



GENDER EQUALITY LEXICON

August 2018

BILL & MELINDA
GATES *foundation*



ACKNOWLEDGEMENTS

This document was written by Lucero Quiroga (Senior Gender Equality Consultant) and Jennifer McCleary-Sills (Bill & Melinda Gates Foundation). The definitions were based in part on research on current usage of gender equality terminology conducted by Mary Kincaid and Maneshka Eliatamby of the Iris Group. Additional technical and editorial input was provided by colleagues at the Bill & Melinda Gates Foundation: Sarah Hendriks, Sarah Henry, Kristen Envarli, Maggie Hellis, Amy Pennington, Namcy Chan, Lu Jiang, Lee Pyne-Mercier, Ellen Adams, Saara Romu, and Meredith Stillwell.

CONTENTS

MARKERS OF IDENTITY

5

1. Gender 5
2. Sex 5
3. Gender Identity and/or Expression 5
4. Sexual Orientation 5

AREAS OF ANALYSIS

6

5. Gender Gap 6
6. Gender Relations 6
7. Gender Bias 6
8. Gender Discrimination 6
9. Gender Norms 7
10. Gender-Based Violence 7

TOOLS AND APPROACHES

7

11. Gender Mainstreaming 8
12. Gender Analysis 8
13. Gender Lens 8
14. Gender Data 8
15. Intersectionality 8
16. Men and Boys' Engagement 9

ASPIRATIONS/GOALS

9

17. Women and Girls' Empowerment 9
18. Gender Equity 9
19. Gender Equality 9

ANNEX 1. OVERVIEW OF APPROACH 10

ANNEX 2. SOURCES CITED AND CONSULTED 11



GENDER EQUALITY LEXICON

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

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

MARKERS OF IDENTITY

1. Genderⁱ

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

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

2. Sexⁱⁱ

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

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

3. Gender Identity and/or Expressionⁱⁱⁱ

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

A person's gender identity and/or expression may or may not align with the biological sex assigned at birth. When it aligns, the person is cisgender. When it does not align, the person is transgender or possibly intersex. Gender identity includes how individuals experience their own gender, as well as what they call themselves. Gender expression includes how people show their gender through clothing, appearance, behavior, speech, among other forms of expression.

4. Sexual Orientation^{iv}

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

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

AREAS OF ANALYSIS

5. Gender Gap^v

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

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

6. Gender Relations^{vi}

Socially constructed power relations between people based on their gender identity and/or expression.

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

7. Gender Bias^{vii}

Prejudiced actions or thoughts that affect a person or a group of people based on their perceived gender.

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

8. Gender Discrimination^{viii}

Any distinction, exclusion or restriction made on the basis of a person's sex and/or gender identity, rather than on a person's skill or merit.

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

9. Gender Norms^{ix}

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

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

10. Gender-Based Violence^x

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

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

TOOLS AND APPROACHES

11. Gender Mainstreaming^{xi}

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

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

12. Gender Analysis^{xii}

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

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

13. Gender Lens^{xiii}

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

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

14. Gender Data^{xiv}

Factual information about people based on their gender.

