



TOOLKIT FOR COMPLIANCE WITH USAID POLICY ON GENDER EQUALITY

GUIDANCE FOR USAID/LEBANON AND IMPLEMENTING MECHANISMS

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Cover photo by PMSPL

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DISCLAIMER

The authors' views expressed in this publication do not necessarily reflect the views of the United States Agency for International Development or the United States Government.

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ACRONYMS

ADS	Automated Directives System
CDCS	Country Development Cooperation Strategy
C-TIP	Counter Trafficking in Persons
CSO	civil society organization
DO	Development Objective
GE/FE	Gender Equality and Female Empowerment
GBV	Gender-based Violence
IGWG	Interagency Gender Working Group
IM	Implementing Mechanism
IR	Intermediate Result
LGBTI	Lesbian, Gay, Bisexual, Transgender, and Intersex
MO	Mission Order
MSME	micro-, small-, and medium-sized enterprises
M&E	monitoring and evaluation
PAD	Project Appraisal Document
PMP	Performance Monitoring Plan
PPR	Performance Plan and Report
RAA	Required as Applicable
RFA	Request for Applications
RFP	Request for Proposals
SOW	Scope of Work
TIP	Trafficking in Persons
UN	United Nations
USAID	United States Agency for International Development
USG	U.S. Government
VTE	Vocational and Technical Education

INTRODUCTION

WHY THIS TOOLKIT?

Gender equality and female empowerment are core development objectives, fundamental to the realization of human rights and key to effective and sustainable development outcomes.

Unless both women and men are able to attain their social, economic, and political aspirations, and contribute to and shape decisions about the future, the global community will not successfully promote peace and prosperity.

The United States Agency for International Development (USAID), therefore, “strongly encourages its recipients and their sub-recipients and vendors (at all tiers), performing both in the United States and overseas, to develop and enforce comprehensive nondiscrimination policies for their workplaces that include protection for all their employees on these expanded bases, subject to applicable law.”¹ In line with USAID Gender Compliance requirements,² it is imperative that due attention is given to integration of issues of gender equality into USAID programs and projects.

USAID is committed to mitigating adverse impacts that may occur when the integration of gender equality and equity are not addressed effectively throughout the program cycle. The USAID [Gender Equality and Female Empowerment \(GE/FE\) Policy](#) and USAID’s [Automated Directives System \(ADS\) Chapter 205](#), “Integrating Gender Equality and Female Empowerment in USAID’s Program Cycle” serve as guides for USAID staff and Implementing Mechanisms (IMs) in considering gender equity and supporting gender equality.

Realizing these policies will enable USAID to be a catalytic force for gender equality and women’s empowerment worldwide, and bring to fruition the vision of a world in which all people are equally empowered to secure better lives for themselves, their families, and their communities.

USAID/LEBANON’S COMMITMENT TO GENDER-INCLUSIVE DEVELOPMENT³

USAID stands to play an important role in bringing about fundamental changes in Lebanese women’s status and gender relations. The prospects of USAID contributing effectively to the elimination of gender discrimination in Lebanon are quite positive and may be facilitated by many factors.

For instance, Lebanon enjoys an active civil society, high female literacy rates, and an open social environment armed with a constitutional democracy based (at least in principle) on freedom of expression and equality between men and women. On the other hand, Lebanese women do face discrimination at many levels, which is aggravated by increasing economic disparities, ongoing conflict and security problems, a rise in social and religious conservatism, and gender stereotypes.

USAID has a large portfolio of projects that cover a wide range of issues critical to the development of the Lebanese economy and the well-being of the society as a whole. The success of these interventions depends largely on structural gender mainstreaming in all stages of design, planning, implementation, and evaluation of program activities. Most importantly, it requires active partnerships and collaboration with all relevant stakeholders, including state institutions, the private sector, the media, civil society, women’s machinery, and the wider international development

¹ Standard Provisions for U.S. Nongovernmental Organizations, A Mandatory Reference for ADS, Chapter 303.

² As reflected in ADS 205.3 under Policy Directives and Required Procedures, effective date: 07/17/2013.

³ Where gender-neutral language is used (example: “community members, farmers, entrepreneurs, etc.”), it shall be understood as inclusive of both men and women.

community in Lebanon. These factors provide real opportunities for promoting change in Lebanon in line with the tenets of USAID's GE/FE Policy.

Addressing challenges and building on strengths, USAID/Lebanon's Country Development Cooperation Strategy (CDCS) identifies specific areas of focus in promoting gender-inclusive development.

Through Intermediate Result 1.4 (strengthened civil society contributing effectively to participatory and democratic governance), USAID/Lebanon will work with local civil society organizations (CSOs) engaged in community, regional, and national programs including, potentially, those working on issues related to gender-based violence (GBV). The number of women-run CSOs and percentage of women engaged in programs across civil society will be tracked.

Gender equality is a focus of Development Objective 2 (inclusive economic growth enhanced). The CDCS identifies the issue of limited workforce and skills training opportunities clearly linked to job opportunities, especially for youth, women, and vulnerable groups. As a result, workforce development through skills training – including higher education and vocational and technical instruction for youth and women – is planned to help alleviate unemployment and reduce poverty (IR 2.1: Increased private sector competitiveness). In working with micro-, small- and medium-sized enterprises (MSMEs) to increase access to finance, specific attention will be given to new business start-ups owned by women and women entrepreneurs (IR 2.2).

PURPOSE OF THIS TOOLKIT

This toolkit presents guidelines, procedures, and tips to aid USAID/Lebanon personnel and IMs in the compliance with USAID's GE/FE policy and ADS Chapter 205.

