GENDER EQUALITY

Glossary of Terms and Concepts

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GLOSSARY

a

AA-HA! Accelerated Action for the Health of Adolescents
A global partnership, led by WHO and of which UNICEF is a partner, that offers guidance in the country context on adolescent health and development and puts a spotlight on adolescent health in regional and global health agendas.

Adolescence
The second decade of life, from the ages of 10-19. Young adolescence is the age of 10-14 and late adolescence age 15-19. This period between childhood and adulthood is a pivotal opportunity to consolidate any loss/gain made in early childhood. All too often adolescents - especially girls - are endangered by violence, limited by a lack of quality education and unable to access critical health services.[i] UNICEF focuses on helping adolescents navigate risks and vulnerabilities and take advantage of opportunities.

Adolescent Health in All Policies (AHiAP)
An approach to public policies across sectors that systematically takes into account the implications of decisions for adolescent health, avoids harmful effects and seeks synergies – to improve adolescent health and health equity. A strategy that facilitates the formulation of adolescent-responsive public policies in all sectors, and not just within the health sector.[ii]

d

Discrimination (gender discrimination)
"Any distinction, 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 the basis of equality of men and women, of human rights and fundamental freedoms in the political, economic, social, cultural, civil or any other field" [United Nations, 1979. 'Convention on the Elimination of all forms of Discrimination Against Women,' Article 1].

Discrimination can stem from both law (*de jure*) or from practice (*de facto*). The CEDAW Convention recognizes and addresses both forms of discrimination, whether contained in laws, policies, procedures or practice.

- ***de jure discrimination***
  e.g., in some countries, a woman is not allowed to leave the country or hold a job without the consent of her husband.

- ***de facto discrimination***
  e.g., a man and woman may hold the same job position and perform the same duties, but their benefits may differ.

e

Empowerment
Refers to increasing the personal, political, social or economic strength of individuals and communities. Empowerment of women and girls concerns women and girls gaining power and control over their own lives. It involves awareness-raising, building self-confidence, expansion of choices, increased access to and control over resources and actions to transform the structures and institutions which reinforce and perpetuate gender discrimination and inequality.

The core of empowerment lies in the ability of a person to control their own destiny. This implies that to be empowered women and girls must not only have equal capabilities (such as education and health) and equal access to resources and opportunities (such as land and employment), but they must also have the agency to use these rights, capabilities, resources and opportunities to make strategic choices and decisions (such as is

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provided through leadership opportunities and participation in political institutions).[iii]

g

Gender Action Plan (GAP)

The UNICEF Gender Action Plan serves to reinforce the commitments to gender found in the organization's periodic strategic plans. The first GAP covered the five-year period 2014-2017 and the second GAP will cover 2018-2021. The document specifies how UNICEF intends to promote gender equality across all of the organization's work at global, regional and country levels, in alignment with the UNICEF Strategic Plan. The 2018-2021 GAP also serves as UNICEF's roadmap for supporting the achievement of gender equality goals as outlined in Agenda 2030 and the Sustainable Development Goals (SDGs) during the period.

Gender

A social and cultural construct, which distinguishes differences in the attributes of men and women, girls and boys, and accordingly refers to the roles and responsibilities of men and women. Gender-based roles and other attributes, therefore, change over time and vary with different cultural contexts. The concept of gender includes the expectations held about the characteristics, aptitudes and likely behaviours of both women and men (femininity and masculinity). This concept is useful in analyzing how commonly shared practices legitimize discrepancies between sexes.[iv]

Gender accommodating

Similar to the concept of gender sensitivity, gender accommodating means not only being aware of gender differences but also adjusting and adapting to those differences. However, gender accommodating does not address the inequalities generated by unequal norms, roles and relations (i.e., no remedial or transformative action is developed).

Gender analysis

A critical examination of how differences in gender roles, activities, needs, opportunities and rights/entitlements affect men, women, girls and boys in certain situations or contexts. Gender analysis examines the relationships between females and males and their access to and control of resources and the constraints they face relative to each other. A gender analysis should be integrated into the humanitarian needs assessment and in all sector assessments or situational analyses to ensure that gender-based injustices and inequalities are not exacerbated by humanitarian interventions, and that when possible, greater equality and justice in gender relations are promoted.[v]

Gender balance

This is a human resource issue calling for equal participation of women and men in all areas of work (international and national staff at all levels, including at senior positions) and in programmes that agencies initiate or support (e.g. food distribution programmes). Achieving a balance in staffing patterns and creating a working environment that is conducive to a diverse workforce improves the overall effectiveness of our policies and programmes, and will enhance agencies' capacity to better serve the entire population.[vi]