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

15. Intersectionality^{xv}

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

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

16. Men and Boys' Engagement^{xvi}

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

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

ASPIRATIONS/GOALS

17. Women and Girls' Empowerment^{xvii}

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

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

18. Gender Equity^{xviii}

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

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

19. Gender Equality^{xix}

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

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

-
- i. Informed by Gender Equality Policy, by African Union (citing Naila Kabeer), 2009; by Gender Policy, by Mercy Corps, 2011; & by Updated Gender Strategy, by The President's Emergency Plan for AIDS Relief, 2013.
 - ii. Adapted from Definition of Terms: Sex, Gender, Gender Identity, Sexual Orientation, by American Psychological Association, n.d.
 - iii. Informed by LGBTQ Terminology, by UCLA Lesbian Gay Bisexual Transgendered Resource Center, n.d.; & by Gender Equality and Female Empowerment Policy, by United States Agency for International Development, 2012.
 - iv. Informed by 'Glossary of Common Terms' Judicial Education and Training Program Williams Institute on Sexual Orientation Law and Public Policy. UCLA School of Law.
 - v. Informed by Planting Equality: Getting it Right for Girls and Boys, Plan International, 2014; & by The Global Gender Gap Report 2012, by R. Hausmann, L. D. Tyson, S. Zahidi, ed., 2012, Geneva: World Economic Forum.
 - vi. Informed by a discussion on this topic in Planting Equality: Getting it Right for Girls and Boys, by Plan International, 2014.
 - vii. Informed by USAID Paraguay Gender Assessment, by A. Petrozziello, J. Menon, M. Greenberg, and S. Brucke, 2011.
 - viii. Informed by Plan's Policy on Gender Equality, by Plan International, 2016; by Gender Equality Glossary and Thesaurus, by European Institute for Gender Equality, n.d.; by Convention on the Elimination of All Forms of Discrimination Against Women, by UN General Assembly, 18 December 1979.; & by Gender Equality and Female Empowerment Policy, by United States Agency for International Development, March 2012.
 - ix. Informed by A Conceptual Model of Women and Girls' Empowerment, by Bill & Melinda Gates Foundation, 2017; by Gender Equality Glossary and Thesaurus, by European Institute for Gender Equality, n.d.; & by Gender Equality Glossary, by UN WOMEN, n.d.
 - x. Informed by Declaration on the Elimination of Violence against Women, by UN General Assembly, 20 December 1993; & by Gender Equality and Female Empowerment Policy, by United States Agency for International Development, March 2012.
 - xi. Informed by Oxfam Minimum Standards for Gender in Emergencies, by OXFAM, 2013; by Plan's Policy on Gender Equality, by Plan International, 2016; & by Gender Mainstreaming-Concepts and Definitions, UN Women, n.d.citing the definition from the 1997 agreed conclusions of ECOSOC.
 - xii. Informed by Gender Equality Glossary and Thesaurus, by European Institute for Gender Equality, n.d.; by The Global Development Agenda: Tools for Gender Sensitive Planning and Implementation, by International Training Centre of the International Labour Organisation, n.d.; by Training Module: Introduction to Gender Analysis and Gender-Sensitive Indicators Gender Campus, by International Training Centre of the International Labour Organisation, 2009; & by Gender Equality Glossary, by UNWOMEN, n.d.
 - xiii. Informed by Gender in Education Network in Asia: A Toolkit for Promoting Gender Equality in Education, by UNESCO, 2006; by Gender Equality and Female Empowerment Policy, by United States Agency for International Development, March 2012; & by Gender and Extreme Poverty, by United States Agency for International Development, September 2015.
 - xiv. Informed by Gender Equality Glossary and Thesaurus, by European Institute for Gender Equality, n.d.; Gender Statistics Manual. Integrating Gender Perspective into Statistics, by United Nations Statistical Division, n.d.; & by Gender Equality Glossary, by UN WOMEN, n.d.
 - xv. Term coined by Professor Kimberlé Crenshaw. Mapping the Margins: Intersectionality, Identity Politics, and Violence against Women of Color. Stanford Law Review. Vol. 43, No. 6 (July 1991), pp. 1241-1299.
 - xvi. Informed by A Conceptual Model of Women and Girls' Empowerment, by Bill & Melinda Gates Foundation, 2017; MenEngage Core Beliefs; & by Updated Gender Strategy, by The President's Emergency Plan for AIDS Relief, 2013.
 - xvii. Developed from A Conceptual Model of Women and Girls' Empowerment, by Bill & Melinda Gates Foundation, 2017.
 - xviii. Informed by Gender Equality Policy and Tools, by Canadian International Development Agency (CIDA), 2010; by Gender Equality Glossary and Thesaurus, by European Institute for Gender Equality, n.d.; & by ABC of women workers' rights and gender equality, by ILO, 2000, Geneva: ILO.
 - xix. Informed by UN Women, OSAGI Gender Mainstreaming - Concepts and definitions; & ABC of women workers' rights and gender equality, by ILO, 2000, Geneva: ILO.

