



United Nations
Educational, Scientific and
Cultural Organization

**Gender Equality
eLearning
Programme**

Module 2: Key Concepts



©UNESCO: Gender Equality eLearning Programme - Acknowledgements

The contents of this eLearning Programme has been developed by the **Division for Gender Equality** in the Bureau of Strategic Planning throughout the implementation of UNESCO's "Capacity Development and Training in Gender Mainstreaming Programme" launched in September 2005.

Editors/Lead Authors:

Saniye Gülser Corat and Lydia Ruprecht

Research and Drafting:

Louisa Saoudi, Laura Ramos

French Translation:

Louisa Saoudi, Anne Saturno and Patricia Martinache

Peer Review:

Florence Migeon, Anatheia Brooks, Jeanne Lawler, Irmgarda Kasinskaite-Buddeberg, FW Russell-Rivoallan, Maki Hayashikawa, Theophania Chavatzia, Kostas Tararas

Case Studies:

Division for Gender Equality and Anatheia Brooks

Instructional Design:

Bold Type Communications, Inc.

Voice-over:

Jason Kent and Cécile Gayet

We gratefully acknowledge content input provided by Maitrayee Mukhopadhyay, Franz Wong and Lina Abouhabib (Royal Tropical Institute - KIT) and Prof. Dr. Aung Tun Thet (United Nations System Staff College) in the first cycle (2005-2007) of the implementation of the "Capacity Development and Training in Gender Mainstreaming Programme".

Navigating through the Programme

Skip this
Overview
(171x71)
(171x71)



Gender Equality
www.un.org/gender
MODULE ONE
www.un.org/gender

Slide Title	Status
Welcome	✓
Programme Navigation	✓
Challenges	✓
Leadership Issues	✓
Key Documents	✓
UN Women Response	✓
Priority Gender Equality	✓
Gender Equality Action Plan	
Roles & Responsibilities	
Key Messages	
Final Remarks	
What to Learn More?	
Thank you	

UN Reform



New UN Architecture supporting Gender Equality and Women's Empowerment:

- The President of the UN General Assembly appoints two Ambassadors to facilitate the negotiation around the new institutional arrangements.
- It has been proposed to reinforce the existing institutional arrangements through the consolidation of the gender-specific mission.

The DOCUMENT icon opens a relevant document or the website from which it can be accessed.

 UN High Level Panel Website
(see Final Report Paragraphs 45-49)

After completing this module, you will...



- Understand Gender Equality and its related concepts used in programme planning, implementation, monitoring, and evaluation.
- Know how to use gender terms appropriately.

A word from...

“The term gender is often confused for or used interchangeably with other terms such as ‘sex’ and ‘women.’

In order to develop effective strategies which reduce inequality, discrimination, and ultimately, eliminate poverty, it is critical to understand and use gender terms and concepts correctly.”

Saniye Gülser Corat
Director, Division for Gender Equality



Definitions

Defining Gender

What it is:

- *Social meaning given to being a woman or a man*
- *Social characteristics - not biological differences - used to define a woman or a man.*



What it does:

- *Defines the boundaries of what women and men can and should be and do.*
- *Shapes and determines the behavior, roles, expectations, and entitlements of women and men.*
- *Provides rules, norms, customs, and practices through which biological differences may become social differences.*

Remember - Sex describes the biological differences between men and women, which are universal.

Defining Gender Roles and Relations

Because society defines Gender,

context specific

to societies, cultures, and historical time.

not fixed

changing in response to wider changes and continuously challenged by individuals.

diverse

gender roles and relations differ between and within societies depending on a person's class, race, ethnicity, caste, sexual orientation, gender identity, etc.

Check Your Understanding!

True or False: Gender refers to the biological differences between women and men.

- A) True
- B) False

No, that's incorrect. The answer is FALSE because sex, not gender, refers to the biological differences between women and men.

Please click [HERE](#) to continue.

Review Area
(290 x 77)
(X:20; Y:396)

Submit

Check Your Understanding!

True or False: Gender Roles and Relations are diverse, fixed, and context-specific.

- A) True
- B) False

No, that's incorrect. The answer is FALSE because Gender Roles and Relations are context-specific, non-fixed, and diverse.

Please click [HERE](#) to continue.

