



SUBAWARD RESOURCES & GUIDANCE

ADVANCING PARTNERS & COMMUNITIES

SUBAWARDEE GUIDANCE FOR USAID GENDER COMPLIANCE



Advancing Partners & Communities

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GLOSSARY OF KEY TERMS FOR USAID GENDER COMPLIANCE¹

Empowerment—Expansion of people's capacity to make and act upon decisions affecting all aspects of their lives - including decisions related to health - by proactively addressing socioeconomic, and other power inequalities in a context where this ability was previously denied. Programmatic interventions often focus specifically on empowering women, because of the inequalities in their socioeconomic status.

Gender— A culturally-defined set of economic, social, and political roles, responsibilities, rights, entitlements and obligations associated with being female and male, as well as the power relations between and among women and men, boys and girls. The definition and expectations of what it means to be a woman or girl and a man or boy, and sanctions for not adhering to those expectations, vary across cultures and over time, and often intersect with other factors such as race, class, age and sexual orientation. Transgender individuals, whether they identify as men or women, are subject to the same set of expectations and sanctions.

Gender-based violence (GBV)— In the broadest terms, “gender-based violence” is violence that is directed at individuals based on their biological sex, gender identity, or perceived adherence to culturally-defined expectations of what it means to be a woman and man, girl and boy. It includes physical, sexual, and psychological abuse; threats; coercion; arbitrary deprivation of liberty; and economic deprivation, whether occurring in public or private. GBV is rooted in economic, social, and political inequalities between men and women. GBV can occur throughout the lifecycle, from infancy through childhood, adolescence, the reproductive years and into old age (Moreno 2005). GBV can affect women and girls, and men and boys, including transgender individuals. Specific types of GBV include (but are not limited to) female infanticide; early and forced marriage, “honor” killings, and female genital cutting/mutilation; child sexual abuse and exploitation; trafficking in persons; sexual coercion, harassment and abuse; neglect; domestic violence; economic deprivation; and elder abuse.

Gender equality— The state or condition that affords women and men equal enjoyment of human rights, socially valued goods, opportunities and resources. Genuine equality means more than parity in numbers or laws on the books; it means expanded freedoms and improved overall quality of life for all people.

Gender equity— The process of being fair to women and men, boys and girls. To ensure fairness, measures must be taken to compensate for cumulative economic, social, and political disadvantages that prevent women and men, boys and girls from operating on a level playing field.

Gender identity— Gender identity refers to one’s internal sense of being male, female, neither or both.

¹ Definitions adapted from the USAID Interagency Gender Working Group resources

Gender integration— Strategies applied during programmatic design, implementation, monitoring and evaluation to take gender considerations (as defined above, in “gender”) into account and to compensate for gender-based inequalities.

Gender mainstreaming— Process of incorporating a gender perspective into organizational policies, strategies, and administrative functions, as well as into the institutional culture of an organization. This process at the organizational level ideally results in meaningful gender integration.

Heterosexism— The presumption that everyone is heterosexual and/or the belief that heterosexual people are naturally superior to lesbian, gay, transgender and bisexual people.

Homophobia— The fear of, aversion to, or discrimination against homosexuals or homosexual behavior or cultures. Homophobia also refers to internalized heterosexism by homosexuals, as well as the fear of men or women who transgress the socio-cultural definitions of what it is to be a “true man or woman” or embody “true masculinity or femininity.”

Men’s engagement— Men’s engagement is a programmatic approach that involves men and boys a) as clients and beneficiaries, b) as partners and c) as agents of change, in actively promoting gender equality, women’s empowerment and the transformation of inequitable definitions of masculinity. In the health context, this comprises of engaging men and boys in addressing their own, and supporting their partners’, reproductive, sexual and other health needs. Men’s engagement also includes broader efforts to promote equality with respect to caregiving, fatherhood, division of labor, and ending gender-based violence.