ANNEX 1. OVERVIEW OF APPROACH

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

Organizations and Search Engines Consulted:

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

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

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

ANNEX 2. SOURCES CITED AND CONSULTED

- African Local Government Program. (2006). *Looking Through the Gender Lens: 5 Steps to Building Local Government Competencies and Capacities to Promote Gender Equality*. Retrieved from: http://www.cib-uclg.org/sites/default/files/looking_through_the_gender_lens_5_steps_to_building_local_government_competencies_and_capacities_to_promote_gender_equality_fcm_en.pdf
- African Union. (n.d.). *Gender Equality Policy*. Retrieved from: http://www.un.org/en/africa/osaa/pdf/au/gender_policy_2009.pdf
- Aina, J. K. (2013). Gender Analysis of Students' Academic Performance in Physics Practical in Colleges of Education, Nigeria. *Advances in Arts, Social Sciences and Education Research*, 3(5), 447–452.
- Alesina, A., Giuliano, P., & Nunn, N. (2013). On the Origins of Gender Roles: Women and The Plough. *Quarterly Journal of Economics*, 128 (2), 469–530.
- Allman, D. (2013). The Sociology of Social Inclusion. *Sage Open*, January-March 2013, 1-16. DOI: 10.1177/2158244012471957
- American Psychological Association. (n.d.) *Definition of Terms: Sex, Gender, Gender Identity, Sexual Orientation*. Retrieved from: http://onlineresourcesalex.weebly.com/uploads/1/7/2/9/17295132/gender_vs._sex.pdf
- Australian Government. Department of Foreign Affairs and Trade. (2016). *Gender Equality and Women's Empowerment Strategy*. Retrieved from: <http://dfat.gov.au/about-us/publications/Documents/gender-equality-and-womens-empowerment-strategy.pdf>
- Babajanian, B., & Hagen-Zanker, J. (2012). *Social Protection and Social Exclusion: An Analytical Framework to Assess the Links*. Overseas Development Institute.
- Bannon, I., & Correia, M.C. (Eds.). (2006). *The Other Half of Gender: Men's issues in development*. Washington, D.C.: World Bank.
- Bassel, L. (2014). Intersectionality. *Maitreyee, the E-Bulletin of the Human Development & Capability Association*, (24).
- Bicchieri, C., & Muldoon, R. (2011). Social Norms. *The Stanford Encyclopedia of Philosophy*. Retrieved from: <https://plato.stanford.edu/entries/social-norms/>
- Bill & Melinda Gates Foundation. (2017). *A Conceptual Model of Women and Girls' Empowerment*. Bill & Melinda Gates Foundation.
- Björg, R. (2007). *Gender Mainstreaming and Empowerment - Concepts Studied in a Development Cooperation Programme in Kenya Supported by Sweden*. GÖTEBORG UNIVERSITY School of Global Studies Centre for African Studies. Retrieved from: http://globalstudies.gu.se/digitalAssets/954/954187_ryan.pdf
- Bolis, M., & Christine, H. (2015). *Women's Economic Empowerment and Domestic Violence: Links and Lessons for Practitioners Working with Intersectional Approaches*. Oxfam America.
- Bowleg, L. (2012). The Problem with the phrase women and minorities: Intersectionality— an important theoretical framework for public health. *American Journal of Public Health*. 102(7), 1267–1273.
- Boyd, G. G.-D. (2016). The Girl Effect: A Neoliberal Instrumentalization of Gender Equality. *Consilience: The Journal of Sustainable Development*. 15(1), 146–180.
- British Columbia Centre of Excellence for Women's Health Gender Equity through Health Promotion. (n.d.) *Resources for Promoting Health in Women*. Retrieved from: <http://promotinghealthinwomen.ca>
- Britta N. Torgrimson, B.N., & Minson, C.T. (2005). Sex and Gender: What Is the Difference? *Journal of Applied Physiology*, 99, 785–787. doi:10.1152/jappphysiol.00376.2005
- Canadian International Development Agency. (2010). *Gender Equality Policy and Tools*. Canadian International Development Agency.
- CARE International. (2009). *Gender Policy*. Care International.
- CARE International. (2014). *Brief 2 - Engaging Men and Boys for Gender Equality Series: Lessons Learnt*. Retrieved from: <http://www.care.org/sites/default/files/documents/CARE%20EMB%20Brief%202.pdf>
- Castiello Jones, K., Misra, J., & McCurley, K. (n.d.). *Intersectionality in Sociology*. Retrieved from: https://www.socwomen.org/wp-content/uploads/swsfactsheet_intersectionality.pdf
- Ceci, S. J., & Williams, W.M. (2015). Women have substantial advantage in STEM faculty hiring, except when competing against more-accomplished men. *Frontiers in Psychology*. 6(1532).