Specifically, this toolkit will:

- Provide principles and a general framework for integrating gender concerns into USAID funded activities.
- Serve as a reference point for all USAID/Lebanon staff and IMs on USAID gender equity and female empowerment compliance procedures and requirements.
- Guide staff in integrating gender equity and female empowerment principles throughout USAID's program cycle, including monitoring and evaluation (M&E).

HOW TO USE THIS TOOLKIT

This toolkit includes information from and links to key USAID documents and other resources to guide USAID/Lebanon personnel and IMs in integrating gender across the USAID Program Cycle for USAID/Lebanon-funded activities.

The resources, tips, and tools provided are of particular relevance for project design and implementation, monitoring, and evaluation.

USAID'S POLICY GUIDANCE ON GENDER INTEGRATION

Under the Gender Equality and Female Empowerment Policy, USAID makes investments to achieve three overarching outcomes:

- Reduce gender disparities in access to, control over, and benefits from resources, wealth, opportunities, and services – economic, social, political, and cultural.
- Reduce gender-based violence and mitigate its harmful effects on individuals.
- Increase capability of women and girls to realize their rights, determine their life outcomes, and influence decision making in households, communities, and societies.

These outcomes are especially important for males and females who are marginalized or excluded due to ethnicity, gender identity, sexual orientation, lack of income, disability, or other factors.

USAID assesses the implementation of the GE/FE Policy using appropriate performance benchmarks, such as:

- Gender integration into the results frameworks of CDCS.
- An increase in budget attributions to gender equality, women's empowerment, and prevention of gender-based violence in Operational Plans.
- Use of the gender equality indicators in performance plans and reports.
- An increase in gender integration in procurements and solicitations.

ADS 205 was introduced in 2013 as a direct result of USAID's GE/FE Policy to guide staff in integrating gender across the program cycle. ADS Chapter 205 draws from the GE/FE Policy and considers the [U.S. National Action Plan on Women, Peace and Security](#); the [U.S. Strategy to Prevent and Respond to Gender-based Violence Globally](#), USAID's [Vision for Ending Child Marriage and Meeting the Needs of Married Children](#), and USAID's [Counter-Trafficking in Persons Policy \(C-TIP\)](#). Together, these policies and strategies provide guidance on pursuing more effective, evidence-based investments in gender equality and female empowerment and incorporating these efforts across the Program Cycle. It also elaborates on the requirements in ADS 201, 202, and 203 for integrating gender equality and women's empowerment into all budgeting and reporting, in addition to programming.

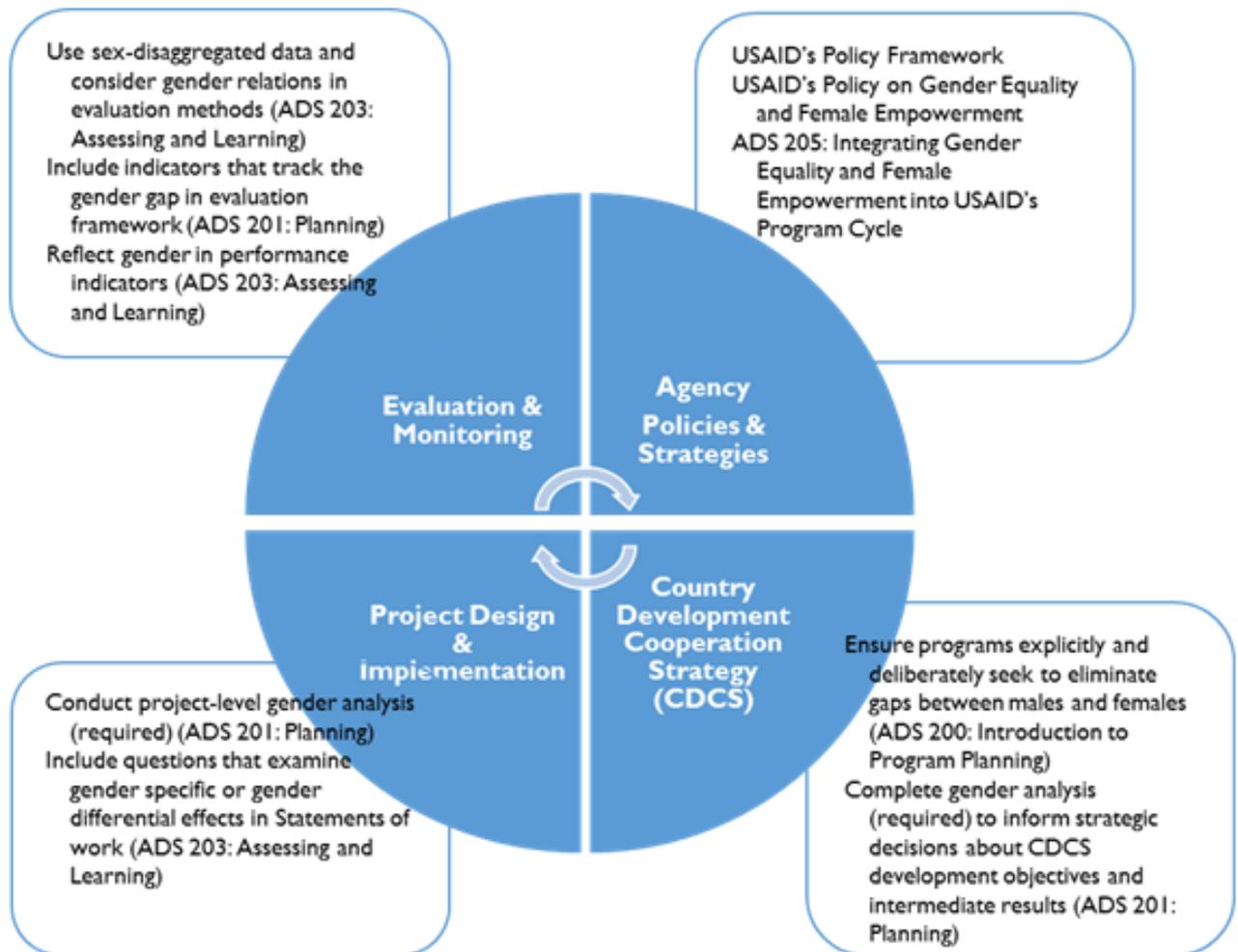
Missions have specific responsibilities that include staff across functions.

