ADS Chapter 205

Integrating Gender Equality and Women's Empowerment in USAID's Program Cycle

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ADS 205 – Integrating Gender Equality and <mark>Women's</mark> Empowerment in USAID's Program Cycle
POC for ADS 205: See <mark>ADS 501maa, ADS Chapters and Point of Contact List</mark>

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ADS 205 – Integrating Gender Equality and Women's Empowerment in USAID's Program Cycle

205.1   **OVERVIEW**
Effective Date: 04/26/2023

Promoting gender equality and advancing the status of all women and girls in all their diversity around the world is vital to achieving U.S. foreign policy and development objectives. USAID has adopted several comprehensive and interlinked policies and strategies to reduce gender disparities; eliminate gender-based violence; advance structural changes and promote equitable gender norms; and increase the capability of women and girls in all their diversity to fully exercise their rights, determine their life outcomes, assume leadership roles, and influence decision-making in households, communities, and societies. These policies and strategies include:

- **The USAID Gender Equality and Women's Empowerment Policy**,

- **The National Strategy on Gender Equity and Equality,**

- **The U.S. Strategy to Prevent and Respond to Gender-Based Violence Globally**,

- **The U.S. Strategy on Global Women's Economic Security**,

- **The U.S. Strategy on Women, Peace and Security**,

- **Ending Child Marriage and Meeting the Needs of Married Children: The USAID Vision for Action**,

- **The USAID LGBT Vision for Action: Promoting and Supporting the Inclusion of Lesbian, Gay, Bisexual, and Transgender Individuals**,

- **The USAID Policy on Counter-Trafficking in Persons**, and

- **The United States Global Strategy to Empower Adolescent Girls**.

Together, these policies and strategies provide guidance on pursuing more effective, evidence-based investments in gender equality and women's empowerment and on incorporating these efforts into our core development programming.

This ADS chapter explains how to implement these policies and strategies across the Program Cycle, with a particular focus on applying analytic rigor to strengthen evidence-based decision-making and support for local ownership and the priorities of local actors

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and stakeholders (see **ADS 201.3.1.2**). It also elaborates on the requirements in **ADS 201, Program Cycle Operational Policy** for integrating gender equality and women's empowerment in all phases of programming, budgeting, and reporting. This ADS chapter, which is based on USAID's Gender Equality and Women's Empowerment Policy, applies to all Bureaus, Missions, and Independent Offices and covers policy and operations in Washington and the field.

The requirements outlined below support USAID's implementation of the Women's Entrepreneurship and Economic Empowerment (WEEE) Act of 2018 (P.L. 115-428). USAID must fully comply with the WEEE Act, which requires that: (1) strategies, projects, and activities of the Agency are shaped by a gender analysis; (2) standard indicators are used to assess such strategies, projects, and activities, if applicable; and (3) gender equality and women's empowerment are integrated throughout the Agency's program cycle and related processes for purposes of strategic planning, project design and implementation, monitoring, and evaluation.

205.2 PRIMARY RESPONSIBILITIES
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As articulated in the Policy on Gender Equality and Women's Empowerment, responsibilities for integrating gender into USAID's programming are distributed across Operating Units (OUs) and workforce roles.

a. **Missions**, **Regional Missions**, and **Country Offices** must:

- Hire, contract, or appoint a Mission Gender Advisor with a minimum allocation of their overall time (i.e., level of effort [LOE]) dedicated to work on gender equality and women's empowerment, including gender-based violence (GBV). Country Offices are exempt from a minimum LOE requirement, but must still hire, contract, or appoint a gender advisor. The Mission Gender Advisor must have the necessary technical skills, competencies, and experience with responsibilities explicitly included in their job descriptions. This should include skills such as the ability to provide in-depth guidance and capacity-building to technical and program staff to ensure the integration of gender equality and women's empowerment across USAID's Program Cycle, especially in country/regional strategy development and project/activity design. Job descriptions must include a minimum allocation of their overall time (i.e., LOE) dedicated to work on gender equality and women's empowerment, including GBV.

  The minimum LOE for Mission Gender Advisors is based on the Mission's or Regional Mission's annual program budget, as follows:

  - <$30 million: LOE of 50 percent,

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- $30-100 million: LOE of 75 percent, and

- >$100 million: LOE of 100 percent.

An Office of Human Capital and Talent Management (HCTM) pre-certified Standard Position Description for a Mission Gender Advisor is available on USAID Pages. Missions and Regional Missions have three years from the release date of the new gender policy to meet the minimum LOE requirements for Mission Gender Advisors.

● Ensure that their workforce, including all USDH and PSCs (including USPSCs, CCNPSCs, and TCNPSCs), complete the updated Gender 101, an introductory online course on gender equality and women's empowerment, within one year of the release of the Gender Equality and Women's Empowerment Policy or within a year of their start date.

● Ensure that all Gender Advisors and Points of Contact (POCs) take a minimum of two additional gender courses beyond Gender 101 over a five-year time period from the release of the Gender Policy.

● Adopt or revise a Mission Order (MO) on Gender Equality and Women's Empowerment within one year of the release of the Gender Equality and Women's Empowerment Policy, and every five years thereafter (see Mission Order and Bureau Standard Operating Procedure Template on ProgramNet). At the Mission's discretion, this MO may also address issues related to the inclusion of other social groups, as long as it addresses the relevant gender issues. The MO should describe how a Mission will implement this policy, including by:

  - Ensuring gender equality is integrated throughout the USAID Program Cycle;

  - Outlining the intended contributions to the policy objectives;

  - Describing how the OU will ensure that the budget attributions in the Operational Plan (OP) reflect the suite of Gender Key Issues and reporting the appropriate indicators for gender equality and women's empowerment in Performance Plans and Reports (PPRs);

  - Assigning specific and detailed roles, responsibilities, and authorities related to gender equality and women's empowerment to Mission, Regional Mission, and Country Office offices, staff, and leadership; and

  - Ensuring all staff who are required to do so receive training on gender equality and women's empowerment.

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- Integrate gender analysis findings and recommendations ==in key USAID processes and documents across the different levels of program strategy, planning, and design==.

- Hold Implementing Partners (IPs) responsible for complying with obligations under the contract or agreement to integrate gender in programming, which may include developing gender-sensitive indicators that measure specific gender-related goals for each project and/or activity, where relevant.

- Ensure that partners consistently report to USAID on results related to gender equality and ==women's== empowerment, including through the use of gender-sensitive indicators and evaluations, when required by the award or agreement and/or an approved Activity Monitoring Evaluation and Learning (MEL) plan.

- Provide data to the Bureau for Policy, Planning and Learning (PPL), the Office of Budget and Resource Management (BRM), Regional Bureau Program Offices, and Regional Bureau Gender Advisors to incorporate into regional reports on gender attributions in OPs, PPRs, and other required reporting, upon request.

- Be accountable, through the Mission Director, for implementation of the Gender Equality and ==Women's== Empowerment Policy in mission portfolios and staff performance plans.

- ==Incorporate specific content on gender equality, women's empowerment, GBV, and intersectionality into broader technical or sectoral training they manage.==

==In addition to these requirements, Missions, Regional Missions, and Country Offices should:==

- ==Appoint one or more staff members from different offices or teams to serve as a gender advisor or point of contact to support the integration of gender considerations across different sectors.==

- ==Have a dedicated Mission-wide Gender Working Group under the leadership of the Mission Gender Advisor to promote a coordinated approach across offices.==

- ==Establish and provide opportunities for gender training, such as a USAID-facilitated gender integration course, for the entirety of their workforce. Specifically, all Agreement Officers/Contracting Officers (COs/AOs)/Agreement Officer Representatives/Contracting Officer==

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Representatives (AORs/CORs)/Program Officers/Monitoring, Evaluation and Learning Officers should take a USAID-facilitated course in gender integration (in addition to Gender 101, which is mandatory for all USAID staff regardless of hiring type or contracting mechanism).

b.   **Regional Bureaus** must:

● Hire, contract, or appoint a Bureau Gender Advisor with the necessary technical skills, competencies, and experience, with responsibilities explicitly included in their job descriptions. The Regional Bureau Gender Advisor should have regional expertise and appropriate technical and programmatic competency to provide appropriate, in-depth guidance and capacity building to ensure the integration of gender equality and women's empowerment in meaningful ways across USAID's Program Cycle, including Agency-wide and regional strategies and policy development.

The minimum LOE of Gender Advisors at Washington Bureaus is based on annual program budget, as follows:

-    <$30 million: LOE of 50 percent

-    $30-100 million: LOE of 75 percent; and

-    >$100 million: LOE of 100 percent.