-
- Connell, R., & Pearce, R. (2014, November) *Gender Norms and Stereotypes: A Survey of Concepts, Research and Issues about Change*. Background paper for the Expert Group Meeting 'Envisioning women's rights in the post-2015 context', New York, NY.
- Cook, K. J. (2004). *Gender Identity Disorder: A Misunderstood Diagnosis. Theses, Dissertations and Capstones*. 53. Marshall University.
- Council of Europe. (2015) *Gender Equality Strategy 2014-2017*. Retrieved from: <https://rm.coe.int/1680590174>
- Council of Europe. (2016). *Gender Equality Glossary*. Retrieved from: <https://edoc.coe.int/en/gender-equality/6947-gender-equality-glossary.html>
- Crenshaw, K. (1991). Mapping the Margins: Intersectionality, Identity Politics, and Violence against Women of Color. *Stanford Law Review*. Vol. 43, No. 6, pp. 1241-1299.
- Criterion Ventures. (n.d.) *Gender Handbook A Guide to Understanding Gender Terms, Analysis, and Applications to Social Investing*. Retrieved from: <http://criterioninstitute.org/resources/files/2012/08/The-Gender-Handbook-for-Investors.pdf>
- Demetriades, J. (2007). *Gender Indicators: What, Why and How?* Retrieved from: <http://www.oecd.org/dac/gender-development/43041409.pdf>
- Department of Peacekeeping Operations and Department of Field Support. (2014). *DPKO/DFS Gender Forward Looking Strategy 2014-2018*. United Nations: DPKO/DFS Gender Unit.
- Devins, N. (1998, December). Gender Justice and Its Critics. *California Law Review*, 76(6), 1377-1406.
- Diallo, B. S. (2015). Gender and Power: Women's Leadership in the Prevention and Management of Conflicts in Africa. *Journal of Gender and Power*, 3(5), 149-161.
- Dover, P. (2014). *Development Trends: Increasing engagement of men and boys for gender equality*. Swedish International Development Cooperation Agency.
- Dowd, N. E. (2010). Asking the Man Question: Masculinities Analysis and Feminist Theory. *Harvard Journal of Law and Gender*. 33, 415-30.
- Duflo, E. (2012). Women Empowerment and Economic Development. *Journal of Economic Literature*, 50(4), 1051-1079.
- Dunkle, K. L., Jewkes, R.K., Brown, H.C., Yoshihama, M., Gray, G.E., McIntyre, J.A., & Harlow, S.D. (2004). Prevalence and Patterns of Gender-Based Violence and Revictimization among Women Attending Antenatal Clinics in Soweto, South Africa. *American Journal of Epidemiology*, 163(3), 230-239.
- Eastin, J., & Prakash, A. (2013). Economic Development and Gender Equality: Is There a Gender Kuznets Curve? *World Politics*, 65 (1), 156-186. doi:10.1017/S0043887112000275
- The Economist. (2015, April 18). Gender Bias in Science: The Unfair Sex? *The Economist*. Retrieved from: <http://www.economist.com/news/science-and-technology/21648632-recruitment-academic-scientists-may-be-skewed-surprising-way-unfairer>
- Edmeades, J, Hayes, R., Hollingworth, G. & Warner, A. (2010). *The Girl Effect: What Do Boys Have to Do With It?* Washington, D.C.: International Center for Research on Women.
- Elwér, S., Harryson, L., Bolin, M., & Hammarström, A. (2013). Patterns of Gender Equality at Workplaces and Psychological Distress. *PLOS ONE* 8(1).
- European Bank for Reconstruction and Development. (2013). *Strategic Gender Initiative*. Retrieved from: <http://www.ebrd.com/downloads/sector/gender/strategic-gender-initiative.pdf>
- European Institute for Gender Equality. *Gender Equality Glossary and Thesaurus*. Retrieved from: <http://eige.europa.eu/rdc/thesaurus>
- European Union. (2011). *Strategy for equality between women and men (2010-2015)*. Retrieved from: http://ec.europa.eu/justice/gender-equality/files/documents/strategy_equality_women_men_en.pdf
- European Union. (2015). *Strategic Engagement for Gender Equality (2016-2019)*. Luxembourg: European Union.
- Evaluation Unit, UNIFEM. (2010). *UNIFEM's Work on Gender-Responsive Budgeting: Evaluation Report*. New York, NY: United Nations Development Fund for Women.
- Federation of Red Cross Societies/American Red Cross. (n.d.) Training materials (internal).
- Fisher, B., & Naidoo, R. (2016). The Geography of Gender Inequality. *PLoS ONE*, 11(3). doi: 10.1371/journal.pone.0145778, 2016.
-