Review Area
(290 x 77)
(X:20; Y:396)

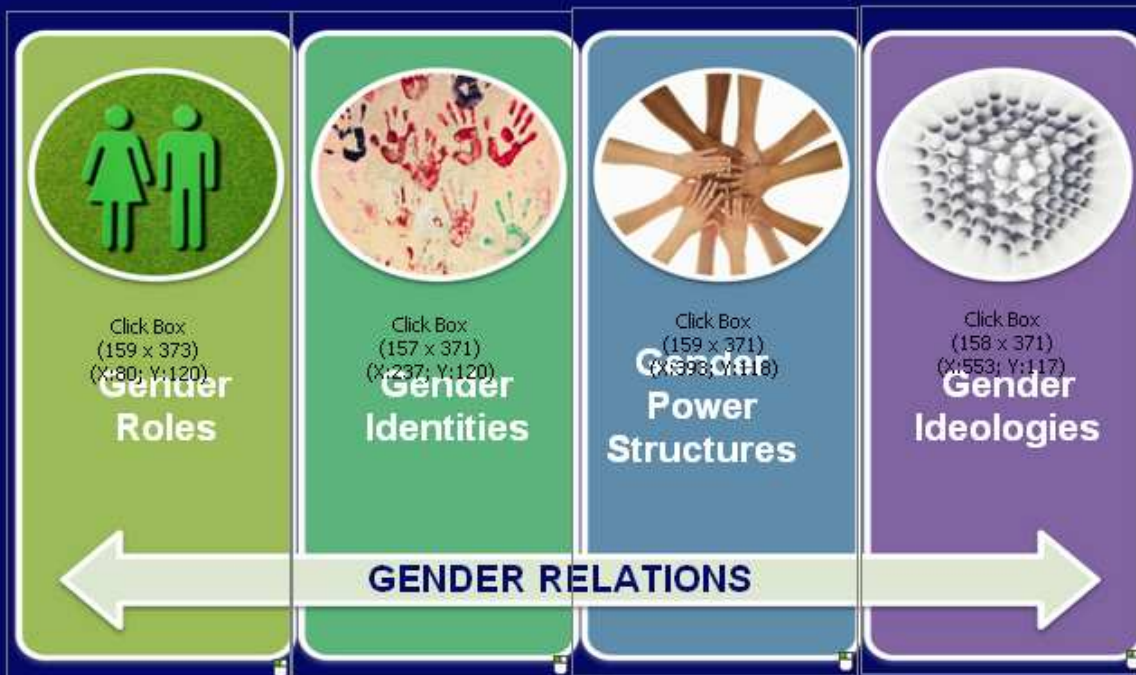
Submit



Gender Roles & Relations



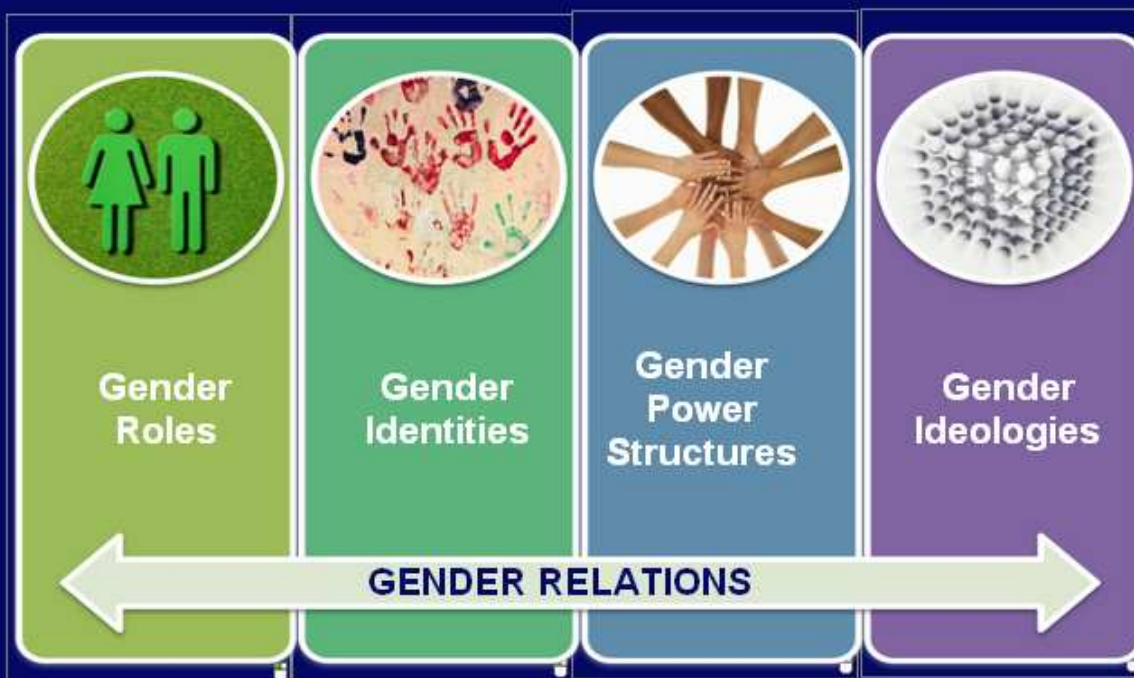
From Gender to Gender Relations



Click each of the images above to learn more.



From Gender to Gender Relations



Click each of the images above to learn more.

Gender Roles



Gender roles are the activities that women and men are expected to do within the household or community.

- *Formed during the socialization phases of childhood and adolescence.*
- *Continuously evolve over time throughout an individual's life.*
- *Affected by the physical, social, and economic context and political processes (social movements, revolutions, wars, etc.)*

Different cultures impose different expectations upon women and men.


In all cultures and societies, throughout history, individuals have challenged and changed established gender roles.

How are Gender Roles Shaped?

 <p>Click Box (346 x 112) (X:23; Y:122)</p> <h3>Family</h3>	 <p>Click Box (346 x 112) (X:418; Y:194)</p> <h3>Culture and Religion</h3>
 <p>Click Box (346 x 112) (X:21; Y:235)</p> <h3>School</h3>	 <p>Click Box (346 x 112) (X:418; Y:292)</p> <h3>Advertising and Media</h3>
 <p>Click Box (346 x 112) (X:19; Y:348)</p> <h3>Peers</h3>	 <p>Click Box (346 x 112) (X:418; Y:350)</p> <h3>Gender Ideologies</h3>

 Click on any of the images above to learn more or click the Next button to continue. 

Gender Roles: Family



Family

- **Behavior toward each other, i.e., the way women and men relate to and treat each other.**
- **Parents attitude toward female child and male child.**
- **Distribution of rights and obligations within the household.**
- **Distribution, control of, and access to resources within the household.**
- **Division of labor within the household:**
 - **Women: caregiver, mothers, etc., usually unpaid work.**
 - **Men: breadwinner, providers, decision-makers.**

Gender Roles: School



School

*By teachers and classmates...
Different expectations for girls and boys...
Gender-unaware environment, etc.*

Gender Roles: Peers



Peers

