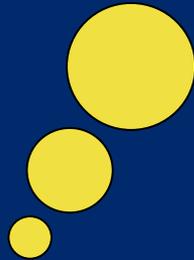
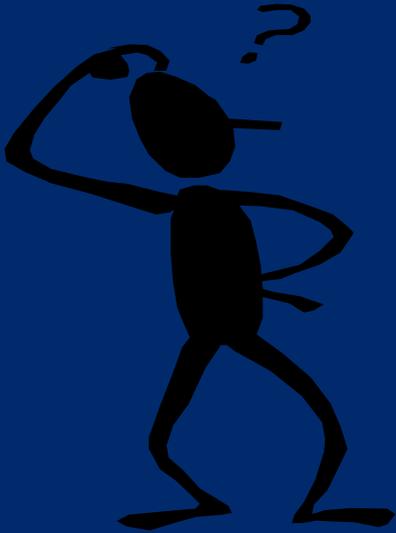




**If Development is not
Engendered, it is
Endangered**

Gender Concepts



Gender...

Refers to the economic, social, political, and cultural attributes and opportunities associated with being male or female.

The social definitions of what it means to be a woman or a man vary among cultures and change over time.

OECD, 1998

Sex...

Refers to the biological differences between males and females. Sex differences are concerned with males' and females' physiology.

Gender Equity & Equality

Gender Equity

Process of being fair to women and men, including using measures to compensate for historical and social disadvantages that prevent men and women from operating on a level playing field.

CIDA, 1996

Gender Equality

The state or condition that affords women and men equal enjoyment of human rights, socially valued goods, opportunities, and resources.

SIDA, 1997

Gender Integration & Mainstreaming

Gender Integration

Refers to strategies applied in program assessment, design, implementation, and evaluation to take gender norms into account and to compensate for gender-based inequalities.

Gender Mainstreaming

The process of incorporating a gender perspective into policies, strategies, programs, project activities, and administrative functions, as well as institutional culture of an organization.

Women's Empowerment & CME

Women's Empowerment

Improving the status of women to enhance their decision-making capacity at all levels, especially as it relates to their sexuality and reproductive health.

Constructive Male Engagement

Involves men in actively promoting gender equity with regard to reproductive health, increases men's support for women's reproductive health and children's well-being, and advances the reproductive health of both men and women.

Reproductive Empowerment

Reproductive empowerment

The expansion of people's ability to make and act upon informed decisions about the timing and spacing of children. Empowering women and girls should include efforts to improve their access to educational, financial, and political resources. Reproductive empowerment also requires building women's and men's decision making skills, and working with men, boys, and other community members to establish supportive gender norms and attitudes. Use of family planning methods, in turn, furthers women's reproductive and overall empowerment

Homophobia & Heterosexism

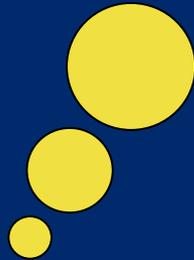
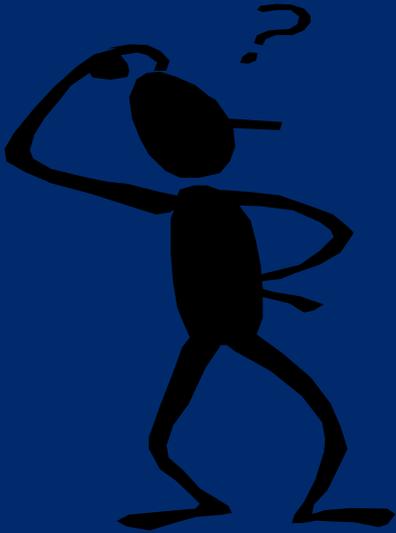
Homophobia

Fear of, aversion to, or discrimination against homosexuals or homosexual behavior or cultures. Homophobia also refers to the self-loathing by homosexuals as well as the fear of men who do not live up to society's standards of what it is to be a "true man."

Heterosexism

The presumption that everyone is heterosexual and/or the belief that heterosexual people are naturally superior to homosexual and bisexual people.