Gender-based constraints

Constraints that women or men face that are a result of their gender. An example of constraints women farmers face might be not having title to their land, male dominated cooperative membership, being more tied to their homes preventing access to extension services. Constraints that are not based on gender are referred to as *general constraints*.[vii]

Gender-based violence (GBV)

An umbrella term for any harmful act that is perpetrated against a person's will and that is based on socially ascribed (gender) differences between females and males. The nature and extent of specific types of GBV vary across cultures, countries and regions. Examples include sexual violence, including sexual exploitation/abuse and forced prostitution, domestic violence, trafficking, forced/early marriage, harmful traditional practices such as female genital mutilation, honour killings and widow inheritance.[viii]

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Gender-based violence in emergencies (GBViE)

In emergencies, such as conflict or natural disasters, the risk of violence, exploitation and abuse is heightened, particularly for women and girls.[ix] At the same time, national systems and community and social support networks may weaken. An environment of impunity may mean that perpetrators are not held to account. Pre-existing gender inequalities may be exacerbated. Women and adolescent girls are often at particular risk of sexual violence, exploitation and abuse, forced or early marriage, denial of resources and harmful traditional practices. Men and boys may also be survivors. GBV has significant and long-lasting impacts on the health and psychological, social and economic well-being of survivors and their families.[x]

Gender bias

Making decisions based on gender that result in favoring one gender over the other which often results in contexts that are favoring men and/or boys over women and/or girls.

Gender-biased sex selection

"Sex selection can take place before a pregnancy is established, during pregnancy through prenatal sex detection and selective abortion, or following birth through infanticide or child neglect. Sex selection is sometimes used for family balancing purposes but far more typically occurs because of a systematic preference for boys. The biologically normal sex ratio at birth ranges from 102 to 106 males per 100 females. However, ratios higher than normal – sometimes as high as 130 – have been observed. This is now causing increasing concern in some South Asian, East Asian and Central Asian countries.[xi]" (See: *son preference.*)

Gender blindness

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 diverse needs, maintain status quo, and will not help transform the unequal structure of gender relations.[xii]

Gender disparities

Statistical differences (often referred to as "gaps") between men and women, boys and girls that reflect an inequality in some quantity.

Gender equality

The concept that women and men, girls and boys have equal conditions, treatment and opportunities for realizing their full potential, human rights and dignity, and for contributing to (and benefitting from) economic, social, cultural and political development. Gender equality is, therefore, the equal valuing by society of the similarities and the differences of men and women, and the roles they play. It is based on women and men being full partners in the home, community and society. Equality does not mean that women and men will become the same but that women's and men's rights, responsibilities and opportunities will not depend on whether they are born male or female.

Gender equality implies that the interests, needs and priorities of both women and men and girls and boys are taken into consideration, recognizing the diversity of different groups and that all human beings are free to develop their personal abilities and make choices without the limitations set by stereotypes and prejudices about gender roles. Gender equality is a matter of human rights and is considered a precondition for, and indicator of, sustainable people-centred development.

Gender equity

The process of being fair to men and women, boys and girls, and importantly the equality of outcomes and results. Gender equity may involve the use of temporary special measures to compensate for historical or systemic bias or discrimination. It refers to differential treatment that is fair and positively addresses a bias or disadvantage that is due to gender roles or norms or differences between the sexes. Equity ensures that women and men and girls and boys have an equal chance, not only at the starting point, but also when reaching the finishing line. It is about the fair and just treatment of both sexes that takes into account the different needs of the men and women, cultural barriers and (past) discrimination of the specific group.[xiii]

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Gender equality programming

An umbrella term encompassing all strategies to achieve gender equality. Important examples include gender mainstreaming, gender analysis, prevention and response to gender-based violence and sexual exploitation and abuse, promotion and protection of human rights, empowerment of women and girls and gender balance in the workplace.

Gender gap

Disproportionate difference between men and women and boys and girls, particularly as reflected in attainment of development goals, access to resources and levels of participation. A gender gap indicates gender inequality.

Gender indicators

Criteria used to assess gender-related change in a condition and to measure progress over time toward gender equality. Indicators used can be quantitative (data, facts, numbers) and qualitative (opinions, feelings, perceptions, experiences).