Bureaus will have three years from the release date of the new gender policy to meet the minimum LOE requirements for Gender Advisors.

● Ensure that their workforce, including all USDH and PSCs, complete the updated Gender 101, an introductory online course on gender equality and women's empowerment, within one year of the release of any new gender policy or within a year of their start date.

● Ensure that all Gender Advisors and POCs take a minimum of two additional gender courses beyond Gender 101 over a five-year time period from the release of the Gender Policy.

● Adopt or revise a Standard Operating Procedure (SOP) on Gender Equality and Women's Empowerment within one year of the release of the Gender Equality and Women's Empowerment Policy, and every five years thereafter. The SOP should address the same components covered by MOs. A template for SOPs can be found on ProgramNet. At the Bureau's discretion, this SOP may also address issues related to the inclusion of other social groups, as long as it addresses the relevant gender issues.

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- Be the primary liaison between USAID/Washington (USAID/W) and Mission Gender Advisors/POCs.

- Assist and support Mission Program and Technical Offices and Gender Advisors/POCs, as needed, in conducting gender analyses related to country strategic planning (see **ADS 201.3.2.2**) and project and activity design, as well as integrating the results of these analyses into Regional and Country Development Cooperation Strategies (R/CDCSs), project and activity designs, and other relevant documents.

- Ensure that gender equality and women's empowerment objectives are integrated into the Bureau's regional programming.

- Ensure that solicitations from Regional Bureaus and resulting awards reflect the mandated gender analyses' findings and recommendations defined in this ADS chapter and **ADS 201**.

- Through Assistant Administrators (AAs), Deputy Assistant Administrators (DAAs), and office directors, ensure accountability for implementation of the Gender Equality and Women's Empowerment Policy in Bureau portfolios and work responsibilities of staff.

- Incorporate specific content on gender equality, women's empowerment, GBV, and intersectionality into broader technical or sectoral training they manage.

In addition to these requirements, Regional Bureaus should:

- Appoint one or more staff members from different offices or teams to serve as a gender advisor or point of contact to support the integration of gender considerations across different sectors. This is especially relevant to large Bureaus that cover a number of sectors, diverse technical areas, or regions.

- Have a dedicated Bureau-wide Gender Working Group under the leadership of the Bureau Gender Advisor to promote a coordinated approach across offices.

- Establish and provide opportunities for gender training, such as a USAID-facilitated gender integration course, for the entirety of their workforce.

c. **Pillar Bureaus** must:

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- Hire, contract, or appoint a Bureau Gender Advisor at least one Bureau Gender Advisor with the necessary technical skills, competencies, and experience, with responsibilities explicitly included in their job descriptions. The Gender Advisor should have appropriate sector expertise and technical and programmatic competency to provide guidance for successful implementation of USAID's Gender Equality and Women's Empowerment Policy.

  The minimum LOE of Gender Advisors at Washington Bureaus is based on annual program budget, as follows:

  - <$30 million: LOE of 50 percent,

  - $30-100 million: LOE of 75 percent, and

  - >$100 million: LOE of 100 percent.

  Bureaus will have three years from the release date of the new gender policy to meet the minimum LOE requirements for Gender Advisors.

- Ensure that their workforce, including all USDH and PSCs (including USPSCs, CCNPSCs, and TCNPSCs, complete the updated Gender 101, an introductory online course on gender equality and women's empowerment, within one year of the release of any new gender policy, or within a year of their start date.

- Ensure that all Gender Advisors and POCs take a minimum of two additional gender courses beyond Gender 101 over a five-year time period from the release of the Gender Policy.

- Adopt or revise an SOP on Gender Equality and Women's Empowerment within one year of the release of the Gender Equality and Women's Empowerment Policy, and every five years thereafter. The SOP should address the same components covered by MOs. A template for SOPs can be found on ProgramNet. At the Bureau's discretion, this SOP may also address issues related to the inclusion of other social groups, as long as it addresses the relevant gender issues.

- Provide technical leadership and guidance on how gender equality and women's empowerment can be advanced or achieved in technical sectors (e.g., Democracy, Human Rights, and Governance, Economic Growth, Environment, Global Health, Agriculture, etc.), including within sector-based initiatives managed in those Bureaus.

- Develop tools and toolkits on best practices for gender integration in each

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technical sector context.

- Ensure that gender issues are incorporated into all training programs offered by the Pillar Bureau.

- Coordinate with Regional Bureaus to liaise with and provide support to Mission Gender Advisors as pertinent to technical areas, and with respect to gender integration in the Program Cycle (see **ADS 201.3.2.2**).

- Ensure that gender equality and women's empowerment are reflected in Pillar Bureau strategy documents, programming, solicitations and resulting awards, and included as one dimension in the Bureau's portfolio reviews.

- Through AAs, DAAs, and office directors, ensure accountability for implementation of the Gender Equality and Women's Empowerment Policy in Bureau portfolios and work responsibilities of staff.

- Incorporate specific content on gender equality, women's empowerment, GBV, and intersectionality into broader technical or sectoral training they manage.

In addition to these requirements, Pillar Bureaus should:

- Appoint one or more staff members from different offices or teams to serve as a gender advisor or point of contact to support the integration of gender considerations across different sectors. This is especially relevant to large Bureaus that cover a number of sectors, diverse technical areas, or regions.

- Have a dedicated Bureau-wide Gender Working Group under the leadership of the Bureau Gender Advisor to promote a coordinated approach across offices.

- Establish and provide opportunities for gender training, such as a USAID-facilitated gender integration course, for the entirety of their workforce.

d.   The **Bureau for Policy, Planning and Learning (PPL)** must:

- Ensure that gender equality and women's empowerment objectives and results are incorporated into Agency-wide policies and strategies;

- Provide appropriate tools for gender integration within R/CDCS, project and activity design, monitoring, evaluation, and learning products;

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- Ensure that gender equality and women's empowerment objectives and results are incorporated into all PPL-led training processes (e.g., Program Cycle, project and activity design, monitoring and evaluation, and others);

- Coordinate with BRM and Regional and Pillar Bureau Program Offices to support the preparation of an annual review of Operational Plan attributions to the gender key issues and PPRs to determine the extent to which results in advancing gender equality and women's empowerment objectives are being achieved; and

- Have a formally-designated, permanent, full-time Senior Gender Advisor.

e. The **Gender Equality and Women's Empowerment Hub (GenDev)** must:

- Provide targeted and strategic support to the Bureau for Development, Democracy, and Innovation (DDI);

- Backstop Regional Bureau Gender Advisors in providing targeted support to Missions;

- Coordinate working groups for cross-sector issues such as GBV and gender and climate;

- Develop a repository of best practices on gender integration including topics related to gender analysis, project design, implementation, and evaluation and monitoring; and

- Coordinate knowledge management on gender integration through the Agency's web page on gender equality and women's empowerment.

f. The **Office of Human Capital and Talent Management (HCTM)** must:

- Periodically review and revise required competencies in the positions for Foreign Service backstops, Civil Service employees, and Foreign Service Nationals;

- Develop, in coordination with PPL, GenDev, and other Bureaus, as appropriate, the competencies necessary for Gender Advisor positions;

- Encourage supervisors to ensure that employees receive the necessary training to meet the standards for the gender competencies in their backstop or job series; and

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- Coordinate with GenDev and other Bureaus, as appropriate, to identify opportunities for gender integration training or develop such in-house training (online, on-the-job, sector or other) for staff.

g. The **Bureau for Management, Office of Acquisition and Assistance (M/OAA)** must require CO/AOs to perform due diligence by working with the planner (as defined in ADS 201) to ensure that the findings and recommendations identified in the mandatory gender analyses for project and/or activity designs, and provided as a part of the requisition, are clearly reflected in all sections of all solicitation and award documents, as appropriate (see section **205.3.6**).

h. The **Office of the General Counsel (GC)** and **Resident Legal Officers (RLOs)** must:

- Ensure that Bureaus and Missions document compliance with ADS gender integration requirements in GC/RLO-cleared documents (e.g., CDCSs, grants to Public International Organizations (PIOs), Interagency Agreements, and new contract actions, etc.); and

- Serve as an additional resource to answer questions from Bureau and Mission employees on ADS compliance and policy implementation.

i. The **Office of the Administrator** will:

- Formally designate a permanent and full-time Senior Coordinator on Gender Equality and Women's Empowerment, who spearheads enhancement of U.S. development assistance efforts to serve and empower women and ensure gender equality goals are met;

- Ensure sufficient resources are available to carry out the functions of the Gender Equality and Women's Empowerment Policy;

- Highlight the importance of gender equality and women's empowerment as key development objectives;

- Reach out to governments, civil society, and Congress to explain and stress the importance of gender equality and women's empowerment in development assistance; and

- Represent the Agency in key United States Government (USG) interagency and policy forums.

