

POSITION PAPER

GENDER EQUALITY

February 2021

What is gender and gender equality all about and why is it important? How to work with gender equality in international projects and partnerships? If you are asking yourself these questions, this position paper is for you. It presents a broad definition of gender and concepts related to gender equality – as well as lessons learnt, ideas and tools for working towards gender equality in your project and partnership.

WHY WORK WITH GENDER AWARENESS AND GENDER EQUALITY?

Women and men, girls and boys have the same universal human rights. Nonetheless, young men and women, boys and girls experience different **opportunities** because of their gender. There are different expectations to young men and young women that effect their degree of **participation** and **influence** – politically, economically, and socially. Women and girls are in some cases marginalized and deprived of their rights on the grounds of cultural norms and tradition. Boys and men can also experience pressures and barriers based on their gender.

Gender roles and **gender-based power relations** exist at all levels and in all societies – in organizations, on the job market, in politics, the educational system, the health sector, in the family, the local community, in public space etc.

When you apply for funds for an international project at DUF, it is a demand that gender equality is integrated in the analysis of the context that you want to work in and in the project design. A precondition for gender equality is that both women and men, girls and boys, are free to develop their personal skills and make choices without

» INTERSECTIONALITY & MULTIPLE DISCRIMINATION

Intersectionality means that social variables such as gender, age, ethnicity, class, religion, disability, and sexual orientation etc. interact and often merge. Belonging to or identifying with a certain group or having a certain identity can make some individuals or groups more vulnerable or exposed to inequalities, discrimination, and violations. For example, a woman is not just a woman – she also has or is ascribed a certain ethnicity, age, sexual orientation etc. Having an **intersectional approach** means that you are attentive to how different social variables combined lead to certain power relations and inequalities. A combination of social variables can amplify discrimination and inequality. For example, some women have a lot of power, influence, and resources, while other women are marginalized and in vulnerable situations. For example, living in poverty and at the same time belonging to an ethnic minority can make a person more exposed to marginalization and discrimination from different sides. In a development context, e.g. women from indigenous populations often experience more discrimination. For example, women belonging to Aymara Indians in Bolivia face more discrimination than Creole or Mestizo women.

» INTERNATIONAL HUMAN RIGHTS FRAMEWORKS AND BODIES ON GENDER EQUALITY

The Universal Declaration of Human Rights states that all human beings are born free and equal in dignity and rights. DUF's international work is based on a human rights-based approach. Gender equality is an important part of the rights-based work. Rights related to gender equality are stipulated in international law and global commitments monitored by UN bodies.

The Commission on the Status of Women (CSW) is the principal global intergovernmental body dedicated to the promotion of gender equality and the empowerment of women.

The Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) is often described as an international bill of rights for women. It defines discrimination against women and sets up an agenda for national action to end such discrimination.

The Vienna Declaration and Programme of Action states that "the human rights of women and of the girl-child are an inalienable, integral and indivisible part of universal human rights") and places emphasis on eliminating all forms of gender-based violence.

The Beijing Declaration and Platform for Action is the most comprehensive expression of States' commitments to the human rights of women and includes strategic objectives to eliminate discrimination against women and achieve equality between women and men. .

UN Women UN Entity for Gender Equality and the Empowerment of Women. It was established to accelerate progress on meeting the needs of women and girls worldwide.

United Nations Population Fund (UNFPA) deals with population and development issues with a focus on sexual and reproductive health and rights.

International Conference on Population and Development (ICPD) The issues taken up in its Programme of Action concern women's human rights, incl. gender equality, the family, reproductive health, birth control and family planning, women's health etc.

Source: Women's Rights are Human Rights

being confined by gender stereotypes or gender roles. Gender equality makes it necessary to pay attention to, value and equally favour various behaviours, hopes, ambitions and needs/requirements of women and men, girls and boys. Gender equality is achieved when women and men, girls and boys, have rights, power, resources and opportunities that are equally distributed – and when they all are able to choose and decide for their own lives and equally participate in and have influence on society.

