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for Education

TOOL

1

# Gender terminology, concepts and definitions



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## Objectives

The objectives of this tool are to:

- introduce specialized terms and concepts related to gender and education;
- identify the main terms and concepts related to gender and education;
- provide easy-to-understand definitions;
- allow trainees to reflect on their own understanding of the terms and their usefulness in their country context.

## Key information



### Setting the scene

Understanding key terms and concepts in gender and education is important for analysing policy and practice, designing programmes and establishing common understanding and dialogue.

The language of gender is specialized and can seem full of jargon to the non-specialist. As a result, terminology can sometimes be a barrier to mutual understanding and collective problem solving. This tool offers a basic reference guide to key concepts and terms for anyone working in the education sector and thinking about gender equality. The terms are used throughout the GENIA Toolkit.

Terminology may change as understanding of gender develops. In the last decade, for instance, there has been a shift towards understanding sexual orientation and gender identity as more fluid and flexible. Many countries now accept such diversity as critical in the protection of human rights.

In September 2015, the Member States of the United Nations adopted the Sustainable Development Agenda 2030 with its set of 17 Sustainable Development Goals (SDGs) to end poverty, protect the planet and ensure prosperity for all. These goals succeed the Millennium Development Goals (MDGs). **Sustainable Development Goal 4** focuses on inclusive quality education and lifelong learning. It promotes gender equality at every level of education as

a means of ensuring the right to education for all. See **Handout 1** for the full text of SDG 4, and its targets and references to gender. Goal 5 also focuses on girls' and women's empowerment and gender equality.

**The Incheon Declaration: Education 2030** is the foundation document for SDG 4 and succeeds the Education for All Framework for Action.<sup>1</sup> It contains many key concepts concerning gender and education. **Box 1** highlights several key terms in a paragraph from the Declaration. These are examples of language with which we need to be familiar.

**Handout 2** contains an alphabetical glossary of terms used in gender and education. You can use this for reference throughout the training. You may find it useful to have a look at these definitions now. You may already know these key terms and concepts, but it is always helpful to revise what we know and read additional information.

<sup>1</sup> UNESCO. 2015b. *Incheon Declaration and Education for All 2030 Framework for Action*. Accessed at <http://unesdoc.unesco.org/images/0024/002456/245656E.pdf>.



## Box 1

“We recognize the importance of gender equality in achieving the right to education for all. We are therefore committed to supporting gender-sensitive policies, planning and learning environments: mainstreaming gender issues in teacher training and curricula; and eliminating gender-based discrimination and violence in schools.”

Incheon Declaration. Education 2030. Article 8.

“**Gender equality in education** (the ultimate goal): is achieved when female and male learners have equal access to learning opportunities, are treated and benefit from education equally, so that they can fulfil their potential and become empowered to contribute to and benefit from social, cultural, political and economic development equally. Gender equality in any sphere of life, including education, can be achieved only when all types of discrimination are eliminated and equal conditions, treatment and opportunities are provided to both girls and boys, women and men. Education institutions can play a significant role in the effort to achieve wider gender equality by promoting new patterns of beliefs and attitudes, and by avoiding the reproduction or reinforcement of social inequalities. The education system must be sensitive to the physical, psychological and social differences between male and female learners, but should value and respect both equally and provide equal opportunities to all learners. There is a tendency to equate gender equality with gender parity and gender equity, however a clear distinction needs to be made among these terms.”<sup>2</sup>

UNESCO. 2013. *Gender Equality in Education*. Education Sector Technical Notes. p.2.



## Fundamental concepts: gender and sex

Perhaps the most important distinction to understand is between *gender* and *sex*. These two terms are often confused. One example is when documents refer to ‘gender-disaggregated statistics’, such as for enrolment rates, when it is actually sex-disaggregated (male and female) statistics that are being obtained and analysed.

The term **sex** is used to describe the biological differences between men and women. **Gender** is a social construct, determined by social norms, culture, attitudes, values, tradition, beliefs and practices. It refers to roles, responsibilities, identities or other qualities attributed to people because they are men or women. While most people are born male or female (their biological sex), we are taught behaviours and norms that are thought to be typical of, or appropriate to, a particular gender. See [Box 2](#) for an example.



## Box 2

An obvious example of the difference between sex and gender is that women give birth to babies because of their sex/biology, while men’s biology prevents them from giving birth.

