of a systematic disregard for women's human rights. It occurs in an environment where everyday acts of violence are accepted and impunity is facilitated by the government's refusal to deal with the problems.

(Source: Stop Violence against Women, A project by the Advocates for Human Rights. [www.stopvaw.org](http://www.stopvaw.org))

**Feminisation of migration:** The growing participation of women in migration. Women now move around more independently and no longer in relation to their family position or under a man's authority (roughly 48 per cent of all migrants are women).

(Source: International Organization for Migration IOM, International Migration Law N°1 - Glossary on Migration, <http://www.iom.int/jahia/jsp/index.jsp>)

**Feminisation of Poverty:** The majority of the 1.5 billion people living on 1 dollar a day or less are women. In addition, the gap between women and men caught in the cycle of poverty has continued to widen in the past decade, a phenomenon commonly referred to as "the feminization of poverty". Worldwide, women earn on average slightly more than 50 per cent of what men earn.

Women living in poverty are often denied access to critical resources such as credit, land and inheritance. Their labor goes unrewarded and unrecognized. Their health care and nutritional needs are not given priority, they lack sufficient access to education and support services, and their participation in decision-making at home and in the community are minimal. Caught in the cycle of poverty, women lack access to resources and services to change their situation. Although in general, women are not always poorer than men, because of the weaker and contingent basis of their entitlements, they are generally more vulnerable and, once poor, have less options in terms of escape. This suggests that interventions to address women's poverty require a different set of policy responses.

(Source: United Nations - The Division for the Advancement of Women)

**Feminism:** Feminism is a movement for social, cultural, political and economic equality of women and men. It is a campaign against gender inequalities and it strives for equal rights for women. Feminism can be also defined as the right to enough information available to every single woman so that she can make a choice to live a life which is not discriminatory and which works within the principles of social, cultural, political and economic equality and independence. Feminism can be also defined as a global phenomenon which addresses various issues related to women across the world in a specific manner as applicable to a particular culture or society. Though the issues related to feminism may differ for different societies and culture but they are broadly tied together with the underlying philosophy of achieving equality of gender in every sphere of life. So feminism cannot be tied to any narrow definitions based on a particular class, race or religion.

(Source: <http://ezinearticles.com/?Definition-of-Feminism&id=1697184>)

**Feminist Theory:** An examination of women's positions in society, based on the belief that current positions are unequal and unjust, which also provides tactics and criteria for change.

(Source: *Glossary of Theoretical Terms,*

[http://depts.drew.edu/wmst/CoreCourses/WMST112/WMST112\\_Glossary.htm](http://depts.drew.edu/wmst/CoreCourses/WMST112/WMST112_Glossary.htm)).

## G

**Gender:** The concept of gender needs to be understood clearly as a cross-cutting socio-cultural variable. It is an overarching variable in the sense that gender can also be applied to all other cross-cutting variables such as race, class, age, ethnic group, etc. Gender systems are established in different socio-cultural contexts which determine what is expected, allowed and valued in a woman/man and girl/boy in these specific contexts. Gender roles are learned through socialization processes; they are not fixed but are changeable. Gender systems are institutionalized through education systems, political and economic systems, legislation, and culture and traditions. In utilizing a gender approach the focus is not on individual women and men but on the system which determines gender roles / responsibilities, access to and control over resources, and decision-making potentials. It is also important to emphasize that the concept of gender is not interchangeable with women. Gender refers to both, women and men, and the relations between them. Promotion of gender equality should concern and engage men as well as women. In recent years there has been a much stronger direct focus on men in research on gender perspectives. There are three main approaches taken in the increased focus on men. Firstly, the need to identify men as allies for gender equality and involve them more actively in this work. Secondly, the recognition that gender equality is not possible unless men change their attitudes and behaviour in many areas, for example in relation to reproductive rights and health. And thirdly, that gender systems in place in many contexts are negative for men as well as for women – creating unrealistic demands on men and requiring men to behave in narrowly defined ways. A considerable amount of interesting research is being undertaken, by both women and men, on male identities and masculinity. The increased focus on men will have significant impact on future strategies for working with gender perspectives in development.

(Source: *Office of the Special Adviser on Gender Issues and Advancement of Women (OSAGI) United Nations, Definitions and Concepts*)

**Gender Analysis:** Refers to the variety of methods used to understand the relationships between men and women, their access to resources, their activities, and the constraints they

face relative to each other. Gender analysis provides information that recognizes that gender, and its relationship with race, ethnicity, culture, class, age, disability, and/or other status, is important in understanding the different patterns of involvement, behaviour and activities that women and men have in economic, social and legal structures. *(See also Sex disaggregated data and Gender Planning)*

*(Source: UNDP- United Nations Development Programme <http://www.undp.org>)*

**Gender Analytical Information:** Gender analytical information is qualitative information on gender differences and inequalities. Gender analysis is about understanding culture, e.g. the patterns and norms of what men and women, boys and girls do and experience in relation to the issue being examined and addressed. Where patterns of gender difference and inequality are revealed in sex disaggregated data, gender analysis is the process of examining why the disparities are there, whether they are a matter for concern, and how they might be addressed. *(Source: Gender and Development Concepts and Definitions, Reeves, H. and Baden, S., 2000 [http://www.sivanda.org/docs\\_aem/index\\_implementation/genderman.htm](http://www.sivanda.org/docs_aem/index_implementation/genderman.htm))*

**Gender Awareness:** Is an understanding that there are socially determined differences between women & men based on learned behavior, which affect their ability to access and control resources. This awareness needs to be applied through gender analysis into projects, programs and policies.

*(Source: UNDP- United Nations Development Program <http://www.undp.org>)*

**Gender-Blindness:** Is the failure to recognise that gender is an essential determinant of social outcomes impacting on projects and policies. A gender blind approach assumes gender is not an influencing factor in projects, programs or policy.

*(Source: UNDP - United Nations Development Programme <http://www.undp.org>)*

**Gender-Sensitive Budgets:** or ‘women’s budgets,’ refers to a variety of processes and tools, which attempt to assess the impact of government budgets, mainly at national level, on different groups of men and women, through recognising the ways in which gender relations underpin society and the economy. Gender or women’s budget initiatives are not separate budgets for women. They include analysis of gender targeted allocations (e.g. special programs targeting women); they disaggregate by gender the impact of mainstream expenditures across all sectors and services; and they review equal opportunities policies and allocations within government services.

*(Source: Bridge Development – Gender “Glossary on macroeconomics from a gender perspective Report 48, Prepared by BRIDGE in collaboration with GTZ - German Technical Cooperation <http://www.bridge.ids.ac.uk/reports.html>)*

**Gender in Development (GID):** The GID or Gender in Development perspective emerged in the late 1980’s as an alternative to the prevailing Women in Development or WID approach. Unlike WID, which focused on women only, and called for their integration into development as producers and workers, GID focuses on the interdependence of men and women in society and on the unequal relations of power between them. The GID approach aims for a development process that transforms gender relations in order to enable women to participate on an equal basis with men in determining their common future. The GID approach emphasises the importance of women’s collective organisation for self empowerment.

**Note:** There are two very similar terms in current usage – Gender in Development (GID): Gender and Development (GAD). There is no substantive difference in the meaning of these

two terms, which may be used interchangeably. However, UNDP favours the use of the GID formulation, as it has a slightly more “integrated” connotation. Of course, if gender perspectives were fully mainstreamed into development thinking and action, there would be no need for either designation, as it would be understood that gender inequality is a fact of socio-economic life, and therefore must be addressed as integral to all development initiatives.

*(Source: Gender Mainstreaming Learning & Information Packs prepared by the United Nations Development Programme- UNDP)*

**Gender in Development (Condition and Position):** Development projects generally aim to improve the condition of people’s lives. From a gender and development perspective, a distinction is made between the day-to-day condition of women’s lives and their position in society. In addition to the specific conditions which women share with men, differential access means women’s position in relation to men must also be assessed when interventions are planned and implemented.