Gender Integration Continuum



Gender Equality Continuum Tool

GENDER EQUALITY CONTINUUM TOOL

Ignores:

- the set of economic/social/political roles, rights, entitlements, responsibilities, obligations and 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

Exploitative

Reinforces or takes advantage of gender inequalities and stereotypes

Accommodating

Works around existing gender differences and inequalities

Transformative

- Fosters critical examination of gender norms* and dynamics
- Strengthens or creates systems* that support gender equality
- Strengthens or creates equitable gender norms and dynamics
- Changes inequitable gender norms and dynamics

GOAL

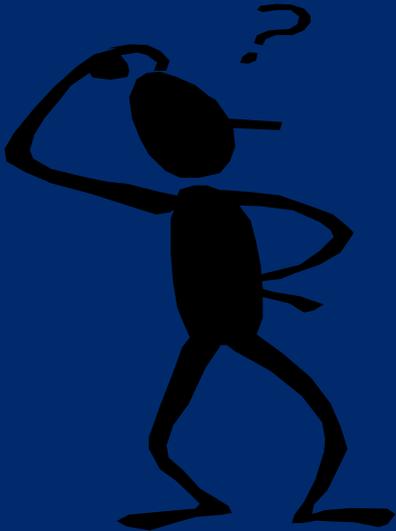
Gender Equality and better development outcomes



* Norms encompass attitudes and practices

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

**Overview of USAID ADS
Requirements and USG HIV/AIDS
Legislation**



USAID, Gender, and Development

“Achieving our objectives for global development will demand accelerated efforts to achieve gender equality and women’s empowerment. Otherwise, peace and prosperity will have their own glass ceiling.”

- Hillary Clinton, January 2012

USAID, Gender, and Development

ADS 201.3.4.2: Gender Analysis in Country Development Cooperation Strategy (CDCS)

Promoting gender equality and advancing the status of women and girls around the world remains as one of the greatest unmet challenges of our time, and one that is vital to achieving U.S. development objectives USAID adopted several comprehensive and interlinked policies and strategies to reduce gender inequality and to enable girls and women to realize their rights, determine their life outcomes, influence decision-making and be change agents in households, communities, and societies. Accordingly, **USAID staff is required to conduct a gender analysis as part of the design of country strategies.** The gender analysis must be completed prior to completing a CDCS so that its findings will appropriately inform strategic decisions about each development objective and intermediate result.

ADS 201.3.15.3: Gender Analysis in the Project Design Process

The project level gender analysis should [...] include more detail on the relevant gaps in the status of males and females, including by age ethnicity, disability, location, etc.) that could hinder overall project outcomes and be reduced through project design. The gender analysis should also identify possible differential effects the project might have on men and women.

What is Gender Analysis?

Gender analysis is a tool used in project planning to “identify, understand, and explain gaps between males and females that exist in households, communities, and countries. It is also used to identify the relevance of gender norms and power relations in a specific context,” including:

- “Differences in the status of women and men and their differential access to assets, resources, opportunities and services;
- The influence of gender roles and norms on the division of time between paid employment, unpaid work (including subsistence production and care for family members), and volunteer activities;
- The influence of gender roles and norms on leadership roles and decision-making; constraints, opportunities, and entry points for narrowing gender gaps and empowering females; and
- Potential differential impacts of development policies and programs on males and females, including unintended or negative consequences.”

While **no gender analysis framework has been “adopted as the standards USAID approach,”** most “involve **collecting qualitative and quantitative information,**” including “descriptive statistics on the status of males and females, ideally disaggregated by age, income, ethnicity, race, disability status, location, lesbian, gay, bisexual and transgender (LGBT) or other socially relevant category as appropriate, in: education, health, political participation, economic activity and earnings, time use, violence,” etc.

