GMRK

Book 2
Gender 101:
GAD Dictionary

Transforming Government to Think and Act GAD

A Handbook on Gender and Development Training

Published by the

National Commission on the Role of Filipino Women

Canadian International Development Agency

Copyright 2003

All rights reserved.

Any part of this book may be
used and reproduced provided
proper acknowledgement is made.

ISBN 971-8701-03-6

Writer
Elena O. Masilungan

Editor
Estrella Maniquis

Design and Layout
Rolando F. Santos

Part 4

Gender 101

A CONCERN IN GENDER TRAINING IS ensuring that participants have a common understanding of basic GAD terms and concepts, hence this chapter of the *Handbook on GAD Training for Government Agencies.* The terms and concepts presented here are grouped under two general headings: Gender Sensitivity and Gender Mainstreaming. The first grouping consists of basic concepts that a person preparing for GAD work should learn, while the second grouping includes concepts related to "doing GAD" work. They are annotated definitions gathered from different GAD resource materials listed as an annex at the end of the chapter. Most of these resource materials are also used as sources and references in the lecture-discussions mentioned in Book 1 of the Handbook.

Gender Sensitivity

Advocacy

- A conscientization strategy concerned with increasing people's sensitivity to the implications of gender inequality, and demanding that problems of gender discrimination be identified and overcome in policies and programs.
- Advocacy entails an activist and assertive form of gender awareness, vigilance that gender issues are not overlooked, and persistence that gender issues be addressed.

Affirmative Action

- A policy action that favors marginalized groups in society, such as women. While it is a special measure, it is not considered discriminatory since it aims to accelerate the attainment of equality between the dominant and marginalized groups.
- Affirmative action should not result in unequal or separate standards and must be continued even when the objectives of equality of opportunity and treatment have been achieved. An example of an affirmative action is allocating 50 percent of top positions in the bureaucracy to women as an acknowledgment that sociopolitical conditions exist which prevent women from ascending to those positions.

Biological Determinism

- A theory that biological differences between women and men dictate a difference in social roles and personality, and

that these differences reinforce the notion that men are superior and women are inferior.

Class vs Status

- *Class* refers to the degree to which one has access to social and economic resources, with the upper class having the greatest access and the lower and middle classes having proportionately less. It is typically measured by a person's income or the relative status of her or his occupation. *Status,* or prestige, is the social value attached to one's position in the class hierarchy.

Condition vs Position

- *Condition* refers to women's perceptible or objective state. It is the state of their relationship with their surroundings and immediate sphere of experience. *Position* refers to their social and economic standing relative to men.

If a woman is asked to describe her life, she would probably describe her condition through the kind of work she does, what her family's immediate needs are, such as clean water, food, and education for her children, and where she lives. Her position, on the other hand, is characterized by the disparities in wages and job employment between women and men, participation in political activities, economic, political and social status in society, vulnerability to poverty and violence, and so on.

Consciousness Raising

- The process of making people aware of the lower status of women and the possibility of raising this status.
- A practice, usually in the form of sharing sessions among women, that is helpful in politicizing them and premised on the perception that the "personal is political."
- A way to enhance people's perception of unequal gender relations.
- A process of creating awareness of women's issues and the disadvantaged status of women in society.
- A group of activities, including gender sensitivity training, that results in greater awareness of a problem's roots and its macro and micro linkages and the need for collective action on gender issues.

Consciousness raising has three functions:

- It provides women with both political insight and moral support in confronting gender issues affecting their lives.
- It reveals to the women who take part, through a reappraisal of their personal experience, their common oppression by men, thereby fostering a new and militant solidarity among them.
- It is a source of collective knowledge about women where they first come to understand the importance of gender issues.Gender consciousness raising has three subcomponents: conscientization, gender awareness, and gender sensitivity.

Disadvantaged Position of Women

- Women's social status as a result of their being marginalized and subordinated.

Discrimination

- Overt behavior in which people are given different and unfavorable treatment on the basis of their race, class, sex, and cultural status.
- Any practice, policy or procedure that denies equality of treatment to an individual or group.
- In the terminology of the United Nations Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW), it is any distinction, exclusion or restriction made on the basis of sex, which has the purpose or effect of denying equal exercise of human rights and fundamental freedoms in all fields of human endeavor.

Double/Multiple Burden

- A situation referring to the heavy workload of women and the many, overlapping tasks involved, which if computed in terms of hours would total more than 24 hours. This workload consists of unpaid reproductive work, paid productive work, community management, and all other work necessary for the survival of the family.

Woman's traditional role, especially if she is a wife and mother, is to stay home, manage the household and take care of the family. However, because of economic realities,

more and more women have joined the labor force. Yet, even as they spend essentially the same working hours as the men outside the home, housework and child care are still primarily women's concern. As a result, women carry a double burden in terms of longer hours and a wider scope of responsibility. They are also expected to participate in sociocultural activities such as in church and civic organizations, and other community involvement. Women's work in the home, in the labor force and in the community is a multiple burden that is not experienced by men.

Feminism

☞ A worldwide movement that seeks to raise women's political, economic and social status and fights for gender equality in all aspects of life in all societies. The concepts underlying feminism continue to evolve according to the socioeconomic, political and cultural context in which the movement is taking place.

Feminism has four general streams:

- *Liberal feminism* emphasizes social and legal reforms through policies designed to create equal opportunities for women, thereby assuming that changes in socialization practices and the reeducation of the public will result in more liberated and egalitarian gender relations. It underpins mainstreaming efforts that lead to extensive changes in women's legal rights and status.
- *Marxist feminism* sees capitalism's class relations as the root cause of the oppression, exploitation and

discrimination experienced by women. Under capitalism, the family system characteristic of modern societies can socialize or force women into unpaid domestic labor that benefits men. Marxist feminism, in contrast, does not see men per se as the "enemy" — both working class women and men are exploited by capitalism, which must be overthrown to create a more equal and equitable society. It asserts that, except for their sex, working class women have more in common with working class men than with upper class women.