However, the fact that women are expected to look after the children in many settings, is not determined by their sex/biology, but is based on sociocultural expectations of their gender role. Men’s biology does not stop them looking after children, but entrenched perceptions of appropriate gender roles in their community may deter them from doing child care.

<sup>2</sup> UNESCO. 2013. *Gender Equality in Education*. Education Sector Technical Notes. p.2.



Self-study and/or group activity

## Reflect on gender norms in your context

Work on your own or as a group and think about the following questions. Write some notes, or you could present your answers in a table with three columns.

- What types of norms and expected behaviours are typical for each gender in your context?
- What are the negative effects of some of these norms and expectations?
- How might these norms and expectations lead to inequality and to harm for women or men?



Self-study and/or group activity

## Check understanding of definitions

Look at [Handout 3](#). If possible, print it and cut out each box. The boxes at the top of the page contain key words. The boxes at the bottom contain some definitions.

Try to pair up each term with its definition. Please take time to read the definitions fully – don't just guess!

When you are ready, check your paired cards against the correct answers in [Handout 4](#). Spend some time reading each term with its correct definition.

### Alternative activity

If you are working in a group, you could use the cards to play a game: half the people pin term cards to their front and the other half pin definition cards to themselves. They must walk around the room and pair themselves up.

## Gender and education



Self-study and/or group activity

### Gender and education definitions

Below is a list of terms. There are two options for this activity, depending on your level of experience with working on gender issues:

**Option A:** If you want to test your existing knowledge:

- **Self-study:** cover up the right column and look at each term in the left column. Try to recall or work out the definition. Then uncover the definitions to see if you were right.
- **Group activity:** set up a discussion or quiz with colleagues, or play another card-matching game. Work through the terms and reflect on your understanding of each one. Check your answers against the definitions provided.

**Option B:** If you do not want to test your existing knowledge of these terms, read the complete list of terminology and definitions. You could then print these pages and keep them for reference.

<b>Gender mainstreaming in education</b>	Gender mainstreaming involves systematically integrating a gender equality perspective in the design, implementation, monitoring and evaluation of interventions in order to ensure that both girls and women, boys and men, equally benefit from these interventions and that gender equality is being promoted.
<b>Gender analysis</b>	An assessment exercise to understand the differences and similarities between women and men with regards to their experiences, knowledge, conditions, needs, access to and control over resources, and access to development benefits and decision-making powers. It is a critical step towards gender-responsive and gender-transformative planning and programming.
<b>Gender blindness</b>	Gender blindness is the failure to recognize that the roles and responsibilities of men/boys and women/girls are given to them in specific social, cultural, economic and political contexts and backgrounds. Projects, programmes, policies, and attitudes that are gender-blind do not take into account these different roles and their diverse needs. They maintain the status quo and will not help transform the unequal structure of gender relations. For instance, a gender-blind teacher may think the education they provide is gender-neutral and that there are no significant differences between the way boys and girls are taught and learn. However, in reality, teachers' unconscious gender-stereotyped attitudes and biases can affect classroom practices, and result in differential treatment towards both boys and girls.



<b>Gender awareness</b>	Gender awareness means knowing that there are issues, differences and inequalities between women and men. A school head teacher who is gender aware will understand that special attention should be given to the way education is delivered to both girls and boys because society (and more specifically teachers), may value girls and boys differently. This has implications for their learning.
<b>Transgender</b>	Some people do not want to shape themselves to fit within the gender expectations of their society. Others are born into a body that they do not think is right for them. For example, a transgender person has a gender identity that is different from his or her sex at birth. Transgender people may be male to female (female appearance, also called transgender women) or female to male (male appearance, also called transgender men).
<b>Third sex</b>	Some individuals do not identify with being either male or female, but rather a blend of both. Others identify as a 'third sex', such as Hijra populations in South Asia or the Fa'afafine of the Pacific. In some countries such as Bangladesh, India, Nepal and Pakistan this is a legal identity that can be reflected in their identity cards or other documentation.
<b>Intersex</b>	Some children are intersex. Intersex people are born with atypical sex characteristics, such as physical, hormonal, or chromosomal features that are not exclusively female or male. Intersex children may also not identify with their sex at birth, or with being categorized as male or female.
<b>Gender focal point</b>	Gender focal points (GFPs) are persons who have been designated within an institution or organization to monitor and stimulate greater consideration of gender equality issues in daily operations. Some use the term to refer to national ministries of women's affairs or heads of administrative services that exclusively work on the promotion of women's rights and equal opportunities.
<b>Gender sensitivity</b>	Gender sensitivity means acknowledging that differences and inequalities between women and men require attention.
<b>Gender responsive</b>	Gender responsive is being gender sensitive and articulating policies and initiatives which address the different needs, aspirations, capacities and contributions of women and men. For example, in communities where women are faced with social constraints that prevent them from being out of their homes in the evening, a gender-responsive intervention would be to offer training to these women only when they are able to attend training sessions. This kind of intervention therefore addresses women's needs (of training), but it does not challenge the discriminatory idea that women cannot be out of their homes during certain hours of the day/night.