205.3   POLICY DIRECTIVES AND REQUIRED PROCEDURES
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This section defines gender analysis and explains how program offices and technical teams must incorporate the findings of gender analysis throughout the Program Cycle.

205.3.1 Gender Integration Throughout the Program Cycle
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OUs must implement the **USAID Gender Equality and Women's Empowerment Policy** throughout the Program Cycle in:

- Agency level policy and strategy formulation;

- R/CDCSs;

- Project design and implementation (where applicable);

- Activity design and implementation; and

- Monitoring, evaluation, and learning.

Per the Women's Entrepreneurship and Economic Empowerment Act (P.L. 115-428), responsible OUs must ensure that gender analysis shapes strategies, projects, and activities. To implement this mandate and to comply with USAID policy, responsible OUs must conduct or contract for a context-specific gender analysis prior to, or during, the design of all country strategies; projects (where applicable); and activities (following the ADS 201 definition of "activity"). The purpose of the gender analysis is to determine and identify steps to address gender inequalities and thereby improve the lives of women and girls, men and boys, and gender-diverse individuals. The analysis may be conducted by the USAID workforce or contractors, who can draw on recent data and findings from credible sources when producing the analysis, but a new analysis should be completed. Technical teams and program offices in all OUs must reflect the findings of these analyses in key processes and documents or their successors across the different levels of program strategy, planning, and design with which they are involved. These include: R/CDCSs, Project Development Documents (PDDs), Activity Approval Memoranda (AAMs), and solicitations (including Broad Agency Announcements).

Technical teams and program offices in all OUs should also reflect relevant findings from gender analyses in any Public International Organization agreements, Memoranda of Understanding, and Government-to-Government agreements in which they are involved.

205.3.2 What is Gender Analysis?
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Gender analysis is socioeconomic analysis of quantitative and qualitative information to identify, understand, and explain gender gaps between individuals, which typically

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involves examining the:

1. Differences in the status of women and girls, men and boys, and gender-diverse individuals and their differential access to and control over assets, resources, education, opportunities, and services;

2. Influence of gender roles, structural and systems barriers, and norms on the division of time among paid employment, unpaid work (including subsistence production, domestic work, and care for family members), and volunteer activities;

3. Influence of gender roles, structural and systems' barriers, and norms on leadership roles and decision-making; constraints, opportunities, and entry points for narrowing gender gaps and empowering women; and

4. Potential differential impacts of development policies and programs on women and girls, men and boys, and gender-diverse individuals, including unintended or negative consequences.

A gender analysis also includes conclusions and recommendations to enable development policies and programs to narrow gender gaps and improve the lives of women and girls, men and boys, and gender-diverse individuals.

Data for a gender analysis should reflect the intersection of sex and gender identity with other characteristics (e.g., age, marital status, income, ethnicity, race, disability status, geographic location, sexual orientation, gender expression, or other socially relevant category) in education, health, political participation, economic activity and earnings, time use, GBV, and other relevant domains. It is important to understand a person's intersecting identities to capture the extent to which they may or may not experience heightened marginalization or exclusion in society.

There are different gender analysis frameworks and there is no one framework that has been adopted as the standard USAID approach. Nevertheless, most gender analysis frameworks involve collecting quantitative and qualitative information on a similar set of issues. These are called "domains" for the purposes of gender analysis at USAID and are described in detail below. All forms of gender analysis also entail gathering descriptive statistics on many aspects of the status of women and girls, men and boys, and gender-diverse individuals.

Descriptive Statistics in Gender Analysis

Gathering statistics on women and girls, men and boys, and gender-diverse individuals is a core element of carrying out a gender analysis. As much as possible, these statistics should not treat women and girls, men and boys, and gender-diverse individuals as monolithic categories, but should reflect the intersection of sex with other

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characteristics such as age, marital status, income, ethnicity, race, disability status, geographic location, sexual orientation and gender identity, or other socially relevant category as appropriate, in:

- Education,

- Health,

- Political participation,

- Economic activity and earnings,

- Time use,

- Violence, and

- Other relevant domains.

It is important to understand the intersecting identities a person has in order to capture the extent to which they may or may not experience heightened marginalization or exclusion in society.

Statistics disaggregated by sex should be collected and reported separately in two different categories (male or female) or fashioned into ratios or absolute or relative gaps to show the status of females relative to males. Indicators pertaining to either males or females only should also be included, for instance, those measuring progress toward women's participation and leadership.

Domains to Include in Gender Analyses

Missions and OUs must consider as many of the domains listed below as possible when gathering data and information for their gender analyses.

Laws, Policies, Regulations, and Institutional Practices that influence the context in which men, women, and gender-diverse individuals act and make decisions: Laws include formal statutory laws and informal and customary legal systems. Policies and regulations include formal and informal rules and procedures adopted by public institutions for making decisions and taking public action. Institutional practices can be formal or informal and include behaviors or norms related to human resources (hiring and firing), professional conduct (workplace harassment), and the like.

The gender analysis should identify the extent to which laws, policies, regulations, and institutional practices contain explicit gender biases (e.g., explicit provisions that treat women and men differently; laws and regulations that criminalize and/or restrict individuals on the basis of their gender identity or expression) or implicit gender biases

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(e.g., the different impacts of laws, policies, regulations, and practices on men and women because of different social arrangements and economic behavior). The analysis should also identify when key gender-related legislation (e.g., laws on non-discrimination, gender equality, gender-based violence, sexual harassment) is absent.

Cultural Norms and Beliefs: Every society has cultural norms and beliefs (often expressed as gender stereotypes) about what are appropriate qualities, life goals, and aspirations for individuals of different gender identities. Gender norms and beliefs are influenced by perceptions of gender identity and expression and are often supported by and embedded in laws, policies, and institutional practices. They influence how women, men, and gender-diverse individuals behave in different domains and should be explicitly identified in the gender analysis at the country level and especially in project design because they affect potential participation of women, men, and gender-diverse individuals in project activities.

Gender Roles, Responsibilities, and Time Use: The most fundamental division of labor within all societies is between productive (market) economic activity and reproductive (non-market) activity. This central social structure is often linked to gender-specific activity. Gender analysis should examine what women and girls, men and boys, and gender-diverse individuals do in these spheres, including roles, responsibilities, and time use during paid work, unpaid work (including the provision of care and other work in the home), and community service to get an accurate portrait of how people lead their lives and to anticipate potential constraints to participation in development projects.

Access to and Control over Assets and Resources: A key component of gender analysis is an examination of whether women, men, and gender-diverse individuals own and/or have access to and the capacity to use productive resources – assets (land, housing), income, social benefits (social insurance, pensions), public services (health, water), technology – and information necessary to be a fully active and productive participant in society. Analysis of this domain may also include an examination of how a society's acceptance (or lack thereof) of individuals' gender identity and/or expression may influence their ability to access and control resources. While gender gaps in access to resources can be identified at the country level, they are especially important at the project and activity levels.

Patterns of Power and Decision-making: This domain of gender analysis examines the ability of women, men, and gender-diverse individuals to decide, influence, and exercise control over material, human, intellectual, and financial resources, in the family, community, and country. It also includes the capacity to vote and run for office at all levels of government. Analyses should examine to what extent women, men, and gender-diverse individuals are represented in senior level decision-making positions and exercise voice in decisions made by public, private, and civil society organizations. Issues of power often cross-cut the other domains of gender analysis as well.

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Data Gathering Methods

In carrying out the gender analysis at the country level and for project <mark>and activity</mark> designs, Development Objective (DO) and project <mark>and activity design</mark> teams must consult with a wide variety of key stakeholders (including intended beneficiaries of programming). Consulting with local academic institutions, civil society organizations, and think tanks is important, as they are often aware of the local context and can provide access to unpublished information. The gender analysis should also rely on multiple resources, including country-level gender analysis performed by the government and other donors or academics as well as:

- Regional or sectoral gender analyses;

- Official national- and regional-level data and statistics;

- Relevant public data from USAID projects and activities;

- Periodic reports to United Nations (UN) human rights committees; and

- Shadow reports and reports by UN and regional intergovernmental organizations, non-governmental organizations (NGOs), and implementers.

The Gender Analysis Report

The primary function of the domains of gender analysis is to serve as a frame to identify the questions that will be most relevant for revealing key gender issues, <mark>gender</mark> gaps, and areas in which women and girls are disempowered. The domains should not be viewed as stovepipes and in some cases, content relevant to two or more domains may overlap. The answers to the questions that result from considering the domains will yield the content of the gender analysis and lead to associated recommendations about how USAID's work can address the issues that have been revealed. The findings of the gender analysis must be reflected in a written report. While an OU may wish to organize the content of the written gender analysis report by the domains, this is not a requirement.