- *Socialist feminism* sees the origins of women's oppression in the systems of patriarchy and capitalism. It underscores how the relations between capital and patriarchy bring about women's subordinate status. There is, therefore, a need to transform capitalism simultaneously with the struggle against male domination and to surface the gender perspective in all social, political, economic and cultural issues. Socialist feminism, especially for women in developing countries, has worked at overcoming gender blindness in the struggle for development and against shared oppression of women due to class, race, religion or citizenship.
- *Radical feminism* looks at gender as the primary form of oppression and sees class and race as extensions of patriarchal domination. Most of its strategies are focused on reshaping consciousness and redefining social relations to create a woman-centered culture. Sometimes featuring a rigid rejection of men as a dominant class, radical feminism emphasizes the positive capacities of women by focusing on the creative dimensions of women's experiences. It also serves as the cutting edge of the

women's movement, exploring vast tracks of unknown grounds in seeking women's liberation.

While theoretically there is a clear delineation among these four streams of feminism, in practice there is much interplay and sharing of common ground. Also, various "strands" of feminism have emerged over the past decades, some of which are:

- *Cultural feminism,* which contends that there are fundamental personality differences between women and men, and that sexism can be overcome by celebrating women's special qualities, women's ways and women's experiences. Cultural feminists believe that women's ways are better, and that propagating these ways would make the world a better place. For example, there would be no more war if women were to rule nations, because women have a gentler, kinder nature.
- *Ecofeminism,* which rests on the basic principle that patriarchy is harmful to women, children and other living beings, and often draws from parallelism between a male-dominated society's exploitative treatment of the environment and its resources, and its treatment of women.
- *Moderate feminism,* a brand of feminism generally supported by younger women who have not directly experienced discrimination. It questions the need for further effort toward equality and thinks that feminism is no longer viable. Women of this group most likely espouse feminist thoughts and principles while denying that they are feminists.

- *Postfeminism,* which relates to the principles and attitudes formed in the wake of the feminist ideas of the 1960s and subsequent decades. Some see the postfeminist period as the era in which women enjoy the fruits of their mothers' and elder sisters' struggles but ignore or reject the ideals from which they emerged. Others regard it as the period where women are freed from the shackles of doctrine, such as feminism, and where there is a reformed consciousness of women's rights on the part of men as well as women.
- *Prolife feminism,* which rejects abortion and assails society's prejudice against mothers, especially single women, by giving a way out of motherhood. It maintains that women should have the tools they need to succeed financially and socially and be mothers as well. These tools include affordable, readily available child care, a workplace or school that addresses the needs of mothers, including flexible schedule and maternity leave, and welfare programs that actually work toward reintegrating mothers into the workplace.

Feminism is finally a continuous evolution of praxis based on one's concrete conditions and life experiences, and feminists journey from one side of the theoretical spectrum to the other, to make the struggle real and relevant to a particular time and space.

Feminist

☞ One who recognizes women's oppression and discrimination and works towards its elimination.

GAD Advocate

☞ One who supports, defends, pleads or recommends active espousal of gender and development principles, objectives and processes.

Gender and Sex

☞ *Sex* refers to the natural distinguishing variable based on biological characteristics of being a woman or a man. It refers to physical attributes pertaining to a person's body contours, features, genitals, hormones, genes, chromosomes and reproductive organs. *Gender* refers to roles, attitudes and values assigned by culture and society to women and men. These roles, attitudes and values define the behaviors of women and men and the relationship between them. They are created and maintained by social institutions such as families, governments, communities, schools, churches and media. Because of gender, certain roles, traits and characteristics are assigned or ascribed distinctly and strictly to women or to men.

The term gender, as it is now used in gender training, was first used as a phrase, "the social relations of gender," which later evolved simply into gender. The social relations of gender seeks to explain the unevenness in male/female relations — noted worldwide — in terms of sex roles in power sharing, decision making, the division of labor, and return to labor both within the household and in society, among others. It focuses on the attributes acquired in the process of socialization: our self and group definitions, our sense of appropriate roles, values and behaviors, and, above all, expected and acceptable interactions in relationships between women and men.

Gender Awareness

- The ability to identify problems arising from gender inequality and discrimination, even if these are not evident on the surface and are "hidden," or are not part of the general and commonly accepted explanation of what and where the problem lies. Gender awareness means a high level of gender conscientization.

Gender Division of Labor

- The allocation of differential tasks, roles, responsibilities and activities to women and men according to what is considered socially and culturally appropriate.

The production/reproduction divide, or the public/private dichotomy, illustrates the gender division of labor. Production, which is paid work done outside the home and in the public arena, is usually attributed to men because of their role as primary breadwinner for the family. Reproduction, on the other hand, is unpaid, domestic work assigned primarily to women and may include such tasks as managing the household, doing household chores, taking care of and nurturing children and other family members. This is mostly done within the private domain of the home.

Gender Equality vs Gender Equity

- *Gender equality* means that women and men enjoy the same status and conditions and have equal opportunity for realizing their potential to contribute to the political, economic, social and cultural development of their countries.

They should also benefit equally from the results of development.

Gender equity moves beyond a focus on equal treatment. It means giving to those who have less on the basis of needs, and taking steps to compensate for historical and social disadvantages that prevent women and men from otherwise operating on a level playing field. Equity can be understood as the means, and equality is the end. Equity leads to equality.

The Philippine Constitution provides: "The State recognizes the role of women in nation building and shall ensure the fundamental equality before the law of women and men." Strategic measures have been adopted to ensure this. Laws enshrining women's right to equality have been enacted. However, laws alone do not guarantee gender equality. For example, Republic Act 6752 prohibits discrimination with respect to terms and conditions of employment. But in work requiring physical effort, the usual practice is to favor male applicants. Because of this unequal condition, equity should be applied to open this particular work opportunity to women. Another example of an equity measure is affirmative action that assigns women a specific share of high positions in government or scholarships and training grants. Gender equity, as a goal requires that specific measurements and monitoring are employed to ensure that, at a minimum, policies, programs and projects do not leave women worse off than other sections of the population, especially the men in their peer group and families.

Gender-Fair Society

- A society where women and men share equally in responsibilities, power, authority and decision making.

Gender Gap

- The gap between women and men in terms of how they benefit from education, employment, services, and so on.

Gender Ideology

- Ideology is a complex structure of beliefs, values, attributes, and ways of perceiving and analyzing social reality based on religious doctrines, pseudoscientific theories, and political aims. It serves two distinct purposes:
  a) to justify the existing social order; and
  b) to co-opt and obtain the consent and participation of all members of society, including the oppressed, in their predetermined purposes. *Gender ideology* is based on the pseudoscientific theory of biological determinism.