- Having (and keeping current) a Mission Order (MO) on gender that describes how the Mission will implement the Agency's GE/FE policy
- Integrating gender analyses findings and recommendations into the CDCS and project designs
- Holding implementing partners responsible for integrating gender into programming, including developing gender-sensitive indicators that measure specific gender-related goals
- Ensuring partners consistently report to USAID on results related to GE/FE when required by the contract or agreement
- Providing data on gender in required reporting
- Appointing a Mission Gender Advisor or a gender point of contact (depending on the size of the Mission)
- Ensuring findings from gender analyses for projects are clearly reflected in all sections of all solicitation and award documents

Source: ADS 205.2

GENDER AND THE USAID PROGRAM CYCLE

USAID’s focus on gender equality can be seen through several policies. The graphic below illustrates the relationship of some key requirements to the four components of the USAID Program Cycle. Considering gender integration throughout the Program Cycle supports cohesiveness, builds accountability, and increases adherence to policies. USAID personnel and IMs must be able to recognize signs of gender discrepancies and gender-based discrimination, as well as respond appropriately, across all phases of the Program Cycle.



INTERGRATING GENDER INTO USAID PROGRAMS

MANDATORY GENDER ANALYSIS

GE/FE Policy specifies that gender analysis is the key tool USAID will employ in order to integrate gender effectively across the programming cycle. A gender analysis must be conducted at two different levels:

- at the strategy/country level for the CDCS
- at the project/activity level in the design phase.

For the **CDCS** strategy/country level, the gender analysis focuses at the macro level to identify societal gender inequalities or obstacles to female empowerment so that findings can be used in the development of the Results Framework. It must provide quantitative and qualitative information on the key gender gaps at the country level and in the specific sectors where Mission resources are likely to be concentrated. The analysis should also provide, to the extent possible, information about groups of women or men that are particularly disadvantaged or that have strong unmet needs for empowerment (e.g., lesbian, gay, bisexual, transgender, and intersex (LGBTI) persons, women from marginalized ethnic groups, women with disabilities). On the whole, it allows for a gender lens on the CDCS Goal, Development Objectives (Dos), and intermediate results/sub-intermediate results (IRs/Sub-IRs).

The conclusions of country-level gender analysis should be used to shape and inform the specific questions that are asked about gender at the project or activity level.

At the **project** level, a gender analysis looks at a more micro level to identify:

- the relevant gaps in the status, needs, and priorities of men and women
- the root causes of the existing gender inequalities
- anticipated levels of participation of women and men that could hinder overall project outcomes
- differences in the status of women and men that could be closed as a result of the project
- possible differential effects the project might have on men and women.

This gender analysis should influence the project design to ensure that it explicitly addresses any disparities and includes actions to reduce the inequalities that are revealed. The findings must be referenced throughout the Project Appraisal Documents (PADs) or Action Memorandum, and discussed specifically in the problem statement, activities, M&E plan, and personnel requirements. The project-level gender analysis will also collect sex-disaggregated baseline data to measure against results.

What is Gender Analysis?

Gender analysis is a systematic process to identify, understand, and explain gaps between males and females that exist in households, communities, and countries, and the relevance of gender norms and power relations in a specific context. Gender analysis supports gender integration—identifying, and then addressing, gender inequalities during strategy and project design, implementation, and M&E.

To the extent possible, both levels of analysis described above must include descriptive statistics on the status of males and females, disaggregated by age, income, ethnicity, race, location and social relevant categories (e.g., disability, LGBTI) in:

- Education
- Health
- Political participation
- Economic activity and earnings
- Time use
- Violence
- Other relevant areas

How is a Gender Analysis Conducted?

Carrying out gender analysis – at the country level and for project designs – requires consultation with a wide variety of key stakeholders to ask questions and gather information on the gender situation:

- With gender experts at nongovernmental organizations, donors, and other organizations who may be able to outline key gender issues in the sector that will be the focus of the project.
- With the original project implementers (if the project is a continuation of a similar project) who may be able to relay any gender issues that they integrated into their programming, or that arose as they implemented their project. They may also be able to advise on unexpected consequences of the project in terms of the relationships between men and women or the status of either sex.
- With women and men in communities where the project will be implemented. Solicit their perceptions of whether the project will result in equal outcomes for men and women, and also identify gender issues that may not have been considered in the initial stages of project design.

Examination of statistics and available quantitative and qualitative data from the government, academic institutions, United Nations (UN) agencies, and others may also reveal relevant gender issues in the sector in which you plan to work.

In addition, IMs must read the report [Gender Assessment for USAID Lebanon](#) undertaken by USAID/Lebanon in 2012.

ADS 205 requires consideration of specific domains in gender analyses. There are many different frameworks that can guide the types of questions asked within these domains and, in some cases, the components of different frameworks may be relevant to a specific project. The Six Domains of Gender Analysis – developed by USAID’s Interagency Gender Working Group (IGWG) – is one that meets these criteria. It was designed to collect and organize information pertaining to gender differences in health, but it is applicable to most areas USAID works in.