**Condition:** This refers to the material state in which women and men live, and relates to their responsibilities and work. Improvements in women’s and men’s condition can be made by providing for example, safe water, credit, seeds, (i.e. practical gender needs).

**Position:** Position refers to women’s social and economic standing in society relative to men, for example, male/female disparities in wages and employment opportunities, unequal representation in the political process, unequal ownership of land and property, vulnerability to violence (i.e. strategic gender need/interests).

*(Source: Gender Mainstreaming Learning & Information Packs prepared by the United Nations Development Programme- UNDP)*

**Gender, Institutions and Development Data Base (GID-DB):** The Gender, Institutions and Development Data Base (GID-DB) represents a new tool for researchers and policy makers to determine and analyse obstacles to women’s economic development. It covers a total of 161 countries and comprises an array of 60 indicators on gender discrimination. The data base has been compiled from various sources and combines in a systematic and coherent fashion the current empirical evidence that exists on the socio-economic status of women. Its true innovation is the inclusion of institutional variables that range from intrahousehold behaviour to social norms. Information on cultural and traditional practices that impact on women’s economic development is coded so as to measure the level of discrimination. Such a comprehensive overview of gender-related variables and the data base’s specific focus on social institutions make the GID-DB unique, providing a tool-box for a wide range of analytical queries and allowing case-by-case adaptation to specific research or policy questions.

*(Source: OECD, Gender, Institutions and Development Data Base)*

**Gender Division of Labour:** The “gender [or “sexual”] division of labour” refers to the allocation of different jobs or types of work to men and women, usually by tradition and custom. In feminist economics, the institutional rules, norms and practices which govern the allocation of tasks between men and women, girls and boys, also constitute the gender division of labour, which is seen as variable over time and space and constantly under negotiation. 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 are likely to get most of the burden of labour, and most of the unpaid labour, whereas 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, while men dominate in cash crop production and wage employment. (Source: *Bridge Development – Gender “Glossary on macroeconomics from a gender perspective Report 48, Prepared by BRIDGE in collaboration with GTZ - German Technical Cooperation* <http://www.bridge.ids.ac.uk/reports.html>)

**Gender Equality:** refers to the equal rights, responsibilities and opportunities of women and men and girls and boys. Equality does not mean that women and men will become the same but that women’s and men’s rights, responsibilities and opportunities will not depend on whether they are born male or female. Gender equality implies that the interests, needs and priorities of both women and men are taken into consideration, recognizing the diversity of different groups of women and men. Gender equality is not a ‘women’s issue’ but should concern and fully engage men as well as women. Equality between women and men is seen both as a human rights issue and as a precondition for, and indicator of, sustainable people-centred development. Gender equality is the preferred terminology within the United Nations, rather than gender equity. During the Beijing conference in 1995 it was agreed that the term equality would be utilized. In the context of international human rights, the legal concept of gender equality is enshrined in the 1948 Universal Declaration of Human Rights as well as in the 1979 United Nations Convention on the Elimination of All Forms of Discrimination Against Women. The Convention which has been ratified by 100 countries, states clearly and unequivocally that “discrimination against women violates the principles of equality of rights and respect for human dignity.” The governments of the world reaffirmed their commitment in 1995 to “the equal rights and inherent human dignity of all women and men” in the Beijing Declaration and Platform for Action.

(Source: *Office of the Special Adviser on Gender Issues and Advancement of Women (OSAGI) United Nations and Gender Mainstreaming Learning & Information Packs prepared by the United Nations Development Programme-UNDP*)

**Gender Equality as a Development Objective:** “At the United Nation Fourth World Conference for Women held in Beijing 1995, both DAC members and their partner countries made commitments to gender equality and women’s empowerment. The Beijing Declaration adopted at the Conference builds on the perspectives and strategies outlined at the previous United Nations conferences on education – Jomtien, (1990), environment- Rio(1992), human rights-Vienna (1993), population – Cairo (1994), and social development – Copenhagen (1995), including the Convention on the Elimination of all Forms of Discrimination against Women (CEDAW, 1979). It is based on the principles of human rights and social justice. It clearly recognises that gender equality and women’s empowerment are essential for addressing the central concerns of poverty and insecurity, and for achieving sustainable, people centred-development.” The follow-up to the Fourth World Conference on Women in 1999 further recognizes that gender mainstreaming is a tool for effective policy-making at all levels and not a substitute for targeted, women-specific policies and programmes, equality legislation, national machineries for the advancement of women and the establishment of gender focal points. (Source: *Gender Mainstreaming Learning & Information Packs prepared by the United Nations Development Programme –UNDP and United Nations Economic and Social Council*)

**Gender Equity:** Fairness of treatment for women and men, according to their respective needs. This may include equal treatment that is different but which is considered equivalent in terms of rights, benefits, obligations and opportunities. In the development context, a gender equity goal often requires built-in measures to compensate for the historical and social disadvantages of

women. Gender equity denotes an element of interpretation of social justice, usually based on tradition, custom, religion or culture, which is most often to the detriment to women. Such use of equity in relation to the advancement of women is unacceptable.

(Source: *International Fund for Agricultural Development, 2001. <http://www.ifad.org/gender/glossary.htm> and Office of the Special Adviser on Gender Issues and Advancement of Women (OSAGI) United Nations)*

**Gender Mainstreaming:** Gender Mainstreaming refers to a process of assessing the implications for women and men of any planned action, including legislation, policies or programmes, in any area and at all levels. It is a strategy 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 programmes in all political, economic and social spheres, such that inequality between men and women is not perpetuated. The ultimate goal is to achieve gender equality. (See also *Gender-blind Gender Awareness Gender-sensitivity Gender equality*) (Source: *Agreed Conclusions on Gender Mainstreaming. Geneva: United Nations Economic and Social Council, 1997. <http://www.un.org/documents/ecosoc/docs/1997/e1997-66.htm> )*

**Gender Needs:** Leading on from the fact that women and men have differing roles based on their gender, they will also have differing gender needs. These needs can be classified as either strategic or practical needs. (See also *Practical Gender Needs and Strategic Needs*) (Source: *UNDP- United Nations Development Programme <http://arabstates.undp.org>*)

**Gender Needs/ Interests (Practical and Strategic):** Women and men have different roles and responsibilities and therefore have different interests/needs. These are called gender interests/needs, practical and strategic. Practical and strategic gender interests/needs should not be seen as separate, but rather as a continuum. By consulting women on their practical gender interests/needs an entry point to address gender inequalities in the longer term (strategic gender interests/needs) can be created. (Source: *C. Moser (1993) Gender Planning & Development, Routledge, London*)

**Practical Gender Needs (PGN):** These are gender needs that women and men can easily identify, as they relate to living conditions. PGNs do not challenge, although they arise out of, gender divisions of labor and women's subordinate position in society. PGNs are a response to immediate and perceived necessity, identified within a specific context. They are practical in nature and often concern inadequacies in living conditions such as water provision, health care and employment.