Gender ideology plays an effective role in legitimizing inequality and perpetuating the unjust power structure of patriarchy that has constructed culture-specific justifications for the subordination of women. By co-opting women and making them instruments of their own subordination, patriarchy has penetrated virtually every society, and survived largely unchallenged for thousands of years. Gender ideology is widely disseminated and enforced through a complex web of social institutions such as the family, the educational system, religion, culture and the media, and economic and

political structures like the market, the state and its bureaucracy, law enforcement mechanisms, and the military.

Gender Roles vs Sex Roles

☞ *Gender roles* are culturally defined attitudes, behaviors and social positions that are based on sex. *Sex roles* are those that are based on an occupation, such as being a housewife, or a biological function, such as motherhood.

Child rearing is generally considered a woman's role. It is actually a gender role because child rearing must involve both women and men. Pregnancy, on the other hand, is a sex role because only women have the ability to bear children.

Gender Sensitivity

☞ The ability to recognize gender issues and to recognize women's different perceptions and interests arising from their different social position and gender roles.

Gender sensitivity is often used to mean the same as gender awareness. But it is actually the beginning of gender awareness, which is more analytical and critical, questions gender disparities, and motivates one toward actions to address gender issues.

Gender Stereotyping

- Society's perceptions and value systems that instill an image of women as weak, dependent, subordinate, indecisive, emotional and submissive. Men, on the other hand, are strong, independent, powerful, dominant, decisive and logical.
- Unexamined images, ideas or beliefs associated with a particular group that have become fixed in a person's mind and are not open to change. For example, women's roles, functions and abilities are seen to be primarily tied to the home.

Gender Subordination

- Submission, sometimes due to force or violence, or being under the authority of one sex. It often results in women having no control over available resources and having no personal autonomy.

Marginalization

- Women being considered a nonessential force in the economy despite their crucial role in production. Their contributions to development remain unrecognized or undervalued.

Certain approaches promote women's participation in development through traditional programs and projects. Some of these are: improving maternal and child care, setting up day care centers, and carrying out nutrition activities.

This perspective maintains women's concerns within these traditional areas so that their needs and potentials in other areas, particularly in the economic sector, remain undervalued. Hence, women's full development as a distinct resource of society is not achieved.

Multiple Roles of Women

- The reproductive, productive, community management and constituency-based politics roles assigned to women. The reproductive role involves childbearing, child rearing, and household management. The productive role involves income-earning activities whether in the formal or informal sector. Community management roles, most of which are performed on a voluntary basis, deal with activities done by women to maintain the community to which they belong. Women's role in constituency-based politics includes participation in decision making and organizations at all political levels of government and civil society.

Patriarchy

- The "rule of the father," or a universal political structure that favors men over women. It was originally used by anthropologists to describe the social structure in which one old man, the patriarch, has absolute power over everyone else in the family.
- Male domination of political power and domination that maintains an unjust system for the benefit of the rulers at the expense of the ruled.

In a patriarchal system, men occupy positions of dominance and control over women. Men, as husbands and fathers, rule with unchallenged authority the lives of women and children in their family. Sexual differentiation pervades all activities, experiences and opportunities.

"The Personal is Political"

- A phrase invented by the women's liberation movement to describe its basic approach: "We regard our personal experience, and our feelings about that experience, as the basis for an analysis of our common situation." It affirms the notion that people themselves make an analysis of their situation that will lead them to action.
- A slogan reflecting how women discovered that problems they had once thought to be personal and private were shared by women in general, setting in train a process of placing women's shared experiences in a political framework that challenged existing power relations between women and men.

Public/Private Dichotomy

- A distinction that serves to maintain the division of the economy into production and reproduction functions. Production work occurs in the public arena and is given value. Goods and services in this sector are fully recognized, remunerated, and reflected in official statistics. Outputs in the reproductive or domestic sphere, however, do not have any value and are considered as merely sustaining the requirements of those in the productive sector.

  The public sphere is usually regarded as the domain of men, who are perceived to have a primary status in society because they perform what are considered major functions. Men's exposure in the public sector makes them the dominant gender in all spheres of life. They are able to participate fully in economic, political and cultural endeavors. Women, however, are relegated to the private arena of the home. They take on reproductive functions which are regarded as secondary pursuits.

Sexism

- The system and practice of discriminating against a person on the basis of sex.
- Prejudice against women, regarding women as stereotypes, defining them with regard to their sexual availability and attractiveness to men, and all conscious or unconscious assumptions which lead to the treatment of women as being not fully human.

Violence Against Women

☞ Any act of gender-based violence that results in physical, sexual or psychological harm or suffering to women, including threats of such acts, coercion, or arbitrary deprivation of liberty, whether occurring in public or private life.

Violence against women may be any of the following:

- physical, sexual and psychological violence occurring in the family, including battering, sexual abuse of female children in the household, dowry-related violence, incest, marital rape, female genital mutilation and other traditional practices harmful to women, violence by a person other than one's spouse, and violence related to exploitation;
- physical, sexual and psychological violence occurring within the community, including rape, sexual abuse, sexual harassment and intimidation at work, in educational institutions and elsewhere, and trafficking in women and forced prostitution;
- physical, sexual and psychological violence perpetrated or condoned by the State, such as custodial rape and torture done to women prisoners;
- violation of women's human rights in situations of armed conflict, in particular murder, systematic rape, sexual slavery, and forced pregnancy; and
- acts of violence such as forced abortion, coercive or forced use of contraceptives, female infanticide, and prenatal sex selection in which the fetus is aborted if tests reveal it to be female.

Gender Mainstreaming

Access

- In the development context, the means or right to obtain services, products and commodities.
- In the context of the Gender Equality and Women's Empowerment Framework, *access* to resources and services is an objective of gender equality, while women's mobilization to achieve equality is an element of women's empowerment.

Access vs Control

- *Access* is an opportunity for a person to make use of existing political, economic and time resources or benefits. *Control* is the ability of a person to define the use of resources and impose this definition on others.

Equal access to resources, benefits and services is one of the objectives of women's bid for equality of treatment and opportunity. Control of resources, benefits and services, on the other hand, goes one step further — it entails having the ability to direct or influence how resources, benefits and services can be enjoyed by both women and men. While women and men may have equal access to resources, benefits and services, control may be limited to only a few people, or to men only or women only.