Self-efficacy— The belief in one’s own ability to succeed at a specific task or goal. The extent to which a person feels he or she can affect a situation has a strong influence on both the power a person actually has to face challenges and the choices a person is likely to make.

Sex— Sex is the classification of people as male or female. At birth, infants are assigned a sex based on a combination of bodily characteristics including: chromosomes, hormones, internal reproductive organs, and genitalia.

Sexual orientation— Sexual orientation refers to one’s sexual or romantic attractions, and includes sexual identity, sexual behaviors and sexual desires.

Transgender— Transgender is an umbrella term referring to individuals who do not identify with the sex category assigned to them at birth or whose identity or behavior falls outside of stereotypical gender norms. The term “transgender” encompasses a diverse array of gender identities and expressions, including identities that fit within a female/male classification and those that do not. Transgender is not the same as intersex, which refers to biological variation in sex characteristics, including chromosomes, gonads and/or genitals that do not allow an individual to be distinctly identified as female/male at birth.

ACRONYMS

CHW	community health worker
GBV	gender-based violence
HTSP	healthy timing and spacing
IEC	information, education, and communication
PMP	performance monitoring plan
USAID	U.S. Agency for International Development

SUBAWARDEE GENDER COMPLIANCE PLAN

INTRODUCTION

In response to the growing body of evidence on the importance of gender integration for successful programming, United States Agency for International Development (USAID) now requires all projects receiving USAID funds to be gender-integrated, meaning that they take gender considerations into account and compensate for gender-based inequalities. This can include understanding gender-related barriers and opportunities in a community that may affect a program's success; addressing these issues in program design and implementation; and monitoring and evaluating how well a program is addressing gender-related barriers/opportunities and who its beneficiaries are.

This document explains what is meant by USAID Gender Guidance and will help you meet USAID guidelines for integrating gender into all programming supported by USAID.

WHAT IS GENDER?

USAID defines gender (see Glossary of Key Terms) as a social construct that refers to relations between and among the sexes, based on their relative roles in society. It encompasses the economic, political, and socio-cultural attributes, constraints, and opportunities associated with being male or female. For example, gender norms in many places encourage women to stay at home, be the primary child care providers, and respect their male partner's authority. Men are expected to support their families financially and make primary decisions for their households. As a social construct, gender varies across cultures and changes over time. Because of this variation, it is critically important that gender inequalities and gender norms are investigated and understood locally in order for projects to be effectively implemented.

USAID GENDER REQUIREMENTS

Gender Integration

For the purposes of your USAID subaward, gender integration refers to strategies applied in programmatic design, implementation, and monitoring and evaluation that take gender considerations into account and compensate for gender-based inequalities. One of the first steps in any gender integration effort is to conduct a gender analysis.

Additional resources to guide your thinking about gender integration can be found in Annex 2. You are encouraged to also use a gender integration lens beyond funded project scope to identify any organizational-wide barriers for gender integration.

Gender Analysis

A key component of integrating gender into your subaward is clearly recognizing the ways in which unequal roles and opportunities in women's/girls' and men's/boy's lives impact health outcomes. This understanding should be represented through a Gender Analysis. A Gender Analysis is a social science approach used to identify, understand, and explain gaps between males and females that exist in households, communities, and countries. It is also used to identify how gender norms and power relations create barriers and/or opportunities in a specific context (e.g. country, geographic, cultural, institutional, economic, etc.). Your Gender Analysis should seek to identify and understand the role of gender differences and dynamics in five domains:

1. Access to resources (including income, employment, assets such as land, and health services and programs)

This domain looks at access and the capacity to use productive resources – assets (land, housing), income, social benefits (social insurance, pensions), public services (health, water), technology (cell phones) – and information necessary to be a fully active and productive participant in society.

2. Roles, responsibilities and use of time

This domain assesses the difference in women's and men's activities, where activities take place, the value attributed to these activities, and the availability of time. The distribution of both productive and reproductive activities of men and women throughout the day and year are considered here.