**Strategic Gender Interests/Needs:** Strategic gender needs are the needs women identify because of their subordinate position in society. They vary according to particular contexts, related to gender divisions of labour, power and control, and may include issues such as legal rights, domestic violence, equal wages and women's control over their bodies. Meeting SGNs assists women to achieve greater equality and change existing roles, thereby challenging women's subordinate position. They are more long term and less visible than practical gender needs. (Source: *Special Advisor on Gender Issues and Advancement of Women (OSAGI) United Nations*)

**Gender-Neutral, Gender-Sensitive, and Gender Transformative:** The primary objective behind **gender mainstreaming** is to design and implement development projects, programmes and policies that:

1. Do not reinforce existing gender inequalities- **Gender Neutral**
2. Attempt to redress existing gender inequalities- **Gender Sensitive**
3. Transformative: attempt to redefine women and men’s gender roles and relations  
**Gender Positive**

The degree of integration of a gender perspective in any given project can be conceptualized as a continuum:

<b>Gender Negative</b>	<b>Gender Neutral</b>	<b>Gender Sensitive</b>	<b>Gender Positive</b>	<b>Gender Transformative</b>
Gender inequalities are reinforced to achieve desired development outcomes	Gender is not considered relevant to development outcome	Gender is a means to reach set development goals	Gender is central to achieving positive development outcomes	Gender is central to promoting gender equality and achieving positive development outcomes
Uses gender norms, roles and stereotypes that reinforce gender inequalities	Gender norms, roles and relations are not affected (worsened or improved)	Addressing gender norms, roles and access to resources in so far as needed to reach project goals	Changing gender norms, roles and access to resources a key component of project outcomes	Transforming unequal gender relations to promote shared power, control of resources, decision-making, and support for women’s empowerment

(Source: *glossary of gender related terms and concepts in United Nations International Research and Training Institute for the Advancement of Women* [www.un-instraw.org](http://www.un-instraw.org))

**Gender Pay Gap:** The percentage difference between the median hourly earnings of men and women, excluding overtime payments. The causes of the gender pay gap are complex - key factors include: human capital differences: i.e. differences in educational levels and work experience; part-time working; travel patterns and occupational segregation. Other factors include: job grading practices, appraisal systems, and pay discrimination.

(Source: *UK Government Equalities Office*, <http://www.equalities.gov.uk/>)

**Gender Planning:** Refers to the process of planning developmental programmes and projects that are gender sensitive and which take into account the impact of differing gender roles and gender needs of women and men in the target community or sector. It involves the selection of appropriate approaches to address not only women and men’s practical needs, but which also identifies entry points for challenging unequal relations (ie. strategic needs) and to enhance the gender-responsiveness of policy dialogue.

(Source: *UNDP- United Nations Development Programme* <http://www.undp.org/>)

**Gender Policies:** Gender policies are divided into three categories depending on the extent to which they recognize and address gender issues

- **Gender-aware policies:** Gender-aware-policies recognise that women as well as men are actors in development and that they are often constrained in a different way to

men. Their needs, interests and priorities may differ and at times conflict. Gender aware-policies can be sub-divided into two policy types:

- **Gender-neutral** policies approaches use the knowledge of gender differences in a given context to target and meet the practical needs of both women and men. Gender-neutral policies do not disturb existing gender relations.
  - **Gender-specific** policies use the knowledge of gender differences in a given situation to respond to the practical gender needs of either women or men. These policies do not address the existing division of resources and responsibilities.
- **Gender-blind policies:** Policies that are gender-blind fail to distinguish between the different needs of women and men in their formulation and implementation. Thus, such policies are biased in favour of existing gender relations and therefore are likely to exclude women or exacerbate existing inequalities between women and men.
  - **Gender-redistributive** policies aim to transform the existing distribution of resources and responsibilities in order to create a more equal relationship between women and men. Women and men may be targeted or one group alone may be targeted by the intervention. Gender-redistributive policies focus mainly on strategic gender interests, but can plan to meet practical gender needs in a way which have transformatory potential (provide a supportive environment for women's self empowerment).

*(Source: Navigating Gender: A Framework and a Tool for Participatory Development, Vainio-Mattila, A., 1999, [http://www.siyanda.org/static/undp\\_genderanalysis.htm](http://www.siyanda.org/static/undp_genderanalysis.htm))*

**Gender Relations:** These are the social relationships between women and men. Gender relations are simultaneously relations of co-operation, connection, and mutual support, and of conflict, separation and competition, of difference and inequality. Gender relations are concerned with how power is distributed between the sexes. They create and reproduce systemic differences in men's and women's position in a given society. They define the ways in which responsibilities and claims are allocated and the way in which each are given a value.

The term "gender relations" also refers to the relationships between people and their broader community, if these relationships vary with the sex of the people concerned. For example, the relationship between members of a village community and their local government entity is a gender relationship if men and women experience different benefits and controls from it. *(See also Transforming Gender Relations)*

*(Source: March, C. Smyth, I. Mukhopadhyay, M. (1999) A Guide to Gender Analysis Frameworks, Oxfam, Oxford)*

**Gender Relations and Gender Identity (Changes):** Gender roles and characteristics in almost all societies have under-gone many recent adjustments and changes in response technological change, which has led to massive economic and social changes in all parts of the world. Changes in gender roles and relations often meet resistance, in particular from cultural forces of tradition. Anticipating and preparing for most likely forms of resistance in relation to change in activities or the status and position of women is a valuable part of a project's gender strategy. Gender analysis can demonstrate that change in certain aspects of social roles and relations between women and men can improve the quality and conditions of life for everyone. *(See also Gender Relations and Gender Roles)*

*(Source: Gender Mainstreaming Learning & Information Packs prepared by the United Nations Development Programme- UNDP)*

**Gender Relations (Transforming):** Changes in gender relations transform long-standing patterns; one change is acknowledged to bring others, and the nature and the degree of changes that occur in women's and men's lives as a result of successful interventions, explain why "transform" is the active construct chosen in this model. Transformation of this kind requires an understanding and parallel or concurrent attention to practical needs and strategic interests. The choice is not "one or the other"; the challenge is how to work with both -- strategically, and practically. *(See also Gender Relations)*

*(Source: Gender Mainstreaming Learning & Information Packs prepared by the United Nations Development Programme- UNDP)*

**Gender Roles:** Gender roles are learned behaviours in a given society/community, or other special group, that condition which activities, tasks and responsibilities are perceived as male and female. Gender roles are affected by age, class, race, ethnicity, religion and by the geographical, economic and political environment. Changes in gender roles often occur in response to changing economic, natural or political circumstances, including development efforts. Both men and women play multiple roles in society. The gender roles of women can be identified as reproductive, productive and community managing roles, while men's are categorized as either productive or community politics. Men are able to focus on a particular productive role, and play their multiple roles sequentially. Women, in contrast to men, must play their roles simultaneously, and balance competing claims on time for each of them.

- **Productive roles:**  
Refer to the activities carried out by men and women in order to produce goods and services either for sale, exchange, or to meet the subsistence needs of the family. For example in agriculture, productive activities include plating, animal husbandry and gardening that refers to farmers themselves, or for other people at employees.
- **Reproductive roles:**  
Refer to the activities needed to ensure the reproduction of society's labour force. This includes child bearing, rearing, and care for family members such as children, elderly and workers. These tasks are done mostly by women.
- **Community managing role:**  
Activities undertaken primarily by women at the community level, as an extension of their reproductive role, to ensure the provision and maintenance of scarce resources of collective consumption such as water, health care and education. This is voluntary unpaid work undertaken in 'free' time.
- **Community politics role:**  
Activities undertaken primarily by men at the community level, organizing at the formal political level, often within the framework of national politics. This work is usually undertaken by men and may be paid directly or result in increased power and status.
- **Triple role/ multiple burden:**  
These terms refer to the fact that women tend to work longer and more fragmented days than men as they are usually involved in three different gender roles — reproductive, productive and community work.

*(Source: UNDP- United Nations Development Programme <http://www.undp.org>)*

**Gender Roles and Responsibilities:** This is another term for the gendered division of labour. It tends to be used most frequently in those analytic frameworks, especially the Harvard

Framework and its derivatives such as the POP Framework which emerged before the use of the term “gender relations” became widespread during the 90s.

*(Source: Gender Mainstreaming Learning & Information Packs prepared by the United Nations Development Programme - UNDP)*

**Gender-Sensitivity:** Encompasses the ability to acknowledge and highlight existing gender differences, issues and inequalities and incorporate these into strategies and actions.

*(Source: UNDP - United Nations Development Programme <http://www.undp.org/>)*

**Gender-specific torture and ill treatment:** Gender often has a considerable impact on the form of torture that takes place, the circumstances in which it occurs, its consequences, and the availability of and access to remedies for its victims. Rape, threat of rape, electro-shock to the genitals and strip searching of women detainees by male guards are frequently the forms that such gender-specific torture. In societies where a woman's sexuality is a reflection of family "honour", these forms of torture and ill treatment are rarely reported.