Domain	Description	Key Issue ⁴
Access to assets	A person’s ability to use the necessary resources to be a fully active and productive participant (socially, economically, and politically) in society. It includes	Who has access to which particular assets? What

⁴ Adapted from Duban, Elisabeth and Cozzarelli, Catherine. 2012. *Toward Gender Equality in Europe and Eurasia: A Toolkit for Analysis*, USAID, available at: http://pdf.usaid.gov/pdf_docs/pnaea292.pdf; and USAID. 2011. *Tips for Conducting a Gender Analysis at the Activity or Project Level: Additional Help for ADS, Chapter 201*, USAID, available at: <http://www.usaid.gov/sites/default/files/documents/1865/201sae.pdf>.

Domain	Description	Key Issue⁴
	access to resources, income, services, employment, information, and benefits.	constraints do they face?
Knowledge, beliefs, perceptions	The types of knowledge that men and women possess; the beliefs that shape gender identities and behavior, and the different perceptions that guide people's understanding of their lives, depending on their gender identity.	Who knows what? What beliefs and perceptions shape gender identities and norms?
Practices and participation	People's behaviors and actions in life and how they vary by gender roles and responsibilities: their current patterns of action and the ways they engage in development activities (e.g., attending meetings or trainings, accepting or seeking out services). Participation can be both active and passive.	Who does what? What are the gender roles and responsibilities that dictate the activities in which men and women participate? How do men and women engage in development activities?
Time and space	Gender differences in the availability and allocation of time and the locations in which time is spent. Considers the division of both productive and reproductive labor; identifies how time is spent; and determines how men and women each contribute to the welfare of the family, community, and society.	How do men and women spend their time, as well as where and when?
Legal rights and status	How people are regarded and treated by customary legal codes, formal legal codes, and judicial systems. Encompasses legal documentation such as identification cards, voter registration, and property titles. Also includes the right to inheritance, employment, atonement of wrongs, and legal representation.	How are women and men regarded and treated by customary and formal legal codes?
Balance of power and decision making	People's ability to decide, influence, control, and enforce personal and governmental power. Includes capacity to make decisions freely, exercise power over one's body at all levels, and make household and individual economic decisions (including the use of household and individual economic resources, income, and the choice of employment). It also describes the decision to vote, run for office, and enter into legal contracts.	Who has control over the power to make decisions about one's body, household, community, municipality, and state? Are such decisions made freely?

Please refer to Tool I for general questions that can be used to develop guide questions for the project or sector.

TIPS AND RESOURCES

For an example of specific questions that may be asked during the design phase of an entrepreneurship project, please refer to [Tips for Conducting a Gender Analysis at the Activity or Project Level: Additional Help for ADS Chapter 201](#). These can be adapted for conducting a gender analysis for projects in other areas or sectors.

For questions to guide gender analysis in 16 different sectors, please refer to [Toward Gender Equality in Europe and Eurasia: A Toolkit for Analysis](#) developed by USAID's Bureau for Europe and Eurasia in 2012.

For more details on conducting gender analysis, please refer to: [Towards Gender Equality and Female Empowerment in Lebanon, a Gender Analysis Toolkit for Implementing Mechanisms](#).

GENDER INTEGRATION IN SOLICITATIONS

For solicitations, the relationship of gender equality and female empowerment to the project purpose must be:

- spelled out in the problem statement
- reflected in project design
- tracked by qualitative or quantitative indicators in performance monitoring
- addressed in the evaluation plan and reporting requirements.

Compliance with the above means project teams and others who draft and review the technical components of the solicitation need to ensure the appropriate information from the gender analysis is incorporated into the following sections:

- Background
- Statement of Work
- Statement of Objective
- Performance Work Statement
- Program Description
- Monitoring and Evaluation
- Reporting
- Key Personnel
- Instructions to Offerors or Preparation and Submission Guidelines
- Evaluation or Selection Criteria.

Please refer to Tool 2 for specific questions that can be used in reviewing each section of a Request for Proposals (RFP)/Request for Applications (RFA).

Guidance for IMs on Gender: Requirements and Approaches

A key component of successfully integrating gender into development programs is ensuring that all staff are informed about gender-sensitive approaches and that they are trained to apply them during the life of the project.

- Program operations staff and budget specialists should be familiar with USAID policies, ADS requirements, and standard indicators, and be able to provide quality control and oversight to projects that target gender considerations.
- Technical managers and Chiefs of Party/Country Directors should serve as resources to operations staff as needed.
- Contracts and compliance staff should be familiar with USAID policies, as well as specific contract requirements that address donor gender policies.
- Communications staff should highlight gender in both internal and external publications and, when possible, emphasize how projects are responding to donor requirements and promoted approaches.
- Recruitment staff should include prior gender experience as a part of candidate selection criteria, and work to ensure that all projects and teams undergo gender-sensitive hiring processes.
- Project/field staff should undergo gender training ideally during the first few months of project start-up.

Adapted from [Integrating Gender throughout a Project's Life Cycle 2.0 A Guidance Document for International Development Organizations and Practitioners](#).

GENDER INTEGRATION INTO MONITORING, EVALUATION, AND LEARNING

Rigorous monitoring and evaluation is required to ensure gender dimensions of the project are captured and that any differences between male and female beneficiaries are captured. The process of monitoring and evaluation also provides a critical opportunity to enable course correction, particularly when the CDCS or project design did not sufficiently address gender gaps and female empowerment.

In both performance monitoring and evaluation, staff and IMs must:

- collect appropriate, sex-disaggregated data
- ask clear questions about male and female roles to uncover intended and unintended positive and negative changes
- develop indicators designed to track changes in key gender gaps from baseline to endline
- use appropriate qualitative and quantitative methodologies.