<b>Gender transformative</b>	Gender-transformative policies and initiatives challenge existing and biased/discriminatory policies, practices, programmes and affect change for the betterment of life for all.
<b>Gender-responsive planning</b>	<p>Gender-responsive planning is the technical and political processes and procedures to implement gender-sensitive policy. Gender-responsive planning can be considered a subset of broader Education Sector Planning activities to ensure that these are gender responsive. It typically includes substantial analytical work such as gender analysis to assess the enabling environment for gender equality in the education sector; applying a gender perspective (or 'gender lens') to current education sector policy; using available data to analyse challenges to gender equality in education; and assessing institutional capacity to address gender equality in education. On the basis of the findings of this comprehensive gender analysis, stakeholders are consulted and mobilized. Costed strategies and interventions are selected to address the issues impeding gender equality that have been identified along with an appropriate monitoring and evaluation framework to track progress.</p> <p>(Global Partnership for Education and UNGEI, 2017).</p>
<b>Gender discrimination</b>	This refers to any distinction, exclusion or restriction made on the basis of socially and culturally constructed gender roles and norms which prevents a person from enjoying full human rights. This discrimination can take many forms, including stereotyping, stigmatizing and devaluing genders.
<b>Gender parity index (GPI)</b>	Gender parity in education is an indicator of the ratio of girls to boys. Gender parity is reached when there is equal representation and participation of male and female learners in education. It is a useful indicator but by itself does not measure gender equality. The gender parity index (GPI) of the Education for All (EFA) Global Monitoring Report measures the ratio of female-to-male value of a given indicator. A value between 0.97 and 1.03 indicates that gender parity was reached. See Box 3.
<b>Gender-responsive budgeting (GRB)</b>	Gender-responsive budgeting (GRB) or gender budget analysis refers to an analysis of the 'impact' of actual government expenditure and revenue on women and girls, as compared to men and boys. It neither requires separate budgets for women, nor does it aim to solely increase spending on women-specific programmes. Instead, it helps governments decide how policies need to be adjusted, and where resources need to be re-allocated to address gender inequalities.