Domains to Include in Gender Analysis

- **Laws, Policies, Regulations, and Institutional Practices** that influence the context in which men and women act and make decisions [...]The gender analysis should identify the extent to which laws, policies, regulations and institutional practices contain explicit gender biases
- **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 males and females... They influence how females and males 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 males and females in project activities.**
- **Gender Roles, Responsibilities, and Time Used:** The most fundamental division of labor within all societies is between productive (market) economic activity and reproductive (non-market) activity [...] Gender analysis should examine what males and females do in these spheres, including roles, responsibilities, and time used during paid work, unpaid work (including 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 females and males own and/or have access 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.
- **Patterns of Power and Decision-making:** This domain of gender analysis examines the ability of women and men 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 males and females are represented in senior level decision-making positions and exercise voice in decisions made by public, private, and civil society organizations.

ADS: Questions for Contracts and Agreements Officers

Background

Does the solicitation spell out the specific gaps that exist between males and females with respect to the problem that is being addressed and relevant to project outcomes?

- Does it indicate what opportunities there are to promote women's leadership and empowerment as a result of the project?
- Does the solicitation explain or indicate potential causes of the identified gaps?

Statements of Work, Statements of Objectives

- Is the Implementing Partner required to conduct a more detailed gender analysis prior to or at an early stage of project implementation?
- Does the SOW require the contractor to develop stand-alone or integrated activities to ensure that projects are reducing the gaps between males and females that were identified in the gender analysis that was carried out in the context of project design and addressing the unique needs and interests of males and females?
- Does the SOW specify that the contractor must track the differential impacts on male and female participants in all activities?

Program Descriptions

- Do the activities in the Program Description sufficiently articulate how the offerer is to reduce gender gaps or address the unique needs and interests of males and females (consistent with those that were identified in the gender analysis carried out in the context of the project design)?

ADS: Questions for Contracts and Agreements Officers

Monitoring and Evaluation

- Does the solicitation include specific gender- sensitive indicators that the Implementing Partner is expected to use?
- Are Implementing Partners encouraged to use one or more of the nine standard indicators on gender?
- Are there strategies in place to monitor for unintended consequences (such as gender-based violence)?

Reporting

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

Key Personnel

- Does the solicitation request a technical expert who has experience with gender integration in project design and is knowledgeable about how to address gender disparities and create opportunities for women's leadership and participation within the particular sectoral context, if such an expert is important for ensuring optimal project results?

ADS: Questions for Contracts and Agreements Officers

Key Personnel

- Does the solicitation request a technical expert who has experience with gender integration in project design and is knowledgeable about how to address gender disparities and create opportunities for women's leadership and participation within the particular sectoral context, if such an expert is important for ensuring optimal project results?

Instructions to Officers for Preparation and Submission Guidelines

- Does the solicitation stipulate that Implementing Partners highlight past performance demonstrating their ability to address gender gaps and to empower females?
- Does the solicitation request that Implementing Partners illustrate how their organization is structured to ensure that gender disparities will be deliberately and adequately addressed in their programming?

Evaluation or Selection Criteria

- Does the solicitation state that Implementing Partners will be evaluated on how well the proposal addresses gender integration as described in the SOW/PD and other sections of the solicitation, as appropriate?

Requirements

For Project Authorization

Project design teams must ensure that the conclusions of any gender analyses are documented in the relevant authorization document (e.g., PAD or Action Memorandum). If the project design team determines that gender is not an issue, as per the gender analysis, this must be stated in the authorization document (see **ADS 205**).

Gender Analyses

- 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 and men (e.g., economic, political, etc.) **that could be closed as a result of the project**; and
 - **Possible differential effects the project might have on men and women.**
- At this level, **gender analysis should influence the project design** to ensure that it explicitly addresses any disparities and includes actions to reduce the inequalities that are revealed. Results from 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.

Gender Integration throughout the program cycle (10)

205.3.2

- Operating Units (OUs) must implement the **USAID Gender Equality and Female Empowerment Policy** throughout the Program Cycle in:
 - Agency level policy and strategy formulation;
 - Country Development Cooperation Strategies;
 - Project design and implementation; and
 - Monitoring, evaluation, and learning.
- Technical teams and program offices must reflect the findings of these analyses in CDCSs, Project Appraisal Documents (PADs), Action Memoranda, and Solicitations, as described in this chapter.