-
- Gheaus, A. (2012). Gender Justice. *Journal of Ethics & Social Philosophy*, 6(1).
- Greene, M., & Levack, A. (2010). *Synchronizing Gender Strategies A Cooperative Model for Improving Reproductive Health and Transforming Gender Relations*. Interagency Gender Working Group & Population Reference Bureau. Retrieved from: http://www.prb.org/igwg_media/synchronizing-gender-strategies.pdf
- Hausmann, R., Tyson, L.D., & Zahidi, S. (Eds.). (2012). *The Global Gender Gap Report 2012*. Geneva, Switzerland: World Economic Forum.
- Herbert, J. (2008). Who Do We Think We Are? The Brain and Gender Identity. *Brain*, 131 (12), 3115–17.
- Human Rights Campaign. (n.d.). *Human Rights Campaign Website*. Retrieved from: <http://www.hrc.org>
- Independent Commission for Aid Impact. (2012, March) *Girl Hub: A DFID and Nike Foundation Initiative*. Retrieved from: https://icai.independent.gov.uk/wp-content/uploads/ICAI-Girl-Hub-Final-Report_P1-52.pdf
- International Labour Office. (2000). *ABC of women worker's rights and gender equality*. Geneva: ILO.
- International Planned Parenthood Federation. (2008). *Sexual Diversity Toolkit*. IPPF.
- International Training Centre of the International Labour Organisation. (2009). Training Module: Introduction to Gender Analysis and Gender-Sensitive Indicators. Turin, Italy: Gender Campus. International Training Centre of the International Labour Organisation.
- International Training Centre of the International Labour Organisation. (n.d.). *The Global Development Agenda: Tools for Gender Sensitive Planning and Implementation*. Retrieved from: <http://www.focusintl.com/GD124a-%20Gender%20Campus%20-%20Tools.pdf>
- International Federation of Red Cross. (1999). *Gender policy*. Retrieved from: <http://www.ifrc.org/Global/Governance/Policies/gender-policy-en.pdf>
- Jain, P. (2005). Balancing Minority Rights and Gender Justice: The Impact of Protecting Multiculturalism on Women's Rights in India. *Berkeley Journal of International Law*, 23(1).
- Kelsey, C.L. (n.d.). Gender Inequality: Empowering Women. *Journal of Legal Issues and Cases in Business*, 1-7.
- Kirk, J. R., O'Lynn, C., & Ponton, M.K. (2013). Perceptions of Gender-Based Barriers for Men in an Online Nursing Completion Program Compared to Traditional On-Campus Nursing Programs. *MERLOT Journal of Online Learning and Teaching*, 9(4), 481–488.
- Klugman, J., Hanmer, L., Twigg, S., Hasan, T., McCleary-Sills, J., & Santamaria, J. (2014). *Voice and Agency: Empowering Women and Girls for Shared Prosperity*. Washington, DC: World Bank.
- Lynch, A. P. (2016). Negotiating Social Inclusion: The Catholic Church in Australia and the Public Sphere. *Social Inclusion*, 4(2), 107-116.
- Mabundza, R., Dlamini, C.S., & Nkambule, B. (2014). Gender Mainstreaming in Smallholder Agriculture Development: A Global and African Overview with Emerging Issues from Swaziland. *African Journal of Agricultural Research*, 9(42), 3164–3170.
- Mackay, F., Kenny, M., & Chappell, L. (2010). New Institutionalism Through a Gender Lens: Towards a Feminist Institutionalism? *International Political Science Review*, 31(5), 573–588.
- Maseno, L., & Kilonzo, S. (2011). Engendering Development: Demystifying Patriarchy and Its Effects on Women in Rural Kenya. *International Journal of Sociology and Anthropology*, 3(2), 45–55.
- Mathieson, J., Popay, J., Enoch, E., Escorel, S., Hernandez, M., Johnston, H., & Rispel, L. (2008). Social Exclusion: Meaning, Measurement and Experience and Links to Health Inequalities A Review of Literature. *WHO Social Exclusion Knowledge Network Background Paper*. Retrieved from: http://www.who.int/social_determinants/media/sekn_meaning_measurement_experience_2008.pdf.pdf
- McKinsey & Company. (2007). Women Matter –Gender diversity, a corporate performance driver. Retrieved from: <http://www.mckinsey.com/business-functions/organization/our-insights/gender-diversity-a-corporate-performance-driver>
- MenEngage Alliance. (ND). *Our Core Principles*. Retrieved from: <http://menengage.org/about-us/our-core-principles/>
- Merchant, K. (2012). How Men and Women Differ: Gender Differences in Communication Styles, Influence Tactics, and Leadership Styles. *CMC Senior Theses*. Paper 513. Claremont McKenna College.
- Mercy Corps. (2011). *Gender Policy*. Mercy Corps.
-