Performance Monitoring

In ongoing and routine review of performance indicator data, progress toward meeting the three outcomes of the GE/FE Policy should be reviewed. The process entails:

- I. Developing indicators and setting annual targets for tracking progress toward achieving gender equality, and including them in the Mission Performance Management Plan (PMP) and Project M&E Plan.

2. Reviewing actual annual data against planned targets with attention to whether there are any gaps between the extent to which females and males are participating in and benefitting from projects and activities, and discussing the findings with implementing partners.
3. Ensuring that data for the sex-disaggregated and gender-sensitive indicators in the Mission PMP is routinely updated and available for use during Portfolio Reviews.
4. Inspecting the data to ensure that information for sex-disaggregated and gender-sensitive indicators is being submitted per the requirements set forth in Project M&E Plans.
5. Ensuring that Performance Plans and Reports (PPRs) detail gender equality and female empowerment results achieved in a fiscal year.
6. Analyzing unexpected results (positive or negative) affecting females, males, or both, and discussing the findings with implementing partners.
7. Taking corrective action if there are problems with, or gaps in, data collection.

For more information, please refer to USAID/PPL's [How-To Note on Gender Integration in Performance Plans and Reports](#) and USAID/PPL's [How-To Note on Gender Integration in MRRs and OPs](#)

Evaluation

Consideration of evaluation begins in the design phase of each project. It requires attention to which evaluations will be undertaken (and when) and identification of key evaluation questions. This includes:

- Identifying all evaluation questions for which sex-disaggregated data are needed. [All people-level indicators must be disaggregated by sex and collected for information before activities with beneficiaries begin (i.e., baseline) and when activities with beneficiaries end or at the end of the project (i.e., endline).]
- Considering whether key evaluation questions examine the extent to which closing gender gaps has improved project outcomes, and whether the project has transformed gender norms and reduced gender gaps.
- Identifying whether any particular sub-groups (e.g., different ages, people with disabilities, etc.) are at a disadvantage.

It is also important that evaluation designs, methodologies, data collection, and analyses adequately capture the situations and experiences of both males and females. For examples, transport surveys should cover both vehicular traffic and off-road activities, employment surveys should cover formal and informal establishments, and health surveys should account for the uptake of services by both men and women.

Indicators

The U.S. Department of State and USAID, working with internal and external technical experts, developed Standard Foreign Assistance Indicators – also known as F Indicators – to track and measure results of programs, projects, and activities supported across U.S. Government (USG) agencies, including the interventions collaboratively undertaken with host-country governments and with other donors. Implementation in such a broad fashion provides a holistic perspective on what is being achieved across USG foreign assistance efforts.

Reporting progress on these indicators to the U.S. Congress and the American people promotes transparency and demonstrates the difference foreign assistance resources can make. The results can also be used – with other data collected as well as analysis – for decision making about resource allocations.

Please refer to Tool 2 for more information on indicators.

Tips for Gender-sensitive Indicators

- *Avoid only counting bodies.* Projects should move beyond only capturing men's and women's participation in project activities. Indicators that measure adoption of new behaviors and practices—for example, the number of farmers using good agricultural practices—should also be disaggregated by sex. Increases in the volume of sales or changes in productivity should be disaggregated by the sex of the farmer.
- *Be sure you understand the implications of using an indicator disaggregated by the head of the household.* Projects often disaggregate indicators by the head of the household as substitute for capturing individual-level data. Using the head of the household, however, is not a substitute and more often will create more ambiguity about the project's impact and progress. In agriculture for example, individuals in households often manage different plots, and using just the household head as the disaggregation unit will overlook women managing plots who should be targeted for services and technologies, but who happen to reside in households headed by men.
- *Indicators should capture quality and not just quantity.* Do not be satisfied with just measuring attendance. Use indicators to capture men's and women's satisfaction with services or with the quality of their participation. How many times did women voice their opinions at the general assembly? How many proposals did women bring forward?

Source: [Integrating Gender throughout a Project's Life Cycle 2.0, a Guidance Document for International Development Organizations and Practitioners.](#)

CROSS-CUTTING CONCERNS: LGBTI AND C-TIP

Consideration of LGBTI persons is an important component of gender integration into USAID programs.

A number of USAID Missions have issued Mission Orders that promote LGBTI inclusion, which elevates awareness. They also provide training and outreach to LGBTI program beneficiaries, and promote non-discrimination at missions. USAID's vision is a world where LGBTI persons:

- are respected and able to live with dignity, free from discrimination, persecution, and violence.
- are able to participate fully in democratic decision making in their households, communities, and countries.
- have equal access to sustainable livelihoods, economic assets, and resources
- are not barred from accessing the basic education, health, and other services enjoyed by their fellow citizens, which are essential for personal well-being and growth.

For more information on this issue, including programming examples, please refer to USAID's [LGBT Vision for Action](#).

Review of issues related to Trafficking in Persons (TIP) is also important in gender integration. The gender dimensions of TIP are related primarily to the different forms of exploitation that impact females versus males in the country, as well as the distinct factors that make each sex vulnerable to trafficking. Overall, migrant women may be more vulnerable than migrant men because they are more likely to face discrimination, poverty, and limited economic opportunities—and they become even more vulnerable as a result of natural disasters, wars, and political crisis and conflict. Men are also vulnerable to trafficking, most often in situations that involve labor exploitation. Economic downturns or lack of economic opportunities, coupled with male gender role norms that emphasize responsibility to financially support a family, often lead to an increased pressure to migrate, which places men at risk.

SUMMARY AND CONCLUSIONS

Gender equality and social equity are critical for sustainable development. Attention to and integration of gender across the Program Cycle are required to achieve the goal of sustainable and equitable development.