*(Source: Committee on the Status of Women: Glossary on Violence against Women, [ngo.fawco.org](http://ngo.fawco.org))*

### **Gender Studies: (See Women's Studies)**

**Gender Training:** A facilitated process of developing awareness and capacity on gender issues, to bring about personal or organizational change for gender equality. “The generic aim of gender training...is to consciously introduce gender as a category of analysis (as opposed to description), to point to the differing needs and interests of women and men and their unequal representation, and to increase awareness and reduce the gender-bias which informs the actions of individuals and institutions.”

This kind of gender training commonly involves:

- Raising participants' awareness of the different and unequal roles and responsibilities of women and men in any particular context
- Looking at ways that development interventions affect, and are affected by, differences and inequalities between women and men
- Equipping participants with knowledge and skills to understand gender differences and inequalities in the context of their work, and to plan and implement policies, programmes and projects to promote gender equality.

*(Source: Gender Analysis, UNDP, Keays, T., McEvoy, M., Murison, S., Jennings, M. and Karim, F., 2001, [http://www.siyanda.org/static/bridge\\_conceptsdefinitions.htm](http://www.siyanda.org/static/bridge_conceptsdefinitions.htm) and UNDP- United Nations Development Programme <http://www.undp.org>)*

**Gender Violence:** Any act or threat by men or male-dominated institutions that inflicts physical, sexual, or psychological harm on a woman or girl because of their gender. There is, however, no single definition of gender violence accepted internationally and there is much debate over the breadth of inclusion. Commonly, the acts or threats of such included in the definition are rape, sexual harassment, wife-battering, sexual abuse of girls, dowry-related violence, and non-spousal violence within the home. Other definitions extend to marital rape, acts such as female genital mutilation, female infanticide, and sex-selective abortion. In addition, certain definitions include ‘sexual exploitation’ such as enforced prostitution, trafficking of women and girls, and pornography.

*(Source: Gender Analysis, UNDP, Keays, T., McEvoy, M., Murison, S., Jennings, M. and Karim, F., 2001, [http://www.siyanda.org/static/bridge\\_conceptsdefinitions.htm](http://www.siyanda.org/static/bridge_conceptsdefinitions.htm))*

## H

**Hegemonic masculinity:** Socially and historically constructed idea of what men ought to be, in a way a structure that links power to masculinity.

*(Source: APROPOS - Multisectoral and Multidisciplinary Professional Specialization Programme and Network for Violence prevention)*

**Heteronormativity:** The term refers to heterosexuality being the norm and an assumption of a person's heterosexuality is a part of it. It can also be claimed to include an injunction according to which people ought to be heterosexual. Heteronormativity shapes what we know and how we know it.

*(Source: APROPOS - Multisectoral and Multidisciplinary Professional Specialization Programme and Network for Violence prevention)*

**Heterosexism:** Belief in the inherent superiority of heterosexuality. The concept refers to power used over the other on the base of an ideology dictating both compulsory heterosexuality and certain types of masculinities as the ideal forms. Heterosexism situates other types of masculinities - and more commonly femininities - in less valued positions, and pressurizes individuals to conform to binary gender roles, positions, and to adopt traits associated with heterosexuality. Thus, heterosexism is about power rather than sexual orientation.

*(Source: APROPOS - Multisectoral and Multidisciplinary Professional Specialization Programme and Network for Violence prevention)*

**Heterosexual:** Persons for whom their sexual orientation is exclusively or predominantly directed to persons of the other sex.

*(Source: APROPOS - Multisectoral and Multidisciplinary Professional Specialization Programme and Network for Violence prevention)*

**Heterosexuality (Compulsory):** The assumption that women and men are innately attracted to each other emotionally and sexually and that heterosexuality is normal and universal. This institutionalization of heterosexuality in our society leads to an institutionalized inequality of power not only between heterosexuals and non-heterosexuals, but also between men and women, with far reaching consequences.

*(Source: Gay, Lesbian, Bisexual, Transgender&Queer Encyclopedia, [www.qlbtq.com](http://www qlbtq.com))*

**Hidden sexuality curriculum (Hidden heterogender curriculum):** The terms refer to the invisibility of the curriculum we use while dealing with issues related to sexuality. They also tell us that, in addition to invisibility, the curriculum can be unconscious. Heterogender further tells us about the close connection between sexuality constructions and gendering.

*(Source: APROPOS - Multisectoral and Multidisciplinary Professional Specialization Programme and Network for Violence prevention)*

**Homophobia:** literally a fear of homosexuality. A phobia is an irrational fear that runs contrary to cultural norms, but homophobia is most often used to designate a prejudicial hatred of homosexuality comparable to racism. Homophobia can be and often is institutionalized in anti-gay laws, policies, and the pronouncements of church and state. It also manifests itself in individuals, where its effects can range from verbal abuse to gay bashing and even murder. One of its most unfortunate manifestations is in homosexuals who have been convinced by society that their affections and desires are monstrous and deserving of punishment.

*(Source: Gay, Lesbian, Bisexual, Transgender&Queer Encyclopedia, [www.qlbtq.com](http://www.qlbtq.com))*

**Homosexual:** Refers to persons for whom their sexual orientation is predominantly or exclusively directed to a person of the same sex.

(Source: APROPOS - Multisectoral and Multidisciplinary Professional Specialization Programme and Network for Violence prevention)

**Honour Killings:** Acts of violence, usually murder, committed by male family members against female family members who are perceived to have brought dishonor upon the family.

(Source: Human Rights Watch, <http://www.hrw.org/>)

**Human Rights:** Human rights are basic rights and freedoms that all people are entitled to regardless of nationality, sex, national or ethnic origin, race, religion, language, or other status. Human rights include civil and political rights, such as the right to life, liberty and freedom of expression; and social, cultural and economic rights including the right to participate in culture, the right to food, and the right to work and receive an education. Human rights are protected and upheld by international and national laws and treaties.

(Source: Amnesty International Action for Human Rights <http://www.amnestyusa.org/human-rights/page.do?id=1031002>)

**Human Rights with a Gender Perspective:** This perspective recognizes that differences in life experiences based on gender often results in social, economic, political, and other inequities for women and girls. This view, when applied to policy development and service delivery, promotes positive change in the lives of women and girls. For example, home-based English as a Second Language program would allow immigrant mothers who care for their children at home to learn English and function in their new surroundings.

(Source: Commission on the Status of Women, Guidelines for a Gender Analysis: Human Rights with a Gender Perspective Implementing the CEDAW, [www.wildforhumanrights.org](http://www.wildforhumanrights.org))

**Hypermasculinity:** Exaggerated image of hegemonic masculinity, mainly in media. It overemphasises the ideals set out for men hence reinforcing them.

(Source: APROPOS - Multisectoral and Multidisciplinary Professional Specialization Programme and Network for Violence prevention)

I

**Informal economy:** The informal economy forms part of the market economy in that it produces (legal) goods and services for sale or other form of remuneration. It covers informal employment both in informal enterprises (small unregistered or unincorporated enterprises), and outside informal enterprises. Informal entrepreneurs and workers share one important characteristic: they are not recognized or protected under existing legal and regulatory frameworks. The informal economy excludes the criminal economy and the reproductive or care economy.

(Source: International Labour Organization ILO, Thesaurus, <http://www.ilo.org/public/libdoc/ILO-Thesaurus/>)

**Intersectionality:** Tool for analysis, advocacy and policy development that addresses multiple discriminations and helps understand how different sets of identities impact on access to rights and opportunities. Intersectionality is an analytical tool for studying, understanding and responding to the ways in which gender intersects with other identities and how these

intersections contribute to unique experiences of oppression and privilege. It starts from the premise that people live multiple, layered identities derived from social relations, history and the operation of structures of power. Intersectional analysis aims to reveal multiple identities, exposing the different types of discrimination and disadvantage that occur as a consequence of the combination of identities. It aims to address the manner in which racism, patriarchy, class oppression and other systems of discrimination create inequalities that structure the relative positions of women. Intersectional analysis posits that we should *not* understand the combining of identities as additively increasing one's burden but instead as producing *substantively distinct experiences*. It is therefore an indispensable methodology for development and human rights work.