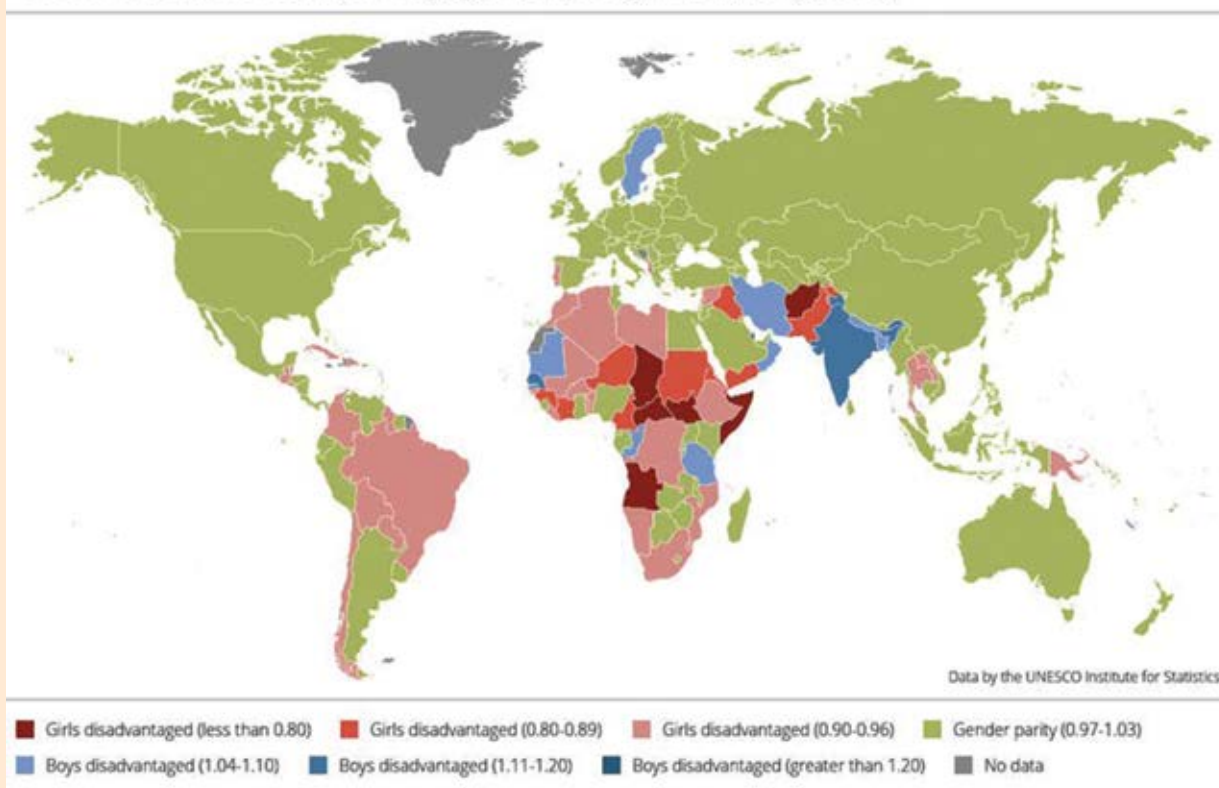
### Box 3 Gender parity index

It may not be the case that boys and girls have equal access to education at all levels in the Asia and Pacific region. The world map below provides a broad overview of how the region compares with other parts of the globe.

Girls are less likely than boys to attend primary school in countries such as Pakistan and Afgha-

nistan, where only 85 and 69 girls respectively enrol in school for every 100 boys. In South and West Asia, lack of access to school particularly affects girls who represent 52 per cent of the primary school age out-of-school children. However, in countries including Iran and India, it is often boys who face disadvantage.

Gross enrolment ratio, primary, gender parity index (GPI) (2016)



Source: UNESCO Institute for Statistics. 2017. *E-Atlas Gender and Inequality in Education*, 2017.<sup>3</sup>

<sup>3</sup> UNESCO Institute for Statistics. 2017. *E-Atlas Gender and Inequality in Education*, 2017. See: <https://www.tellmaps.com/uis/gender/#/topic/GENDER>.



Self-study and/or group activity

## Reflect on girls' and boys' lives in your context

Think about a boy or girl in your country. Think about what the boy or girl probably does in an average day. Draw a timeline on a piece of paper for the boy, and another timeline for the girl. If working in a group, use large flipchart paper.

The timeline should show, for instance, when they get up, what tasks they do during the day (and where they do them, and with whom), any leisure activities, etc.

Now look closely at the two timelines. Think about these questions, or discuss in the group:

- What aspects of the timelines illustrate activities that could be determined by society's perceptions of *gender roles*?
- Are any of the activities determined by *sex differences*?
- Do the timelines show equality between the sexes?
- What differences are there and how do these affect the experience of boys and girls in education?



Self-study and/or group activity

## Reflect on how others understand key terms and concepts

Look again at the terminology and concepts in the glossary in [Handout 2](#).

Think about or discuss the following questions:

- Which of the concepts do you find most useful for your work on bringing about change towards gender equality?
- Are educators in your country familiar with all the concepts?
- Do educators consider these terms and concepts to be essential in their professional work? Which terms are the best understood and most commonly used?
- Are there any social barriers to using any of the terms in education discourse? If so, which are the problematic terms and why?

### Optional extension activity for self-study and/or group work

This task is about identifying priorities. Consider the stakeholder list in the table in [Handout 5](#). Try to identify 5–10 core terms or concepts (from the glossary in [Handout 2](#)) that you think are *essential* for each stakeholder to know, to help promote gender equality. Then identify 5 terms or concepts that you they are *desirable* for them to know.