-
- Messerschmidt, J. W. (2012). Engendering Gendered Knowledge: Assessing the Academic Appropriation of Hegemonic Masculinity. *Men and Masculinities*, 15(1), 56–67.
- Meyer, E. J. (2009). Creating Schools That Value Sexual Diversity. In S.R. Steinberg (Ed.), *Diversity and Multiculturalism: a reader* (pp. 173-192). New York: Peter Lang Publishing.
- Mukanangana, F., Moyo, S., Zvoushe, A., & Rusinga, O. (2014). Gender Based Violence and Its Effects on Women's Reproductive Health: The Case of Hatcliffe, Harare, Zimbabwe. *African Journal of Reproductive Health*, 18(1), 110–122.
- Muñoz Boudet, A. M., Petesch, P. & Turk, C. (2013). *On Norms and Agency: Conversations about Gender Equality with Women and Men in 20 Countries*. Washington, D.C.: World Bank.
- Norwegian Agency for Development Cooperation. (2015). *Review of Norad's Assistance to Gender Mainstreaming in the Energy and Petroleum Sector 2010-2014*. Oslo: Norwegian Agency for Development Cooperation.
- Okin, S. M. (2004). Gender, Justice and Gender: An Unfinished Debate. *Fordham Law Review*, 72(5), 1537-1567.
- Omar, A. R. (2011). Masculinity and the Acceptance of Violence: A Study of Social Construction. MA thesis, University of Iowa. Retrieved from: <http://ir.uiowa.edu/cgi/viewcontent.cgi?article=2433&context=etd>
- Ostby, G., Strand, H., & Nordas, R. (2013). Gender Gap or Gender Bias in Peace Research? Publication Patterns and Citation Rates for Journal of Peace Research, 1983–20081. *International Studies Perspectives*, 14(4), 493–506.
- Oxfam. (2013). Oxfam Minimum Standards for Gender in Emergencies. Retrieved from: <https://goo.gl/z45rpb>
- Pawelczyk, J., Pakula, L., & Sunderland, J. (2014). Issues of Power in Relation to Gender and Sexuality in the EFL Classroom. *Journal of Gender and Power*, 1(1), 49–66.
- Pan American Health Organization. (2005). *PAHO Gender Equality Strategy*. Pan American Health Organization.
- Palermo, T., Bleck, J., & Peterman, A. (2013). Tip of the Iceberg: Reporting and Gender-Based Violence in Developing Countries. *American Journal of Epidemiology*, 179(5), 602–612.
- Petrozziello, A., Menon, J., Greenberg, M., & Brucke, S. (2011). *USAID Paraguay Gender Assessment*. Paraguay: United States Agency for International Development.
- Pittman, A. (n.d.). *Fast-Forwarding Gender Equality and Women's Empowerment? Reflections on Measuring Change for UNDP's Thematic Evaluation on Gender Mainstreaming and Gender Equality 2008-2013*. New York, NY: United Nations Development Programme.
- Plan International. (2011). *Plan's Policy on Gender Equality*. Woking, UK: Plan International.
- Plan International. (2014). *Planting Equality: Getting it Right for Girls and Boys*. Woking, UK: Plan International.
- Population Reference Bureau. (2014). *Pursuing Gender Equality Inside and Out*. Washington, D.C.: Population Reference Bureau.
- The President's Emergency Plan for AIDS Relief. (2009). *PEPFAR Gender Strategy*. Washington, D.C.: PEPFAR.
- The President's Emergency Plan for AIDS Relief (2013). *Updated Gender Strategy*. Washington, D.C.: PEPFAR.
- Promundo. (2010). *Toolkit on Engaging Men and Boys in Gender Equality and Health*. Brazil: UNFPA & Promundo.
- Promundo, Instituto PAPAI, Salud y Género, & ECOS. (2013). *Program H/M/D: A Toolkit for Action. Engaging Youth to Achieve Gender Equity*. Rio de Janeiro, Brazil: Promundo.
- Quay, I., & Crawford, J. (2012). *Towards transformation: Synchronising work with women and men for gender equality*. International Women's Development Agency.
- Reeves, H., & Baden, S. (2000). *Gender and Development: Concepts and Definitions*. Brighton, UK: Bridge (development – gender).
- Samman, E. (2014). Group inequality and intersectionality. *Maitreyee, the E-Bulletin of the Human Development & Capability Association*, (24).
- Samuel, K. (2013). *A Guide to Gender: The Social Justice Advocate's Handbook*.
- Scott, J.W. (1986). Gender: A useful category of historical analysis? *The American Historical Review*, 91(5), 1053-1075.
- Sen, A. (2000). Social Exclusion: Concept, Application, and Scrutiny. *Social Development Papers No. 1*, Manila: Asian Development Bank.
-