205.3.3 Gender Analysis in the CDCS Process

- At this level, the analysis should, to the extent possible, also provide information about groups of women or men that are particularly disadvantaged or that have strong unmet needs for empowerment (e.g., Lesbian, Gay, Bisexual, and Transgender (LGBT) persons, women from marginalized ethnic groups, women with disabilities, and so forth).
- **It is not sufficient for 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 CDCS.** Rather, the findings of the gender analysis must inform and be incorporated into all sections of the CDCS. At the highest level, the CDCS narrative must discuss explicitly how the country strategy will contribute to the three outcomes specified in the **Gender Equality and Female Empowerment Policy**:
 - (1) Reductions in gaps between males and females in access to/control over economic, political, and social resources;
 - (2) Reductions in the prevalence of gender-based violence; and
 - (3) Reductions in constraints that prevent women and girls from leading, participating fully in, and influencing decisions in their societies.
- The narrative of the background section that describes the country conditions and provides the supporting evidence that underlie the selection of the Goal and Development Objectives (DOs) **must include**:
 - Key sex-disaggregated statistics,
 - Descriptions of gender gaps, and
 - A brief profile of the status of women and men in terms of their leadership roles in society and the gender norms that should be taken into account

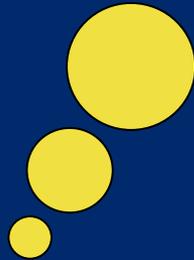
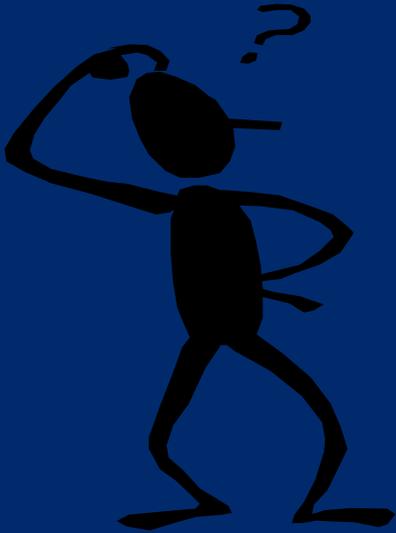
Inclusion of Gender Analysis in RFP

- USAID technical teams and program 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 project-level gender analysis should identify the relevant gender gaps in the status and anticipated levels of participation of women and men that could hinder:
 - Overall project outcomes defined in the Project Logical Framework (LogFrame),
 - Key gender inequalities or needs for female empowerment that could be addressed through the project, and
 - Any potential differential effects (including unintended or negative consequences) on women and men.
- Gender analysis at this level **should include the types of qualitative and quantitative information described in 205.3.1.** To the extent possible, the information should be **disaggregated** by age, income, ethnicity, race, disability, LGBT, urban versus rural, and focused on the geographic area of the project.
- Project level gender analysis should be specific enough to provide insights about key gender gaps and needs for increased gender equality related to each of the activities (i.e. implementing mechanisms) that will eventually be implemented under the Project Appraisal Document (PAD). If, however, the PAD includes disparate activities and the gender analysis is too broad or framed at too high a level to be useful for designing the individual subordinate activities, then supplementary gender analysis must be conducted at the activity level. If, in implementation, learning occurs that leads to a substantial revision of the project or activity, additional gender analysis may be required.
- Similar to the CDCS, the findings of the gender analysis must be referenced throughout the PAD or Action Memorandum (for small projects) and discussed specifically in the:
 - Problem statement,
 - Activities,
 - Monitoring and Evaluation (M&E) Plan, and
 - Personnel requirements.

Inclusion of Gender Analysis in RFP

- Appropriate gender-sensitive indicators and sex-disaggregated data must be reflected in the M&E Plan as guided by the LogFrame. The gender analysis must be included in an Appendix to the PAD. The PAD or relevant authorization document must be updated with documentation of any new additional gender analyses that have been carried out subsequent to PAD or Action Memorandum approval.
- The Program Office or project team, in consultation with the relevant Gender Advisor or Point of Contact, is responsible for deciding whether additional gender analyses are required. Both field Missions and Operating Units (OUs) in Washington must ensure that a gender analysis, sufficient for the purposes of integrating gender at the implementing mechanism level, has been carried out.