Gender mainstreaming / integrating

A strategy to accelerate progress on women's and girls' rights and equality in relation to men and boys. This is the chosen approach of the United Nations system and international community toward implementation of women's and girls' rights, as a sub-set of human rights to which the United Nations dedicates itself. Gender equality is the goal. Gender mainstreaming is the process of assessing the implications for girls and boys and men and women of any planned action, including legislation, policies and programmes. It is a strategy for making girls' and women's, as well as boy's and men's, concerns and experiences an integral dimension of the design, implementation, monitoring and evaluation of policies and programmes so that girls and boys and women and men benefit equality, and inequality is not perpetuated.[xiv]

Gender neutral

Anything – a concept, an entity, a style of language – that is unassociated with either the male or female gender. The nature of systemic and embedded or internalized bias is such that, unfortunately often, what is perceived to be gender neutral is in fact gender blind.[xv]

Gender norms

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 men and women should be and act. Internalized early in life, gender norms can establish a life cycle of gender socialization and stereotyping.[xvi]

Gender parity

A numerical concept concerning relative equality in terms of numbers and proportions of men and women, girls and boys. Gender parity addresses the ratio of female-to-male values (or males-to-females, in certain cases) of a given indicator.[xvii]

Gender planning

A planning approach that recognizes the different roles that women and men play in society and the fact that they often have different needs.[xviii]

Gender relations

A specific sub-set of social relations uniting men and women as social groups in a particular community. Gender relations intersect with all other influences on social relations – age, ethnicity, race, religion – to determine the position and identity of people in a social group. Since gender relations are a social construct, they can be changed.[xix]

Gender-responsive budgeting (GRB)

Government planning, programming and budgeting that contributes to the advancement of gender equality and the fulfillment of women's rights. It entails identifying and reflecting needed interventions to address gender gaps in sector and local government policies, plans and budgets. GRB also aims to analyze the gender-differentiated impact of revenue-raising policies and the allocation of domestic resources and Official Development Assistance.[xx]

Gender-roles

Social and behavioral norms that, within a specific culture, are widely considered to be socially appropriate for individuals of a specific sex. These often determine the traditional responsibilities and

tasks assigned to men, women, boys and girls. Gender-specific roles are often conditioned by household structure, access to resources, specific impacts of the global economy, occurrence of conflict or disaster, and other locally relevant factors such as ecological conditions.[xxi]

Gender-neutral programming and policies

Programming and policies that do not centre gender concerns or distinguish between genders in their design, interventions and monitoring.

Gender-responsive programming and policies

Intentionally employing gender considerations to affect the design, implementation and results of programmes and policies. Gender-responsive programmes and policies reflect girls' and women's realities and needs, in components such as site selection, project staff, content, monitoring, etc. Gender-responsiveness means paying attention to the unique needs of females, valuing their perspectives, respecting their experiences, understanding developmental differences between girls and boys, women and men and ultimately empowering girls and women.[xxii]

Gender-sensitive programming and policies

Programmes and policies that are aware of and address gender differences.

Gender-socialization

The process of girls and boys, women and men learning social roles based on their sex, which leads to different behaviours and creates differing expectations and attitudes by gender. An example is that concept that girls and women do more household chores, such as cooking and cleaning, while boys and men do more work out of the home. Gender roles often lead to inequality.

Gender-stereotyping

Ascribing certain attributes, characteristics and roles to people based on their gender. Gender stereotypes can be negative (i.e., women are bad drivers, men can't change diapers) and benign (i.e., women are better caregivers, men are stronger). Gender stereotyping becomes harmful when it limits a person's life choices, such as training and professional path, and life plans. *Compounded gender stereotypes* occur when

layered with stereotypes about other characteristics of the person, such as disability, ethnicity or social status.[xxiii]

Gender-transformative programming and policies

Programming and policies that transform gender relations to achieve gender equity.

Gender Effect

A term referring to the understanding that when a society invests in girls, the effects are deep for the girls, multiple for society and a driver of sustainable development. According to an essay by the president of the Nike Foundation in UNICEF's State of the World's Children 2011, "When a girl in the developing world receives seven or more years of education, she marries four years later. An extra year of primary school boosts girls' eventual wages by 10 to 20 per cent. Studies in 2003 showed that when women and girls earn income, they reinvest 90 per cent of it into their families, as compared to the 30 to 40 per cent that men and boys contribute. Research has also shown that higher levels of schooling among mothers correlate with better infant and child health."

h

Human papillomavirus (HPV)

Human papillomavirus (HPV) is the most common sexually transmitted infection (STI). HPV is so common that nearly all sexually active people get it at some point in their lives. HPV is spread by vaginal, anal or oral sex with someone who has the virus, and can be transmitted even when an infected person has no signs or symptoms. Symptoms can also develop years after having sex with someone who is infected. In most cases, HPV goes away on its own and does not cause any health problems. However, there are many different types of HPV; some types can cause health problems including genital warts and 18 cervical and other cancers. [xxiv] HPV types - 16 are responsible for about 70% of all cervical cancer cases worldwide.[xxv]

The U.S. Centers for Disease Control recommend that all boys and girls ages 11 or 12 years get

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vaccinated.[xxvi] By March 2017, 71 countries (37%) had introduced HPV vaccine in their national immunization programme for girls, and in 11 countries (6%) also for boys.[xxvii]

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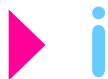
Intermediate barriers/causes

Intermediate barriers and causes of gender inequality, also commonly referred to as 'gender bottlenecks', determine options and opportunities available to persons according to their gender. These might include girls' and women's greater concerns for safety and mobility when using washrooms or collecting water, or heavier burdens and responsibilities in the household.