Conscientization

- In women's development, the process where women collectively analyze and understand the gender discrimination confronting them. This becomes the basis for action to overcome and dismantle the obstacles to their development.
- In the Gender Equality and Women's Empowerment Framework, a level of empowerment that enables both women and men to understand the nature of the obstacles they face and the need to mobilize for collective action. It identifies disparities and analyzes their underlying causes. The procession of discussion and understanding of shared problems enables and motivates them to move forward from being mere beneficiaries of development to being actors and active participants in the development process.

Consciousness raising sessions are activities where individuals first understand the significance of gender issues, especially on how they personally experience these issues in their lives. Gender sensitivity, on the other hand, can direct individuals to understand how gender issues are influenced by the differential roles, perceptions and interests of women and men. It is the beginning of gender awareness. Conscientization is the process where individuals analyze gender issues and realize that its causes are gender inequality and discrimination against women in society. This realization can motivate them to mobilize for collective action to address the causes. Gender awareness, on the other hand, is a higher level of conscientization where one is able to identify gender issues that are not very evident on the surface or those considered as hidden problems. Gender-aware individuals are also motivated toward actions that would overcome gender inequality and discrimination.

Control

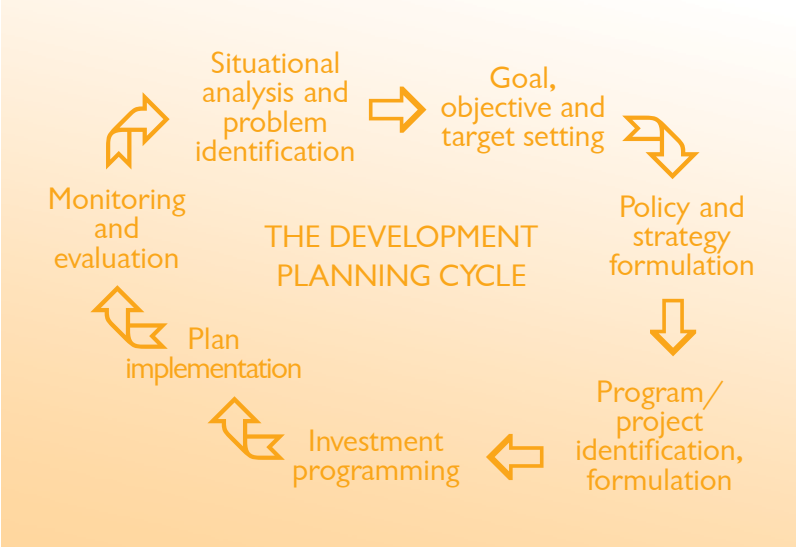
- The ability to direct or influence events so that one's own interests are protected.
- In the context of the Gender Equality and Women's Empowerment Framework, women's equality of *control* with men is the most important aspect of women's development — where women ensure that resources and benefits are distributed so that women and men get an equal share.

Development

- The improved well-being, or welfare, of a people and the process by which this is achieved.
- Sustained capacity to achieve a better life.

Development Planning Cycle

- A systematic process that guides development planning and generally involves the following:
  - ☐ assessment of economic, political, social, environmental and gender needs and priorities done through consultations, surveys and research, site inspections or field visits, and the like;
  - ☐ setting of goals, objectives and targets;
  - ☐ formulation of policies, programs and projects;
  - ☐ implementation, management and financing of programs and projects; and
  - ☐ monitoring and evaluation of programs and projects.



Development Planning Process

- The process undertaken by governments in developing countries to determine realistic goals and targets for society, to maximize the allocation of limited resources or the distribution of misallocated resources more equitably, and to ensure a logical, efficient and effective process of addressing priority needs. Policies, programs and projects must have an impact on the quality of life of the disadvantaged groups in society. The end goals of development planning are the rational use of resources, better targeting of beneficiaries, promotion of gender-responsive development, and more systematic assessment and monitoring of programs and projects through specific indicators, including gender-specific indicators.

Empowerment

- In the context of development, empowerment is individual or collective action by the disadvantaged to overcome the obstacles brought about by structural inequality. In another sense, empowerment is not only a process but also an outcome of that process.

Engender

- To integrate, incorporate or mainstream the gender perspective in development initiatives.

GAD Budget

- A portion of an agency's or local government unit's yearly appropriation which is not an additional amount over and above its regular budget.
- The allocation of a substantial amount for implementing programs, projects and activities that address women's issues.
- The cost and sources of financing a GAD plan.

GAD Budget Policy

- A policy in the Philippine General Appropriations Act that directs all agencies of government to allocate a minimum of 5 percent of their total annual budgets for gender programs, projects and activities.

GAD Focal Point

- A mechanism created in all government offices to ensure the implementation, monitoring, review and updating of GAD Plans.
- A person or a group of persons tasked to facilitate and monitor the implementation of gender mainstreaming in each government agency.

GAD Perspective

- Ability to analyze the socioeconomic, political, cultural and psychological implications of an issue to understand how the difference between the sexes affects and is affected by policies, programs and projects. It assesses how these factors relate to discrimination based on sex and how they impose obstacles to a person's opportunities and self-development.

GAD Plan

- A systematically designed set of programs, activities and projects with clear objectives for addressing gender issues and appropriate strategies and activities with monitoring and evaluation indicators.
- A blueprint of how an agency can achieve gender responsiveness.
- A set of interventions designed to transform gender-blind agencies into organizations with a gender perspective.
- An instrument to make all aspects of the agency and its work gender-responsive. It provides the basis for the GAD budget.

Gender Analysis

- A tool to identify the status, roles and responsibilities of women and men in society, as well as their access to and control of resources, benefits and opportunities.
- A framework to compare the relative advantages and disadvantages faced by women and men in various spheres of life, including the family, workplace, school, community and political system. It also takes into account how class, age, race, ethnicity, cultural, social and other factors interact with gender to produce discriminatory results.
- A set of standards to judge the potential impacts of gender on policies, programs and projects.
- A systematic way of looking at the gender division of labor, and the access and control women and men have over inputs or resources required for their labor, and their benefits or outputs from it.

Gender and Development

- An approach to or paradigm of development focusing on social, economic, political and cultural forces that determines how differently women and men participate in, benefit from, and control resources and activities. It shifts the focus from women as a group to the socially determined relations between women and men.

The GAD approach emerged in the 1980s to replace the Women in Development focus. GAD is concerned with women as well as with the social construction of gender and

the assignment of specific roles, responsibilities and expectations to women and men. It analyzes the nature of women's contribution within the context of work done both inside and outside the household and reflects the public/private dichotomy that undervalues the work done by women in the home.