This activity will help you prioritize which terms need to be the main focus of training and awareness raising for each group, because it will not be possible to train every group about everything relating to gender and education.



## Further reading

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## Handout 1

# Sustainable Development Goal 4

*Goal 4: Ensure inclusive and quality education for all and promote lifelong learning*

- Target 4.1 By 2030, ensure that **all girls and boys** complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes
- Target 4.2 By 2030, ensure that **all girls and boys** have access to quality early childhood development, care and pre-primary education so that they are ready for primary education
- Target 4.3 By 2030, ensure equal access for **all women and men** to affordable and quality technical, vocational and tertiary education, including university
- Target 4.4 By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship
- Target 4.5 By 2030, **eliminate gender disparities in education and ensure equal access to all levels of education and vocational training** for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations
- Target 4.6 By 2030, ensure that all youth and a substantial proportion of adults, **both men and women**, achieve literacy and numeracy
- Target 4.7 By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, **gender equality**, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development
- Target 4.a Build and upgrade education facilities that are child, disability and **gender sensitive** and provide safe, nonviolent, inclusive and effective learning environments for all
- Target 4.b By 2020, substantially expand globally the number of scholarships available to developing countries, in particular least developed countries, small island developing States and African countries, for enrolment in higher education, including vocational training and information and communications technology, technical, engineering and scientific programmes, in developed countries and other developing countries
- Target 4.c By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing States





## Handout 2

# Glossary of fundamental concepts in gender and education<sup>4</sup>

*The terms and concepts are presented here as an alphabetical reference list, not in order of importance.*

### Discrimination against women

This means “any discrimination, exclusion or restriction made on the basis of sex which has the effect or 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;” Article 1 of the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW).

### Empowerment

Collective and individual process of women and men having control over their lives, setting their own agendas, gaining skills, building self-confidence, solving problems and developing self-reliance.

### 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 behaviour, roles, expectations and entitlements of women and men
- provides rules, norms, customs and practices.

### Gender analysis

An assessment exercise to understand the differences and similarities between women and men with regards to their experiences, knowledge, conditions, needs, access to and control over resources and access to development benefits and decision-making powers. It is a critical step towards gender-responsive and gender-transformative planning and programming.

### Gender aware

Knowing that there are issues, differences and inequalities between women and men.

### Gender blind

Gender blindness is the failure to recognize that the roles and responsibilities of men/boys and women/girls are given to them in specific social, cultural, economic and political contexts and backgrounds. Projects, programmes, policies and attitudes which are gender-blind do not take into account these different roles and their diverse needs. They maintain the status quo and will not help transform the unequal structure of gender relations. For instance, a gender-blind teacher may think the education they provide is gender-neutral and that there are no significant differences between the way boys and girls are taught and learn. However, in reality, teachers’ unconscious gender-stereotyped attitudes and biases can affect classroom practices, and result in differential treatment towards both boys and girls.

<sup>4</sup> This glossary is based on the terminology set out in: UNESCO. 2014. *Priority Gender Equality Action Plan II 2014–2021* (GEAP II). Paris: UNESCO.

## Gender and development (GAD)

The GAD approach seeks to address unequal gender relations, which prevent equitable development and which often lock women out of full participation. GAD seeks participation, decision-making and the sharing of benefits for both women and men. The biggest difference between Women in Development (WID) and GAD is that WID projects traditionally were not grounded in a comprehensive gender analysis. The GAD approach is gender-analysis driven. There is a need for women-specific and men-specific interventions at times. These complement gender initiatives. Research shows that the success of both sex-specific and gender activities is directly linked with the depth of the gender analysis that informs them. A successful GAD approach requires sustained, long-term commitment.

## Gender division of labour

The result of how each society divides work among men and women according to what is considered suitable or appropriate to each gender.

## Gender equality<sup>5</sup>

Women and men enjoy the same status and have equal opportunity to realize their full human rights and potential to contribute to national, political, economic, social and cultural development, and to benefit from the results. It is the equal valuing by society of both the similarities and the differences between women and men and the different roles they play.