Gender equality is not only a women's issue and not just about women's empowerment. It is the responsibility of

both men and women to make sure that everybody experiences equal rights, opportunities, and respect – regardless of their gender. Men and boys can feel excluded from discussions on gender equality. But the circumstances of women and girls cannot improve without including men and boys and their perspectives and realities. Moreover, men and boys are also affected by rigid gender norms and can benefit from gender equality, so it is important to fight for the rights of men and boys, e.g. the right to a larger share of the parental leave. Thus, when you work for achieving gender equality, it is important to include the perspectives of both women and

» GENDER EQUALITY IN THE UN SUSTAINABLE DEVELOPMENT GOALS (SDGS)

Gender equality is also an important part of the SDGs. Gender equality and gender related issues appears in several of the goals. Here, you can read SDG no. 5 on gender equality in its full length. The targets reveal some of the challenges that remain to achieve gender equality:

Sustainable Development Goal no. 5: Achieve **gender equality** and **empower** all women and girls.

- Target 5.1: End all forms of **discrimination** against all women and girls everywhere.
- Target 5.2: Eliminate all forms of **violence against all women and girls** in the public and private spheres, including trafficking and sexual and other types of exploitation.
- Target 5.3: Eliminate all **harmful practices**, such as child, early and forced marriage and female genital mutilation.
- Target 5.4: Recognize and value **unpaid care and domestic work** through the provision of public services, infrastructure and social protection policies and the promotion of shared responsibility within the household and the family.
- Target 5.5: Ensure women's full and effective **participation and equal opportunities** for leadership at all levels of decision-making in political, economic, and public life.
- Target 5.6: Ensure universal access to **sexual and reproductive health and reproductive rights**.
- Target 5.a: Undertake reforms to give women **equal rights to economic resources**, as well as **access to ownership and control over land and other forms of property**, financial services, inheritance, and natural resources.
- Target 5.b: Enhance the use of **enabling technology**, in particular information and communication technology, to promote the empowerment of women.
- Target 5.c: Adopt and strengthen **sound policies and enforceable legislation** for the promotion of gender equality and the empowerment of all women and girls at all levels.

<https://sdgs.un.org/goals/goal5>



men, girls and boys. It is also vital to pay attention to the relationship between and among men and women, boys and girls, and to comprehend that social structures influence the type of interaction that there is between them. If not, activities targeting women can become ineffective. DUF recommends that you consider how young men and women contribute to, participate in, maintain, or reproduce gender relations.

Because men and women, boys and girls might have different experiences and needs and may also be affected differently by your activities, it is important to carry out a **gender analysis** when planning a project. That includes that you explore and map the differences between and among the women, men, girls and boys in your project when it comes to how **resources, opportunities, constraints and power** is distributed between them in a given context. When applying for financial project

support from DUF's International Pool, you need to include gender analysis as an element in your problem and context analysis, choice of target group and project strategy.

HOW TO WORK WITH GENDER EQUALITY?

When you carry out a gender analysis as part of your project design, DUF recommends that you **consider the following key elements**:

Sex and gender

The concepts biological sex and gender can help you to understand how your project affects men, women, girls, and boys.

» WHAT DO WE MEAN BY **SEX** AND **GENDER**?

The term "gender" differs from the term "biological sex". Sex and gender are concepts used to make a distinction between biologically given and socially constructed differences.

Biological sex refers to biological characteristics that are used to define humans as female or male. It refers to biological differences between women and men, regardless of age, ethnicity, or other variables. But human beings are diverse, and there is a broad grey zone of natural variations that exceed this generalizing division into "male" and "female". Please see the glossary to learn more about binary and non-binary gender understandings.

Gender is the term used about **socially constructed** differences between the sexes. Gender describes how femininity and masculinity is defined by norms and cultural expectations, and how women and men are ascribed to different roles and relationships, personality traits, attitudes, behaviours, values, and levels of power and influence. But gender is also about the **relationship** between men and women. So, a gender analysis must not just analyze the differences between women and men, girls and boys – but also the relationship between them (e.g. differences in access to power, life opportunities, vulnerabilities, and strategies for change) – as well as the differences between various groups of women, men, boys and girls (e.g. regarding age, ethnicity, background, sexual orientation etc.) These are examples of common gender issues:

- **Gender-based violence:** violence mainly committed towards women and girls based on their gender. 1 in 3 women experience physical or sexual violence. For example, sexual harassment is a common experience for many young women for instance in school, at work, in public space etc.
- **Gender gap in the labour market:** there are differences between men and women in employment rate, part-time work, unpaid care work and family responsibilities, access to rights and assets (professions and decision-making positions), hourly wages (gender pay gap), and possibilities for economic independence.
- **Gender in education:** more girls than ever finish primary school. But gender disparity widens at secondary and tertiary school levels in many countries. Young women drop out of school because they get married, get pregnant, or due to family responsibilities. This can again impair future job opportunities and economic independence.
- **Health related gender issues:** certain forms of violence and harmful practices bring danger to women and girls, incl. child marriage and female genital mutilation (FGM). FGM can cause severe emotional and physical trauma, incl. reproductive and sexual health complications.