Through social interactions, games, toys, colors, etc.

Gender Roles: Culture and Religion



Culture and Religion

*Oral histories; cultural expressions; religious systems; stereotypes: "competency-oriented" masculine traits more valued than emotion-oriented feminine traits.
(Long, 1991)*

Gender Roles: Advertising and Media



Advertising and Media

Media and entertainment business: (visuals, news stories, illustrations, etc.)

Advertising (toys: dolls vs. action figures; truck vs. tea-set, etc.)

Gender Roles: Gender Ideologies



Gender Ideologies

Gender ideologies are a system of values which legitimizes Gender Roles and Identities and validates Gender Power Structures within a system of social relations and in a given cultural context.

How does this information help me do my work?



United Nations
Educational, Scientific and
Cultural Organization

We need to understand how Gender Roles are shaped in order to design programmes that give equal value to Gender Roles to empower women.

Gender Identities



Gender Identities are individuals' understanding of themselves regardless of their sex characteristics.

Gender Identity is not the same as sexist stereotypes:

- *Sexist stereotypes are negative and demeaning characteristics assigned to a gender.*

Female and Male Stereotypes



Female

- *Viewed as weak and fragile.*
- *Appreciated for beauty and cuteness.*
- *Characterized by dependence, nurturing ability, and acquiescence.*



Male

- *Viewed as strong and capable.*
- *Appreciated for intelligence and achievements.*
- *Characterized by independence, competitiveness, aggressiveness.*

How does this information help me do my work?



United Nations
Educational, Scientific and
Cultural Organization

Understanding Gender Identities can help you better understand the population you work with, for example:

- ***What are the positive and negative attributes given to women and men in your community?***
- ***What are the different ideals of motherhood and fatherhood ?***

To develop culturally appropriate development practices, it is essential to understand Gender Identities within a given community.