3. Norms, beliefs, and perceptions

This domain reflects the norms, beliefs, and perceptions of appropriate qualities, life goals and aspirations for men and women in a society and looks at how these beliefs shape behaviors. Gender stereotypes and gender-related societal beliefs should be addressed in this domain.

4. Laws, policies, regulations, and institutional practices

This domain identifies how policies, laws, regulations, or agendas may impact men and women differently. Laws such as inheritance or employment, and legal documentation such as identification cards and property ownership, should be considered in this domain. Institutional practices, both formal and informal, should also be reviewed (for example, rules and organizational culture as they relate to workplace harassment).

5. Patterns of power and decision-making

This domain comprises control and patterns of decision-making which may impact men and women. This domain addresses power within personal relationships (spouse, children, household) and societal or governmental structures (ability to vote, hold public office). It examines men's and women's ability to exercise control in their families, communities and countries.

To begin thinking about your Gender Analysis it may be helpful to ask questions that identify differences between men and women in each domain. Questions may include:

- How do men and women spend their time?
- How does time spent have an impact on women and men's access to services provided?
- Who has power to make decisions regarding access to health care?
- Do women and men have equal access to assets that would allow them to pay for health care services?

Traditionally, a full Gender Analysis includes significant review of your program's context, target populations, and your organizational structure. This process would include in-depth data collection, including interviews with stakeholders. For the purpose of your USAID subaward, you may complete an abbreviated Gender Analysis that will help you to think through some of the main ways gender impacts your program. A template is provided in Annex I to guide your project's Gender Analysis.

To complete your Gender Analysis you should also carry out the following steps:

1. Consider how gender roles may impact your programming for each of the five domains, as listed in the Gender Analysis template. Ask yourself the questions listed above in the context of your project. You may also want to think critically about other differences in men and women's roles that are specific to your context and may not be included in these prompts.
2. Identify constraints or opportunities for each domain and list them in the template in Annex I.
3. Once you have considered these constraints or opportunities you should record how project activities will respond to them. These activities should correspond to your work plan.
4. Lastly, please list the major expected results or immediate results these activities fall under in your work plan.

Gender Indicators

As a subgrantee, we ask that you report on at least one gender indicator throughout the life of your subgrantee award. The most appropriate of these indicators will likely be GNDR-3 (see below table). However, please use others as relevant and/or work with your funder point of contact to determine a gender indicator that is applicable to your program. Additionally, all project indicators must be disaggregated by sex and age in your reporting. For age disaggregation please see the *PMP Guidance*.

Table 1. USAID Gender Indicators*

GNDR	Gender Equality and Female Empowerment
GNDR-1	Number of laws, policies, or procedures drafted, proposed or adopted to promote gender equality at the regional, national or local level
GNDR-2	Proportion of female participants in USG-assisted programs designed to increase access to productive economic resources (assets, credit, income or employment)
GNDR-3	Proportion of females who report increased self-efficacy at the conclusion of USG supported training/programming.
GBV	
GNDR-5	Number of laws, policies or procedures drafted, proposed, or adopted with USG assistance designed to improve prevention of or response to sexual and GBV at the regional, national or local level
GNDR-6	Number of people reached by a USG funded intervention providing GBV services (e.g., health, legal, psycho-social counseling, shelters, hotlines, other)
GNDR-7	Percentage of target population that views GBV as less acceptable after participating in or being exposed to USG programming.
GNDR-8	Percentage of Global Health mechanisms with a mechanism-level gender equality strategy, vision, or plan of action implemented in work plan activities in the current FY.
Women, Peace, and Security	
1.6-6	Number of local women participating in a substantive role or position in a peacebuilding process supported with USG assistance
1.3-9	Number of training and capacity building activities conducted with USG assistance that are designed to promote the participation of women or the integration of gender perspectives in security sector institutions or activities.