Gender and PEPFAR



UPDATED PEPFAR Gender Strategy (2013)

- Continues and builds on the two-pronged approach:
 - Gender integration in all program areas (prevention, care, and treatment)
 - Programming along five strategic, cross-cutting areas
- Provides a broader definition of gender and GBV
- Gender framework and its application to each PEPFAR technical area
- Offers details on the who, why, what, and how of gender integration into HIV programs including specific examples of activities
- Outlines requirements for gender analysis, reporting on new gender related indicators, staffing information and budget attributions
- Implementation: 5-year country strategies, COP technical guidance and review, TA, and resources from Gender Technical Working Group (GTWG), gender focal points/ advisors
- <http://www.pepfar.gov/documents/organization/219117.pdf>

PEPFAR Gender Framework

Populations: Women and men, boys and girls, other gender identities

- Specific populations: OVC, MSM, SW, PLWH, PWID, TG, etc.
- Across the lifespan

Outputs

- Number of people reached with key gender activities (see PEPFAR gender indicators)
- Sex and age disaggregated indicators by specific technical areas (see all other PEPFAR indicators)

Outcomes

- Improved gender norms
- Reduced gender-based disparities in rights, status & legal protections
- More equal access to productive resources and education
- Reduced inequities between men and women in HIV prevention, care & treatment (access, participation, adherence)
- Reduced gender-related barriers to HIV prevention, care & treatment

Impact

Reduced GBV

HIV Incidence

HIV Prevalence

HIV Mortality

Non-clinical HIV impact mitigation

Improved Gender Equality

PEPFAR Gender Activities

- Implement activities to change harmful gender norms & promote positive gender norms
- Implement GBV prevention activities
- Provide services for post-GBV care
- Promote gender-related policies and laws that increase legal protection
- Increase gender equitable access to income and productive resources, including education
- Provide gender equitable HIV prevention, care & treatment

Approaches

- Country ownership & multisectoral approach
- Community and civil society engagement
- Integrated health service models
- Meaningful participation of women, girls, boys, men other gender identities and vulnerable groups
- Health systems strengthening to ensure capacity for gender activities

The relationship between HIV and gender

- Gender norms and inequalities increase women's and girls' vulnerability to HIV due to multiple factors
- Men and boys are affected by gender expectations that may exacerbate unhealthy behaviors
- Gender norms around masculinity and sexuality put men who have sex with men at increased risk for HIV
- Norms around gender and sexual identity put transgender populations and others who are perceived to have transgressed those norms at greater risk for both GBV and HIV
- Gender-based violence limits one's ability to negotiate safe sexual practices, disclose HIV status, and access services due to fear of reprisal

Updated PEPFAR Gender Strategy: Populations

- PEPFAR recognizes that gender issues are relevant for HIV prevention, care, treatment, and support among men and boys as well as populations that are vulnerable due to the fact that their gender identity (e.g. transgender persons), sexual orientation (e.g., gay, lesbian), and/or sexual behavior (e.g. MSM, sex workers [SW]) does not conform to existing gender norms.
- Disabled populations also face heightened risks of violence, including sexual violence.
- As PEPFAR programs integrate gender activities into their portfolio, consideration of all of these populations is critical.
- Each technical area will need to identify the populations it should target according to the epidemiological profile of the country.

Five Strategic Cross-cutting Areas for Action in Updated PEPFAR Gender Strategy

- Provide gender equitable HIV prevention, care, treatment & support
- Implement GBV prevention activities and provide services for post-GBV care
- Implement activities to change harmful gender norms and promote positive gender norms
- Promote gender related policies and laws that increase legal protection
- Increase gender equitable access to income and productive resources, including education

1. Provide gender equitable HIV prevention, care, treatment & support

Strong PEPFAR-supported programs promote evidence-based and innovative strategies to ensure that men and women, girls and boys, and people with other gender identities have access to quality prevention care, treatment, and support services across the HIV continuum of care. This includes tailoring services to meet the unique needs of various groups, and decrease gender-related barriers—including in humanitarian emergencies and conflict settings. It also includes taking into account the specific, and often different, reproductive health needs of women and adolescent girls. Finally, this also includes expanding access to female-controlled prevention methods, such as female condoms and microbicides (when available).