Gender Power Structures



Gender Power Structures are the way power and influence is distributed between genders.

Sustained by legal and social frameworks such as constitution, relevant laws, marriage, extended families, and traditions and more formal settings such as schools, workplace, public services, governments, parliaments, etc.

How does this information help me do my work?



United Nations
Educational, Scientific and
Cultural Organization

Use it when completing a context analysis.

Types of questions that can help you understand the Gender Power Structures in your community include:

- *What are the most important cultural practices and traditions in a given a community? What are women's and men's roles in these rituals? How are they perceived?*
- *How many women are in parliament? In government? Local councils?*
- *What are the rights and obligations of women and men in the constitution and also with regard to other legal frameworks such as family law, inheritance law, etc.?*
- *Who benefits and loses out from these structures / systems?*

Gender Ideologies



Gender Ideologies are a system of values which legitimizes Gender Roles and Identities and validates Gender Power Structures within a system of social relations and in a given cultural context.

How does this information help me do my work?



United Nations
Educational, Scientific and
Cultural Organization

Gender Ideologies should be part of your context analysis before designing programmes and responses.

It is important to know when engaging in gender-responsive and gender-transformative programmes.

Will help you understand:

- **Gender is an organizing principle**
- **Gender refers to a total coherent system**
- **Gender Roles, Gender Identities, and Gender Power Structures are engrained in peoples' belief system ergo, considered natural and normal.**
- **Individuals who do not comply with gender norms can suffer immensely from exclusion, or even violence, if not properly supported.**

Check your Understanding!

Drag and drop the definition on the right with the term that it best describes.

Term

A Gender Ideologies

D Gender Roles

B Family

C Gender Identities

Definition

A) A system of values that validates Gender Power Structures.

B) One of the six elements that shapes Gender Roles

C) Are individuals' understanding of themselves regardless of their sex characteristics.

D) Activities that women and men are expected to do within the household or community.

No...that's incorrect.

Review Area
(299 x 77)
(X131 Y426)

Please click [HERE](#) to continue.

Clear

Submit



Priority: Gender Equality



Gender Equality

UNESCO's Priority Gender Equality (34 C/4) requires a dual approach:

**Gender
Mainstreaming**

+

**Gender-Specific
Programming**

Support efforts toward...

GENDER EQUALITY

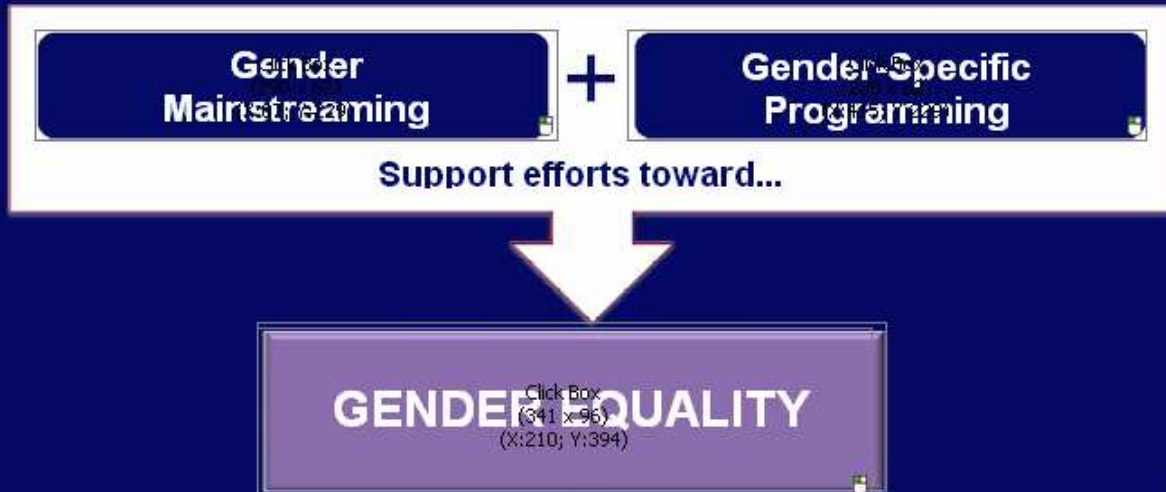
***Click each of the buttons above to learn more
about Gender Equality.***



UNESCO

Gender Equality

UNESCO's Priority Gender Equality (34 C/4) requires a dual approach:



Click each of the buttons above to learn more about Gender Equality.