Gender-Based Analysis in Project Development

- A structured way of determining the gender responsiveness of plans, programs and projects.
- A systematic effort to record the predominance or participation rates of women and of men in a set of activities that constitute a production system.

Gender Equality and Women's Empowerment Framework *(Originally Women's Empowerment and Equality Framework by Sara Langwe)*

- Gender equality and women's empowerment are attained through an interconnected cycle of strategies and interventions progressing along five levels:
  - welfare;
  - access;
  - conscientization;

- participation; and
- control.

Any development problem has these five dimensions within it, and a project must address gender issues progressively at these levels to advance gender equality and women's empowerment.

Gender Goals

☞ Concrete expression of desired gender-related changes and improvements in socioeconomic life.

Examples of gender goals are

- increased participation of rural women in agricultural production;
- increased partnership between wives and husbands in domestic work and child care;
- elimination of traditional and stereotyped images of women's and men's roles and status; and
- provision of equality of employment opportunities.

Gender Impacts

☞ Specific and observed effects of plans, policies, programs, and services, such as increased income and improved skills.

Gender Impact Analysis

☞ The study of how a policy or program affects women and men differently.

Gender Indicators

- Specific measures or targets used to assess whether gender goals are being met or not.

Gender Interests vs Gender Needs

- *Gender interests* are concerns that women or men develop by reason of their social positioning through gender roles. *Gender needs* are the differential requirements of women and men brought about by the differences in their gender roles, the type of work that they do, access to resources and services, and experiences of unequal relations.

Gender Issues and Concerns

- Issues, concerns and problems arising from the distinct roles of women and men and the relationships between them;
- Affairs and involvement arising from societal expectation and perception on the roles of women and men reflected in and perpetuated by law, policies, procedures, systems, programs, activities and projects of the government. These impede the opportunities for women to participate in the development process and enjoy its benefits.

Gender Mainstreaming or GAD Mainstreaming

- A set of processes and strategies that aims to ensure the recognition of gender issues on a sustained basis.
- An assessment of the implications for women and men of planned government actions such as policies, legislation, programs and projects.

- A strategy to integrate women's and men's concerns and experiences in the design, implementation, monitoring and evaluation of policies, programs and projects in all political, economic and social agenda.
- An approach that situates gender equality issues at the center of broad policy decisions, institutional structures and resource allocations, and includes women's views and priorities in making decisions about development goals and processes.

Gender Mainstreaming Evaluation Framework

- A tool that tracks and assesses the progress and status of gender mainstreaming in agencies.

The Gender Mainstreaming Evaluation Framework has two main elements: the four stages of mainstreaming and the four entry points for mainstreaming. The stages of mainstreaming are

- Stage 1: foundation formation;
- Stage 2: installation of strategic mechanisms;
- Stage 3: GAD application; and
- Stage 4: enhancement of commitment and institutionalization.

The four entry points are

- people;
- policies;
- enabling mechanisms; and
- programs and projects.

(For a more detailed description of the GMEF, see GRP's Session 4 on Gender Mainstreaming Evaluation Framework, Book 1.)

Gender-Neutral Policy, Program or Project

☞ An assumption that everyone is affected by policies, programs and projects the same way regardless of gender. No policy, program or project is gender neutral.

Gender Planning

☞ The practical application of the skills acquired from gender studies and gender training in designing government plans, programs and projects. It recognizes that women and men have different roles in society and often have different needs as well.

Gender planning has two components:

- GAD planning, which pertains to the operational aspect of gender planning and results in
  - the GAD plan;
  - programs, activities and projects categorized as a) GAD PAPs, or existing PAPs that were reviewed and redesigned to make them gender-responsive, or new PAPs designed to address specific gender issues; b) gender-responsive programs and projects categorized as (1) integrated programs and projects where women's roles, contributions and benefits are incorporated in the proposed activities as early as their conceptualization stage; (2) programs and projects with women's components where activities are within general projects and are designed to harness the potentials of women; and (3) "for women only" transformational and empowering programs and projects that are directed to involve and primarily benefit women; and

- in-house or organization-focused GAD activities and work processes integrated within an agency's PAPs that address gender issues, or clientele-focused GAD activities that seek to address the specific gender issues of the agency's clientele, including capability building activities so people in the agency can enhance their services to clients.

- Gender-responsive development planning or gender-responsive planning.

Gender Relations Analysis

☞ A systematic approach to assess and understand the differential impacts of development on women and men because of their gender roles.

Gender Relations

☞ The relative position of women and men in the division of resources and responsibilities, benefits and rights, and power and privilege. The use of gender relations as an analytical tool shifts the focus away from viewing women in isolation from men.

Gender-Responsive Development Planning

☞ Also known as gender-responsive planning, it is the integration of GAD into the entire development planning cycle. It rests on the premise that introducing gender considerations makes development planning and programming more people-oriented and people-focused, emphasizing their impacts on women in particular.

Gender-Responsive Indicator System

- A set of statistical measurements for monitoring the situation of women compared with men in various sectors and for determining whether developmental programs and projects respond to their needs and problems.

Gender Responsiveness

- The consistent and systematic attention given to the differences between women and men in society with a view to addressing structural constraints to gender equality.

Gender-Responsive Situation Analysis

- An assessment or evaluation of women's condition in society in relation to men's situation;
- A review of women's and men's roles and participation in economic, political and socio-cultural activities.
- A process of measuring the access of women and men to available opportunities and examining the benefits they acquired.

Gender Statistics

☞ Information and data that provide not only comparisons between women and men but ensure that women's and men's participation in and contribution to society are correctly measured and valued.

The production of gender statistics requires that all official data are collected by sex and that concepts and methods used in data collection and presentation adequately reflect gender issues and consider all factors that can generate gender-based bias.

Mainstream

☞ In the context of GAD, an interrelated set of dominant ideas and development directions and the organizations that make decisions about resource allocation and opportunities for development.

The mainstream is largely controlled by men and may include the following:

- the directions that government follows in terms of resource distribution among social and economic groups;
- the views about gender roles promoted by culture and religion;
- the agendas of political groups;
- the hiring and pay practices in the private sector;
- global trade relations; and
- practices and activities of multilateral financial institutions such as the World Bank and the International Monetary Fund, and bilateral assistance agencies.

National Women's Machinery

- The organization recognized by a national government as the country's primary body or system of bodies promoting gender equality.
- The central policy coordinating unit inside government responsible for supporting government-wide mainstreaming of a gender equality perspective in all policy areas.