Gender Analysis at Different Levels

While gender analysis is required <mark>prior to, or during, the design of all</mark> country <mark>strategies</mark>, projects <mark>(where applicable)</mark>, and activities (see ADS 201), the scope of this analysis will differ depending on the level of focus. At the strategy (e.g., R/CDCS) or country level, the analysis should identify the macro or sectoral level societal gender inequalities or obstacles to <mark>women's</mark> empowerment so that gender equality and <mark>women's</mark> empowerment can be reflected in an OU's:

- CDCS Goal,

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- DOs, and

- Intermediate Results (IRs) and sub-Intermediate Results.

At the project level, the gender analyses should dig deeper and identify the:

- Relevant gaps in the status and anticipated levels of participation of women and men (including age, ethnicity, disability, location, etc.) that could hinder overall project outcomes;

- Differences in the status of women, men, and <mark>gender-diverse individuals</mark> (e.g., economic, political, etc.) that could be addressed as a result of the project; and

- Possible differential effects the project might have on men, women, and <mark>gender-diverse individuals</mark>.

At this level, gender analysis should influence the project design to ensure that it explicitly addresses any disparities and includes actions to reduce the gaps and inequalities that are revealed. Results from a gender analysis may also lead an OU to build in project components that specifically focus on empowering women and girls, if the analysis suggests that this is important for achieving the project purpose and related results.

<mark>At</mark> the activity level, the same domains of analysis should be employed, but the analysis should have a narrower focus than a project-level gender analysis. A gender analysis at <mark>the activity</mark> level should detail key gender inequalities and suggest ways that the activity could narrow or close gender gaps, address inequalities, and/or empower women and girls in the specific sectors or areas that will be addressed by the activity. The analysis should also examine anticipated levels of and possible barriers to participation of men, women, and <mark>gender-diverse individuals</mark> in the activity and whether/how the activity might affect <mark>individuals of different genders</mark> differently. The findings and recommendations of the analysis should inform and be integrated into the activity design, associated performance indicators, and related award documents.

OUs often conduct or commission topic- or sector-specific analyses or assessments for project <mark>or activity</mark> design, including for instance, a youth analysis, or a democracy, rights, and governance analysis or an economic growth assessment. Such analyses/assessments should apply the same principles of country- and project-level gender analyses (e.g. to include a robust discussion of the different roles, human rights, responsibilities, and entitlements of <mark>men and women</mark> and other gender-related issues that are relevant to each topic/sector).

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205.3.3   Gender Analysis and Integration in the R/CDCS Process
Effective Date: 04/26/2023

Gender analysis is a mandatory analysis for R/CDCS (see ADS 201 and ADS 201mag, Regional and Country Development Cooperation Strategy (R/CDCS) Development and Approval Process). GenDev, in partnership with Washington and Mission-based Gender Advisors and POCs, provides advice on gender integration throughout the R/CDCS process (see ADS 201.3.2.2, section J). Missions should spell out the timeline and plans for carrying out the gender analysis during Phase One of the R/CDCS process and finalize the analysis during Phase Two so that the findings can be applied and integrated into the draft of the full R/CDCS that is developed in Phase Three. If the precise timing of the analysis permits, the analysis should inform the Results Framework (RF) developed during Phase Two as well. Reviewers should consider and provide feedback about the extent to which gender is integrated in the RF paper and flag gender as a significant issue or concern, if appropriate.

The areas of the regional or country-level gender analysis are the same as those described above in section **205.3.2**. The analysis must provide country and sector-level quantitative and qualitative information on the key gender gaps in each of the domains described in section **205.3.2** at the country level and in specific sectors where Mission resources are likely to be concentrated.

At this level, the analysis should, to the extent possible, also provide information about groups of women, men, and gender-diverse individuals that are particularly disadvantaged or that have strong unmet needs for empowerment (e.g., lesbian, gay, bisexual, transgender and intersex [LBGTQI+] persons, women from marginalized ethnic groups, women with disabilities, and so forth).

It is not sufficient for R/CDCS documents to simply represent gender as a "cross-cutting issue" that is described in a separate, single paragraph or section somewhere in the text of the R/CDCS. Rather, the findings of the gender analysis must inform and be incorporated into all sections of the R/CDCS. At the goal level, the R/CDCS narrative must discuss explicitly how the country strategy will contribute to the four objectives specified in the Gender Equality and Women's Empowerment Policy:

1. Reduce gender disparities in who accesses, controls, and benefits from economic, social, political, legal, educational, health, and cultural resources, as well as wealth, opportunities, and services;

2. Strive to eliminate GBV and mitigate its harmful effects on individuals and communities, so all people can live free from violence;

3. Increase the capability of women and girls in all their diversity to fully exercise their rights, determine their life outcomes, assume leadership roles, and influence decision-making in households, communities, and societies; and

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4. Advance structural changes that address the root causes of gender inequality and promote equitable gender norms.

Consistent with CDCS guidance, required gender considerations should address the most important challenges and opportunities facing the partner country, identify those areas that the Mission plans to address, and must include:

- Key sex-disaggregated statistics,

- Descriptions of gender gaps, and

- A brief profile of the status of women, men, and gender-diverse individuals in terms of their leadership roles in society and the gender norms that should be taken into account.

In the Development Hypotheses and Results Framework section of the R/CDCS, DOs and IR narratives should identify the specific gender gap relevant to that DO/IR and a discussion of how closing those gaps will be achieved. In addition, the Results Framework Indicator Annex in the CDCS should include illustrative performance and context indicators that track progress in closing identified gender gaps or achieving women's empowerment objectives. The Foreign Assistance Coordination and Tracking System (FACTs Info) includes eight Gender Equality and Women's Empowerment indicators pertaining to gender equality, women's empowerment, gender-based violence, and women, peace and security. In addition, there are several other relevant indices and indicators used by Presidential Initiatives and other sector specific indicators in FACTS Info (see section **205.3.9.2**). Missions may also develop custom indicators with implementing partners that provide the quality and range of information necessary to thoroughly assess progress and impact on gender equality outcomes to complement the standard indicators.

Missions may choose to have a DO (or an IR) that specifically addresses gender inequalities or seeks to empower women (see the USAID Gender Equality and Women's Empowerment Policy). If a Mission opts to have a standalone DO that addresses gender inequality or women's empowerment, the R/CDCS must explain how achieving gender equality and women's empowerment is part of the overall development hypothesis of the strategy and how USAID will work together with other actors in a partner country to contribute to this result. In addition, the R/CDCS must incorporate that DO into the Results Framework with associated illustrative indicators at the IR and sub-IR level that capture progress toward the stated gender equality objectives. Illustrative indicators will be further refined and defined in the Mission's Performance Management Plan (PMP).

205.3.4 Gender Analysis and Integration in Project Design
Effective Date: 04/26/2023

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If a mission is undertaking a project design, the Project Design Team, including technical and program office staff, must be substantially involved in the gender analysis process. Simply having a coordination function and providing a list of documents does not constitute active engagement. The Gender Advisor and Gender POC, where applicable, takes a lead role in conducting or reviewing the mandatory project-level gender analysis (see **ADS 201.3.3**). In Phase One: Project Design Planning (see **ADS 201sam**), the team should make a plan for conducting the gender analysis.

In Phase Two: Project Design (**ADS 201sam**), the Project Design Team must review the results of the gender analysis and use it when developing the theory of change that describes how the Project Purpose will be achieved. The project-level gender analysis should identify:

- Relevant gender gaps in the status and anticipated levels of participation of women and men that could hinder the key results to be achieved by the project, as defined in the Project Purpose;

- Key gender inequalities or needs for women's empowerment that could be addressed through the project; and

- Any potential differential effects (including unintended or negative consequences) on women, men, and gender-diverse individuals.

Gender analysis at this level should include the types of qualitative and quantitative information described in section **205.3.2**. To the extent possible, the information should reflect the intersection of gender and other factors such as age, marital status, income, ethnicity, race, disability, sexual orientation and gender identity, urban versus rural, and be focused on the geographic area of the project.

All Washington OUs that elect to approve the design of Washington-funded and managed activities through a PDD are required to conduct a gender analysis for those projects. Bureaus should document, in their Bureau Standard Operating Procedures on Gender Equality and Women's Empowerment, when and how gender analysis will be carried out and the results integrated into designs and solicitation documents. The Gender Advisor and Gender POCs, where applicable, takes a lead role in conducting or reviewing the mandatory project-level gender analysis. Project design teams must ensure that the findings and recommendations of any gender analyses are documented in the PDD. Although not required, it is a good practice to include the Bureau, Mission, or Independent Office Gender Advisor on the clearance list.

