



1. Agency

The ability to define one's goals and act upon them.

2. Diverse Genders

A term for individuals whose gender expression is different from societal expectations related to gender. Gender expression refers to all the external characteristics and behaviours that are socially defined as either masculine or feminine, such as dress, grooming, mannerisms, speech patterns and social interactions, often along the lines of race and class. Social or cultural norms can vary widely, and some characteristics that may be accepted as masculine, feminine or neutral in one culture may not be assessed similarly in another.

3. Empowerment

Empowerment is about women, men, girls and boys taking control over their lives: setting their own agendas, developing skills (including life skills), building self-confidence, solving problems and developing self-reliance. The process of empowerment enables women, men, girls and boys and communities to develop their capabilities to question existing inequalities as well as act for change.

4. Gender Division of Labour

Across the life cycle, gender norms dictate how each society divides work among men, women, boys and girls-in other words gender norms dictates the gender roles or what is considered suitable and valuable role for each sex. This phenomenon is called the gender division of labour.

5. Gender Equality

Equality of rights, opportunities, responsibilities and outcomes between people of different genders. It includes the redistribution of resources and responsibilities



between men, women and gender diverse people and the transformation of the underlying causes and structures of gender inequality to achieve substantive equality. It is about recognizing diversity and disadvantage to ensure equal outcomes for all, and therefore often requires women-specific programs and policies to end existing inequalities. Gender equality does not mean erasing gender differences, but that people's rights, responsibilities and opportunities are not dependent on their gender.

6. Gender Equity

Fairness and justice in the distribution of rights, responsibilities and resources between women and men and gender diverse people according to their respective needs. The concept recognizes that people have different needs and power related to their gender, and that these differences should be identified and addressed in a way that ensures equal outcomes and benefits.

7. Gender Expression

How one expresses oneself, in terms of dress, mannerisms and/or behaviors that society characterizes as "masculine" or "feminine."

8. Gender Identity

This refers to a person's deeply felt psychological identification as man, woman, or other which may or may not correspond to the person's physiology or designated sex at birth.

9. Gender Inequality

Unequal distribution of power, resources, opportunity, and value between men, women, boys, girls and people of diverse genders and identities, due to prevailing gendered norms and structures.

10. Gender Norms

Gender norms are the accepted attributes and characteristics of male and female



gendered identity at a particular point in time for a specific society or community. They are the standards and expectations to which gender identity generally conforms, within a range that defines a particular society, culture, and community at that point in time. Gender norms are ideas about how women, men, girls and boys should be and act. Internalized early in life, gender norms can establish a life cycle of gender socialization and stereotyping. In many contexts, such differentiation leads to a hierarchy between sexes and sexualities, which in turn translates into unequal access to power, opportunities, and resources.

11. Gender Relations

The social relations between men and women, including how power, access to and control over resources are distributed between the sexes. Cultural and social norms generally assign lower value to aptitudes, abilities and roles conventionally associated with women, or with those perceived as violating traditional sex/gender norms. This results in hierarchical, unequal gender relations.

12. Gender-Responsive

Seeks to reduce gender-based inequalities by assessing and responding to the different needs/interests of women, men, boys and girls, and by incorporating the views of women and girls. Some gender-specific actions are implemented to redress inequalities, however, not in a comprehensive way.

13. Gender Roles

Refer to the different socially ascribed attitudes, behaviours, work or responsibilities assigned to men and women, boys and girls, and third gender, or transgender persons.

14. Gender-Sensitive Approach

Programming that recognizes existing gender differences and inequalities, with efforts made to do no harm and to ensure that women, girls and marginalised people participate in and benefit equally, without explicitly challenging gendered norms,



structures and power differences in programming processes.

15. Gender Socialization

Gender socialization is the process of learning cultural roles assigned to us according to whether we are born male or female. It occurs throughout the life cycle beginning as early as when a woman becomes pregnant and people start making judgment about whether they desire a boy or a girl, and what is appropriate for each.