International Day of the Girl Child

On 19 December 2011, United Nations General Assembly adopted resolution 66/170 declaring *11 October* the International Day of the Girl Child to recognize girls' rights and the unique challenges girls face around the world and to promote girls' empowerment and the fulfilment of their human rights.[xxviii]

Intersectionality

A feminist sociological theory first coined by American civil rights advocate Kimberlé Crenshaw in 1989. Intersectionality refers to overlapping social identities and the related systems of oppression, domination and/or discrimination. The idea is that multiple identities intersect to create a whole that is different from the component identities.[xxix]

l

LGBTQ+

Umbrella term for all persons who have a non-normative gender or sexuality. LGBTQ stands for lesbian, gay, bisexual, transgender, and queer and/or questioning. Sometimes a + at the end is added to be more inclusive.[xxx] A UNICEF position paper, "Eliminating Discrimination Against Children and Parents Based on Sexual Orientation and/or Sexual Identity (November 2014)," states all children, irrespective of their

actual or perceived sexual orientation or gender identity, have the right to a safe and healthy childhood that is free from discrimination.[xxxi]

m

Masculinities / Femininities

These are dynamic socio-cultural categories used in everyday language that refer to certain behaviours and practices recognized within a culture as being "feminine" or "masculine," regardless of which biological sex expresses them. These concepts are learned and do not describe sexual orientation or biological essence. They change with culture, religion, class, over time and with individuals and other factors. The values placed on femininities and masculinities vary with culture also. Any person may engage in forms of femininity and masculinity. As an example, a man can engage in what are often stereotyped as "feminine" activities, such as caring for a sick parent or staying home to raise children.[xxxii]

Menstrual hygiene management (MHM)

Programming that helps girls and women manage their monthly periods safely and with dignity, focusing on the fact that menstruation is a normal biological process and an important facet of reproductive health. Improving girls' and women's access to knowledge about menstruation and to appropriate and hygienic sanitary facilities and materials in schools and homes. Programmes may include addressing cultural taboos, increasing access to affordable and hygienic sanitary materials, facilitating disposal options, access to safe and private toilets and provision of clean water and soap for personal hygiene. Some practitioners are calling for MHM to be a separate SDG and considered a human right.[xxxiii]

p

Parity in education

Refers to equivalent percentages of males and females in an education system (relative to the population per age group). Parity is essential but not sufficient for achieving gender equality.[xxxiv]

Patriarchy

Social system in which men hold the greatest power, leadership roles, privilege, moral authority and access to resources and land, including in the family. Most modern societies are patriarchies.

Positive parenting

Educating parents on children's rights and development to improve parenting practices, with the goal of ending violence, abuse and exploitation of children. Helping parents improve their skills to manage their children's behaviour. Positive parenting is the foundation for curbing violence at home and in the community. It encourages the engagement of fathers and men and considers the various stages of a child's life cycle.[xxxv]

r

Reproductive rights and sexual and reproductive health

Reproductive rights include the rights of all individuals and couples to decide freely and responsibly the number, spacing and timing of their children, and to have the information and means to do so. Further, decisions concerning reproduction should be made free from discrimination, coercion and violence. These services are essential for all people, married and unmarried, including adolescents and youth.

For people to realize their reproductive rights, they need access to reproductive and sexual health care in the context of primary health care. This should include a range of family planning; obstetrical and gynecological care; prevention, care and treatment of STIs and HIV/AIDs; education and counselling on human sexuality and reproductive health; prevention and surveillance of violence against women and elimination of traditional harmful practices.[xxxvi]

S

Sex

Refers to the biological and physiological reality of being males or females.[xxxvii]

Sex disaggregated data

Data that is cross-classified by sex, presenting information separately for men and women, boys and girls. When data is not disaggregated by sex, it is more difficult to identify real and potential inequalities. Sex-disaggregated data is necessary for effective gender analysis.[xxxviii]

Sexual and reproductive health and rights (SRHR)

This can be understood as the right for all, whether young or old, women, men or transgender, straight, gay, lesbian or bisexual, HIV positive or negative, to make choices regarding their own sexuality and reproduction, providing they respect the rights of others to bodily integrity. This definition also includes the right to access information and services needed to support these choices and optimize health.[xxxix]

Son preference

The practice of preferring male offspring over female offspring, most often in poor communities, that view girl children as liabilities and boy children as assets to the family. This can result in families instilling superiority in male children and inferiority in female children, manifesting in such actions as sending boys to school, especially to higher levels, and not girls or household practices where boys are fed better than girls. The extreme manifestation of son preference is female feticide and sex-selected abortions; in some countries, this has resulted in skewed population sex ratios, with attendant problems such as increased trafficking of females and greater prevalence of sex workers. (See: *gender-biased sex selection.*)

Stand-alone gender programming and policies

Programming and policies that explicitly address gender inequality to achieve gender equality.