## Gender equality in, to and through education (the ultimate goal)

Is achieved when female and male learners have equal access to learning opportunities, and are treated in and benefit from education equally, so that they can fulfil their potential and become empowered to contribute to and benefit from social, cultural, political and economic development equally. Gender equality in any sphere of life, including education, can be achieved only when all types of discrimination are eliminated and equal conditions, treatment and opportunities are provided to both girls and

boys, women and men. Education institutions can play a significant role in the effort to achieve wider gender equality by promoting new patterns of beliefs and attitudes, and by avoiding the reproduction or reinforcement of social inequalities. The education system must be sensitive to the physical, psychological and social differences between male and female learners, but should value and respect both equally and provide equal opportunities to all learners. There is a tendency to equate gender equality with gender parity and gender equity; however a clear distinction needs to be made among these terms.

## Gender equity

Targeted measures are often needed to compensate for historical and social disadvantages that prevent women and men from otherwise being equals. These measures (temporary special measures), such as affirmative action, may necessitate different treatment of women and men in order to ensure an equal outcome. Equity leads to equality.

## Gender equity in education (conditions or means to achieve equality, but not the end result)

Special treatment/action taken to reverse the historical and social disadvantages that prevent female and male learners from accessing and benefiting from education on equal grounds. For example, equity measures can favour girls in order to empower them and help them overcome disadvantages of chronic discrimination and catch up with boys. Equity measures, also referred to as 'positive discrimination' or 'affirmative action', are not necessarily 'fair' per se, but are implemented to ensure fairness and equality of outcome. For example, providing scholarships or stipends for girls is considered as an incentive for increasing their access to education.

<sup>5</sup> For UNESCO, gender equality refers to the equal rights, responsibilities, and opportunities of women and men and girls and boys. See: UNESCO. 2014. *UNESCO Priority Gender Equality Action Plan 2014–2021*. Paris: UNESCO.



### Gender focal point (GFP)

GFPs are persons who have been designated within an institution or organization to monitor and stimulate greater consideration of gender equality issues in daily operations. Some use the term to refer to national ministries of women's affairs or heads of administrative services that exclusively work on the promotion of women's rights and equal opportunities.

### Gender gap

A difference between the situations of boys and girls, men and women. This may be in terms of knowledge, attitudes or behaviours. Gender gaps can be attributed to differences in terms of perspectives, economic and social preferences, experiences and autonomy. They are influenced by factors such as age, class and social status, and religion. Gender analysis reveals gender gaps.

### Gender identity

Refers to the individual experience of gender, which may or may not correspond to the sex determined at birth or with the social expectations of that sex. Many people face harassment, stigma and exclusion if the expression of their gender identity, for example through dress, speech and mannerisms, is different from what others might expect.

### Gender mainstreaming

Involves systematically integrating a gender equality perspective in the design, implementation, monitoring and evaluation of interventions in order to ensure that both girls and women, boys and men equally benefit from these interventions and that gender equality is being promoted.

### Gender normative behaviour

Conforming with social standards about what are appropriate feminine and masculine behaviours.

### Gender parity

Numerical concept for representation and participation. A necessary, but not sufficient, step on the road to gender equality.

### Gender parity in education (an indicator of the ratio of girls to boys)

Gender parity is reached when there is equal representation and participation of male and female learners in education. It is a useful indicator, but by itself does not measure gender equality. The gender parity index (GPI) of the EFA Global Monitoring Report measures the ratio of female-to-male value of a given indicator. A value between 0.97 and 1.03 indicates that gender parity was reached.

### Gender responsive

Being gender sensitive and articulating policies and initiatives which address the different needs, aspirations, capacities and contributions of women and men.

### Gender-responsive budgeting (GRB) or gender budget analysis

Refers to an analysis of the 'impact' of actual government expenditure and revenue on women and girls, as compared to men and boys. It neither requires separate budgets for women, nor does it aim solely to increase spending on women-specific programmes. Instead, it helps governments decide how policies need to be adjusted, and where resources need to be re-allocated to address gender inequalities.

### Gender-responsive planning

The technical and political processes and procedures to implement gender-sensitive policy. Gender-responsive planning can be considered a subset of broader education sector planning activities to ensure that these are gender-responsive. It typically includes: substantial analytical work, such as gender analysis, to assess the enabling environment for gender equality in the education sector; applying a gender perspective (or 'gender lens') to current education sector policy; using available data to analyse challenges to gender equality in education; and assessing institutional capacity to address gender equality in education. On the basis of the findings of this comprehensive gender analysis, stakeholders are consulted and mobilized. Costed strategies and interventions are selected to address the issues impeding gender equality that have been identified, along with an appropriate monitoring and evaluation framework to track progress (United Nations

Girls' Education Initiative (UNGEI) and Global Partnership for Education, 2017).