(Source: *AWID Facts and Issues: Women's Rights and Economic Change No. 9, August 2004, Intersectionality: A Tool for Gender and Economic Justice*, [www.awid.org/](http://www.awid.org/))

## L

**Lesbian:** Female for whom her sexual orientation is predominantly or exclusively directed to a person of the same sex. Lesbian is used interchangeably with homosexual and gay when referring to females. Lesbian is usually the preferred word of the gay and lesbian community when referring to homosexual females.

(Source: *Gay, Lesbian, Bisexual, Transgender&Queer Encyclopedia*, [www.glbtq.com](http://www.glbtq.com))

## M

**Method:** Techniques used for gathering information in the process of research. For example: interviews, surveys, desk-review, focus groups, community mapping exercises, etc. (See also *quantitative methods and qualitative method*)

(Source: *United Nations International Research and Training Institute for the Advancement of Women* <http://un-instraw.org>)

**Methodology:** Refers to the theoretical analysis of the methods appropriate to a field of study or to the body of methods and principles particular to a branch of knowledge. Methodology is a theory and analysis of how research should be conducted.

(Source: *United Nations International Research and Training Institute for the Advancement of Women* <http://un-instraw.org>)

## P

**Patriarchy:** Systemic societal structures that institutionalise male physical, social and economic power over women.

(Source: *Gender Analysis, UNDP, Keays, T., McEvoy, M., Murison, S., Jennings, M. and Karim, F., 2001*, [http://www.siyanda.org/static/bridge\\_conceptsdefinitions.htm](http://www.siyanda.org/static/bridge_conceptsdefinitions.htm))

**Participation:** Effective participation implies that women and men have the potential to articulate their needs and interests, and take responsibilities for development actions. Development practice generally has viewed participation in stages – with people participating as passive recipients to active change agents. [Gender and rights-based methodologies emphasize the latter.

*(Source: United Nations International Research and Training Institute for the Advancement of Women <http://uninstraw.org>)*

**Participatory Development:** implies a partnership which is built on a dialogue among the various actors (stakeholders), during which the 'agenda' is set jointly and a variety of local views and indigenous knowledge are deliberately sought and respected. Participatory development implies negotiation rather than the dominance of an externally set project agenda.

*(Source: United Nations International Research and Training Institute for the Advancement of Women <http://uninstraw.org>)*

**Participatory Action Research (PAR):** PAR is the most activist-based method of the several commonly-used participatory research methods. With roots in the work of Paulo Freire and other South American social scientists, PAR focuses on the empowerment of local communities and works directly with local political/development organizations to bring about sustainable change. The methods used emphasize participation, capacity-building, ownership of knowledge and empowerment.

*(Source: United Nations International Research and Training Institute for the Advancement of Women <http://uninstraw.org>)*

**Participant Observer:** One of the most commonly-used methods for conducting participatory research, the participant observer method was established in the field of anthropology. The method is based on observing actions (rather than surveys or interviews) in order to gain insight on a community's values, dynamics, internal relationships, structures and conflicts. The participant observer attempts immersion, to the extent permitted, in local life in order to understand and document how things work. However, the participant observer method is the least “objective” of all methods, relying heavily on the intellectual honesty of the researcher, whose experiences cannot be replicated. It is also the most time-consuming.

*(Source: United Nations International Research and Training Institute for the Advancement of Women <http://uninstraw.org>)*

**Participatory Poverty Assessments (PPA):** A commonly-used participatory research method referring to a variety of qualitative methods used to assess the multi-dimensional nature of poverty, highlighting the ways in which different aspects of poverty are connected. Methods include: focus groups, in-depth discussions, and various techniques such as mapping transects and Venn diagrams. It is particularly useful for gauging the gendered aspects of poverty, such as the specific disadvantages faced by poor women, connections between reproduction and production, women’s lack of access to resources, and gender differences in priorities. It has its origins in Participatory Rural Appraisal (PRA) approaches.

*(Source: United Nations International Research and Training Institute for the Advancement of Women <http://uninstraw.org>)*

**Participatory Rural Appraisal (PRA):** A commonly-used method for conducting participatory research on poverty. Building on Rapid Rural Appraisal (RRA), PRA's emerged in the 1980s and use local graphic representations created by the community that legitimize local knowledge and promote empowerment. Five concepts are central to PRA: empowerment, respect, localization, enjoyment, and inclusiveness.

*(Source: United Nations International Research and Training Institute for the Advancement of Women <http://uninstraw.org>)*

**Phallogentric:** The term refers to the cultural and social organization of the world fostered by the patriarchy.

*(Source: Gay, Lesbian, Bisexual, Transgender&Queer Encyclopedia, [www.glbtc.com](http://www.glbtc.com))*

**Politics of Location:** A research perspective which grew out of feminist methodology, primarily through the critiques of women of color in both the global north and global south who viewed the majority of early gender research as stemming from a generic white, Northern, middle-class perspective. The politics of location suggests that personal backgrounds and experiences of researchers (whether chosen or imposed by society) have political and theoretical implications that must be articulated throughout the research process.

*(Source: United Nations International Research and Training Institute for the Advancement of Women <http://uninstraw.org>)*

**Polygamy:** A man marrying more than one wife or temporary wives leading to insecurity of women and facilitating the spread of HIV/AIDS. It is illegal in most countries but still persists

*(Source: Committee on the Status of Women: Glossary on Violence against Women, [nqo.fawco.org](http://nqo.fawco.org))*

**Practical Gender Needs:** Needs identified by women within their socially constructed roles in society. Although they often arise from gendered divisions of labour and women's subordinate position in society, practical gender needs do not challenge these norms. Practical gender needs are a response to an immediate perceived necessity identified within a specific context, such as access to clean water or adequate housing. They are practical in nature and often concern inadequacies in living conditions. *(See also Strategic Gender Interests)*

*(Source: United Nations International Research and Training Institute for the Advancement of Women <http://uninstraw.org>)*

**Prejudice:** Is made up of unfavorable or discriminatory attitudes (not actions) towards persons of different categories. Racial, sexual and other types of discrimination can exist at the level of personal relations and individual behaviour as well as be institutionalised as legal or administrative policy.

*(Source: United Nations Educational Scientific and Cultural Organization [www.portal.unesco.org](http://www.portal.unesco.org))*

**Productive Work:** This is work that produces goods and services for exchange in the market place (for income). Some analysts, especially those working on questions of equality between men and women, include the production of items for consumption by the household under this definition, even though they never reach the market place, regarding this as consumption of a form of non-monetary income. Both men and women contribute to family income with various forms of productive work, although men predominate in productive work, especially at the higher echelons of remuneration. Historically, in most societies, changes in economic structure,

and hence in the structure of productive activities, have led to changes in the sexual division of labour and gender relations.

*(Source: Gender Mainstreaming Learning & Information Packs prepared by the United Nations Development Programme- UNDP)*

**Productive Roles:** Refer to the activities carried out by men and women in order to produce goods and services either for sale, exchange, or to meet the subsistence needs of the family. For example in agriculture, productive activities include plating, animal husbandry and gardening that refers to farmers themselves, or for other people at employees. *(See also Gender Role)*

*(Source: UNDP- United Nations Development Programme <http://www.undp.org>)*

## Q

**Quantitative Methods:** Quantitative research is the systematic scientific investigation of quantitative properties and phenomena and their relationships. Quantitative research is widely used in both the natural and social sciences, including physics, biology, psychology, sociology, geology, education, and journalism. 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: United Nations International Research and Training Institute for the Advancement of Women <http://uninstraw.org>)*

**Qualitative Methods:** Qualitative research involves an in-depth understanding of human behaviour and the reasons that govern human behaviour. Unlike quantitative research, qualitative research relies on reasons behind various aspects of behaviour. Simply put, it investigates the why and how of decision making, as compared to what, where, and when of quantitative research. Hence, the need is for smaller but focused samples rather than large and random samples.