Strategic gender needs

Requirements of women and men to improve their position or status. Addressing these needs allow people to have control over their lives beyond socially-defined restrictive roles. Strategic gender needs for women might include land rights, more decision-making power, equal pay and greater access to credit.

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Practical gender needs, by comparison, are those needs required to overcome development shortcomings, that are gender-specific but do not challenge gender roles, such as access to healthcare, water availability and employment opportunities.

Structural barriers/causes

Gender inequalities in social structures, based on institutionalized conceptions of gender differences. Conceptions of masculinity and femininity, expectations of women and men, judgements of women's and men's actions, prescribed rules about behaviour of women and men – all of these, and more, create and maintain gender inequality in social structures. Social and cultural environments, as well as the institutions that structure them and the individuals that operate within and outside these institutions, are engaged in the production and reproduction of gender norms, attitudes and stereotypes.[xl]

Structural discrimination

A form of discrimination resulting from policies, despite apparently being neutral, that have disproportionately negative effects on certain societal groups.[xli]

Substantive equality

This focuses on the outcomes and impacts of laws and policies. Substantive equality goes far beyond creating formal legal equality for women (where all are equal under the law) and means that governments are responsible for the impact of laws. This requires governments to tailor legislation to respond to the realities of women's lives. Striving for substantive equality also places a responsibility on governments to implement laws, through gender-responsive governance and functioning justice systems that meet women's needs. Substantive equality is a concept expressed in the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW). It recognizes that because of historic discrimination, women do not start on an equal footing to men.[xlii]

W

Wikigender

A global online collaborative platform linking policymakers and experts from both developed and developing countries to find solutions to advance gender equality. It provides a centralized space for knowledge exchange on key emerging issues, with a strong focus on the Sustainable Development Goals (SDGs), and in particular on SDG 5 (Achieving gender equality and empowering all women and girls). Both English and French speakers worldwide can discuss current issues, relevant research and emerging trends on gender equality.[xliii]

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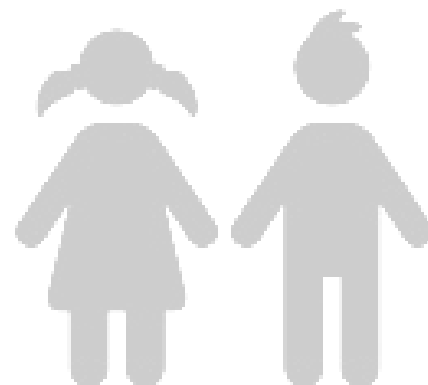
DEVELOPMENT THEORIES AND APPROACHES RELATED TO GENDER

Gender and development (GAD)

Gender and Development (GAD) came into being as a response to the perceived shortcomings of women in development (WID) programmes. GAD-centred approaches are essentially based on three premises: 1) Gender relations are fundamentally power relations; 2) Gender is a socio-cultural construction rather than a biological given; and 3) Structural changes in gender roles and relations are possible. Central to GAD is the belief that transforming unequal power relations between men and women is a prerequisite for achieving sustainable improvements in women's lives. The onus is on women and men to address and re-shape the problematic aspects of gender relations. The conceptual shift from "women" to "gender" created an opportunity to include a focus on men and boys.[xliv]

Gender Strategy for Women's, Children's and Adolescents' Health (2016-2030)

This global strategy identifies adolescents as being central to achieving the Sustainable Development Goals (SDGs).

Human rights-based approach (HRBA)

This entails consciously and systematically paying attention to human rights in all aspects of programme development. This approach is a conceptual framework for the process of human development that is normatively based on international human rights standards and operationally directed to promoting and protecting human rights. The objective of the HRBA is to empower people (rights-holders) to realize their rights and strengthen the State (duty-bearers) to comply with their human rights obligations and duties. States' obligations to human rights require them to respect, protect and fulfill women's and girls' rights, along with the rights of men and boys. When they fail to do so, the United Nations has a responsibility to work with partners to strengthen capacity to more effectively realize that duty.[xlv]

Smart economics

Advocated chiefly by the World Bank, smart economics is an approach to define gender equality as an integral part of economic development and aims to spur development through investing more efficiently in women and girls. It stresses that the gap between men and women in human capital, economic opportunities and voice/agency is a chief obstacle in achieving more efficient development. The Bank proclaimed that investing in women "speeds economic development by raising productivity and promoting the more efficient use of resources; it produces significant social returns, improving child survival and reducing fertility, and it has considerable intergenerational pay-offs." Under smart economics, falls the '**business case**' for gender equality and the empowerment of women, by businesses and enterprises which are interested in contributing to social good. A good example is the "**Girl Effect initiative**" of the Nike Foundation.[xlvi]