Participation

- The direct involvement of marginalized women in the development process to build their capability to access and control resources, benefits and opportunities so as to gain self-reliance and an improved quality of life.
- In the context of the Gender Equality and Women's Empowerment Framework, having a share and taking part in decision making in how things are done and how resources are allocated.

Practical vs Strategic Gender Needs

- The needs of women and men come out of existing gender roles, and are characterized as practical and strategic. *Practical gender needs* (PGNs) are met through actions that assist women and men to perform existing gender roles more easily. *Strategic gender needs* (SGNs) are addressed through actions that challenge or change existing gender roles. Addressing the needs of women and men may change existing gender roles.

PGNs	SGNs
include basic, daily needs such as food, housing, safe water, health services, and schools for children.	are needs related to the gender division of labor, power and control and respond to such issues as legal rights, domestic violence, equal wages, and women's control over their bodies.
tend to involve women as beneficiaries and, perhaps, participants.	involve women as agents and enables women to become agents of change.
can improve conditions of women's lives.	can improve women's position in society.
generally do not alter traditional roles and religions.	can empower women and transform relations.

Resources and Benefits

When used in GAD, *resources* include

- economic or productive resources such as land, cash and credit, employable or income-earning skills;
- political resources such as representative organizations, leadership, education and information, public sphere experience, self-confidence and credibility; and
- time.

Benefits include

- provision of basic needs such as food, clothing, shelter, and income;
- asset ownership such as land and personal skills;
- education and training; and
- political power, prestige, status, and opportunities to pursue new interests.

Sex-Disaggregated Data

- Statistical information that differentiates between women and men and allows one to see where the gaps are in their position or condition.

An example of sex-disaggregated data is the number of women in the labor force as compared with the labor force population.

Structural Gender Inequality

- A system of gender discrimination practiced by public or social institutions, becoming more entrenched when it is maintained by administrative rules and laws, rather than by customs and traditions only.

Welfare

- In the Gender Equality and Women's Empowerment Framework, the level that is addressed when responding to gender gaps in terms of material well-being. Narrowing these gender gaps in welfare is the basic objective in women's development, which ultimately leads to women's empowerment.

Women and Development

- An approach to or paradigm of development that focuses on the relationship between women and men, and the development process. It recognizes that men from developing economies who do not have elite status are also adversely affected by the structures of inequities within the international system. It gives little analytical attention, however, to the social relations of gender within classes.

Women in Development

- An approach to or paradigm of development that recognizes the distinct needs and capacities of women and focuses on developing programs, projects and activities that would make women an integral part of the productive sector.

Development Paradigms

WID

- emerged during the 1970s.
- integrates women in economic development through legal and administrative support.
- examines the sexual division of labor and the differential impact of gender in development.
- recognizes that women's and men's experience of development and societal changes are different.
- focuses on advocacy strategies for more equal participation of women in education, employment and other spheres of society.
- implements such projects as transfer of technology, extension services, credit facilities and other interventions that have a welfare orientation, especially projects on hygiene, literacy or child care.
- does not challenge gender relations and assumes that these will change as women become economic partners in development.

WAD

- recognizes that women have always been part of development.
- focuses on the relationship between women and development processes rather than purely on strategies that seek women's integration in development.
- critiques relations between developed and developing nations, particularly their impact on the lives of women and men in developing countries.
- maintains that women's position will improve once needed structural and institutional reforms are installed at the local and international levels.
- includes a critique of the donor agencies' agenda for promoting women's integration in development.
- focuses on productive and income generating projects at the expense of women's reproductive work.
- tends to group women together without considering the impact of class, race or ethnicity on women's status.

GAD

- started in the 1980s as an enhancement to WID.
- questions gender relations between women and men and the gender roles ascribed to them.
- sees the gender division of labor as the root of inequality, especially since it undervalues the work done by women in the household.
- recognizes women as agents of development, not merely as passive recipients of development assistance.
- stresses the need for women to organize themselves and participate in political processes.
- questions current social, economic and political structures.
- promotes interventions and affirmative action programs that integrate women into ongoing development efforts.

Women's Empowerment

- In the context of development, a tool and a framework where development allows women to be participants in development efforts, and not just beneficiaries. More than this, their level of participation enables them to make decisions based on their own views and perspectives.
- In the Gender Equality and Women's Empowerment Framework, the goal and the essential process for women's advancement. It is the process by which women mobilize to understand, identify and overcome gender discrimination so as to achieve equality in welfare and equal access to resources.

Sources of Definitions of GAD Terms

Andersen, Margaret
1983 "Thinking about Women: Sociological and Feminist Perspectives." New York: MacMillan Publication Co. Inc.

Asia Pacific Economic Cooperation
1997 *Framework for the Integration of Women in APEC.*

Canada
199_ "Gender-based Analysis: A Guide for Policy Making." *Status of Women Canada.*

Inter-Agency Technical Working Group on Women in Development
1997 *Gender and Development Trainers' Manual.*

International Women's Tribune Centre.
1996 *Gender Training Forum Newsletter.*

Jagger, Alison M.
1983 "Feminist Politics and Human Nature." Sussex, England: The Harvester Press Ltd.

Moser, Caroline O. N. and Caren Levy
1986 "A Theory and Methodology of Gender Planning: Meeting Women's Practical and Strategic Gender Needs." *DPU Planning and Working Paper No 11,* Development Planning Unit, University College, London.

Moser, Caroline O. N.
1993 "Gender Planning and Development: Theory, Practice and Training." Routledge, London.

Philippines (Republic)
1993 *Guidelines for Developing and Implementing Gender-Responsive Programs and Projects.* Manila: NCRFW.

Philippines (Republic)
1995 *Philippine Plan for Gender-Responsive Development,* 1995-2025. Manila: NCRFW.

NCRFW and the CIDA ASEAN Regional Programme
1996 *Resource Package in Gender Mainstreaming.* Manila: NCRFW.
1994 *Oxfam Training Manual.*

Randall, Vicky
1987 "Women and Politics: An International Perspective." London: MacMillan Education Ltd.

Rathgeber, Eva
1990 "WID, WAD, GAD: Trends in Research and Practice." *The Journal of Developing Areas.*

Santos, Aida F. Eleanor C. Conda and Ma. Dulce F. Natividad
1999 *Toward a Gender-Responsive Legislation.* Manila: NCRFW.