Gender Mainstreaming



Gender Mainstreaming is:

- *Not an end - it is a strategy, a process, an approach, a means.*
- *A globally accepted strategy to achieve Gender Equality, the ultimate goal, a strategy, a process, an approach, a means.*
- *A process that seeks to ensure that Gender Equality concerns are taken into account in all UN actions and programmes throughout programme development, implementation, and evaluation.*

Gender Mainstreaming should contribute to transforming policies, practices, ideas, and beliefs that perpetuate discrimination and prevent women and men from realizing their rights.

How does this information help me do my work?

This checklist helps you to mainstream gender at the Activity, Action, and Main Line of Actions levels.



United Nations
Educational, Scientific and
Cultural Organization

- *Conduct a Gender Needs Analysis and Gender Context Analysis before defining the issues to be addressed and the most appropriate approach to address the problem (See Module 3).*
- *Establish attainable and clear gender equality objectives, results, and performance indicators that seek to address imbalances identified in the gender analysis (See Module 4).*
- *Align resources and objectives.*
- *Ensure equal representation and participation of women and men in activity/action.*
- *Measure progress of objectives through regular monitoring, evaluations, and gender impact studies.*

Types of Interventions

Click Box
(197 x 290)
(X:80; Y:126)

Gender Unaware
(Gender Blind)

This block features a photograph of a woman with a black blindfold over her eyes, with her hand near her mouth in a "shh" gesture. The image is set within a rounded rectangular frame.

Click Box
(197 x 290)
(X:286; Y:119)

**Gender Aware/
Gender Responsive**

This block features a photograph of a man in a suit sitting on the floor, with a large female symbol (♀) and a male symbol (♂) drawn on a whiteboard behind him. The image is set within a rounded rectangular frame.

Click Box
(197 x 290)
(X:492; Y:124)

Gender Transformative

This block features a graphic of five stylized human figures in various colors (green, yellow, blue, red, purple) walking in a line on a path. The image is set within a rounded rectangular frame.

Click each of the images above to learn more about the types of interventions.



Types of Interventions



**Gender Unaware
(Gender Blind)**



**Gender Aware/
Gender Responsive**



Gender Transformative

Click each of the images above to learn more about the types of interventions.



Types of Interventions

Gender unaware (gender blind) policies and interventions do not differentiate needs, aspirations, and capacities of each gender ; perpetuate dominant policies, practices, ideas, and beliefs that foster gender inequality and sustain hetero-norms.

EXAMPLE

The subject matter, illustrations and language used in textbooks reproduce gender stereotypes; give separate tasks to female and male pupils.



**Gender Unaware
(Gender Blind)**

Types of Interventions

Gender Aware / Gender Responsive policies and interventions differentiate and address the similar and different needs, aspirations, and capacities of each gender; but do not challenge dominant biased and discriminatory policies. Existing practices, ideas, and beliefs are left in place.

EXAMPLE

School textbooks and learning materials would avoid portrayal of women and men in stereotypical roles and avoid using "he" or "his" generic terms, and would have an equal balance of illustrations of women and men but would not address gender equality issues in that particular society.



**Gender Aware/
Gender
Responsive**

Types of Interventions

Gender transformative policies and interventions go beyond addressing the needs, aspirations and capacities of each gender. They also challenge biased and discriminatory policies, practices, ideas, and beliefs, and attempt to change them.

There must be a conscious effort to integrate Gender Equality in all programmes and to have and apply gender-transformative policies.

EXAMPLE

Learning practices where teachers would address gender equality issues, would use the lessons they provide to pupils to engage in a debate about gender to challenge gender stereotypes.