*<http://www.usaid.gov/sites/default/files/documents/1870/205.pdf>

ANNEX I: SUBGRANTEE GENDER COMPLIANCE TEMPLATE

I. GRANTEE GENDER ANALYSIS

Complete your project Gender Analysis using the table below. Within each domain, consider the project location, target population, cultural and societal norms, etc., to identify any gender-related constraints or opportunities that could affect your project’s success. Based on the constraints and opportunities that you see as most likely to affect the community’s ability to access and benefit from your project or those constraints that are most harmful, identify programmatic responses that either mitigate constraints or take advantage of opportunities. You do not need to complete all five domains if they are not relevant to your project, however please think critically about how all five domains may be relevant.

Some of the information needed to complete this table will be available in existing data sets. Demographic and Health Surveys – especially those with modules on men, gender relations, and intimate partner violence – may be particularly useful. Other published or grey literature on gender issues in a given country or community can also be used. As resources allow, it may be helpful to conduct informal interviews or focus groups in the area that your project serves. As relevant, local policies and organizational standard operating procedures can also be reviewed.

Gender-based **opportunities** are options to access productive resources that are made available to men or to women based on characteristics associated with their gender roles (e.g., Women have the opportunity to receive additional health-related information when they take their children to the clinic for check-ups or immunizations.)

Gender-based **constraints** are barriers or limits that inhibit either men’s or women’s access to resources or opportunities based on characteristics associated with their gender roles (e.g., Men are constrained from accessing health services by perceptions that men who go to the doctor are “weak.”)

Gender Domains	Gender Constraints and Opportunities List potential gender-related constraints and opportunities that could affect your project	Gender-Integrated Program Response List all project activities that will respond to the identified constraints and opportunities
Access to resources		
Roles, responsibilities and use of time		
Norms, beliefs, and perceptions		

Laws, policies, regulations, and institutional practices		
Patterns of power and decision-making		
<p>The above gender-integrated activities will improve the following intermediate results/objectives:</p> <p>List the intermediate results/objectives from your workplan that will be improved by the gender-integrated activities you name above. These results/objectives should correspond with the results/objectives listed in your sub-award, workplan, and Performance Monitoring Plan (PMP).</p>		

Example Project Gender Analysis

The project below is designed to increase family planning use. It has conducted a gender analysis and identified gender-related opportunities and constraints, as well as activities that are responsive to both.

In this example there is a “C” after each constraint and an “O” after each opportunity.

Gender Domains	Gender Constraints and Opportunities	Gender-Integrated Program Response
Access to resources	<ul style="list-style-type: none"> Many women do not have access to income or transport (C) 	<ul style="list-style-type: none"> CHWs provide referrals to free long-acting contraceptives at local health facilities and condoms, pills and injectables directly to women at their homes
Roles, responsibilities and time use	<ul style="list-style-type: none"> Women are seen as solely responsible for family planning (C) Men see themselves as economically responsible for 	<ul style="list-style-type: none"> Encourage men to take a more active role in planning their families; include economic benefits of healthy timing and spacing (HTSP) in information, education, and communication

	<p>their families' well-being (O)</p> <ul style="list-style-type: none"> • Men often attend male-only social gatherings (O) 	<p>(IEC) to men; encourage them to discuss FP with their partners</p> <ul style="list-style-type: none"> • Provide male-specific outreach on the benefits of family planning through community health workers (CHWs) at male-dominated social activities
Norms, beliefs, and perceptions	<ul style="list-style-type: none"> • Women and men often make decisions together (C) • Large families demonstrate men's virility (C) • Women with many children are perceived to be better wives (C) 	<ul style="list-style-type: none"> • CHWs encourage discussion of ideal family size between partners (during outreach with women at their homes and at male-only social events) • Community leaders and mass media reframe the ideal family as one that is healthy and economically stable
Laws, policies, regulations, and institutional practices	<ul style="list-style-type: none"> • FP clinics cater only to women; there is no space at the clinic in which men feel welcome (C) • National policy includes a commitment to decreasing maternal mortality and empowering women (O) 	<ul style="list-style-type: none"> • Create spaces at the clinic where men feel welcome while still respecting women's privacy and safety • Local politicians discuss the connection between family planning, limiting maternal death, and women's advancement on radio programs
Patterns of power and decision-making	<ul style="list-style-type: none"> • Women must get approval from husbands for all personal decisions, including contraceptive use (C) 	<ul style="list-style-type: none"> • Provide male-specific outreach through CHWs at men-only social activities; encourage and facilitate couple's communication around FP • Clinic providers counsel women on how to talk to their partners about FP and offer a range of methods, including those that can be used without partner knowledge