Women in Development (WID)

A Women in Development (WID) approach is based on the concept that women are marginalized in development-oriented interventions, with the result that women are often excluded from the benefits of development. Hence, the overall objective is to ensure that resources and interventions for development are used to improve the condition and position of women. The WID approach, however, does not necessarily result in changing male-female hierarchal gender relations. Rather, it intends to support women-specific practical needs, such as women's skills development for income generation. The fact that WID approaches do not analyze and address power differentials in the relationship between women and men is seen as a major shortcoming of this approach. WID-oriented programmes are often contrasted to Gender and Development (GAD)-oriented programmes.[xlvii]

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THE SDGS AND GENDER EQUALITY

Spearheaded by the United Nations, the international community agreed in 2015 on 17 Sustainable Development Goals to pursue over the next 15 years. The **Sustainable Development Goals (SDGs)** reaffirmed and invigorated UNICEF's work on gender equality, especially around the rights and empowerment of adolescent girls.

The needs and rights of girls are encapsulated in **Goal 5**: **Gender Equality and Women's Empowerment** and cut across the 2030 Agenda for Sustainable Development.

Other SDG targets and indicators that resonate with UNICEF's gender work are:

Goal 3: Good Health and Well-being - reduce maternal mortality, end preventable deaths of newborns and children under 5, ensure access to sexual and reproductive health and end HIV and AIDS and other diseases.

Goal 4: Quality Education - universalize access to quality education, from pre-primary to tertiary levels, with a specific mandate to redress social inequalities undermining access to educational opportunities.[xlviii] Eliminate gender disparities at all levels and making sure education facilities are gender-sensitive to create effective learning environments. General Assembly resolution 70/138 noted that the equal right of girls to quality education is central to the sustainable development agenda.

Goal 6: Clean Water and Sanitation - specifically calls for paying attention to the needs of women and girls.

UNITED NATIONS / UNICEF GENDER MONITORING TOOLS AND STRUCTURES

Game Plan (UNICEF)

UNICEF Game Plans address specific topics of concern, such as child marriage, GBViE and girls' secondary education. The Game Plan construct allows for convergent critical programming across countries and regions with a common understanding on programming to deliver results, which is central to UNICEF's comparative advantage. For instance, fourteen UNICEF country programmes[xlix] prioritize advancing girls' secondary education in conjunction with efforts to reduce child marriage and adolescent pregnancies.

Gender-Based Violence Information Management System (GBVIMS)

"The GBVIMS was created to harmonize data collection on GBV in humanitarian settings, to provide a simple system for GBV project managers to collect, store and analyze their data, and to enable the safe and ethical sharing of reported GBV incident data. The intention of the GBVIMS is both to assist service providers to better understand the GBV cases being reported as well as to enable actors to share data internally across project sites and externally with agencies for broader trends analysis and improved GBV coordination."[l]

Gender Development Index (GDI)

The Gender Development Index (GDI) measures gender gaps in human development achievements in three basic dimensions of human development: 1) health (measured by female and male life expectancy at birth); 2) education (measured by female and male expected years of schooling for children and female and male mean years of schooling for adults ages 25 and older); and 3) command over economic resources (measured by female and male estimated earned income).

The index uses the same methodology as in the Human Development Index (HDI). The goalposts

are also the same, except for life expectancy at birth in which the minimum and maximum goalposts are varied (minimum of 22.5 years and a maximum of 87.5 years for females; and the corresponding values for males are 17.5 years and 82.5 years) taking into account the biological advantage averaging five years of life that females have over males.

Countries are ranked based on the absolute deviation from gender parity in HDI. This means that ranking takes equally into consideration gender gaps hurting females, as well as those hurting males. The GDI reveals that gender gaps in human development are pervasive.[li]

Gender Empowerment Measure (GEM)

Developed by the United Nations system in 1995, Gender Empowerment Measure (GEM) measures inequalities between men's and women's opportunities in a country. An annually updated tool, it is used in formulating and applying gender equality indicators in programmes. It provides a trends-tracking mechanism for comparison between countries, as well as for one country over time. GEM uses a three-step calculation process:

1) Percentages for females and males are calculated in each of three areas: Area 1 – number of parliamentary seats; Area 2A – legislators, senior officials and managers; Area 2B – professional and technical positions; Area 3 – estimated earned income (at purchasing power parity US$).

2) For each area, the pair of percentages is combined into an "Equally Distributed Equivalent Percentage (EDEP)," the mean of the two components, as a means to "reward gender equality and penalize inequality."