**Gender
Transformative**

Gender Specific Programmes



Gender Specific Programmes:

- **Focus on and/or address each genders' specific needs, experiences, and contributions to society.**
- **Are holistic in approach.**
- **Are not programmes which discuss gender or in which the focus of the programme is gender.**
- **Are programmes which target a specific gender, i.e., girls/women or boys/men.**

Examples of Good Gender Specific Programmes



Good girls/women-specific programmes seek to:

- **Establish a foundation for women's empowerment which refers to building women's self-reliance and internal strength to improve their overall position in society.**
- **Build capabilities: address issues relating to women's education, health, nutrition, rights.**
- **Create opportunities: access to economic assets and financial, intellectual, human, and political resources.**
- **Promote agency: ability to make free and informed decisions that are health promoting and support equal gender relations.**



Good boys/men-specific programmes seek to:

- **Address the specific individual needs of men.**
- **Be supportive of Gender Equality.**
- **Support men's involvement in Gender Equality.**

Achieving Gender Equality

Gender Equality is achieved when:

- **Women and men have equal conditions to realize their full human rights.**
- **Women and men have equal conditions to contribute to and benefit from economic, social, cultural, and political development.**
- **The similarities and the differences of women and men and the different roles they play receive equal valuing by society.**



Clarifying Common Gender Terms

**GENDER
EQUALITY**



**GENDER
PARITY**

OR

**GENDER
EQUITY**

Gender Parity and Gender Equity



Gender Parity is the equal participation and equal representation, both quantity and quality, of both sexes in all areas -necessary but not sufficient conditions for Gender Equality.

To ensure fairness, measures must often be put in place to compensate for the historical and social disadvantages that prevent women and men from operating on a level playing field.



Gender Equity is the process of being fair to women and men.

Equity is a means. Equality is the result.

Gender Lens



Gender Lens is a checklist to guide you through issues or questions in applying or implementing Gender Equality in your project.

To see samples of checklists, go to:



UNESCO's Webpage

Check your Understanding!

Complete the sentence below by selecting the best phrase from the list provided to fill in the blank.

_____ is holistic in approach and targeted to a specific gender, i.e., girls/women or boys/men.

1

No...that's incorrect. The correct answer is Gender-Specific Programming.

Please click [HERE](#) to continue.

Review Area
(290 x 77)
(X:19; Y:414)

Submit

Check your Understanding!

Complete the sentence below by selecting the best phrase from the list provided to fill in the blank.

_____ is a process that puts in place measures to compensate for disadvantages that prevent a level playing field.

1

No...that's incorrect. The correct answer is Gender Equity.

Please click [HERE](#) to continue.

Review Area
(290 x 77)
(X:20; Y:406)

Submit

Check your Understanding!

Complete the sentence below by selecting the best phrase from the list provided to fill in the blank.

_____ can be described as a strategy / process that ensures that Gender Equality issues are fully and systematically considered in all programmes.

Review Area
(290 x 77)
(X:20; Y:409)

No...that's incorrect. The correct answer is Gender Mainstreaming.

Please click [HERE](#) to continue.

Submit

Check your Understanding!

Complete the sentence below by selecting the best phrase from the list provided to fill in the blank.

_____ can be described as the equal participation and equal representation of women and men.

Review Area
(290 x 77)
(X:16; Y:413)

No...that's incorrect. The correct answer is Gender Parity.

Please click [HERE](#) to continue.

Submit

Final Thoughts

Final thoughts...



The Story of the Fox and the Crane Equal treatment does not mean the same treatment

The Fox invited the Crane to dinner. He served the food on a large flat dish. The crane with long, narrow beak could not eat.

The Crane invited the Fox to dinner. She served the food in a deep vase, and so the Fox with his short, wide face could not eat.

Both friends had an equal opportunity for nourishment, but each time one of them could not take advantage of this opportunity.

The development challenge in every case is to identify barriers to the opportunities that exist, and custom design the adjusted interventions that will lead to equality of outcome.





Key Messages



Key Messages



What should you remember about Gender Equality and Gender Mainstreaming?



What is Gender Equality?



What does Gender Mainstreaming acknowledge?



What is Gender Mainstreaming?



What do you need to achieve Gender Equality?

Click each of the buttons above to read more on each key message.



Key Messages



What should you remember about Gender Equality and Gender Mainstreaming?



What is Gender Equality?



What does Gender Mainstreaming acknowledge?



What is Gender Mainstreaming?



What do you need to achieve Gender Equality?

Click each of the buttons above to read more on each key message.



Key Messages



What should you remember about Gender Equality and Gender Mainstreaming?

Gender Equality (the goal) and Gender Mainstreaming (the process) are not:

- ***An add-on.***
- ***A box to be ticked.***
- ***Separate and distinct from international development objectives.***

Key Messages



What is Gender Equality?