The above gender-integrated activities will improve the following intermediate

results/objectives:

These objectives are how this example organization is incorporating gender-integrated activities into family planning activities in their work plan and PMP. These objectives correspond to the objectives listed in their work plan.

Objective 3: Women will use a contraceptive method for the first time

Objective 5: Clients (men and women) will have increased desire to practice family planning

Objective 6: Clients will have increased access to long-acting and permanent methods of contraception through CHW referrals to an appropriate health facility

II. GENDER PERFORMANCE INDICATORS

Select a minimum of one gender indicator (see Table 1) that you will report on during the life of your subaward. Alternatively, work with your grants manager to develop a gender indicator that will fit with your activity. List the gender indicator(s) you will be reporting on, and how you plan on collecting this data through the life of your project. This indicator should be included in your PMP.

ANNEX II: USAID GENDER EQUALITY CONTINUUM TOOL

EXPLANATION OF THE GENDER EQUALITY CONTINUUM TOOL

- This continuum can be used as a diagnostic tool or a planning framework. In either case, it reflects a two-tiered process of analysis that begins with determining whether interventions are “gender blind” or “gender aware,” and then considers whether they are exploitative, accommodating or transformative.
- As a diagnostic tool, it can be used to assess if, and how well programmatic interventions are currently identifying, examining and addressing gender considerations (as outlined in the above definitions), and to determine how to move along the continuum toward more transformative gender programming.
- As a planning framework, it can help determine how to move along the continuum toward more transformative gender programming. In this context, it is important to emphasize that programmatic interventions should *always* aim to be “gender aware,” and to move towards “transformative gender programming.”
- The most important consideration is to ensure that the program does not adopt an exploitative approach in keeping with the fundamental principle in development of DOING NO HARM. The tool attempts to reflect this visually, using the color red and the dotted line to highlight that while some interventions may be, or contain elements that are (intentionally or unintentionally) exploitative, the aim should always be to move them towards transformative approaches.
- Gender blind interventions may be unintentionally exploitative or accommodating. They are much less likely to be transformative, as this approach presumes a proactive and intentional effort to promote gender equality.
- The continuum reflects a spectrum - a particular project may not fall neatly under one type of approach, and may include, for example, both accommodating and transformative elements.
- Transformative elements can be integrated into ongoing projects, without having to start the project over.

The categories within the continuum are defined in more detail below.

Gender Blind:

Gender blind policies and programs are designed without a prior analysis of the culturally-defined set of economic, social, and political roles, responsibilities, rights, entitlements, obligations, and power relations associated with being female and male and the dynamics between and among men and women, boys and girls. The project ignores gender considerations altogether.

Gender Aware:

Gender aware policies and programs examine and address the set of economic, social, and political roles, responsibilities, rights, entitlements, obligations and power relations associated with being female and male and the dynamics between and among men and women, boys and girls.

Exploitative Gender Programming:

Policies and programs that intentionally or unintentionally reinforce or take advantage of gender inequalities and stereotypes in pursuit of project outcome, or whose approach exacerbates inequalities. This approach is harmful and can undermine the objectives of the program in the long run.