205.3.5   Gender Analysis and Integration in Activity Design
Effective Date: 04/26/2023

USAID (i.e., USAID staff or through a contractor) must conduct a gender analysis

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prior to, or during, the design of all "activities," as defined by ADS 201. Examples of activities include contracts, grants, or cooperative agreements with international or local organizations, among others.

USAID staff or contractors may conduct the activity-level analysis. The analysis can draw on data from other recent analyses, but a new analysis should be completed. Similar to the project level analysis, Missions should document in their Mission Order on Gender Equality and Women's Empowerment, and Bureaus should document in their comparable Bureau SOPs, when and how activity-level gender analyses must be carried out and the results integrated into designs and solicitation documents. The results of the gender analysis must be integrated into related solicitations.

Missions and Washington OUs must document in the AAM the ways gender has been incorporated into the solicitation and is expected to be incorporated in the application/proposal to ensure that pre-obligation requirements for gender and the requirements for solicitations (that are described in section **205.3.6**) are met.

Bureau and Mission planners of non-programmatic management or support activities are not required to carry out a gender analysis (see ADS 201.3.3.3 for more information on the exemption of Mission Awards for Management and Support Services from the project design process) although it is good practice to ensure that staff who are hired through such mechanisms have relevant gender expertise when relevant.

205.3.6   Gender Integration in Solicitations
Effective Date: 04/26/2023

Integrating gender equality and women's empowerment objectives, activities, and indicators into solicitations can be accomplished in a variety of ways. The most important aspect is that the relationship of gender equality and women's empowerment to the activity purpose is:

- Spelled out in the problem statement,

- Reflected in activity design and budget,

- Indicated by the requirement for staff expertise in gender integration,

- Tracked by qualitative or quantitative indicators in performance monitoring, and

- Addressed in the evaluation plan and reporting requirements.

Regardless of the mechanism, design teams must reflect the findings of the gender analysis, which was conducted for the activity and project (if applicable), in the different components of the solicitation (e.g., the Statement of Work (SOW) and Program

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Description (PD), <mark>activity/</mark>project deliverables, key personnel requirements, and monitoring, evaluation, and reporting requirements). Design teams must ensure that evaluation criteria reflect how well gender equality issues are incorporated throughout the application or proposal rather than creating one separate, general sub-criterion <mark>(see **ADS 201san, Guidance Note: Integrating Gender in Broad Agency Announcements**</mark> for additional guidance).

<mark>Design teams should also consider adding language into solicitations that encourages successful offeror(s) to submit a Gender Plan of Action post-award outlining how they will integrate attention to gender equality into the work plan and the Activity MEL Plan on the basis of the gender analysis.</mark>

The design team must include a statement as part of the Global Acquisition and Assistance System (GLAAS) requisition package that:

- Clearly indicates how the results of the gender analysis are incorporated throughout the SOW or PD, deliverables, monitoring and evaluation (M&E) procedures, and reporting requirements; or

- Gives a rationale for why gender inequality is not an issue for the particular activity to be implemented through the requested contract action. The rationale must be determined by the gender analysis cleared by the Director of the requesting office and the Program Office Director, and included in the appropriate approval document.

If neither of these is in the <mark>GLAAS</mark> request, the CO/AO must notify the <mark>planner</mark> that they are unable to take further action on the request until the required documentation is received.

The table below provides illustrative questions for <mark>activity</mark> teams to consider when drafting the technical components of the solicitation and for CO/AOs to use when reviewing draft solicitations to determine whether gender has been appropriately integrated.

Section of RFP/RFA	Illustrative Questions
Background	- Does the solicitation spell out the specific <mark>gender</mark> gaps that exist 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 <mark>activity</mark>? - Does the solicitation explain or indicate potential causes of the identified gaps?

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Section of RFP/RFA	Illustrative Questions
Statements of Work, Statements of Objective and Performance Work Statements	• Is the ==contractor required== to conduct a more detailed gender analysis prior to or at an early stage of ==activity== implementation? • Is the ==contractor required== to develop standalone or integrated activities to ensure that ==activities== are reducing the ==gender== gaps that were identified in the gender analysis that was carried out in the context of ==activity== design and addressing the unique needs and interests of ==women, men, and gender-diverse individuals==? • Is the ==contractor required== to develop a gender action plan describing how gender will be integrated into all phases of the work? • Does the SOW specify that the contractor must track the ==gender-specific differential impacts== participants in all activities?
Program Descriptions	• Does the Program Description sufficiently articulate how the proposed activity is expected to reduce gender gaps or address the unique needs and interests of ==women, men, and gender-diverse individuals== (consistent with those that were identified in the gender analysis carried out in the context of the ==activity== design)?
Monitoring and Evaluation	• Does the solicitation include specific gender-sensitive indicators that the IP is expected to use? • Are IPs encouraged to use one or more of the ==eight== standard indicators on gender? • Are there strategies in place to monitor unintended consequences (such as gender-based violence)?

Reporting	• Does the solicitation specify that reporting requirements include information on:
	  - To what extent and how relevant ==gender== gaps were closed?
	  - What new opportunities for women, men, and ==gender-diverse individuals== were created?
	  - What differential negative ==gender-related== impacts (such as increasing the risk of gender-based violence) were addressed or avoided?
	  - What needs and gender inequalities emerged or remain?

Personnel	• Does the solicitation request a technical expert who has experience with gender integration in ==program== design and is knowledgeable about how to address gender disparities and create opportunities for women's

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Section of RFP/RFA	Illustrative Questions
	leadership and participation within the particular sectoral context, if such an expert is important for ensuring optimal project results?
Instructions to Offerors/Applicants or Preparation and Submission Guidelines	• Does the solicitation stipulate that IPs highlight their capability to address gender gaps and to empower ==women==? • Does the solicitation request that IPs illustrate how their organization is structured to ensure that gender disparities will be deliberately and adequately addressed in their programming?
Evaluation or ==Merit Review== Criteria	• Does the solicitation state that IPs 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?

For technical assistance and additional guidance, program offices, technical teams, and CORs/AORs should consult the USAID Mission Gender Advisor, Bureau Gender ==Advisor==, or the Gender Equality and Women's Empowerment Hub in DDI.

==205.3.7== ==Gender Integration in Activity Implementation==
==Effective Date: 04/26/2023==

Gender integration does not end with activity design and solicitation but should continue throughout implementation. Missions have adopted many innovative practices designed to strengthen gender integration in activity implementation, including during the process of developing work plans.

AOR/CORs and Government Agreement Technical Representatives (GATRs) are responsible for ensuring that gender is being effectively taken into account in activity implementation, in accordance with the terms of the award. Good practices include asking IPs to develop gender action plans describing how gender will be integrated into all phases of the work ==plan and the Activity Monitoring, Evaluation and Learning Plan on the basis of the gender analysis==, when these were specified in the award. The AOR/COR/GATR must ensure that all people-level data that is gathered is sex-disaggregated. It is good practice to gather other gender-sensitive data during activity implementation, to

- Ensure that IPs report on gender-related results in quarterly or other reports if relevant; and

- Ensure that any observed unintended gender-related consequences of the activity are being documented, and, if a viable solution exists, addressed.

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Additionally, when staff at Missions or Washington OUs facilitate partners' meetings, working groups, and/or other collaborative activities, gender-related issues should be carefully considered when crafting the agenda and included when relevant, along with organizations doing related work.

The gender advisor or other technical staff with gender expertise in the relevant sector should provide the AOR/COR/GATR with the assistance needed to effectively integrate gender into activity implementation through regular communication, and, on occasions where this is useful, by accompanying the AOR/COR/GATR on site visits or meetings with IPs. If appropriate, the gender advisor or AOR/COR/GATR may link IPs to local networks of women leaders, women's rights organizations, and other stakeholders in support of gender equality in order to better leverage these resources to reduce gender gaps through activity implementation. Finally, Mission staff may wish to consider whether gender should be addressed in trainings being facilitated as part of activity implementation.

205.3.8   Monitoring, Evaluation, and Learning
Effective Date: 04/26/2023

USAID's Gender Equality and Women's Empowerment Policy, Evaluation Policy, and Program Cycle Operational Policy (ADS 201) require rigorous monitoring, evaluation to inform learning and adaptation. In both program monitoring and evaluation, OUs must:

- Collect sex-disaggregated data for all people-level indicators (see **ADS 201.3.5.7.g**),

- When relevant, develop performance and context indicators designed to track changes in key gender gaps from baseline to end-of-project or end-of-activity results, and

- Use appropriate qualitative and quantitative methodologies to gather and analyze relevant gender-sensitive data.