### Gender sensitive

Acknowledging that differences and inequalities between women and men require attention.

### Gender training

A facilitated process of developing awareness and technical capacity on gender issues in order to bring about personal or institutional change for gender equality. Gender training is necessary, but not sufficient on its own, to bring about sustainable organizational change. It needs to be a part of a comprehensive corporate culture of learning. Gender training may be the responsibility of the [Gender Focal Point](#) and may also use external gender expertise. Gender training should be more experience-based rather than theoretical, although basic concepts need to be learned and internalized.

### Gender transformative

Policies and initiatives that challenge existing and biased/discriminatory policies, practices and programmes and that affect change for the betterment of life for all.

### Homophobia and transphobia

Homophobia is fear, discomfort, intolerance, or hatred of homosexuality or sexually diverse people. Transphobia is fear, discomfort, intolerance, or hatred of transgender, transsexuals and others perceived to transgress sexual norms.

### Intersectionality

The interconnected nature of social categorizations such as race, class and gender as they apply to a given individual or group, regarded as creating overlapping and interdependent systems of discrimination or disadvantage. The key assertion of intersectionality is that the various systems of societal oppression do not act independently of each other. According to this view, gender inequality cannot be seen as separate from other forms of oppression and disadvantage, and its interaction with this is critical to understanding how gender discrimination functions in society.

### Intersex

Some children are intersex. Intersex people are born with atypical sex characteristics, such as physical, hormonal, or chromosomal features that are not exclusively female or male. Intersex children may also not identify with their sex at birth, or with being categorized and male or female.

### School-related gender-based violence (SRGBV)

This concerns all forms of violence, including fear of violence, that occur in education contexts such as schools and on the journey to and from school, which result in or are likely to result in physical, sexual or psychological harm of children.

### Sex

The biological differences between men and women.

### Sex-disaggregated data

Data that is collected and presented separately on men and women.

### Sexual harassment

Any form of coercion, bullying, advances, or request for sexual favours that seeks rewards in exchange for sexual favours, or verbal/physical harassment of a sexual nature. It is often a criminal offence, but enforcement is a major challenge.

### Sexual identity and sexual orientation

Sexual identity is how individuals identify their own sexuality and is usually based on sexual orientation. Sexual orientation is the term used to describe whether a person feels sexual desire for people of the opposite gender, same gender, or both genders. People who feel sexual desire for members of the other gender are heterosexual. People who feel sexual desire for people of the same gender are homosexual, or gay. Gay women are called lesbians. People who are attracted to both genders are bisexuals.

### Sexuality

A fundamental aspect of human physiology. It encompasses sexual knowledge, beliefs, attitudes and behaviours, including gender identities and roles, sexual orientation and reproduction. Sexuality is experienced and expressed in

various forms and manners, including thoughts, fantasies, desires, beliefs, attitudes, values, behaviours, practices, roles and relationships. Sexuality is not always experienced or expressed openly and in a direct manner. It is influenced by the interaction of physical, psychological, social, economic, political, cultural, ethical, legal, historical, religious and spiritual factors.

### Sexually diverse

This is a broad term used to include people who identify as lesbian, gay, bisexual, transgender, intersex (LGBTI), or questioning their sexuality.

### Sexuality education

This aims to equip children and young people with the knowledge and skills to make responsible choices about their sexual and social relationships. It may include education about gender roles and relationships. [Comprehensive sexuality education](#) (CSE) emphasizes a holistic approach to human development and sexuality. CSE includes education about gender.

### SOGIE-based violence

All forms of violence (explicit and symbolic forms of violence), including fear of violence, that occur in relation to bias against sexual orientation, gender identity and expression (SOGIE). It is based on stereotypes, roles, or norms, attributed to or expected of children because of their sexual orientation or gender identities.

### Strategic (gender) interests

Interventions addressing strategic gender interests focus on fundamental issues related to women's (or, less often, men's) subordination and gender inequities. Strategic gender interests are long-term, usually not material, and are often related to structural changes in society regarding women's status and equity. They include legislation for equal rights, reproductive choice and increased participation in decision-making. The notion of 'strategic gender needs', first coined in 1985 by Maxine Molyneux, helped develop gender planning and policy development tools, such as the Moser Framework, which are currently being used by development institutions around the world.