-
- Sikdar, A., & Mitra, S. (2008). *An Exploration of Gender Stereotypes in Perception and Practice of Leadership*. University of Wollongong in Dubai.
- Society of Obstetricians and Gynecologists of Canada. (n.d.). *Society of Obstetricians and Gynecologists of Canada website*. Retrieved from: <https://sogc.org>
- Sociology Guide. (n.d.). *Social Norms*. Retrieved from: <http://www.sociologyguide.com/basic-concepts/Social-Norms.php>
- Springer Accelerator. (n.d.). A Pioneering Five-Year Accelerator for Businesses Whose Products and Services Could Transform the Lives of Adolescent Girls. Retrieved from: https://www.usaid.gov/sites/default/files/Spring_Booklet_Oct_2015.pdf
- Sugimoto, C. R., Ni, C., West, J.D., & Larivière, V. (2015). The Academic Advantage: Gender Disparities in Patenting. *PLoS ONE*, 10(5).
- Swedish International Development Cooperation Agency - Gender Equality Team. (2009). *Gender Equality in Practice: A Manual for SIDA*. SIDA.
- Tas, E. O., Reimao, M.E., & Orlando, M.B. (2014). Gender, Ethnicity, and Cumulative Disadvantage in Education Outcomes. *World Development*, 64, 538-553.
- Theobald, S., Tolhurst, R., Elsey, H., & Standing, H. (2005). Engender the bureaucracy? Challenges and opportunities for mainstreaming gender in Ministries of Health under sector-wide approaches. *Health Policy and Planning*, 20(4), 141-149.
- UCLA Lesbian Gay Bisexual Transgendered Resource Center. (n.d.). *LGBTQ Terminology*. Retrieved from <https://www.lgbt.ucla.edu/Resources/LGBTQ-Terminology#284251054-g>
- UNESCO. (2006). *Gender in Education Network in Asia: A Toolkit for Promoting Gender Equality in Education*. UNESCO.
- United Nations Children Fund. (2015). *Gender Action Plan 2014-2017*. UNICEF.
- United Nations Children Fund. (2015). *For every child, a fair chance: The promise of equity*. New York, NY: UNICEF.
- United Nations Development Program. (2001). *Gender in Development Program: Learning and Information Pack*. United Nations Development Program.
- United Nations Development Program. (2014). *Gender Equality Strategy (2014-2017)*. New York, N.Y.: United Nations Development Program.
- United Nations General Assembly. (1979). *Convention on the Elimination of All Forms of Discrimination Against Women*. United Nations.
- United Nations General Assembly. (1993). *Declaration on the Elimination of Violence against Women*. United Nations.
- United Nations Office of the Special Adviser on Gender Issues and Advancement of Women. (2002). *Gender Mainstreaming: An Overview*. Retrieved from: <http://www.un.org/womenwatch/osagi/pdf/e65237.pdf>
- United Nations Population Fund. (2014). *Methodological Guidelines for the Gender Analysis of National Population and Housing Census Data*. United Nations Population Fund.
- United Nations Statistical Division. *Gender Statistics Manual*. Integrating Gender Perspective into Statistics. Retrieved from: <https://unstats.un.org/unsd/genderstatmanual/Glossary.ashx>
- United States Agency for International Development. (2007). *Gender Terminology*. Retrieved from: http://pdf.usaid.gov/pdf_docs/Pnadl089.pdf
- United States Agency for International Development. (2008). *Gender Equality Framework*. Washington, DC: United States Agency for International Development.
- United States Agency for International Development. (2012). *Gender Equality and Female Empowerment Policy*. Washington, DC: United States Agency for International Development.
- United States Agency for International Development. (2015). *Gender and Extreme Poverty*. Retrieved from: https://www.usaid.gov/sites/default/files/documents/1870/Gender_Extreme_Poverty_Discussion_Paper.pdf
- United States Agency for International Development. (2015). *Gender Lens Investing in Asia*. United States Agency for International Development.
-