The process of monitoring and evaluation also provides a critical opportunity to enable course correction, particularly when the R/CDCS, activity, or project design did not sufficiently address gender gaps and women's empowerment.

In addition to these OU-level MEL requirements, approximately every five years after the release of **the USAID Gender Equality and Women's Empowerment Policy**, PPL and the Gender Equality and Women's Empowerment Hub must develop a progress report for the Administrator and the public, which must be shaped by an external evaluation and information furnished through USAID's systems.

205.3.8.1   Performance Monitoring
Effective Date: 04/26/2023

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As part of the on-going and routine review of performance indicator data, OUs should review progress toward meeting the four objectives of the **Gender Equality and Women's Empowerment Policy**. The information needed and data relevant to gender equality and women's empowerment should be identified during strategy/project/activity planning and design and reflected in Mission PMPs and Project and Activity MEL Plans.

Depending on how the OU is staffed, the Gender Advisor and/or Gender POCs from technical teams should be actively involved in performance monitoring activities. M&E Specialists and AORs/CORs should advise on the inclusion of gender-sensitive indicators in PMPs and Project and Activity MEL Plans, as appropriate. Gender-sensitive indicators are recommended for inclusion in PMPs and Project and Activity MEL plans but are not required.

The procedures for integrating gender into performance monitoring should be codified in the required Mission Order on Gender Equality and Women's Empowerment and in Bureaus' Standard Operating Procedures on Gender Equality and Women's Empowerment. Missions may also wish to address these issues in the required Mission Order on Performance Monitoring.

Missions and Washington Bureaus and Independent Offices (B/IOs) must:

- Develop indicators and set annual targets for tracking and measuring progress toward the four objectives of the Gender Equality and Women's Empowerment Policy during strategic planning and project design at all geographic levels as appropriate;

- Review IPs' proposed Activity MEL Plans (see **ADS 201.3.4.9**) and advise on the inclusion of a gender-sensitive approach to monitoring and gender-sensitive indicators, as appropriate;

- Review actual annual data against planned targets with attention to whether there are any gaps between the extent to which women and men are participating in and benefiting from projects and activities and discuss the findings with IPs (see **ADS 201.3.4.10**). PPRs must detail gender equality and women's empowerment results achieved in a reporting fiscal year (see section **205.3.9.2**);

- Ensure that data for any sex-disaggregated and gender-sensitive indicators in the Mission-wide PMP are routinely updated and available for use during Portfolio Reviews;

- Ensure that PPRs detail gender equality and women's empowerment results achieved in a fiscal year (see section **205.3.9**);

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- Analyze unexpected or unintended project or activity results (positive or negative) affecting women, men, or both, and discuss the findings with IPs; and

- Take corrective action if there are problems with, or gaps in, data collection, analysis or use of gender-sensitive performance data.

To improve gender equality outcomes, OUs should assess their portfolios annually using a gender equality marker—a tool that provides a simple scoring rubric to support program teams in any sector to engage in dialogue and learning, identify gender technical assistance needs, and improve integration of gender equality issues and objectives in the design, implementation, and evaluation of USAID activities.

205.3.8.2 Evaluation
Effective Date: 04/26/2023

All USAID OUs should assess in all performance and impact evaluations, across sectors and portfolios, whether and how the given activity contributes to gender equality and women's empowerment outcomes, including to identify the differential impacts of said activities on women, men, and gender-diverse individuals, in all their diversity.

Creating a gender-sensitive evaluation means that all stages of the evaluation reflect:

1. An awareness that the degree and meaning of program participation, program results, and potential sustainability are shaped by gender;

2. A recognition that explicit attention to gender issues must be integrated into the evaluation if gender equality objectives are to be addressed; and

3. A commitment to examining the extent to which gender equality was achieved as a result of the program or project that was implemented. Without engendered evaluation, USAID will be unable to examine the extent to which its programming achieves positive results and improves quality of life for individuals of all gender identities; reduces gender gaps and empowers women and girls; and contributes to the high-level outcomes articulated in the Gender Equality and Women's Empowerment Policy.

During the design phase of each activity or project, Washington Bureaus and Missions will give consideration to the evaluations that will be undertaken, and may identify key evaluation questions, including those related to gender equality or women's empowerment, at the outset (see **ADS 201, Program Cycle Operational Policy**). During the planning phase for the evaluation, Washington Bureaus and Missions must identify all evaluation questions for which sex-disaggregated data are needed. All people-level indicators must be disaggregated by sex. Washington Bureaus and Missions should also consider whether key evaluation questions examine the extent to

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which closing gender gaps has improved project outcomes and/or whether the project has transformed gender norms, reduced gender gaps, or empowered women/girls across diverse sub-groups (e.g., different ages, disability status, marital status, etc.), where applicable.

Washington Bureaus and Missions should:

- Strive to ensure that evaluation designs, methodologies, data collection, analyses, and reports adequately capture the situations and experiences of both men and women.

- In developing the evaluation sub-section of a Project MEL Plan, consider evaluations that address whether gender norms have been transformed or gender gaps have been closed (see **ADS 201.3.3.13**).

- Review IPs' proposed Activity MEL Plans (see **ADS 201.3.4.9**) to ensure that they include a gender-sensitive approach to evaluation, as appropriate.

Evaluation scopes of work must clarify expectations about the methodological and subject matter expertise of the evaluators, including expertise in gender analysis.

Good gender-sensitive evaluation practice is described in detail in **How-To Note: Engendering Evaluation at USAID**.

205.3.8.3   Collaborating, Learning and Adapting
Effective Date: 04/26/2023

The Collaborating, Learning and Adapting (CLA) content in Activity MEL Plans or Strategy PMP should address the following four elements as they pertain to gender:

1. Collaboration,

2. Gaps in knowledge/areas for further gender analysis,

3. Plans to assess progress made, and

4. What resources will be contributed to these efforts.

The process of learning by using data allows for gender considerations to be addressed throughout the Program Cycle. Data collected can be used to inform analysis of programming trends, prioritization of technical support to OUs, and opportunities to amplify the Agency's gender equality outcomes. Data and information collected can also contribute to the Agency's Learning Agenda. In addition, all USAID OUs should incorporate gender equality and women's empowerment into their CLA processes to provide feedback loops that enable iterative adaptation to improve impact towards

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meeting gender goals and mitigate risk. USAID OUs should do so across all sectoral activities, not only activities focused on gender equality and women's empowerment as a primary objective. Learning should also integrate participant voices in the feedback loops, not just as the entities we extract data from but as key participants in designing the questions we are asking.

Some opportunities to do this data collection include strategic portfolio reviews; mid-course stock-takings; partner discussions; site visits; review of OP and PPRs data; and using gender-related findings from monitoring data, evaluations, and analyses in new design and adaptive management approaches (see **ADS 201.3.5.23**).

205.3.9 Gender Integration in Operational Plans and Performance Plans and Reports
Effective Date: 04/26/2023

The Department of State and USAID policy require Washington and field-based OUs to report on gender equality and women's empowerment in budgets and performance plans and reports. In OPs and PPRs, the Gender Key Issue category is comprised of four linked and one independent key issue as well as two data-only sub-key issues (see **USAID's Web pages on the OPs/PPRs** for more information):

- Gender Equality/Women's Empowerment (GE/WE) – Primary;

- Of which Women's Economic Empowerment (GE/WE-Primary, WEE)

- GE/WE – Secondary;

- Of which Women's Economic Empowerment (GE/WE-Secondary, WEE)

- GBV

- GBV-Child, Early, Forced Marriage (CEFM); and

- Women, Peace, and Security (WPS).

205.3.9.1 Operational Plans
Effective Date: 04/26/2023

All OUs must attribute funding in each fiscal year to one or more of four linked gender key issues, two data-only sub-key issues, and/or the Women, Peace and Security independent key issue, as follows (see **USAID's Web pages on the OPs/PPRs** for the complete definitions of these key issues):

- **GE/WE – (Primary)** includes projects/activities in which gender equality or women and girls' empowerment is the explicit or primary goal and fundamental in

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the design, results framework, and impact. If an activity passes the GE/WE-Primary screen, all funding should be attributed to this linked key issue. If all funding for a project/activity cannot be attributed to this linked key issue, then OUs should attribute the relevant portion as "secondary" (see next paragraph).

- **GE/WE – (Secondary)** encompasses activities in which gender equality or women and girls' empowerment purposes, although important, are not among the principal reasons for undertaking the project/activity. To be considered in this linked key issue, the Gender Equality/Women's Empowerment component must be integrated into key parts of the project/activity, with gender results explicitly described. Since, in this case, only part of an activity budget contributes to this linked key issue, the OU must use its best judgment to determine what portion of funding to attribute to this category.