3) The GEM is the unweighted average of the three EDEPS.[lii]

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Gender thematic groups (GTG)

Each United Nations Country Team (UNCT) is charged with establishing a gender theme group. The Gender Thematic Group (GTG) is the main mechanism for increasing collaboration, partnership and coherence within a unified United Nations approach to supporting progress and capacity of national partners. The work of most thematic groups on gender is to: facilitate dialogue on gender issues and encourage gender mainstreaming among partners; undertake activities supporting women's human rights and empowerment in general and providing support for national policies and action plans; focus on training, production of gender briefing kits, and inputting into the Common Country Assessment (CCA)/United Nations Development Assistance Framework (UNDAF) processes, as well as work involving the Millennium Development Goals (MDGs) and Poverty Reduction Strategy Papers (PRSPs).[liii]

U-Report

A social messaging tool created by UNICEF that allows anyone from anywhere in the world to respond to polls, voice social concerns and work as positive agents of change. U-Report's real-time information reaches tens of thousands of people, a large portion of whom are adolescent girls.

United Nations Country Team (UNCT) Gender Scorecard

The United Nations Country Team (UNCT) Performance Indicators for Gender Equality (Scorecard) establishes an accountability framework for assessing the effectiveness of gender mainstreaming by the UNCT. The Scorecard is focused on the performance of the UNCT, rather than the performance of any one United Nations organization. It intends to provide an assessment of what the United Nations as a whole contributes to gender mainstreaming and consequently to the promotion of gender equality. It is intended to complement existing accountability frameworks. The focus of the Scorecard is on strategies and processes – that is gender mainstreaming – rather than development results. Achievement of development results on gender equality and women's empowerment must be led by national partners, with support from the UNCT.[liv]

UNFPA-UNICEF Joint Global Programme to Accelerate Action to End Child Marriage

The programme targets adolescent girls (ages 10-19) at risk of child marriage or already in union, in 12 selected countries: Bangladesh, Burkina Faso, Ethiopia, Ghana, India, Mozambique, Nepal, Niger, Sierra Leone, Uganda, Yemen and Zambia.[lv]

### UNFPA-UNICEF Joint Programme on Female Genital Mutilation/Cutting (FGM/C)

The largest global joint programme to accelerate the abandonment of FGM/C. Initiated in 2007, the programme focuses on 17 African countries and supports regional and global initiatives.

UNICEF ROSA Regional Headline Results

UNICEF regional offices have identified specific goals and targets to work towards specific 'headline results'. These results are internal measurements for critical development areas in the region. UNICEF Regional Office for South Asia (ROSA) headline results are: 1) Save Newborns, 2) Stop Stunting, 3) Educate All Girls and Boys, 4) End Child Marriage, 5) Stop Open Defecation and 6) End Polio.

United Nations Girls' Education Initiative (UNGEI)

A multi-stakeholder partnership committed to improving the quality and availability of girls' education and contributing to the empowerment of girls and women through education. The UNGEI Secretariat is hosted by UNICEF in New York City.[lvi]
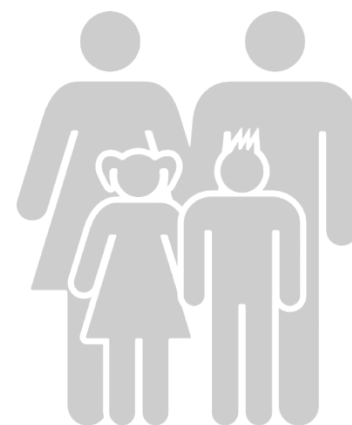
LAWS, CONVENTIONS AND RELATED TERMS IMPORTANT TO GENDER EQUALITY

Beijing Declaration and Platform for Action (1995)

Adopted at the Fourth World Conference on Women in September 1995, comprehensive commitments to women are called for under 12 critical areas of concern: poverty, education and training, health, violence against women, armed conflict, the economy, power and decision-making, institutional mechanisms, human rights, media, environment and the girl child.[lvii]

Convention on the Rights of Persons with Disabilities (CRPD) (2006)

The United Nations Convention on the Rights of Persons with Disabilities (CRPD) and its Optional Protocol (A/RES/61/106) was adopted on 13 December 2006. There are currently 174 ratifications to the CRPD and 92 ratifications to its Optional Protocol. The CRPD is a landmark international treaty.

It is a comprehensive human rights convention and international development tool, and is at the heart of the disability rights movement.[lviii] The CRPD includes explicit mention of gender by emphasizing "the need to incorporate a gender perspective in all efforts to promote the full enjoyment of human rights and fundamental freedoms by persons with disabilities."[lix]

Convention on the Rights of the Child (CRC/UNCRC) (1989)

This United Nations convention and its optional protocols outline rights to be enjoyed without discrimination, including on the grounds of gender. The legal framework includes all fundamental human rights treaties with provisions confirming the principle of non-discrimination and equality between men and women, and boys and girls. Among those treaties, Convention on the Elimination of all forms of Discrimination against Women (CEDAW) relates directly to the situation and well-being of girls.