*(Source: United Nations International Research and Training Institute for the Advancement of Women <http://uninstraw.org>)*

**Queer:** Originally a synonym for "odd," this term became a derogatory epithet for gay men and lesbians in the twentieth century, especially in the United States, where it emphasized the alleged "unnaturalness" of homosexuality. Although many people still use "queer" as an anti-gay slur, there emerged a movement in the 1980s that sought to reclaim the term and rob it of its negative meaning. In this usage, "queer" is an inclusive umbrella term that designates all those who are sexually dissident, even if they are not strictly homosexual, and all "transgressive" forms of sexuality. Many lesbians and gay men, transsexuals, bisexuals, and even heterosexuals whose sexuality does not fit into the cultural standard of monogamous heterosexual marriage have adopted the "queer" label. Some gay men and lesbians, however, remembering the hurt caused by its pejorative meaning, dislike the term, even in its "reclaimed" usage, and feel that it has the effect of diluting the specificity of the narrower categories.

*(Source: Gay, Lesbian, Bisexual, Transgender&Queer Encyclopedia, [www.qlbtq.com](http://www qlbtq.com))*

## R

**Rape:** Rape is the sexual penetration, however slight of any part of the body of the victim with a sexual organ, or of the anal or genital opening of the victim with any object or any other part of the body. The invasion is committed by force, or by threat of force or coercion, such as that caused by fear of violence, duress, detention, psychological oppression or abuse of power, against such person or another person, or by taking advantage of a coercive environment, or committed against a person incapable of giving genuine consent (if affected by natural induced or age related incapacity).When the rape is committed as part of a widespread or systematic attack directed against a civilian population, when the perpetrator knows that, it is a crime against humanity.

*(Source: Committee on the Status of Women: Glossary on Violence against Women, [ngo.fawco.org](http://www.ngo.fawco.org))*

**Rape (Date):** Sexual intercourse that takes place against a person's will through the means of violence, coercion or intimidation, either physical or psychological, by an acquaintance, friend or a dating or intimate partner. Thus, date rape is a type of sexual assault, where the victim and the perpetrator are, or have been, in some form of personal social relationship. Date rape victims are almost entirely women.

*(Source: Mediterranean Institute of Gender Studies, [www.medinstgenderstudies.org](http://www.medinstgenderstudies.org))*

**Rape (Marital):** Marital rape is any unwanted sexual acts by a spouse or ex-spouse, committed without consent and/or against a person's will, obtained by force, or threat of force, intimidation, or when a person is unable to consent. These sexual acts include intercourse, anal or oral sex, forced sexual behavior with other individuals, and other sexual activities that are considered by the victim as degrading, humiliating, painful, and unwanted.

*(Source: Committee on the Status of Women: Glossary on Violence against Women, [www.ngo.fawco.org](http://www.ngo.fawco.org))*

**Reflexivity:** A key component of feminist research, reflexivity is the process through which researchers seek to constantly reflect upon, and critically analyze the nature of the research process — choosing methods, conducting research, writing the research project, proposing outcomes and solutions, and research presentation. Feminist researchers also use reflexivity to analyze the gender relations underlying not only the research subject in question, but the way of conducting research in general. Feminist researchers will commonly use self-reflexivity in their own research, but will also partake in collaborative reflexive techniques (such as consciousness-raising) to deepen their analyses via the perspectives of other researchers and also their research participants.

*(Source: United Nations International Research and Training Institute for the Advancement of Women <http://un-instraw.org>)*

**Refugee:** A person having a well-founded fear of being persecuted for reasons of religion, nationality, membership of a particular social group or political opinion, is outside the country of his nationality and is unable, or owing to such fear, is unwilling to avail himself of the protection of that country. According to the UNHCR In any refugee population, approximately 50 percent of the uprooted people are women and girls. Stripped of the protection of their homes, their government and often their family structure, females are often particularly vulnerable. They face the rigours of long journeys into exile, official harassment or indifference and frequent

sexual abuse - even after reaching an apparent place of safety. Internally displaced women often suffer similar experiences.

(Source: 1951 Geneva Convention <http://www.unhcr.org/pages/49da0e466.html>)

**Resources:** Resources are means and goods, including those that are economic (household income) or productive (land, equipment, tools, work, credit); political (capability for leadership, information and organization); and time.

(Source: United Nations International Research and Training Institute for the Advancement of Women <http://uninstraw.org>)

**Reproductive Rights** Reproductive rights embrace certain human rights that are already recognized in national laws, international human rights documents and other consensus documents. These rights rest on the recognition of the basic right of all couples and individuals to decide freely and responsibly the number, spacing and timing of their children and to have the information and means to do so, and the right to attain the highest standard of sexual and reproductive health. It also includes their right to make decisions concerning reproduction free of discrimination, coercion and violence, as expressed in human rights documents. The promotion of the responsible exercise of these rights for all people should be the fundamental basis for government- and community-supported policies and programmes in the area of reproductive health, including family planning.

(Source: Programme of Action of the International Conference on Population and Development. Geneva: United Nations, 1994, para 7.3 <http://www.unfpa.org>)

**Reproductive Roles:** Refer to the activities needed to ensure the reproduction of society's labour force. This includes child bearing, rearing, and care for family members such as children, elderly and workers. These tasks are done mostly by women. (See also Gender Roles)

(Source: UNDP - United Nations Development Programme <http://www.undp.org/gender/docs/GenderAnalysisTrainModule.pdf>)

**Reproductive Work:** This work involves all the tasks associated with supporting and servicing the current and future workforce – those who undertake or will undertake productive work. It includes child-bearing and nurture, but is not limited to these tasks. It has increasingly been referred to as “social reproduction” to indicate the broader scope of the term than the activities associated with biological reproduction. Socially reproductive activities include childcare, food preparation, care for the sick, socialisation of the young, attention to ritual and cultural activities through which the society's work ethic is transmitted, and the community sharing and support which is essential to the survival of economic stress. The fact that reproductive work is the essential basis of productive work is the principal argument for the economic importance of reproductive work, even though most of it is unpaid, and therefore unrecorded in national accounts. Women and girls are mainly responsible for this work which is usually unpaid.

The intersection of peoples' productive and reproductive responsibilities with policy priorities, which has repercussions at all levels of an economy and society, is the principal focus of a gender analysis.

(Source: Gender Mainstreaming Learning & Information Packs prepared by the United Nations Development Programme -UNDP)

**Rights (Sexual):** Women's sexual rights include the right to control their sexuality and the provision of sexual and reproductive health-related services. They include reproductive rights

where the number and spacing of children can be chosen in a free, responsible and informed way.

Women's sexuality is not solely associated with issues of responsibility or risks concerning reproduction. Sexual activity is above all an integral part of a woman's life, of her private life and sexual enjoyment thereof. Women's sexual rights recognise the right to sexual well being and the freedom of choice concerning partner(s), sexual orientation, sexual preferences and the choice of each woman whether or not to have sexual relations. (Source: *European Women's Lobby Position Paper on Women's Sexual Rights in Europe* [http://www.womenlobby.org/SiteResources/data/MediaArchive/position%20papers/Sexual%20Rights%20position%20paper\\_EN.pdf](http://www.womenlobby.org/SiteResources/data/MediaArchive/position%20papers/Sexual%20Rights%20position%20paper_EN.pdf))

## S

**Sex:** Sex refers to the biological characteristics, which define humans as female or male. These sets of biological characteristics are not mutually exclusive as there are individuals who possess both, but these characteristics tend to differentiate humans as males and females. (Source: *Gender Mainstreaming Learning & Information Packs prepared by the United Nations Development Programme -UNDP*)

**Sex-Disaggregated Data:** Statistical information that differentiates between men and women; for example, 'number of people in the labour force'. This allows one to see where there are gender gaps. (Source: *Association for Women's Rights in Development* <http://www.awid.org/ywl/glossary/index.php?term=Gender%2Fsex%20disaggregated%20data>)