16. Gender Transformative

Takes specific measures to change social structures, cultural norms, and gender relations in order to achieve more shared and equal power dynamics and control of resources, decision making, and support for women's empowerment. Makes the social changes necessary to meet men's, women's, boys', girls' and gender diverse peoples' strategic needs; addresses the root causes of inequalities; actively promotes gender equality. Denotes change in position, not just change in condition.

17. Gender Transformative Approach

Gender Transformative approaches, policies and programs seek to explicitly challenge and change harmful gender relations to promote equality and achieve program objectives by:

- 1) Examining power differences, intersecting inequalities and gender roles, norms, and dynamics;
- 2) Recognizing and strengthening positive intersectional gender norms that support equality and an enabling environment for change;
- 3) Promoting the relative position of women, girls, and marginalized groups (rather than simply improving their condition); and
- 4) Transforming the underlying social, legal and economic structures, policies, and social norms that perpetuate gender inequalities.

A gender transformative approach recognizes that it is not possible to achieve gender equality without explicitly challenging power and privilege (patriarchy), and that a



feminist and rights-based approach is needed to make sustainable progress.

18. Gender Unaware

Initiatives that appear as if they benefit everyone equally, but that in actual fact may have quite different and deleterious effects on certain members of the group. Often constructed on the basis of treating everyone fairly or the same, these policies assume “business as usual” and ignore gender norms, roles and relations.

19. Human Rights

Rights inherent to all human beings, regardless of race, sex, nationality, ethnicity, language, religion, or any other status.

20. Intersectionality

Describes the complex ways that different aspects of identity overlap and intersect with structures and systems of power and oppression. It recognizes that our identities are made up of multiple interrelated attributes (such as race, gender, ability, religion, ethnicity, sexual orientation, sexual identity, socio-economic status and a history of colonialism and dispossession), and that these expose people to multiple forms of discrimination, disadvantage, cultural and structural oppression, and violence.

21. Opportunity Structure

Refers to the presence and operation of formal and informal institutions, including the laws, regulatory frameworks, and norms governing behaviour that affect women and girls’ agency and access to resources.

22. Person-Centric Approaches

A way of thinking and doing things that sees the people using services as equal partners, working together to develop appropriate solutions that meet their needs. Person-centered approaches support people to develop the knowledge, skills, and confidence they need to effectively manage and make informed decisions about their



own nutrition and health.

23. Power

Power is the ability, skill, or capacity to make decisions and act; physical force or strength. The exercise of power is an important aspect of relationships. All relationships are affected by the exercise of power. The more power a person has, the more choices are available to that person. People who have less power have fewer choices and are therefore more vulnerable to abuse. There are several kinds of power. These four dimensions are called power over, power to, power with, power within.

24. Resources

To exercise agency, a person needs resources. These are usually thought of as financial or material, but they can also be human or social. It can include less often considered examples such as time, information, mobility, and bodily integrity.

25. Sex and Gender

The term “sex” is the sum of biological characteristics that determines whether an individual is female, male and/or intersex (having both male and female genitalia. This can be to various extents depending on the individual).

Gender is a social construct built through cultural, political and social practices that defines the roles of women, girls, men and boys, and gender diverse people as well as the social definitions of what it means to be masculine and feminine. Gender roles are taught, learned and absorbed, and vary between and even within cultures. Gender often defines the duties and responsibilities expected of women, girls, men, boys and gender diverse people at any given time of their lives and sets some of the barriers they may face or opportunities and privileges they may enjoy throughout their lives. Gender, along with age, sexual orientation and gender identity, determines the power which women, girls, men and boys have and their ability to access and control resources.

26. Social Inclusion



Seeks to address inequality and/or exclusion of vulnerable populations by improving terms of participation in society and enhancing opportunities, access to resources, voice and respect for human rights. It seeks to promote empowerment and advance peaceful and inclusive societies and institutions.

27. System

A formal or informal form of social, economic, or political organization or practice that can exist at the individual, household, community, organizational and societal levels.

28. Systems Thinking

A holistic approach to analysis that focuses on the way that a system's constituent parts interrelate and how systems work over time and within the context of larger systems. Systems thinking is goal-oriented and involves moving from observing events or data, to identifying patterns of behavior overtime, to surfacing the underlying structures that drive those events and patterns.