### Third sex

Some individuals do not identify with being either male or female, but rather a blend of both. Others identify as a 'third sex', such as Hijra populations in South Asia or the Fa'afafine of the Pacific. In some countries such as Bangladesh, India, Nepal and Pakistan, this is a legal identity that can be reflected in their identity cards or other documentation.

### Transgender

Some people do not want to shape themselves to fit within the gender expectations of their society. Others are born into a body that they do not think is right for them. For example, a transgender person has a gender identity that is different from his or her sex at birth. Transgender people may be male to female (female appearance, also called transgender women) or female to male (male appearance, also called transgender men).

### Violence against women

Defined in Article 1 of the Declaration on the Elimination of Violence against Women (1993). The term refers to "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 in public or in private life".

### Women in Development (WID)

The WID approach aims to integrate women into the existing development process by targeting them, often in women-specific activities. Women are usually passive recipients in WID projects, which often emphasize making women more efficient producers and increasing their income. Although many WID projects have improved health, income, or resources in the short term, because they did not transform unequal relationships, a significant number were not sustainable. A common shortcoming of WID projects is that they do not consider women's multiple roles, or they miscalculate the elasticity of women's time and labour. Another is that such projects tend to be blind to men's roles and responsibilities in women's (dis)empowerment.



## Handout 3

### Matching key terms with definitions

#### Key terms

<b>1. Sex</b>	<b>2. Gender</b>	<b>3. Sexuality</b>
<b>4. Gender parity</b>	<b>5. Gender equity</b>	<b>6. Gender equality</b>
	<b>7. Empowerment</b>	

#### Definitions

<b>A)</b> A collective and individual process of women and men having control over their lives, setting their own agendas, gaining skills, building self-confidence, solving problems and developing self-reliance. Education facilitates this process, enabling boys and girls to question existing inequalities, as well as act for change.	<b>B)</b> A step that leads to equality. Targeted measures are often needed to compensate for historical and social disadvantages that prevent women and men from otherwise being equals. These measures (temporary special measures), such as affirmative action, may necessitate different treatment of women and men in order to ensure an equal outcome.
<b>C)</b> A numerical concept. In education it implies that the same number of boys and girls receive educational services at different levels and in diverse forms.	<b>D)</b> Describes the biological differences between men and women.
<b>E)</b> A social construct, determined by social norms, culture, attitudes, values, tradition, beliefs, and practices, and which refers to roles, responsibilities, identities, or other qualities attributed to people because they are men or women.	<b>F)</b> A fundamental aspect of human physiology. It encompasses sex, gender identities and roles, sexual orientation and reproduction. It is experienced and expressed in various forms and manners, including thoughts, fantasies, desires, beliefs, attitudes, values, behaviours, practices, roles and relationships. It is not always experienced/expressed openly and in a direct manner. It is influenced by the interaction of physical, psychological, social, economic, political, cultural, ethical, legal, historical, religious and spiritual factors.
<b>G)</b> Is achieved when women and men enjoy the same status and have equal opportunity to realize their full human rights and potential to contribute to national, political, economic, social and cultural development, and to benefit from the results. It is the equal valuing by society of both the similarities and the differences between women and men and the different roles they play.	



## Handout 4

### Answers for Handout 3

The following terms and definitions are matched:

1 and D

2 and E

3 and F

4 and C

5 and B

6 and G

7 and A



## Handout 5

# Gender equality concepts of stakeholder groups

### Optional extension activity for self-study and/or group work

This task is about concepts utilized by different stakeholder groups. Consider the list in the table below. Try to identify 5–10 core terms or concepts (from the glossary in [Handout 2](#)) that you think are *essential* for each stakeholder to know, to help promote gender equality. Then identify 5 terms or concepts that you think are *desirable* for them to know.

This activity will help you prioritize which terms need to be the main focus of training and awareness raising for each group, because it will not be possible to train every group about everything relating to gender and education.

Stakeholder	Essential concepts	Desirable concepts
Policy-maker		
Teacher educator/trainer		
Teacher		
School principal		
School management committee		
Curriculum developer		
Parent		
Student		



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