Accommodating Gender Program:

Policies and programs that acknowledge but work around gender differences and inequalities to achieve project objectives. Although this approach may result in short term benefits and realization of outcomes, it does not attempt to reduce gender inequality or address the gender systems that contribute to the differences and inequalities.

Transformative Gender Programming:

Policies and programs that seek to transform gender relations to promote equality and achieve program objectives. This approach attempts to promote gender equality by: 1) fostering critical examination of inequalities and gender roles, norms and dynamics, 2) recognizing and strengthening positive norms that support equality and an enabling environment, 3) promoting the relative position of women, girls and marginalized groups, and transforming the underlying social structures, policies and broadly held social norms that perpetuate gender inequalities.

Both the continuum and explanation come from the Interagency Gender Working Group training materials - <http://www.igwg.org/training/ProgrammaticGuidance/GenderContinuum.aspx>.

GENDER CONTINUUM TOOL

Ignores:

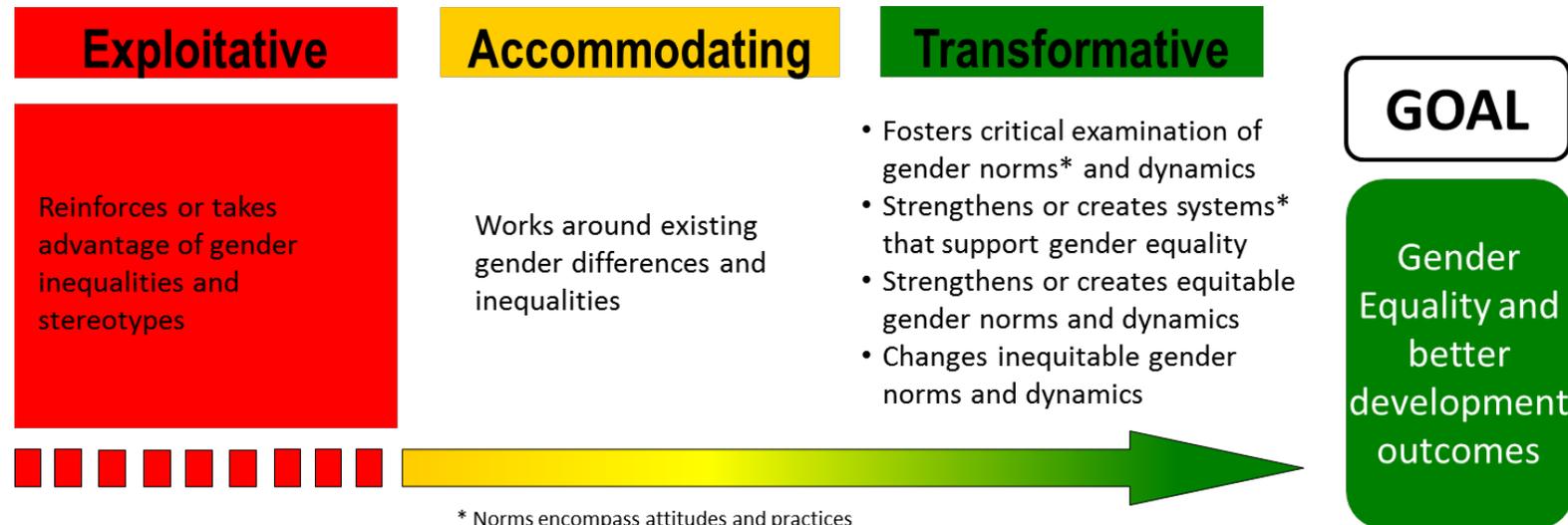
- the set of economic/social/political roles, rights, entitlements, responsibilities, and obligations associated with being female & male
- power dynamics between and among men & women, boys & girls

Gender Blind



Gender Aware

- Examines and addresses these gender considerations and adopts an approach along the continuum



* Norms encompass attitudes and practices

* A system consists of a set of interacting structures, practices, and relations



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