**Sexism:** Actions or attitudes that discriminate against people based solely on their gender. Sexism is linked to power in that those with power are typically treated with favour and those without power are typically discriminated against. Sexism is also related to stereotypes since the discriminatory actions or attitudes are frequently based on false beliefs or over generalizations about gender and on seeing gender as relevant when it is not (Source: *Online dictionary of the Social Sciences* <http://bitbucket.icaap.org/dict.pl?alpha=S>)

**Sexual Assault:** Non-consensual sexual contact that is obtained through coercion or the use or threat of force. Sexual assault is a deliberate act of gender-based violence and an expression of power, control and domination over another. It is not a manifestation of uncontrolled desire, attraction or arousal. Sexual assault occurs in every socioeconomic level of society and in a variety of settings. Sexual assault may be perpetrated by non-state actors, such as acquaintances, dating partners, or intimate partners such as current or former husbands and boyfriends. Sexual assault may also be committed by state actors such as the police or military. In particular, women are vulnerable to particular forms of sexual abuse and assault when they are in state custody. Women are also sexually assaulted and abused during and after armed conflict. During conflict, rape is used as a weapon of war. Even when not used as a military strategy, however, rape and sexual assault are commonly perpetrated by military forces, and may even be perpetrated by peacekeepers after the cessation of hostilities. Whether the assault is perpetrated by an agent of the government or a family member, victims of sexual assault often face many obstacles in obtaining needed protection and assistance. (Source: *Stop Violence against Women, A project by the Advocates for Human Rights.* [www.stopvaw.org](http://www.stopvaw.org))

**Sexual Exploitation:** Any abuse of position of vulnerability, differential power, or trust for sexual purposes; this includes profiting momentarily, socially, or politically from the sexual exploitation of another.

*(Source: United Nations Inter Agency Standing Committee)*

**Sexual harassment:** Sexual harassment is a form of sexual violence. The term refers to one-sided, unwanted and unwelcome behaviour where sexuality and/or varied cultural constructions of sexuality are used as the means to oppress and position people and to produce or maintain vulnerability among them. Sexual harassment is often divided into two types: quid pro quo harassment and hostile environment harassment. The difference between these two types of harassment is that in quid pro quo harassment sex is provided in exchange for things such as employment or educational benefit – job promotion or good grades, for example – or the avoidance of some detriment. Hostile environment harassment means sexual harassment that creates an intimidating, hostile or offensive environment generally for a whole group of people – such as women, young women, some ethnic group of women or some groups of men, to mention a few. The forms of sexual harassment are usually divided into three different types: (1) verbal: e.g. remarks about figure/looks, sexual and sexist jokes, verbal sexual advances, comments that implicate stereotypic and discriminative attitudes; (2) non-verbal and/or visual: e.g. staring at someone and whistling; and (3) physical: acts from unsolicited physical contact to assaults and rape.

*(Source: APROPOS - Multisectoral and Multidisciplinary Professional Specialization Programme and Network for Violence prevention)*

**Sexuality:** 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 experienced and expressed in thoughts, fantasies, desires, beliefs, attitudes, values, behaviours, practices, roles and relationships. While sexuality can include all of these dimensions, not all of them are always experienced or expressed. Sexuality is influenced by the interaction of biological, psychological, social, economic, political, cultural, ethical, legal, historical and religious and spiritual factors. *(See also Rights (Sexual))*

*(Source: World Health Organization (WHO) <http://www.who.int/reproductive-health/gender/glossary.html>)*

**Sexual Division of Labour:** The sexual division of labour is a phenomenon found in virtually all human societies. Due to its importance, economists have attempted to model the causes and implications of gender roles across societies. Economic theory suggests that occupational segregation by gender might be due to supply side factors, demand side factors, or a combination of both. For instance, the major supply-side theory consists on the human capital explanation which states that since women generally anticipate shorter and less continuous work lives than men, it will be in their interest to choose occupations which require smaller human capital investments and have lower wage penalties for time spent out of the labor market (The fact that women may face barriers to obtaining education and pre-job training in traditionally male fields is called “societal discrimination” and constitutes an alternative supply effect explanation). On the demand side, the sexual division of labor is supported by discrimination against women within the paid labor force.

*(Source: The Gender Division of Labor Revisited, University of Toronto, Silvia Mart´inez Gorricho)*

**Sexual Health:** A state of physical, emotional, mental and social well-being related to sexuality; it is not merely the absence of disease, dysfunction or infirmity. Sexual health requires a positive and respectful approach to sexuality and sexual relationships, as well as the possibility of having

pleasurable and safe sexual experiences, free of coercion, discrimination and violence. For sexual health to be attained and maintained, the sexual rights of all persons must be respected, protected and fulfilled.

(Source: World Health Organisation (WHO) <http://www.who.int/reproductive-health/gender/glossary.html>)

**Social Justice:** Fairness and equity as a right for all in the outcomes of development, through processes of social transformation.

(Source: Gender Analysis, UNDP, Keays, T., McEvoy, M., Murison, S., Jennings, M. and Karim, F., 2001, [http://www.siyanda.org/static/bridge\\_conceptsdefinitions.htm](http://www.siyanda.org/static/bridge_conceptsdefinitions.htm))

**Stereotypes:** a generalized set of traits and characteristics attributed to a specific ethnic, national, cultural or racial group which gives rise to false expectations that individual members of the group will conform to these traits.

(Source: United Nations Educational Scientific and Cultural Organization [www.portal.unesco.org](http://www.portal.unesco.org))

**Strategic Gender Interests:** Needs and interests identified by women that arise from their subordinate position in society. Strategic interests vary according to context, are related to gendered divisions of labour, power and control, and may include such issues as legal rights, domestic violence, equal wages, access to contraception, etc. Strategic gender interests question women's socially constructed role, demanding greater equality and a change in existing roles. (See also Practical Gender Needs)

(Source: United Nations International Research and Training Institute for the Advancement of Women <http://un-instraw.org>)

## T

**Trafficking in Persons:** It was only in November 2000 that an international definition of trafficking was agreed to, under the Protocol to Prevent, Suppress and Punish Trafficking in Persons, Especially Women and Children (Trafficking Protocol), supplementing the United Nations Convention Against Transnational Organized Crime, 2000 (also known as the Palermo Convention):

(a) "Trafficking in persons" shall mean the recruitment, transportation, transfer, harbouring or receipt of persons, by means of the threat or use of force or other forms of coercion, of abduction, of fraud, of deception, of the abuse of power or of a position of vulnerability or of the giving or receiving of payments or benefits to achieve the consent of a person having control over another person, for the purpose of exploitation. Exploitation shall include, at the minimum, the exploitation of the prostitution of others or other forms of sexual exploitation, forced labour or services, slavery or practices similar to slavery, servitude or the removal of organs;

(b) The consent of a victim of trafficking in persons to the intended exploitation set forth in subparagraph (a) of this article shall be irrelevant where any of the means set forth in subparagraph (a) have been used;

(c) The recruitment, transportation, transfer, harbouring or receipt of a child for the purpose of exploitation shall be considered "trafficking in persons" even if this does not involve any of the means set forth in subparagraph (a) of this article;

(d) "Child" shall mean any person under eighteen years of age.

The key features of the United Nations Protocol to Prevent, Suppress and Punish Trafficking in Persons, **Especially Women** and Children

- Defines trafficking as a crime against humanity, marked by the intent to deceive and exploit;
- Expands the range of actions considered part of the trafficking process – recruitment, transportation, transfer, harbouring and receipt of persons in end-institutions;
- Addresses a wide range of means used, from blatant force to subtle inducements that capitalize on vulnerability, to achieve “consent”;
- Makes “consent” to the intended exploitation irrelevant, where any of the means outlined in the definition are used;
- Acknowledges men are also trafficked, though it emphasizes trafficking in women and children;
- Recognizes a range of purposes of trafficking, in addition to sexual exploitation;
- Contains rights-based and protective social, economic, political and legal measures to prevent trafficking, protect, assist, return and reintegrate trafficked persons, and to penalize trafficking and related conduct; and
- Calls for international cooperation to prevent and combat trafficking.