USAID policies provide guidelines for USAID personnel and IMs to successfully develop, implement, evaluate, and learn from practices and programs that consider the status, perspectives, needs, and goals of women and girls.

Gender-inclusive strategies and activities will contribute to achievement of sustainable outcomes that support equal achievement for women and men.

GENDER INTEGRATION TOOLS

TOOL 1: EXAMPLE QUESTIONS USING THE SIX DOMAINS OF GENDER ANALYSIS⁵

Below are examples of specific questions that may be asked during the design phase of an entrepreneurship project. Anyone conducting a gender analysis will need to develop similar, more specific questions to projects in other areas or sectors.

Main Topic	Sample Questions
Access	<ul style="list-style-type: none"> • Do men and women have equal access to the resources required to start a new business, including money, access to credit, and ownership of property (including land) that can be used as collateral to obtain credit? • Do men and women have equal access to formal or informal communications networks that share entrepreneurship information, including social (networking) settings? • Do men and women have equal access to technologies and services that support entrepreneurship, including training and other opportunities for skills development? • Will men and women have equal access to participation in the project or activity? Would unequal access interfere with the successful achievement of project goals?
Knowledge, Beliefs, and Perception	<ul style="list-style-type: none"> • Do gender stereotypes in the geographic area of the planned project/activity help or hinder entrepreneurial opportunities? For example, do such stereotypes depict entrepreneurship as something that men do more than women? • Is there a particular business size (micro, small, medium, and large) or type (offering different products or services) considered more appropriate for women or men? If yes, do these stereotypes contribute to women opening businesses in sectors that are less likely to be profitable or sustainable? • Do men's or women's self-perceptions or levels of self-confidence help or hinder them in the area of entrepreneurship? • Do men and women have unequal education or knowledge in areas that are important for successful entrepreneurship? If yes, in what areas? • Do men and women have equal access to and knowledge of fields/markets that are available for the products/services they offer? • Will gender awareness training be necessary to ensure that husbands, families, and communities support female entrepreneurs? Will similar training be necessary to ensure the same support for male entrepreneurs in businesses of a certain size (i.e., microenterprise) and type?

⁵ USAID. 2011. *Tips for Conducting a Gender Analysis at the Activity or Project Level: Additional Help for ADS Chapter 201*. Available at: https://www.usaid.gov/sites/default/files/documents/1865/201_sae.pdf

Main Topic	Sample Questions
Practices and Participation	<ul style="list-style-type: none"> • Are the communication channels used to spread awareness of the project and encourage participation equally available to and used by both men and women? • Will the overall project be designed in a way that facilitates active participation by both men and women? • Are men and women likely to have equal access to, and equal participation in, available training sessions in conjunction with this project?
Time and Space	<ul style="list-style-type: none"> • What are men’s and women’s responsibilities regarding childcare and housework? What are the cultural norms regarding the division of labor between men and women in the areas of childcare and housework? • If women have greater responsibilities in these areas, do they have enough time to also engage in entrepreneurship? Will participating in this project increase a woman’s workload to an unsustainable level? • Would it be possible for women to participate in the project that is being designed or to open a business, if support services (e.g., childcare) are not available to them? • Would a woman’s domestic responsibilities prevent her from participating in a project at certain times of the day or on certain days of the week? • Do men or women typically work or spend the majority of their time in locations that would make it difficult for them to participate in the project? • Are men or women more likely to participate in the informal economy, and how would that affect their participation in the project?
Legal Rights and Status	<ul style="list-style-type: none"> • Are women and men equally likely to be owners of property that might serve as collateral for a business loan (e.g., land, car, equipment, etc.)? Do women and men have equal rights to inheritance – by law and by custom? • Are women and men treated equally in legislation related to employment and entrepreneurship? Are there legal impediments to men and women that prevent them from having an equal opportunity to participate in the project and/or equal opportunity of outcomes for both sexes? • In the legal or regulatory framework, are there any special benefits or restrictions that explicitly or indirectly target women or men? • Are men and women equally protected under intellectual property and patent laws?
Power and Decision Making	<ul style="list-style-type: none"> • Do women hold the power to make economic decisions? • Do women have control over and benefit from the funds and assets they may accrue as a result of participating in a project? • Do women actively participate in formal decision-making structures/bodies that address business-related issues (e.g., local economic development committees, business associations, and chambers of commerce)? • Do women and men hold an equal number of decision-making positions in these entities?

While collecting this information, you should remember that particular sub-categories of women or men (for example, youth, those living in poverty, people with disabilities, LGBTI, members of minorities or ethnic groups, those who live in rural areas, pensioners, individuals living in certain geographic areas of a country) can face unique barriers or obstacles that could potentially prevent them from participating in your project/activity and/or experiencing the same outcomes as other men and women.

NOTE: While conducting your gender analysis, look for these potential differences among sub-groups, and consider whether an alteration in your project design is necessary. If you are still in the design phase of your project, you should incorporate your gender analysis findings into the design. If, however, you are well into the process, then you should consider amending your project design. As part of this evaluation process, you should consider the evaluation questions in Tool I above.