To make a distinction between sex and gender is sometimes – rightly – criticized. People have different gender identities, gender expressions or sexual orientations. However, a distinction can for some purposes be useful for practical reasons. "Man" and "woman", "boy" and "girl", "male" and "female" are used as social categories at all levels of society and do therefore have a significance for the lives and opportunities of human beings in reality – regardless of how they perceive themselves or what they identify as. This reality makes it difficult to completely avoid these categories – also when you want to create positive changes through your international projects.



GENDER ROLES AND RESPONSIBILITIES

Gender roles are expected actions and behaviour ascribed to men and women, boys and girls by their society in accordance with prevalent cultural norms and traditions. Gender defines the roles and responsibilities that women and men, girls and boys are expected to take upon them in their context and culture – in the home/household, school, workplace, community, in the political organisation, the government etc.

Social expectations to men and women may vary greatly in different societies, depending on culture and social and political structures. As gender expectations are socially negotiated, roles and responsibilities can vary or change over time. In many contexts, women are expected to be the prime caregiver for the children. In some contexts, men gradually take more responsibility in the private sphere, and women likewise in the public sphere.

When you do a gender analysis, you should point out differences in roles and responsibilities to understand how men and women, girls and boys interact, what they do and are expected to do in terms of expected roles and responsibilities. The socially determined roles and relationships between men and women are often taken for granted and seen as natural. You need to analyze these underlying understandings and practices that keep women and men in certain roles and relationships. Otherwise, they will often be reproduced.

- Are volunteers or the primary target group of your project activities committed to certain roles and responsibilities due to their gender? How does it affect the project? Does it have any consequences for the project? Do you take these circumstances into account in your project?
- Are there differences among the male and female volunteers in the type of engagement in community/voluntary work in your organization or in the partner organization?

GENDER DIVISION OF LABOR

Men and women are often engaged in different activities – also in youth organizations and projects, why it is important to consider when reflecting upon your and your partner's organizational structures. When we look at the division of labor through a gender lens, we look at the roles, responsibilities and activities assigned to men and women according to what society and people around us think is appropriate.

In some societies, women and girls are more engaged in household chores and childrearing than men and may have less time for community engagement and organizational work. In some organizations, men tend to take up leadership positions, while women are mainly employed in positions at a lower level.

» Bifrost arranged a role play with their partner organization Beit Byout in Palestine, where young men tried to play the role of women in this role play. Participating in this role play was an eye opener for the young men, who – through trying to see things from women's perspective – became aware some of the issues that their mothers and sisters were struggling with. This realization made some of the young men apologize to their mothers and sisters for their previous behaviour. Sometimes, becoming more aware of one's privileges or the disadvantages and specific challenges of other groups in society, can create more understanding, empathy, and dialogue.

- Which tasks, roles and responsibilities do young men and women get within your organizations and your project?
- In which areas of the organization do young men and women have influence and where are they involved in decision making?
- Are there differences between women and men, girls and boys in their roles and power in decision making?

ACCESS TO AND CONTROL OVER RESOURCES

Resources can be understood as means and goods, such as time, status, and financial means. You can also look at access to project activities. Examples of resources:

- Economic (household income, cash, inheritance)
- Productive (land, equipment, tools, work, credit)
- Political (capability for leadership, decision making, information and organisation)
- Time

A person has **access to resources** when able to *use and benefit from* resources. Benefits means economic, social, political, and psychological benefits from the use of resources.

A person has **control over resources** when able to *decide over or take part* in decision making over the use of resources. Control over resources therefore implies both 1) access to a resource or an activity and 2) taking part in decision making about the use of the resource or activity. For example, control over land means that women can

access land (use it), own land (be the legal title-holder), and make decisions about whether to sell or rent the land.

- Who has access and takes part in which activities in your organization?
- Who takes part in making agendas and decisions in your organization or project? Do both genders participate equally in decision making?
- Who benefits from the work done in your organization/project?
- Which resources do your volunteers and target groups have /not have access to/control over? Is it relevant for your project to include considerations on access to/control over resources?
- Does your project aim to enhance the primary or secondary target group's equal access to and/or control over specific resources? Which resources, why and how?
- Which unavailable/available resources are relevant to pay attention to in the cultural context where you work and in your project?