Article 12 of the Convention on the Rights of the Child (CRC) protects children's right to express their views and have them respected in accordance with their evolving capacities. General comment No. 3 (2016) of the Committee on the Rights of Persons with Disabilities notes multiple and intersecting forms of discrimination against women and girls with disabilities, and provides guidance on national obligations and implementation.

In 2016, the Committee on the Rights of the Child adopted two general comments: No. 19 on public budgeting for the realization of children's rights, and No. 20 on the implementation of the rights of children during adolescence, which guides States on measures to ensure fulfilment of the rights of the child during adolescence. [lx]

The CRC is the most rapidly and widely ratified international human rights treaty in history. The Convention changed the way children are viewed and treated – that is, as human beings with a distinct set of rights instead of as passive objects of care and charity.[lxi]

Commission on the Status of Women (CSW) (1946)

The main global intergovernmental body exclusively dedicated to the promotion of gender equality and the empowerment of women.[lxii] At its sixtieth session, in 2016, the Commission passed resolution 60/2, on women, the girl child and *HIV and AIDS*. At its sixty-first session, in 2017, the Commission urged governments to mainstream gender perspectives in *education and training*, including science, technology, engineering and math (*STEM*), develop gender-sensitive curricula, eradicate female *illiteracy* and facilitate girls' and women's effective *transition to work*. Girls with *disabilities* and their right to education were highlighted in conclusions adopted at both sessions.[lxiii]

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Convention on the Elimination of all forms of Discrimination Against Women (CEDAW) (1979)

Adopted in 1979 by the United Nations General Assembly, "CEDAW is often described as an international bill of rights for women. Consisting of a preamble and 30 articles, it defines what constitutes discrimination against women and sets up an agenda for national action to end such discrimination. The Convention defines discrimination against women as "...any distinction, 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."

By accepting the Convention, States commit themselves to undertake a series of measures to end discrimination against women in all forms. As of 1 January 2008, responsibility for servicing the Committee on the Elimination of Discrimination against Women has been transferred to the Office of the High Commissioner for Human Rights in Geneva.[lxiv]

Duty bearer

Those actors who have a particular obligation or responsibility to respect, promote and realize human rights and to abstain from human rights violations. The term is most commonly used to refer to State actors, but non-State actors can also be considered duty bearers. An obvious example is private armed forces or rebel groups, which under international law have a negative obligation to refrain from human rights violations. Depending on the context, individuals (i.e., parents), local organizations, private companies, aid donors and international institutions can also be duty-bearers.[lxv]

Education

The equal right to quality education for every girl is articulated and enshrined in numerous significant declarations, among them article 26 of the 1948 Universal Declaration of Human Rights, CEDAW and the CRC.[lxvi] *The Education 2030: Incheon Declaration and Framework for Action* reaffirmed education as the most powerful means of empowering girls socially, economically and

politically. Office of the United Nations High Commissioner for Human Rights submitted a report to the 35th session of the United Nations Human Rights Council (A/HRC/35/11) specifically calling for the realization of every girl's right to equal enjoyment of education.[lxvii]

Female genital mutilation/cutting

General Assembly resolution 67/146 (2012), 'Intensifying Global Efforts for the Elimination of Female Genital Mutilations,' urges States to condemn all harmful practices affecting women and girls, especially female genital mutilation/cutting (FGM/C), and take all necessary measures, including enforcing legislation, raising awareness and allocating sufficient resources, to protect women and girls from this form of violence.[lxviii] The resolution underscored the fact that the practice of FGM/C is a violation of the human rights of women and girls.

Labour

Binding labour law instruments include the 1973 Minimum Age Convention (No. 138), the 1999 Worst Forms of Child Labour Convention (No. 182), the 2011 Domestic Workers Convention (No. 189) of the International Labour Organization and the Protocol of 2014 to the Forced Labour Convention, 1930.[lxix]

Rights holders

Individuals or social groups that have particular entitlements in relation to specific duty-bearers. In general terms, all human beings are rights-holders under the Universal Declaration of Human Rights. In particular contexts, there are often specific social groups whose human rights are not fully realized, respected or protected. More often than not, these groups tend to include women/girls, ethnic minorities, indigenous peoples, migrants and youth, for example. A human rights-based approach does not only recognize that the entitlements of rights-holders needs to be respected, protected and fulfilled, it also considers rights-holders as active agents in the realization of human rights and development – both directly and through organizations representing their interests.[lxx]

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