TOOL 2: HOW TO INTEGRATE GENDER INTO THE RFA/RFP PROCESS

Section of RFP/RFA	Questions for Contracts and Agreements Officers
Background	<ul style="list-style-type: none"> • Does the solicitation spell out the specific gaps that exist between males and females with respect to the problem that is being addressed and relevant to project outcomes? • Does it indicate what opportunities there are to promote women’s leadership and empowerment as a result of the project? • Does the solicitation explain or indicate potential causes of the identified gaps?
Statements of Work (SOWs), Statements of Objective, and Performance Work Statements	<ul style="list-style-type: none"> • Is the Implementing Partner required to conduct a more detailed gender analysis prior to or at an early stage of project implementation? • Does the SOW require the contractor to develop stand-alone or integrated activities to ensure that projects are reducing the gaps between males and females that were identified in the gender analysis carried out in the context of project design, and addressing the unique needs and interests of males and females? • Does the SOW specify that the contractor must track the differential impacts on male and female participants in all activities?
Program Descriptions	Do the activities in the Program Description sufficiently articulate how the offeror is to reduce gender gaps or address the unique needs and interests of males and females (consistent with those that were identified in the gender analysis carried out in the context of the project design)?
Monitoring and Evaluation	<ul style="list-style-type: none"> • Does the solicitation include specific gender-sensitive indicators that the Implementing Partner is expected to use? • Are Implementing Partners encouraged to use one or more of the nine standard indicators on gender? • Are there strategies in place to monitor for unintended consequences (such as gender-based violence)?
Reporting	<p>Does the solicitation specify that reporting requirements include information on:</p> <ul style="list-style-type: none"> • To what extent and how relevant gaps between males and females were closed? • What new opportunities for women and men were created? • What differential negative impacts on males/females (such as increasing the risk of gender-based violence) were addressed or avoided? • What needs and gender inequalities emerged or remain?
Key Personnel	Does the solicitation request a technical expert who has experience with gender integration into project design and is knowledgeable about how to address gender disparities and create opportunities for women’s

Section of RFP/RFA	Questions for Contracts and Agreements Officers
	leadership and participation within the particular sectoral context, if such an expert is important for ensuring optimal project results?
Instructions to Offerors or Preparation and Submission Guidelines	<ul style="list-style-type: none"> • Does the solicitation stipulate that Implementing Partners highlight past performance demonstrating their ability to address gender gaps and to empower females? • Does the solicitation request that Implementing Partners illustrate how their organization is structured to ensure that gender disparities will be deliberately and adequately addressed in their programming?
Evaluation or Selection Criteria	Does the solicitation state that Implementing Partners will be evaluated on how well the proposal addresses gender integration as described in the SOW/PD and other sections of the solicitation, as appropriate?

TOOL 3: GENDER INDICATORS

Standard Foreign Assistance (F) Indicators

USAID/Lebanon staff and IMs should ensure that program design, implementation, and monitoring and evaluation efforts consider relevant F Indicators. Before using any foreign assistance standard indicator, please be sure to read the [Indicator Reference Sheet](#) to be certain that the indicator's intended purpose, use, and other details are understood, and that there is a match between the indicator requirements and the data that can be gathered and reported.

Main Topic	Indicators
Cross-cutting Gender	Number of laws, policies, or procedures drafted, proposed, or adopted to promote gender equality at the regional, national or local level
	Proportion of female participants in USG-assisted programs designed to increase access to productive economic resources (assets, credit, income, or employment) (<i>REQUIRED AS APPLICABLE</i>)
	Proportion of females who report increased self-efficacy at the conclusion of USG-supported training/programming
	Proportion of target population reporting increased agreement with the concept that males and females should have equal access to social, economic, and political opportunities (<i>REQUIRED AS APPLICABLE</i>)
	Number of laws, policies, or procedures drafted, proposed, or adopted with USG assistance designed to improve prevention of or response to sexual and gender-based violence at the regional, national, or local level
	Number of people reached by a USG-funded intervention providing GBV services (e.g., health, legal, psycho-social counseling, shelters, hotlines, other) (<i>REQUIRED AS APPLICABLE</i>)
	Percentage of target population that views GBV as less acceptable after participating in or being exposed to USG programming
Local Government and Decentralization	Number of activities supported with USG assistance that are designed to retain or recruit women into positions within the national or local government
Civil Society	Number of USG-supported activities designed to promote or strengthen the civic participation of women.
Economic Growth	Agricultural Sector Capacity (Productivity)
	Number of food security private enterprises (for profit), producers' organizations, water users' associations, women's groups, trade and business associations, and community-based organizations receiving USG assistance
	Number of private enterprises, producers' organizations, water users' associations, women's groups, trade and business associations, and community-based organizations that applied new technologies or management practices as a result of USG assistance
Workforce Development	Share of women in wage employment in non-agricultural sector

Indicators labeled as *REQUIRED AS APPLICABLE* refer to indicators that must be reported on when both funding has been attributed and related activities are available to report on Gender Key Areas. For more information, please review:

- [ADS 205 \(205.3.7.2 Performance Plans and Reports\)](#)
- USAID/PPL's [How-To Note on Gender Integration in Performance Plans and Reports](#)
- USAID/PPL's [How-To Note on Gender Integration in MRRs and OPs](#)

Custom Indicators

The [Gender Assessment for Lebanon](#) conducted in 2012 proposed potential indicators in line with the four main sectors of USAID/Lebanon activities. The following may be adopted or adapted as appropriate for the project, with others added as needed.

Main Topic	Indicators
Water Sector	Number of campaigns focused on women's roles in water conservation and prevention of water pollution completed with USG assistance
	Changes in house cleaning practices and use of detergents and other chemicals (through a Knowledge, Attitude, and Practice survey)
Economic Growth	Number of women-led USG-assisted MSMEs expanding into new markets
	Number of enterprises transforming from micro, to small, to medium using USG assistance (by sex of the entrepreneur)
	Number of female-headed MSMEs receiving USG assistance (training, development of business plans, access to finance, etc.)
	Number of men and women in financial institutions participating in USG-assisted training programs
Education	Changes in number and/or percent of female students choosing traditionally male Vocational and Technical Education (VTE) fields
	Changes in enrollment rates in VTE institutions disaggregated by area of specialization by sex
	Number and type of research conducted to inform USAID of children with special needs in schools
	Number and type of gender-related programs/activities held in USG-assisted schools
	Number of women and men in USG-assisted student exchange programs
	Number of female and male students, faculty, and trainees at USG-assisted universities
Civil Society and Governance	Number of USG-supported activities designed to promote or strengthen the civic participation of women (new 2012)
	Number of and impact of gender-focused campaigns and media initiatives completed with USG assistance measured by public surveys and user feedback assessing perception of intended message
	Impact of gender-related training activities on the number of gender-related advocacy events conducted by CSOs trained with USG assistance