NEEDS AND INTERESTS

Practical needs are the immediate needs of a person in its present life circumstances and have to do with what is expected of that person in its daily life. Remember to be conscious about the conditions that young men and women, boys and girls live within and take the lives that they live into account in your project planning. Certain gender norms or social expectations and roles can affect

» The Danish Social Democrat Youth work together with Akbayan Youth. In one of the projects, the partnership had decided to address issues of low participation of women in the Akbayan Youth activities. Therefore, the youth leaders planned a seminar only for women. Nobody showed up for the afternoon seminar. The youth leaders were puzzled. When the women were asked why they did not attend, it became clear that the women had no possibility to attend the activity. There were no locks on the houses, and to prevent theft, the women were expected to stay home in the afternoons. The activity was then scheduled for another time, where the women could participate.

or determine the possibilities for the participation of young men and women, boys and girls. Practical needs of your target groups and volunteers in your project and partnership can be taken into consideration when planning activities in your organization to ensure that young men and women, boys and girls can participate on an equal basis. Practical needs can often be met by practical solutions. An example could be to ensure proper sanitary facilities and sanitary pads at schools to prevent that teenage girls stay away from school while menstruating.

- *What are the practical needs and limitations of young men and women and/or boys and girls in your project? In your organization?*
- *How can you take the practical needs of young women and men and/or boys and girls into account when planning and implementing your activities?*

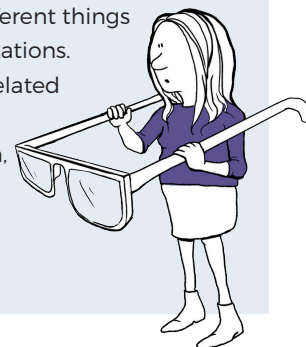
Practical gender needs refer to such needs that women and men have, in terms of making everyday life easier, such as access to water, better transportation, child-care facilities, etc. Addressing these will not directly challenge gender power relations but may remove important obstacles to women's economic empowerment. **Strategic gender needs** means needs for shifts in society in terms of gender roles and relations, such as the need for a law condemning gender-based violence, equal access to credits, equality in terms of inheritance etc. Addressing these can impact gender power relations.

When you want to change unequal relations between men and women, boys and girls, be aware that people have different **strategic interests**. Depending on the position, relationship, and resources in an organization or in society, people may have different interests in either changing or maintaining status quo and unequal relationships. An older man or woman with a leadership role might have an interest in maintaining status quo,

» PUT ON YOUR GENDER GLASSES!

Depending on the eyes that behold, we see and pay attention to different things in our daily lives and organizations.

As a way change a gender related inequality or discriminatory practice in your organization, encourage others to take an interest in and be aware of gender issues.



while a young woman or man are eager to become more involved and get influence in an organization or to create change. It is important to consider the relations between men and women with different economic, political, social, and cultural status. The more you understand different interests and motivations, the better the chance for changing unequal economic, political, social, or cultural structures.

Strategic gender interests are interests, that challenge gender divisions of power and control, and traditionally defined (gender) norms and roles. They often challenge gender divisions of labour, power and control, and traditionally defined norms and roles. They vary depending on context and can include issues like legal rights, domestic violence, equal wages, and women's control over their bodies.

» CAPACITY BUILDING FOR GENDER AWARENESS

DUF recommends that you build an understanding of gender roles and relations in your organization and project. In DUFs experience, gender awareness training is most effective, when it touches on people's personal lives and experiences of being a young man/boy or a young woman/girl. Unless peoples' own lives are brought into discussion, there is a risk that gender awareness will only be an intellectual exercise without concrete impact or potential to make a significant change.

TOOLS, MANUALS AND WEBSITES RECOMMENDED BY DUF

There is a wide range of tools support you in understanding gender issues and working towards gender equality in your project and partnership. A selection of tools can be found in DUFs toolbox:

<https://duf.dk/artikel/toolbox-til-internationale-projekter>

Below, we have listed a selection of other tools and guides that are a useful help when working with gender equality:

A COMPREHENSIVE GENDER TOOLBOX

- **The SIDA Gender Toolbox (link)**

On SIDA's website, you can find a large selection of useful tools and briefs, for example if you work with a specific topic or sector. You can find tools and briefs on different relevant topics on gender equality in international development work:

gender & **education**, gender & **health**, gender & **right to land, agriculture and food security**, gender & the **environment**, **gender-based violence**, **economic empowerment**, gender & **trade**; **women, peace and security** etc.