Schalkwyk, Johanna, Helen Thomas and Beth Woroniuk
1996 *Mainstreaming: A Strategy for Achieving Equality between Women and Men.* Swedish International Development Agency.

Serrano, Rosanita and Pennie Azarcon-dela Cruz (eds.)
1996 *Women in Project Management: A Course Manual.* Manila:NCRFW and AusAid.

Torres, Amaryllis T, Rosario del Rosario and Rosalinda Pineda-Ofreneo
1994 *Gender and Development: Making the Bureaucracy Gender-Responsive.* Manila: NCRFW.

UNICEF
1994 *Gender Equality and Women's Empowerment Training Manual.*

www.alternet.org

www.dsausa.com

www.geocities.com/CapitolHill/Senate/1562/ecocult.html

www.homestead.com/fem

Index

A

Access *18, 19, 32, 34, 35, 38, 40, 47, 56, 57, 58, 59, 74, 85, 89, 90, 91, 92 (Book 1); 4, 21, 27, 28, 30, 34, 36 (Book 2)*
Advocacy *3, 40 (Book 2)*
Affirmative action *24, 25, 33, 38, 47 (Book 1); 3, 13, 40 (Book 2)*

B

Biological determinism *17 (Book 1); 3, 14 (Book 2)*

C

Class *21, 30, 32, 55, 59, 74 (Book 1); 4, 6, 7, 8, 27, 39, 40 (Book 2)*
Condition *xv, 19, 31, 32, 47, 56, 87 (Book 1); 3, 4, 10, 12, 13, 34, 37, 38 (Book 2)*
Conscientization *34, 58, 83 (Book 1); 3, 5, 12, 22, 28 (Book 2)*
Consciousness raising *32 (Book 1); 5, 22 (Book 2)*
Control *19, 32, 34, 35, 47, 56, 57, 58, 71, 74, 81, 82, 83, 84 (Book 1); 16, 18, 21, 23, 27, 28, 35, 36, 37 (Book 2)*

D

Development *i, ii, iii, iv, v, vi, vii, ix, x, xii, xiii, xv, xvi, xvii, xviii, xix, 11, 16, 19, 20, 23, 27, 28, 30, 31, 59, 91, 93 (Book 1); 8, 11, 13, 16, 17, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 33, 34, 35, 36, 39, 40, 41 (Book 2)*
Development planning cycle *23, 24, 33 (Book 2)*
Development planning process *xv, xvii, 27, 38 (Book 1); 24 (Book 2)*
Disadvantaged position of women *6 (Book 2)*
Discrimination *24, 31, 32, 37, 47, 58, 59, 85 (Book 1); 3, 6, 8, 9, 10, 12, 13, 22, 26, 39, 41 (Book 2)*
Double/Multiple Burden *6 (Book 2)*

E

Empowerment *iii, v, vi, ix, xii, 30, 34, 35, 54, 58, 61, 83 (Book 1); 21, 22, 23, 25, 28, 29, 36, 39, 41, (Book 2)*
Engender *25 (Book 2)*

F

Feminism,
Cultural feminism *9 (Book 2)*
Ecofeminism *9 (Book 2)*
Liberal *7 (Book 2)*
Marxist *7 (Book 2)*
Moderate *9 (Book 2)*
Postfeminism *10 (Book 2)*
Prolife *10 (Book 2)*
Radical *8 (Book 2)*
Socialist *8 (Book 2)*
Feminist *69, 71 (Book 1); 9, 10, (Book 2)*

G

GAD advocate *11 (Book 2)*
GAD budget *37, 39, 57, 59, 60, 61, 63 (Book 1); 25, 26 (Book 2)*
GAD budget policy *37 (Book 1); 25 (Book 2)*
GAD focal point *xvii, 43, 45, 50, 85, 91 (Book 1); 26 (Book 2)*
GAD mainstreaming *30 (Book 2)*
GAD perspective *xv, 27 (Book 1); 26 (Book 2)*
GAD plan *xiv, xvi, 39, 40, 41, 42, 43, 50, 59, 60, 61 (Book 1); 25, 26, 32 (Book 2)*
Gender *i, iii, v, vi, vii, ix, xii, xiii, xiv, xv, xvi, xvii, xviii, xix, 1, 2, 3, 4, 5, 6, 7, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 68, 69, 70, 71, 76, 81, 82, 83, 84, 85, 86, 87, 88, 89, 91, 93, 94 (Book 1); 1, 3, 5, 7, 8, 11, 12, 13, 14, 15, 16, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 39, 40, 41, (Book 2)*
Gender analysis *xiv, 28, 33, 34, 35, 36, 39, 56, 81, 82, 93, 94 (Book 1); 27 (Book 2)*
Gender and development *iii, v, vi, xii, xv, xvii, 27, 28, 31, 59, 91, 93 (Book 1); 10, 11, 27, (Book 2)*
Gender awareness *4, 11, 93 (Book 1); 3, 5, 12, 15, 22 (Book 2)*
Gender-based analysis in project development *28 (Book 2)*
Gender division of labor *20, 30, 31, 32, 56, 57, 82 (Book 1); 12, 27, 37, 40 (Book 2)*
Gender equality *iii, v, vii, ix, xii, 4, 14, 23, 24, 25, 35, 37, 47, 48, 54, 58, 83 (Book 1); 7, 12, 13, 21, 22, 23, 28, 29, 31, 34, 36, 39, 41 (Book 2)*
Gender equality and women's empowerment framework *35, 54, 58 (Book 1); 28 (Book 2)*
Gender equity *35 (Book 1); 12, 13 (Book 2)*
Gender gap *14, 39 (Book 2)*