Main Topic	Indicators
	Change in level of knowledge on “gender budgeting“ among relevant stakeholders benefiting from USG assistance (measured by impact evaluation and participants’ feedback)
	Reviews of national budgets from a gender perspective and proposals for budget revisions to better reflect women’s needs and gender-related priorities
	Number of men and women participating in USG-assisted advocacy and lobbying skills training programs

APPENDICES

APPENDIX A. REFERENCES AND ONE-CLICK RESOURCES

Below you will find handy “one-click” hot links to USAID publications and policies, which guide USAID in project design as well as monitoring and evaluation of projects and programs. There is also a link to USAID’s “[Gender 101](#)” online course, a requirement for all USAID staff. This course explains the purpose and intent of the policies listed below. USAID has made the course available to Implementing Partners in order to increase understanding of USAID’s perspective on gender equality, female empowerment, and the use of gender analysis requirements.

ADS, Chapter 205, Integrating Gender Equality and Female Empowerment into USAID’s Program Cycle New Edition Date: 07/17/2013, Responsible Office: PPL, File name: 205_071713
<https://www.usaid.gov/sites/default/files/documents/1870/205.pdf> Pages 7–17,
<http://www.usaid.gov/ads/policy/200/205> specifically:

- 205.3.1 What is Gender Analysis, including the official definition of the “domains of analysis,” which is the USAID paradigm for gender analysis?
- 205.3.2 Gender Integration Throughout the Program Cycle
- 205.3.3 Gender Analysis in the CDCS Process
- 205.3.4 Gender Analysis in Project Design
- 205.3.5 Gender Analysis in Solicitations
- 205.3.6 (Gender Analysis) in Monitoring, Evaluation, and Learning
- 205.3.6.1 (Gender Analysis) in Performance Monitoring

Other USAID Program Cycle Guidance

https://usaidlearninglab.org/sites/default/files/resource/files/How-To_Note_Gender_and_PPRs_2013_0719.pdf

https://usaidlearninglab.org/sites/default/files/resource/files/How-To_Note_Gender_and_OPs_and_MRRs_2013_0718_final.pdf

Duban, Elisabeth and Cozzarelli, Catherine. 2012. *Toward Gender Equality in Europe and Eurasia: A Toolkit for Analysis*. USAID. Available at: http://pdf.usaid.gov/pdf_docs/pnaea292.pdf

Guide to Gender Integration And Analysis, Additional Help for ADS, Chapters 201 and 203 New Reference: 03/26/2010, Responsible Office: EGAT/WID, File Name: 201sab_032610
http://pdf.usaid.gov/pdf_docs/PdACP506.pdf

USAID Gender Policy Resources

Gender Equality and Female Empowerment Policy, 2012
http://www.usaid.gov/sites/default/files/documents/1870/GenderEqualityPolicy_0.pdf

Tips for Conducting a Gender Analysis at the Activity or Project Level: Additional Help for ADS, Chapter 201, USAID (2011) <http://www.usaid.gov/sites/default/files/documents/1865/201sae.pdf>.

Towards Gender Equality and Female Empowerment in Lebanon: A Gender Analysis Toolkit For Implementing Mechanisms http://pdf.usaid.gov/pdf_docs/PA00KGM1.pdf

United States Strategy to Prevent and Respond to Gender-based Violence Globally, 2012
<http://www.state.gov/documents/organization/196468.pdf>

USAID Implementation of the United States National Action Plan on Women, Peace, and Security https://www.usaid.gov/sites/default/files/US_NAP_WPS_Implementation.pdf

USAID Office of Gender Equality and Women's Empowerment <http://www.usaid.gov/what-we-do/gender-equality-and-womens-empowerment>.

USAID Online Introductory Course: Gender 101 <http://usaidlearninglab.org/library/gender-101-gender-equality-usaid>

C-TIP Resources

USAID C-TIP policy: http://pdf.usaid.gov/pdf_docs/Pdact111.pdf

USAID C-TIP Field Guide:

https://www.usaid.gov/sites/default/files/documents/2496/C-TIP_Field_Guide_Final_April%205%202013.pdf

USAIDS C-TIP Code of Conduct: http://pdf.usaid.gov/pdf_docs/PDACT175.pdf

LGBT Resources

Fact Sheet: Advancing The Human Rights of LGBT Persons Globally, 2014
<http://www.whitehouse.gov/the-press-office/2014/06/24/fact-sheet-advancing-human-rights-lgbtpersons-globally>

LGBT Global Development Partnership Fact Sheet <http://www.usaid.gov/documents/2496/lgbt-global-development-partnership-fact-sheet>

LGBT Vision for Action, 2014
<http://www.usaid.gov/sites/default/files/documents/1874/LGBT%20Vision.pdf>

USAID: Advancing LGBTI-Inclusive Development <http://www.usaid.gov/what-we-do/democracy-human-rights-and-governance/protecting-human-rights/advancing-lgbti-human-rights>

USAID/Lebanon Resources

Gender Assessment for USAID/Lebanon, 2012 http://pdf.usaid.gov/pdf_docs/PA00K9W6.pdf

Global Health Strategic Framework, 2012
http://www.usaid.gov/sites/default/files/documents/1864/gh_framework2012.pdf

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