-
- United States Agency for International Development. (n.d.). Gender Lens Investing Activity. Retrieved from: https://www.usaid.gov/sites/default/files/documents/1861/Asia_Gender_Lens_Investing.pdf
- United States Agency for International Development. (n.d.). *LGBT Vision for Action, Promoting and Supporting the Inclusion of Lesbian, Gay, Bisexual, and Transgender Individuals*. Retrieved from: http://pdf.usaid.gov/pdf_docs/pbaaa689.pdf
- UN Women. (n.d.). *Gender Mainstreaming-Concepts and Definitions*. UN Women. Retrieved from: <http://www.un.org/womenwatch/osagi/conceptsanddefinitions.htm>
- UN Women. (n.d.). *Gender Equality, UN Coherence and You*. [Online course]. Retrieved from: <https://trainingcentre.unwomen.org/course/description.php?id=10>
- UN WOMEN. (n.d.). *Gender Equality Glossary*. Retrieved from: <https://trainingcentre.unwomen.org/mod/glossary/view.php?id=36&mode=letter&hook=G&sortkey=&sortorder=&fullsearch=0&page=1>
- UN WOMEN. (2014). *Gender Mainstreaming in Development Programming*. New York, NY: UN Women.
- UN WOMEN, & ITC ILO. (n.d.). *Empowering UN System Gender Focal Points*. [Blended course]. Retrieved from: <https://trainingcentre.unwomen.org/course/description.php?id=3>
- Wadesango, N. (2011). Is Gender Equality Still an Issue? Tensions and Contradictions Embedding the Work of Feminists Today. *Journal of Social Science*, 26(3), 163–169.
- The William and Flora Hewlett Foundation. (2015). *Women's Economic Empowerment Strategy*. The William and Flora Hewlett Foundation.
- World Bank. (2007.) *Social Exclusion and the EU's Social Inclusion Agenda, Paper Prepared for the EU's Social Inclusion Study*. Washington, DC: The World Bank.
- World Bank. (2011). *Poverty and Social Exclusion in India*. Washington, DC: The World Bank.
- World Bank. (2013.) *Inclusion Matters: The foundation for shared prosperity*. Washington, DC: The World Bank.
- World Bank. (2015). *World Bank Group gender strategy (FY16-23): gender equality, poverty reduction and inclusive growth*. Washington, DC: World Bank Group. Retrieved from: <http://documents.worldbank.org/curated/en/820851467992505410/World-Bank-Group-gender-strategy-FY16-23-gender-equality-poverty-reduction-and-inclusive-growth>
- World Economic Forum. (2015). *The Global Gender Gap 2015*. Geneva: World Economic Forum.
- Ziman, R. L. (2013). *Women in the Workforce: An In-Depth Analysis of Gender Roles and Compensation Inequity in the Modern Workplace*. Honors Theses. Paper 157
- Zosuls, K. M., Miller, C.F., Ruble, D.N., Martin, C.L., & Fabes, R.A. (2011). Gender Development Research in Sex Roles: Historical Trends and Future Directions. *Sex Roles*, 64(11-12), 826-842.

BILL & MELINDA
GATES *foundation*