Gender goals *41, 87 (Book 1); 29, 30 (Book 2)*
Gender ideology *14 (Book 2)*
Gender impact analysis *29 (Book 2)*
Gender impacts *48 (Book 1); 29 (Book 2)*
Gender indicators *30 (Book 2)*
Gender interests *47 (Book 1); 30 (Book 2)*
Gender issues and concerns *xvii, 3, 39, 60, 61 (Book 1); 30 (Book 2)*
Gender mainstreaming *iii, v, vii, xviii, 28, 29, 36, 37, 40, 42, 43, 44, 45, 46, 47, 48, 49, 50, 54, 59, 60, 61, 63, 84, 85, 94 (Book 1); 1, 21, 26, 30, 31 (Book 2)*
Gender mainstreaming evaluation framework *28, 42, 59 (Book 1); 31 (Book 2)*
Gender needs *31, 32, 33, 34, 42, 47, 56, 57, 84, 93 (Book 1); 23, 30, 36 (Book 2)*
Gender-neutral policy, program or project *32 (Book 2)*
Gender planning *59, 93, 94 (Book 1); 32 (Book 2)*
Gender relations *xv, 21, 30, 32, 33, 34, 47, 93 (Book 1); 5, 7, 33, 40 (Book 2)*
Gender relations analysis *33 (Book 2)*
Gender responsiveness *5, 42, 43, 48, 50, 61 (Book 1); 34 (Book 2)*
Gender roles *15, 17, 18, 19, 20, 21, 30, 33, 34, 35, 38, 56, 57, 84, 94 (Book 1); 15, 30, 33, 35, 36, 40 (Book 2)*
Gender sensitivity *iii, xii, xiii, xvi, 11, 13, 48, 55, 87, 88 (Book 1); 1, 3, 5, 15, 22 (Book 2)*
Gender statistics *35 (Book 2)*
Gender stereotyping *17, 19, 47, 69, 71 (Book 1); 16 (Book 2)*
Gender subordination *16 (Book 2)*
Gender-fair society *12, 22, 69, 70 (Book 1); 14 (Book 2)*
Gender-responsive development planning *xii, xiii, xvi, 38, 47, 49, 50, 62 (Book 1); 33 (Book 2)*
Gender-responsive indicator system *34 (Book 2)*

M

Mainstream *xv, 36, 41, 48, 50, 60, 83, 84, 85, 86, 91, 94 (Book 1); 25, 35 (Book 2)*
Marginalization *19, 31, 69, 71 (Book 1); 16 (Book 2)*
Multiple burden *19, 32, 69, 74, 81 (Book 1); 6, 7 (Book 2)*
Multiple roles *21, 91 (Book 1)*
Multiple roles of women *17 (Book 2)*

P

Participation *6, 9, 19, 20, 22, 24, 30, 32, 33, 34, 40, 45, 58, 71, 80, 83 (Book 1); 4, 14, 16, 17, 28, 29, 34, 35, 36, 40, 41 (Book 2)*
Patriarchy *18 (Book 1); 8, 9, 14, 18 (Book 2)*

Position *21, 25, 56, 74, 76, 82 (Book 1); 3, 4, 6, 13, 15, 18, 33, 37, 38, 40 (Book 2)*
Practical gender needs *xii, 31, 32, 33, 56, 84, 93 (Book 1); 36 (Book 2)*
Public/private dichotomy *12, 19, 28 (Book 2)*

R

Resources and benefits *19, 34, 35, 84 (Book 1); 23, 38 (Book 2)*

S

Sex *3, 4, 12, 14, 15, 17, 21, 30, 34, 35, 69, 73, 74, 88, 91, 93 (Book 1); 6, 8, 11, 15, 16, 19, 20, 26, 35 (Book 2)*
Sex-disaggregated data *35, 41 (Book 1); 38 (Book 2)*
Sexism *91 (Book 1); 9, 19 (Book 2)*
Sex roles *11, 15 (Book 2)*
Status *xv, 17, 19, 20, 21, 30, 31, 32, 38, 42, 43, 82 (Book 1);* 4, 5, 6, 7, 8, 12, 19, 27, 29, 31, 38, 39, 40 *(Book 2)*
Strategic gender needs *xii, 32, 34, 42, 56, 84, 93 (Book 1);* 36 *(Book 2)*
Structural gender inequality *39 (Book 2)*
Subordination *19, 69, 71 (Book 1); 16 (Book 2)*

T

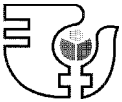
"The Personal is Political" *69, 70 (Book 1); 18 (Book 2)*

V

Violence against women *20, 23, 25, 32, 69, 76 (Book 1); 20 (Book 2)*

W

Welfare *34, 58, 83 (Book 1); 10, 23, 28, 39, 40 (Book 2)*
Women and development *39, 40 (Book 2)*
Women in development *vii, xii, 32, 37, 59, 94 (Book 1); 27, 39 (Book 2)*



NCRFW

BOARD OF COMMISSIONERS

Aurora Javate-de Dios
Chairperson

GOVERNMENT COMMISSIONERS	ALTERNATE REPRESENTATIVE
Sec. Luis P. Lorenzo, Jr., DA	Ms. Jindra Linda L. Demeterio
Sec. Emilia T. Boncodin, DBM	Usec. Mario L. Relampagos
Sec. Edilberto C. de Jesus, DepEd	Dir. Alice A. Pañares
Sec. Blas F. Ople, DFA	Usec. Delia Domingo-Albert
Sec. Jose D. Lina, Jr., DILG	Assec. Austere A. Panadero
Sec. Manuel M. Dayrit, DOH	Assec. Zenaida O. Ludovice
Sec. Patricia A. Sto. Tomas, DOLE	Usec. Danilo P. Cruz
Sec. Corazon Juliano-Soliman, DSWD	Usec. Lourdes G. Balanon Assec. Roda F. Yap
Sec. Manuel A. Roxas II, DTI	Assec. Armin B. Raquel Santos
DG Romulo L. Neri, NEDA	ADG Margarita R. Songco

NON GOVERNMENT COMMISSIONERS

Myrna S. Feliciano, Academe/Education Sector
Isabelita Sy-Palanca, Business and Industry
Dr. Amelou Benitez-Reyes, Culture
Eulalia H. Lim, Elderly and Disabled Sector
Victoria Tauli-Corpuz, Indigenous Peoples
Jurgette A. Honculada, Labor Sector
Alexandra Prieto-Romualdez, Media and Arts
Germelyn G. Esparrago, Urban Poor Sector
Myrna T. Yao, National Council of Women in the Philippines
Juanita V. Gomez, Peasants and Fisherfolks
Encarnacion N. Raralio, Science and Health
Damcelle S. Torres, Youth Sector

Emmeline L. Verzosa
Executive Director

Executive Director's Office

Information Resource Division

National Commission on the Role of Filipino Women
1145 J.P. Laurel St., San Miguel, Manila, Philippines
Tel. No. (632) 735 4955; 735 4767
Fax: (632) 736 4449
E-mail: edo@ncrfw.gov.ph; ird@ncrfw.gov.ph
www.ncrfw.gov.ph

with support from the

Canadian International Development Agency