TOOLS FOR GENDER ANALYSIS

- **SIDA gender analysis tool (link)**
- **OXFAM Quick guide to gender analysis (link)**
- Simple frameworks for gender analysis in the **Guide to Gender Analysis Frameworks (link)**

TOOL FOR GENDER EMPOWERMENT

- **Gender and Empowerment Impact Assessment Manual (link)**

TOOL FOR GENDER MAINSTREAMING

- **SIDA gender mainstreaming tool (link)**

TOOLKITS FOR TRAININGS AND WORKSHOPS ON GENDER

- **The OXFAM gender Training Manual (link)**
- and the **ACT Allcance gender inclusive rights-based manual (link)**

MEET UP WITH DUFs CONSULTANTS

DUF can provide inspiration on how to design capacity building workshops on gender and advice on how to integrate gender awareness and work towards gender equality in your project.

Consider to make use of local consultants to do workshops and support processes to strengthen the work with gender issues in the partnership and in the partner organization.



This position paper presents DUFs definition of gender – and ideas and tools for working with gender issues and gender equality. An advice is to tailor your approach to your own organizational setup, the work of your organization and the context you are working in.

We have included the tools used in DUFs learning activities – and we refer you on to other toolkits and manuals on gender quality. In doing so, we hope to stimulate your own thinking and ideas on how the methods and tools we present may be useful in your own work to create positive change.

GLOSSARY

Equal opportunities for men and women: Absence of barriers to economic, political and social participation on grounds of sex and gender.

Equal access to resources for women and men: Concept implying that both women and men have equal access to, use of and benefit from all specific resources (material, financial, human, social, political, etc.).

Gender: The socially constructed roles and relationships, personality traits, attitudes, behaviours, values, relative power and influence that society ascribes to women and men on a differential basis. Gender is relational and refers not simply to women or men but to the relationship between them.

Binary gender understanding: an understanding of the gender as consisting of two independent and opposite forms of femininity and masculinity. Concerning gender identity, the two forms are "man" and "woman" (for children: "boy" and "girl"). When it comes to gender expression, the two forms are "masculine" and "feminine". In this gender understanding, there are not more than two forms of gender; there are no grey zones between the two. A person can only either be "man" or "woman" – not both, neither nor or something in between.

Non-binary gender understanding: an understanding of the gender as consisting of a great variation or gender identities or gender expressions that do not fit into a binary gender understanding. Within this understanding, gender is considered as more and other than only masculine and feminine; a person can identify as both, neither-nor, or as something in between the two (masculine and feminine).

Sex: The biological characteristics that define humans as female or male. A person's sex (e.g. male, female etc.) is usually assigned at birth based on one's physical biology.

Gender analysis: The study of differences in conditions, needs, participation rates, access to resources, control of assets, decision-making powers, etc. – between women and men in their assigned gender roles.

Gender awareness: Ability to view society from the perspective of gender roles and understand how this has affected women's and girls' needs in comparison to the needs of men and boys.

Gender-based violence (GBV): Violence directed against a person because of that person's gender, gender identity or gender expression, or which affects persons of a particular gender disproportionately. Both women and men experience GBV, but it is mainly committed towards women and girls, incl. rape, harassment, and female genital mutilation. GBV is deeply rooted in gender inequality and is still one of the most notable human rights violations in all societies. GBV and violence against women (VAW) are terms often used interchangeably, as most GBV is inflicted on women and girls, by men. Using the 'gender-based' aspect is important, as it highlights how many forms of VAW are rooted in power inequalities between women and men. **Harassment** is unwanted conduct related to the sex of a person occurring with the purpose or effect of violating the dignity of that person, and of creating an intimidating, hostile, degrading, humiliating or offensive environment.

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' (CEDAW), Article 1. Discrimination can stem from both law, or from practice.

Gender equity: Provision of fairness and justice in the distribution of benefits and responsibilities between women and men.

Gender equality: Equal rights, responsibilities and opportunities of women and men and girls and boys. Gender equality entails that all human beings, both women and men, are free to develop their personal abilities and make choices without limitations set by stereotypes, rigid gender roles or prejudices. Gender equal-

ity means that the different behaviours, aspirations and needs of women and men are considered, valued and favoured equally.

Gender gap: Gender gap is a term used to describe the unequal outcomes achieved by women and men on the labour market, as well as women's restricted access to rights and assets worldwide. No country in the world has fully closed the gender gap.