Gender Equality is not about the negation of differences between women and men, nor is it about making women and men the same. Gender Equality is about providing equal opportunities and chances to both women and men.

Key Messages



What does Gender Mainstreaming acknowledge?

Gender Mainstreaming begins with the acknowledgement that we live in a gendered world.

Challenge the visible! Uncover the invisible!

Key Messages



**What is
Gender
Mainstreaming?**

Gender Mainstreaming is not about doing different things but **doing things differently**, much of which is simply good development practice and contributes to better development work.

Key Messages



**What do you need to
achieve
Gender Equality?**

Achieving Gender Equality may be perceived as difficult and time-consuming but the first critical element is for people to have an open mind and a willingness to listen and learn new ways of doing something.

Final Exercise



Click the button below for some final questions to check your understanding of Module 2: Key Concepts.

Click here to begin your Final Exercise.

Final Exercise

Read the following UNESCO document:

In today's world where more than 40.3 million people are living with HIV and AIDS, less than half of all young people have been taught prevention measures.

UNESCO then is committed to promoting HIV and AIDS education.

The global HIV and AIDS pandemic places young people between the ages of 15-24 at extreme risk.

Men need to be told what specific actions they can take to reduce the risk of becoming infected with or spreading HIV and AIDS.

With this in mind, we need to gather data to understand the impact of HIV and AIDS.

The next few questions will ask you to modify sentences in this document to make it Gender Responsive or Gender Transformative.

Quiz Question #1

Now review the following excerpts from the document below and make it Gender Responsive by choosing a new phrase for the red word or phrase.

In today's world where more than 40.3 million people are living with HIV and AIDS, less than half of all **young people** have been taught prevention measures.

UNESCO then is committed to promoting HIV and AIDS education.

- A) the world's people
- B) young men
- C) young women and men

Review Area
(290 x 77)
(X:20; Y:396)

No...that's incorrect. Using the phrase "young men and women" is the best way to make this excerpt Gender Responsive.

Please click [HERE](#) to continue.

Submit

Quiz Question #2

Now review the following excerpts from the document below and make it Gender Responsive by choosing a new phrase for the red word or phrase.

*The global HIV and AIDS pandemic places **young people between the ages of 15-24** at extreme risk.*

- A) the world's people
- B) young women and men between the ages of 15-24 (particularly women in this age group who are 1.6 times more likely to be infected)
- C) young women and men

Review Area
(290 x 77)
(X:20; Y:396)

No...that's incorrect. Using the phrase "young women and men between the ages of 15-24 (particularly women in this age group who are 1.6 times more likely to be infected)" is the best way to make this excerpt Gender Responsive.

Please click [HERE](#) to continue.

Submit

Quiz Question #3

Now review the following excerpts from the document below and make it Gender Responsive by choosing a new phrase for the red word or phrase.

Men need to be told what specific actions they can take to reduce the risk of becoming infected with or spreading HIV and AIDS

- A) Women
- B) Women and Men
- C) Everyone

Review Area
(290 x 77)
(X:20; Y:396)

No...that's incorrect. The correct answer is both women and men need to be told what specific actions they can take to reduce the risk of becoming infected or spreading HIV and AIDS.

Please click [HERE](#) to continue.

Submit

Quiz Question #4

Now review the following excerpts from the document below and make it Gender Responsive by choosing a new phrase for the red word or phrase.

With this in mind, we need to gather **data** to understand the impact of HIV and AIDS.

- A) Sex-disaggregated data
- B) Gender Blind Data
- C) Regional Data

No...that's incorrect. The correct answer is using sex-disaggregated data to understand the impact of HIV and AIDS.

Please click [HERE](#) to continue.

Review Area
(290 x 77)
(X:20; Y:396)

Submit

Quiz Question #5

From the choices below, which statement would make the entire document Gender Transformative?

- A) It would be sufficient to target only women
- B) It would be sufficient to collect sex-disaggregated data to support the project.
- C) The project should challenge the gender norms and roles that create an unequal environment.

No...that's incorrect. The correct answer is that the project should challenge gender norms and roles that create an unequal environment.

Review Area
(294 x 77)
(X:20; Y:446)

Please click [HERE](#) to continue.

Submit

Want to Learn More?