- **GBV** is an umbrella term for any harmful threat or act directed at an individual or group based on actual or perceived biological sex, gender identity and/or expression, sexual orientation, and/or lack of adherence to varying socially constructed norms around masculinity and femininity. All interventions that address or respond to GBV perpetrated against women and girls or men or boys, or other groups on the basis of their gender identity or expression, are to be reported in this linked key issue. If the project/activity addresses CEFM or female genital mutilation or cutting (FGM/C), the narrative should clearly describe in detail CEFM/FGM/C related activities. For the purposes of attribution, the GBV linked key issue should be considered to be mutually exclusive from the GE/WE-Primary and GE/WE-Secondary key issues.

- **GBV- CEFM** is a form of GBV that impinges on a person's right to a free and consensual relationship with a marital partner. Child or early marriage is a marriage or promise of a marriage that occurs before one of the parties reaches the age of adulthood, 18 years old. Forced marriage is defined as marriage at any age that occurs without the free and full consent of both spouses, including anyone under the age of 18 who is not able to give full consent. Early unions are informal unions in which a girl or boy lives with a partner as if married before the age of 18. CEFM can take place in different ways and situations including, but not limited to arranged, traditional, and customary marriage and/or bride kidnapping. Physical force is not necessary for it to be considered a forced marriage. In some situations, duress, social and familial expectation, economic influences, intimidation, or honor may coerce the party to participate in the union. Even when legislation is present banning the practice of CEFM, strong cultural and social norms may drive the practice to continue. OUs should use this Key Issue to report on standalone projects/activities where the primary purpose is to address CEFM as well as CEFM-related components of projects/activities that have a broader purpose and where addressing CEFM may not be the principal reason for undertaking the project. GBV-CEFM is a separate Linked Key Issue and for the purposes of budget attribution should be considered to be mutually

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exclusive from the GE/WE-Primary, GE/WE-Secondary, and GBV Linked Key Issues.

- **GE/WE-Primary, WEE Sub-Key Issue** (Subset of funding attributable to GE/WE-Primary): OUs should report the amount of funds listed under the Gender Equality/Women's Empowerment – Primary Linked Key Issue that can also be attributed to WEE under this Sub-Key Issue. (For standalone women's economic empowerment projects, these funding amounts will be the same.) Although this Sub-Key Issue captures funding data only, OUs should continue to report on WEE activities in the Key Issue narrative for GE/WE-Primary. The definition of the GE/WE-Primary Key Issue includes a sample of WEE activities and OUs should refer to that description before completing the budget attribution to this Sub- Key Issue.

- **GE/WE-S, WEE, Sub-Key Issue** (Subset of funding attributable to GE/WE-Secondary): OUs should report the amount of funds listed under the Gender Equality/Women's Empowerment – Secondary Linked Key Issue that can also be attributed to WEE under this Sub-Key Issue. Although this Sub-Key Issue captures funding data only, OUs should continue to report on WEE activities in the Key Issue narrative for GE/WE-Secondary. The definition of the GE/WE-Secondary Key Issue includes a detailed description of WEE and OUs should refer to that description before completing the budget attribution to this Sub-Key Issue.

- **The Women, Peace, and Security Independent Key Issue** collects information on projects/activities designed to promote women's participation and leadership, and the integration of gender perspectives, in peace building, conflict prevention, countering violent extremism, resilience-building, security sector and other decision-making processes and institutions in societies affected by crisis or conflict (e.g., peace negotiations, elections, efforts to address climate-related insecurity); protect women and girls from violence, discrimination, and abuse, including GBV and trafficking in persons; address the distinct needs of women and girls, and men and boys, as part of relief and recovery efforts, including humanitarian assistance and reintegration; and support women's economic empowerment and access to education and health services in crisis and conflict-affected environments. Funding projects/activities attributed to the WPS independent key issue must also be attributed to one and only one of the three mutually exclusive gender linked key issues or the Trafficking in Persons (TIP) independent key issue.

All OUs are also strongly encouraged to attribute funding to other Key Issues that may capture additional aspects of gender work, including the LGBTQI+ Key Issue.

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Attributions to the gender key issues may in some cases be double-counted against other relevant key issues, for example, the LGBTI independent key issue. OUs should refer to current year **Operational Plan Guidance** for more information and guidance.

205.3.9.2   Performance Plans and Reports
Effective Date: 04/27/2017

The Master Indicator List (MIL) includes eight Washington-designated, cross-cutting indicators that cover gender equality, women's empowerment, gender-based violence, and women, peace, and security (see box below). These indicators are designed to monitor the results of foreign assistance efforts across Categories, Program Areas, and Program Elements in the Standardized Program Structure (SPS). As relevant to the outputs and outcomes being reported, some or all eight of the gender equality, women's empowerment, GBV, and women, peace and security indicators will be used in reports to the Office of Management and Budget (OMB), Congress, and other stakeholders.

GNDR-1	Number of legal instruments drafted, proposed or adopted with USG assistance designed to promote gender equality or non-discrimination against women or girls at the national or subnational level.
GNDR-2	Percentage of female participants in USG-assisted programs designed to increase access to productive economic resources (assets, credit, income or employment).
GNDR-4	Percentage of participants reporting increased agreement with the concept that males and females should have equal access to social, economic, and political resources and opportunities.
GNDR-5	Number of legal instruments drafted, proposed, or adopted with USG assistance designed to improve prevention of or response to sexual and gender-based violence at the national or subnational 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-8	Number of persons trained with USG assistance to advance outcomes consistent with gender equality or female empowerment through their roles in public or private sector institutions or organizations.
GNDR-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.
GNDR-10	Number of local women participating in a substantive role or position in a peacebuilding process supported with USG assistance.

Beginning with the FY16 PPR, all standard indicators are required as applicable. All OUs must work with implementing partners to collect data and report on one or more of

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the gender standard indicators if the OU's programming produces data that contributes to the measurement of these indicators.

In addition, any people-level standard and custom performance indicators reported on in the PPR must be disaggregated by sex (see **ADS 201, Program Cycle Operational Policy**).

In annual PPRs, OUs must report on results realized during the reporting fiscal year, regardless of the appropriation year of the funding that helped produce the results. Each indicator has an associated reference sheet, or Performance Indicator Reference Sheet (PIRS), which explains how the indicator must be computed (see **Master Indicator List** on USAID's Web pages on the OPs/PPRs). Missions and OUs should become familiar with the standard indicators on gender and how they are used well before the time when initial data is collected.

It is important to consult **USAID's Web pages on the OPs/PPRs** for more information as some of the definitions or guidance may change from year to year.

205.4   MANDATORY REFERENCES

205.4.1   External Mandatory References
Effective Date: 04/26/2023

a.   **The National Strategy on Gender Equity and Equality**

b.   **The U.S. Strategy on Global Women's Economic Security**

c.   **The U.S. Strategy on Women, Peace and Security**

d.   **The U.S. Strategy to Prevent and Respond to Gender-Based Violence Globally**

e.   **United States Global Strategy to Empower Adolescent Girls**

205.4.2   Internal Mandatory References
Effective Date: 04/26/2023

a.   **ADS 201, Program Cycle Operational Policy**

b.   **ADS 205maa, USAID Guidance on Female Genital Mutilation/Cutting (FGM/C)**

c.   **ADS 300, Agency Acquisition and Assistance Planning**

d.   **Operational Plan Guidance**

Text highlighted in yellow indicates that the material is new or substantively revised.

e. **Performance Plan and Report Guidance**

f. **The LGBT Vision for Action: Promoting and Supporting the Inclusion of Lesbian, Gay, Bisexual and Transgender Individuals**

g. **The USAID Policy on Counter-Trafficking in Persons**

h. **USAID Evaluation Policy**

i. **USAID Gender Equality and Women's Empowerment Policy**

j. **USAID Implementation of the United States National Action Plan on Women, Peace, and Security**

205.5   ADDITIONAL HELP
Effective Date: 04/26/2023

a. **ADS 205saa, Integrating Disability into Gender Analysis**

b. **Gender 101 Online Training Course**

c. **Mission Order and Bureau Standard Operating Procedures Template: Gender Equality and Women's Empowerment**

d. **Office of Gender Equality and Women's Empowerment (GenDev)**

e. **ProgramNet Gender Equality and Women's Empowerment Policy Page**

f. **Suggested Approaches for Integrating Inclusive Development Across the Program Cycle and in Mission Operations**

g. **Tips for Integrating Gender Into USAID Agricultural Sector Solicitations**

h. **Tips for Integrating Gender Into USAID Education Sector Solicitations**

i. **Toward Gender Equality in Europe and Eurasia: A Toolkit for Analysis**

205.6   DEFINITIONS
Effective Date: 04/26/2023

Gender
A socially constructed set of rules, responsibilities, entitlements, and behaviors associated with being a man, a woman, or a gender-diverse individual, and the relationships between and among people according to these constructs. These social