(Source: UN Protocol to Prevent, Suppress and Punish Trafficking in Persons [http://www.uncjin.org/Documents/Conventions/dcatoc/final\\_documents\\_2/convention\\_%20traff\\_enq.pdf](http://www.uncjin.org/Documents/Conventions/dcatoc/final_documents_2/convention_%20traff_enq.pdf), UNIFEM and UN Project on Human Trafficking in the Mekong Sub-region, *Trafficking in Persons A Gender and Rights Perspective Briefing Kit, Sheet 2*; See also Council of Europe Convention on Action against Trafficking in Human Beings [http://www.coe.int/t/dqhl/monitoring/trafficking/Docs/Convntn/CETS197\\_en.asp#P99\\_4163](http://www.coe.int/t/dqhl/monitoring/trafficking/Docs/Convntn/CETS197_en.asp#P99_4163))

**Transgender:** The term is often used as an umbrella term that embraces all gender variant individuals, including transsexuals (people who seek or have undergone gender reassignment therapy or surgery); people who alter their social gender through non-surgical means; intersexed individuals, people whose external genitalia or internal reproductive systems fall outside the norms for either male or female bodies; cross-dressers; and others who do not conform to social norms for typical men and women. One significant aspect of the recent and rapid development of *transgender* is the role the term has played in giving voice to a wide range of people whose experiences and understandings of gender, embodiment, and sexuality previously had not entered into broader discussions and decision-making processes. The emergence of these new speaking positions has already enriched an ongoing cultural conversation about gender and diversity.

(Source: *Gay, Lesbian, Bisexual, Transgender & Queer Encyclopedia*, [www.glbtq.com](http://www.glbtq.com))

**Transsexuality:** May be defined as a variant gender identity in which there is an incongruity between a person’s external genitalia and his or her psychological sense of gender. Transsexuals are sometimes defined as individuals who seek to undergo (or have undergone) the transition from their birth sex to that of the opposite sex, usually by means of gender reassignment therapy or surgery.

(Source: *Gay, Lesbian, Bisexual, Transgender & Queer Encyclopedia*, [www.glbtq.com](http://www.glbtq.com))

**Transvestite:** Refers to those who dress in the clothing of the other sex. Those who do so for entertainment are called Drag Queens or Drag Kings.

(Source: *APROPOS - Multisectoral and Multidisciplinary Professional Specialization Programme and Network for Violence prevention*)

**Transformatory Potential:** A gender analysis guided by this approach, applying the analytical framework to development programming, uses the interwoven framework of concepts to assess

the transformatory potential of a given set of options -- which ones are most likely to ensure women get equal access to the resources they need to maximise their productive and reproductive contributions to their households and societies. *(See also Gender Analysis)*

*(Source: Gender Mainstreaming Learning & Information Packs prepared by the United Nations Development Programme- UNDP)*

**Triple role/ multiple burden:** These terms refer to the fact that women tend to work longer and more fragmented days than men as they are usually involved in three different gender roles – reproductive, productive and community work.

*(Source: UNDP Introductory Gender Analysis & Gender Planning Training)*

## U

**Universal Declaration of Human Rights:** The Universal Declaration of Human Rights (UDHR) is a milestone document in the history of human rights. Drafted by representatives with different legal and cultural backgrounds from all regions of the world, the Declaration was proclaimed by the United Nations General Assembly in Paris on 10 December 1948 General Assembly resolution 217 A (III) as a common standard of achievements for all peoples and all nations. It sets out, for the first time, fundamental human rights to be universally protected.

*(Source: United Nations Human Rights <http://www.ohchr.org/EN/UDHR/Pages/introduction.aspx>)*

## V

**Violence against Women (VAW):** Article 1 of the UN Declaration on the Elimination of Violence against Women, proclaimed by the UN General Assembly in its resolution 48/104 of 20 December 1993, defines the term “violence against women” as: “Any act of gender-based violence that results in, or is likely to result in physical, sexual or psychological harm or suffering to women, including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or in private life. Three contexts of violence are differentiated in Article 2: Family, community and state. The forms shall be understood to encompass, but not be limited to, the following:

- a) Physical, sexual and psychological violence occurring in the family: wife-battering, sexual abuse of female children in the household, dowry-related violence, marital rape, and female genital mutilation and other traditional practices harmful to women, non-spousal violence and violence related to exploitation.
- b) Physical, sexual and psychological violence occurring within the general community: rape, sexual abuse, sexual harassment and intimidation at work and education institutions, trafficking in women and forced prostitution.
- c) Physical, sexual and psychological violence perpetrated or condoned by the State, wherever it occurs.

*(Source: UN Declaration on the Elimination of Violence against Women <http://www.un.org/documents/ga/res/48/a48r104.htm>)*

**Violence (Domestic):** A pattern of abusive and threatening behaviours that may include physical, emotional, economic and sexual violence as well as intimidation, isolation and

coercion. The purpose of domestic violence is to establish and exert power and control over another; men most often use it against their intimate partners, such as current or former spouses, girlfriends, or dating partners. Forms of domestic violence can include physical violence, sexual violence, economic control, and psychological assault (including threats of violence and physical harm, attacks against property or pets and other acts of intimidation, emotional abuse, isolation, and use of the children as a means of control). Because they occur in intimate relationships, many kinds of abuse are often not recognized as violence. In many places throughout the world, marital rape is still not viewed as sexual assault because a husband is deemed to have a right of sexual access to his wife. Stalking, as well, has only recently been recognized as a form of violence and a severe threat to the victim.

*(Source: Stop Violence against Women. A project by the Advocates for Human Rights, [www.stopvaw.org](http://www.stopvaw.org))*

## W

**WID: Women in Development (WID)**: is an approach developed in the early 1970s as a reaction to women having been left out of the development process. WID evolved from a (primarily) North American liberal feminist framework and was also heavily influenced by the work of women researching development, such as Esther Boserup (*Women's Role in Economic Development*, 1970). WID gave primacy to women's productive roles and stressed the integration of women into the market economy, as it was based on the premise that women's subordination was directly linked to their exclusion from the formal marketplace. Early WID approaches focused on "women in isolation" and took on mostly women-only projects and research, for example, regarding women's economic contribution and women's contribution to agricultural productivity. The most common incarnations of WID policy were the anti-poverty and the efficiency approaches, which viewed women's participation in development as necessary only insofar as their participation in the market was required for the rapid economic growth sought by development agencies and international monetary institutions.

*(Source: United Nations International Research and Training Institute for the Advancement of Women <http://un-instraw.org>)*

**Women's Human Rights**: The recognition that women's rights are human rights and that women experience injustices solely because of their gender.

*(Source: Gender Analysis, UNDP, Keays, T., McEvoy, M., Murison, S., Jennings, M. and Karim, F., 2001, [http://www.sivanda.org/static/bridge\\_conceptsdefinitions.htm](http://www.sivanda.org/static/bridge_conceptsdefinitions.htm))*

**Women's Studies**: By focusing on the extent to which traditional questions, theories and analyses have failed to take gender into account, Women's Studies (as a field) adopts scholarly and critical perspective toward the experiences of women.

The objectives of Women's Studies include:

- Finding out about women by raising new questions and accepting women's perceptions and experiences as real and significant;
- Correcting misconceptions about women and identifying ways in which traditional methodologies may distort our knowledge;

- Theorizing about the place of women in society and appropriate strategies for change;
- Examining the diversity of women's experiences and the ways in which class, race, sexual orientation and other variables intersect with gender.

Although studying women is its starting point, by uncovering the ways in which social and cultural assumptions and structures are shaped by gender, Women's Studies also studies men and the world around us.

It is interdisciplinary, integrating insights from many different experiences and perspectives. Drawing from scholarly work within nearly every academic discipline as well as from the work of "grassroots" feminism, Women's Studies has its own distinctive, evolving theories and methodologies.

*(Source: Feminism and Women's Studies <http://feminism.eserver.org/about/overview.html>)*