Butler Judith, *Gender Trouble: Feminism and the Subversion of Identity*, Routledge, 1990

Butler Judith, *Undoing Gender*, Routledge, 2004

Mead Margaret, *Male and Female: The Classic Study of the Sexes*, (1949) Quill (HarperCollins)

Molyneux Maxine, [Mobilisation without Emancipation? Women's interests, States and Revolution in Nicaragua](#), *Feminists Studies* II, 2, 1985

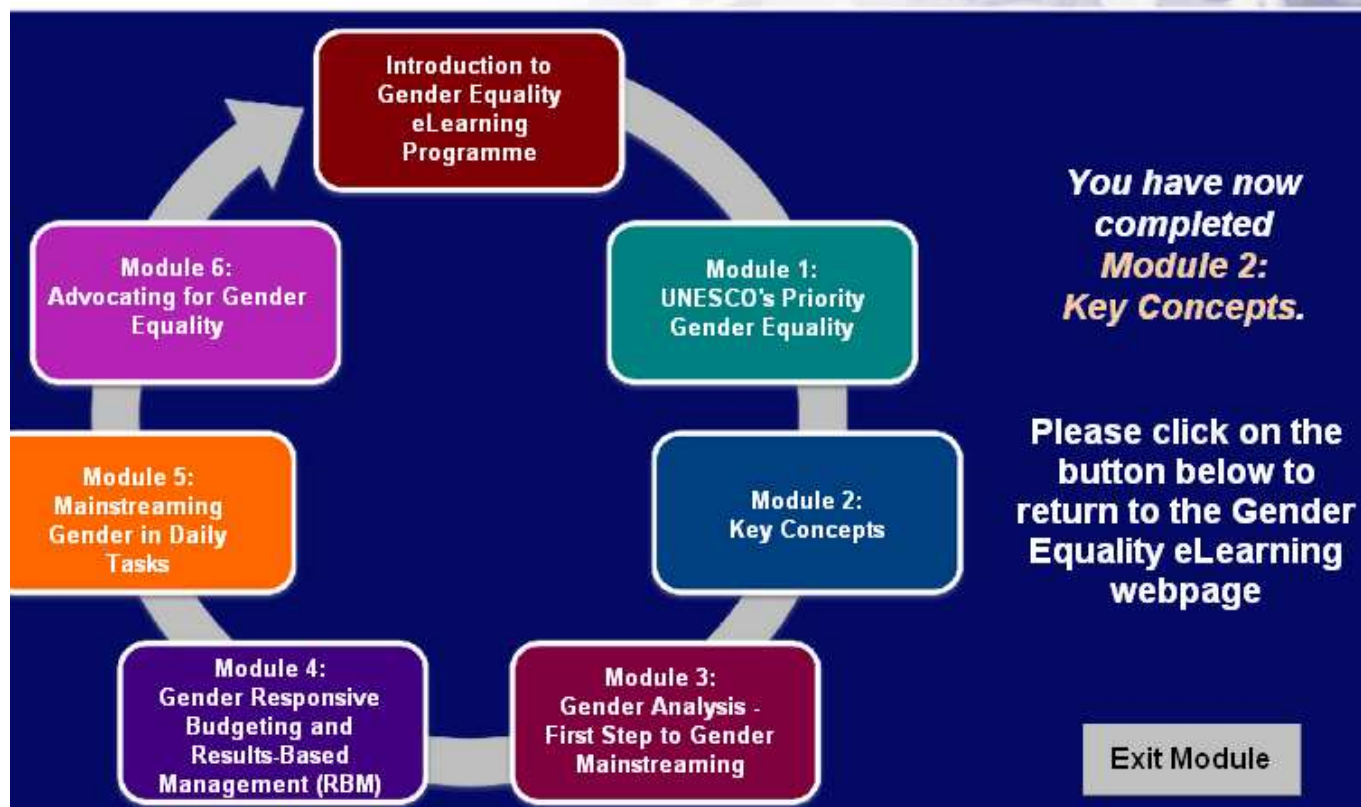
Office of the Special Adviser on Gender Issues, *Gender Mainstreaming - An Overview*; DESA, United Nations, New York, January 2002

Overholt C, Anderson MB, Cloud K, and Austin JE, *Gender Roles in Development Projects: A Case Book*, 1985, Kumarian Press

[UNESCO Glossary of Terms](#)

[OECD, DAC, Source Book on Concepts and Approaches linked to Gender Equality](#)

Module Completed



Module Completed