Gender identity: The gender(s) that a person identifies with. Each person's deeply felt internal and individual experience of gender, which may or may not correspond to the sex assigned at birth, including the personal sense of the body (which may involve, if freely chosen, modification of bodily appearance or function by medical, surgical, or other means) – and other expressions of gender, incl. dress, speech and mannerisms.

Gender expression: People's external manifestation of their gender identity, and the one that is perceived by others. Gender identity can be expressed through one's name, pronouns, behaviour, clothing, haircut, voice or bodily characteristics. Society often identifies these cues as masculine and feminine; what is considered masculine and feminine changes over time and varies by culture. Transgender people may seek to make their gender expression match their gender identity rather than the sex they were assigned at birth.

Sexual orientation: Describes to whom a person is sexually attracted. Some people are attracted to people of a particular gender; others are attracted to people of more than one gender. Some are not attracted to anyone.

Gender mainstreaming: The process of assessing the implications for women and men of any planned action, including legislation, policies or programmes, in any area and at all levels. It is a strategy for making women's as well as men's concerns and experiences an integral dimension in the design, implementation, monitoring and evaluation of policies and programmes in all political, economic, and social spheres so that women and men benefit equally and inequality is not perpetuated.

Gender pay gap: The gap between the average earnings of men and women. In all countries, women earn less or significantly less (10-30%) than men for the same work.
http://www3.weforum.org/docs/WEF_GGGR_2020.pdf

Gender roles: Prescriptions for action and behaviour assigned to men and women by society according to cultural norms and traditions. Social and behavioural norms which, within a specific culture, are widely considered to be socially appropriate for individuals of a specific sex.

Gender stereotypes: preconceived ideas whereby males and females are arbitrarily assigned characteristics and roles determined and limited by their sex. Sex stereotyping can limit the development of natural talents and abilities of boys and girls, women and men, educational and professional experiences as well as life opportunities in general.

LGBTQ++/LGBTQIA: Umbrella term used to denote individuals from the Lesbian, Gay, Bisexual, Trans and Queer/Questioning Community.

Masculinity: Different notions of what it means to be a man, including patterns of conduct linked to men's place in a given set of gender roles and relations.

- **Caring masculinity:** Opposite of hegemonic masculinity; based on men taking care-giving roles (as involved fathers) instead of provider roles (as breadwinners).
- **Hegemonic masculinity:** Cultural norm that continuously connects men to power and economic achievements.
- **Hypermasculinity:** Exaggerated image of hegemonic masculinity, mainly in the media. It over-emphasises ideals such as physical strength, aggression and sexuality set out for men, thereby reinforcing them.

Multiple discrimination: Certain groups of women (due to the combination of their sex with other factors, such as their race, colour, language, religion, political opinion, national or social origin, association with a national minority, property, birth etc.) are in an especially vulnerable position. In addition to discrimination on the grounds of sex, these women are often subjected simultaneously to one or several other types of discrimination. An intersectional approach can help you to be aware of multiple discrimination.

Sexual and reproductive health and rights (SRHR): Sexual rights include the right of all persons, free of coercion, discrimination and violence, to the highest attainable standard of health in relation to sexuality, incl.

access to sexual and reproductive healthcare services; the capacity to seek, receive and impart information in relation to sexuality; access to sexuality education; respect for bodily integrity; free choice of partner; the right to decide to be sexually active or not; the right to consensual sexual relations; the right to consensual marriage; the right to decide whether or not, and when, to have children; and the right to pursue a satisfying and safe sexual life. Reproductive rights are the basic rights of all couples and individuals to decide freely and responsibly the number, spacing and timing of their children and to have information and means to do so, and the right to attain the highest standard of sexual and reproductive health.

Unpaid work: Work that produces goods and services, but which carries no direct remuneration or other form of payment like housework and care work.

Women's empowerment: Process by which women gain power and control over their own lives and acquire the ability to make strategic choices. 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.

For a comprehensive and useful list of gender concepts and definitions, see: <https://eige.europa.eu/thesaurus/overview>

Sources: EIGE (European Institute for Gender Equality) (2020), Sweden's government agency for development cooperation (SIDA) (2021), UN Women Guidance Note "Gender Mainstreaming in Development Programming" (2014), LGBT Denmark (2020), Danish Ministry of Foreign Affairs Gender Equality Toolbox (2008), World Economic Forum Global Gender Gap Report (2020).