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definitions and their consequences differ among and within cultures, change over time, and intersect with other factors (e.g., age, class, disability, ethnicity, race, religion, citizenship, and sexual orientation). Though these concepts are linked, the term *gender* is not interchangeable with the terms *women*, *sex*, *gender identity*, or *gender expression*. (**Chapter 205**)

Gender Advisor
Person with the technical skills, competencies, and experience necessary to provide appropriate, in-depth guidance to technical and program staff to ensure that gender equality and women's empowerment are integrated in meaningful ways across the program cycle, but especially in program design. Gender advisors are appointed by Missions or Washington Operating Units and possess an educational background or experience working on gender integration and women's empowerment in one or more technical fields. OUs should follow the minimum LOE requirements for Gender Advisors. In all cases, the advisor will have responsibilities explicitly included in their job description. HCTM has pre-classified Standard Position Descriptions on their SPD Page. (**Chapter 205**)

Gender Analysis

1. A socioeconomic analysis of quantitative and qualitative information to identify, understand, and explain gender gaps between individuals, which typically involves examining the:

    a. Differences in the status of women and men, girls and boys, and gender-diverse individuals and their differential access to and control over assets, resources, education, opportunities, and services
    b. Influence of gender roles, structural and systems barriers, and norms on the division of time among paid employment, unpaid work (including subsistence production, domestic work, and care for family members), and volunteer activities
    c. Influence of gender roles, structural and systems barriers, and norms on leadership roles and decision-making, constraints, and opportunities
    d. Potential differential impacts of development policies and programs on women and men, girls and boys, and gender-diverse individuals, including unintended or negative consequences

2. Includes conclusions and recommendations to enable development policies and programs to narrow gender gaps and improve the lives of women and girls, men and boys, and gender-diverse individuals.

Data for a gender analysis should reflect the intersection of sex and gender identity with other characteristics (e.g., age, marital status, income, ethnicity, race, disability

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status, geographic location, sexual orientation, gender expression, or other socially relevant category) in education, health, political participation, economic activity and earnings, time use, GBV, and other relevant domains. It is important to understand a person's *intersecting* identities to capture the extent to which they may or may not experience heightened marginalization or exclusion in society. (**Chapter 205**)

Gender Based Violence (GBV)
GBV is any harmful threat or act directed at an individual or group based on actual or perceived sex, gender, gender identity or expression, sex characteristics, or sexual orientation, and/or lack of adherence to varying socially constructed norms around masculinity and femininity. Although individuals of all gender identities may experience GBV, women, girls, and LGBTQI+ individuals face a disproportionate risk of GBV across every context due to their unequal status in society.

GBV is rooted in structural gender inequalities, patriarchy, and power imbalances. Across its many manifestations, GBV is a human rights violation and a barrier to civic, social, political, legal, and economic participation. It is prohibited under international humanitarian law. It has direct and indirect costs to individuals; families; communities; economies; global public health; development; and human, national, and regional security. (**Chapter 205**)

Gender Binary
A system in which gender is socially constructed into two categories of man or woman. (**Chapter 205**)

Gender Diverse
Refers to a person with a gender identity beyond the binary categories of man or woman. This can include identifying along the vast diversity of gender identity (e.g., nonbinary, genderqueer, gender nonconforming, genderfluid, etc.). (**Chapter 205**)

Gender Equality
Equal ability to attain and benefit from human rights, freedoms, socially valued goods, opportunities, and resources by all individuals independent of a person's sex, gender expression, and gender identity. Gender equality is more than parity in numbers and laws on the books. Achieving gender equality means that all individuals—women and girls, men and boys, and gender-diverse individuals—can meaningfully contribute and belong to their societies with dignity. (**Chapter 205**)

Gender Equity
The process of ensuring women and men, boys and girls, and gender-diverse individuals receive consistent, systematic, fair, and just treatment and distribution of benefits and resources. To ensure fairness, measures must be taken to compensate for historic and systemic disadvantages (i.e., economic, social, and political). Equitable approaches are different from approaches in which resources are distributed equally to all persons or groups regardless of specific circumstances or needs. Gender equity

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is the process that needs to be followed to reach the outcome of *gender equality*. (**Chapter 205**)

Gender Expression
How a person presents their gender identity outwardly, through acts, dress, behavior, voice, or other perceived characteristics. Gender expression can be described variously as feminine, masculine, both, or neither. Pronouns are also part of how people express and articulate gender identity. (**Chapter 205**)

Gender Identity
A person's deeply held sense of self. It is how individuals perceive themselves and what they call themselves. This can include identifying as woman or man or as a gender-diverse individual along the spectrum of gender identity and gender expression. While gender is a social construct ascribed to individuals, gender identity is self-determined. A person's gender identity may or may not align with their biological sex assigned at birth. When someone's sex assigned at birth aligns with their gender identity, the person is cisgender. When someone's sex assigned at birth does not align with their gender identity, the person may identify as a transgender man, transgender woman, nonbinary, or another identity (e.g., gender nonconforming, agender, etc.). (**Chapter 205**)

Gender Integration
Incorporating gender equality principles and practices, issues and needs, and objectives throughout all phases of programming including, but not limited to, strategic planning, project and activity design, award, implementation, and monitoring and evaluation. (**Chapter 205**)

Gender Norms
The often unspoken social rules that govern the attributes, roles, and behaviors that are valued and considered acceptable for women and girls, men and boys, and gender-diverse individuals within a given culture or social group. Norms are learned and reinforced from childhood to adulthood through observation, instruction, positive and negative sanctioning, media, religion, and other social institutions. Restrictive gender norms permit only a narrow range of gender expressions and/or behaviors. Individuals who do not conform to prevailing gender norms may experience sanctions. (**Chapter 205**)

Gender Points of Contact (POCs)
Persons designated by Missions or Bureaus to serve as point of contacts on issues related to gender equality and women's empowerment from various OU offices or teams. Gender POCs should not take the place of a Gender Advisor but rather should support the integration of gender across OU functions and technical areas.
Gender POCs may or may not have the technical skills of a Gender Advisor but at a minimum must take a minimum of two additional gender courses beyond Gender 101 over a five-year time period from the release of the Gender Policy. (**Chapter 205**)

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In All Their Diversity
This statement is used to underscore that, where women and girls, men and boys, and gender-diverse individuals are mentioned, this includes the full range of gender identity and/or gender expression, sex characteristics, sexual orientation, and other intersectional characteristics such as age, caste, disability, race or ethnic origin, religion, or belief. Use of this term affirms the commitment to leave no one behind and achieve gender equality for everyone. (**Chapter 205**)

Intersectionality
All individuals have multiple social identities shaping their lived experiences, including but not limited to sex, sexual orientation, gender identity, gender expression, class, race, age, disability, nationality, etc.These identities determine one's place in their society, privileges and protections from human rights violations, and the impact of complex forms of discrimination. Intersectionality also serves as an analytical lens that considers and addresses how a person's overlapping identities contribute to unique experiences of oppression, privilege, and access (including access to development programming). (**Chapter 205**)

Intersex
An umbrella term for people whose sex characteristics at birth do not all correspond to a single sex. Many variations of sex characteristics are possible, and there are about 40 variations that cannot be categorized as male or female. Being intersex is not the same as being nonbinary or transgender, which are terms typically related to gender identity. (**Chapter 205**)

Sex
The designation of a person as male, female, or intersex based on a cluster of anatomical and physiological traits known as sex characteristics. Sex characteristics include external genitalia, secondary sex characteristics (e.g., facial hair, distribution of fat tissue, voice pitch), gonads and internal organs, hormones, and chromosomes. At birth, infants are typically assigned a sex based on visual inspection of external genitalia. (**Chapter 205**)

Sexual Orientation
The enduring physical, romantic, and/or emotional attraction to other people by sex or gender identity. Common sexual orientations include straight or heterosexual, gay or lesbian, bisexual, pansexual, asexual, queer, and questioning. Sexual orientation is separate from gender identity or gender expression. (**Chapter 205**)

Women's Empowerment
When women and girls in all their diversity act freely, claim and exercise their rights, and fulfill their potential as full and equal members of society. All individuals have power within themselves; however, cultures, societies, and institutions create conditions that facilitate or undermine the possibilities for empowerment. Women's

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empowerment is also a process by which the state of empowerment is achieved. (**Chapter 205**)

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