2. Implement GBV prevention activities and provide services for post-GBV care

GBV has implications for almost every aspect of health. It can affect women and girls, men and boys, and other gender identities. Women, girls, sex workers (SW), MSM and TG are often at increased risk. GBV increases vulnerability to HIV and other reproductive health and obstetric conditions, including unintended pregnancy and fistula, and negatively affects an individual's ability to adhere to treatment and access care. Although GBV encompasses a wide range of behaviors, PEPFAR priority and funding is predominantly focused on prevention and response to physical and sexual intimate partner violence, including marital rape; sexual assault or rape; female genital cutting/mutilation; sexual violence against children and adolescents; and child marriage, because of the links to HIV.

3. Implement activities to change harmful gender norms and promote positive gender norms

Gender norms play a critical role in HIV outcomes by affecting sexual behavior and risk-taking, health-seeking, HIV disclosure, and violence experience and perpetration. Therefore, attention to gender norms has the potential to affect both individual outcomes and the overall impact of interventions.

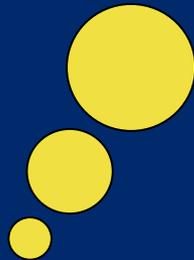
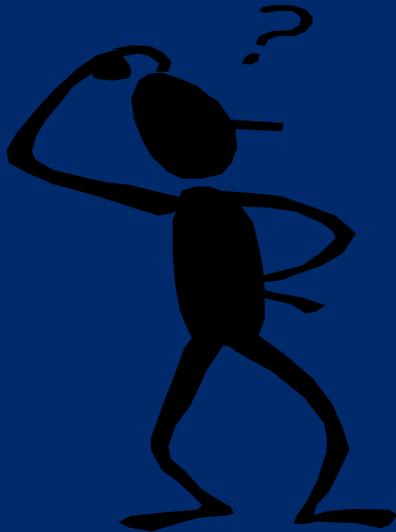
4. Promote gender related policies and laws that increase legal protection

Policies, laws, and legal practices that discriminate against vulnerable populations (e.g. women, girls, TG, MSM, SW) may increase the negative impact of HIV and AIDS. For instance, women denied enforceable legal rights and protections, including rights to education, health care, employment, property and equitable inheritance, are at greater risk of engaging in transactional sex and experiencing GBV, and are less likely to access HIV treatment and care for themselves and their children. Similarly, legislation that criminalizes same-sex behavior can have a negative effect on HIV prevention and access to services for key populations.

5. Increase gender equitable access to income and productive resources, including education

Lack of access to productive resources such as education increases vulnerability to HIV, as well as other health issues. Therefore, providing economic and educational opportunities may empower individuals to avoid high risk behaviors, seek and receive health care services, and provide better care for their families.

Gender Analysis & Integration



Gender Analysis

What is Gender Analysis?

Gender analysis draws on social science methods to **examine relational differences** in women's and men's and girls' and boys'

- roles and identities
- needs and interests
- access to and exercise of power

and the **impact of these differences** in their lives and health.

How does Gender Analysis help us design and manage better health programs?

Through data collection and analysis, it identifies and interprets ...

- consequences of gender differences and relations for achieving health objectives, and
- implications of health interventions for changing relations of power between women and men.

Different approaches, but two fundamental questions

- How will gender relations **affect the achievement** of sustainable results?
- How will proposed results **affect the relative status of men and women**? (i.e., will it exacerbate inequalities or accommodate or transform gender relations?)

To understand gender relations ...

Examine different domains of gender relations

POWER

- Practices, Roles, and Participation
- Knowledge, Beliefs, and Perceptions
- Access to Resources
- Rights and Status

POWER

Different Contexts

Gender constraints and opportunities need to be investigated in specific contexts, as they vary over time and across ...

Social Relationships

- Partnerships
- Households
- Communities
- Civil society and governmental organizations/institutions

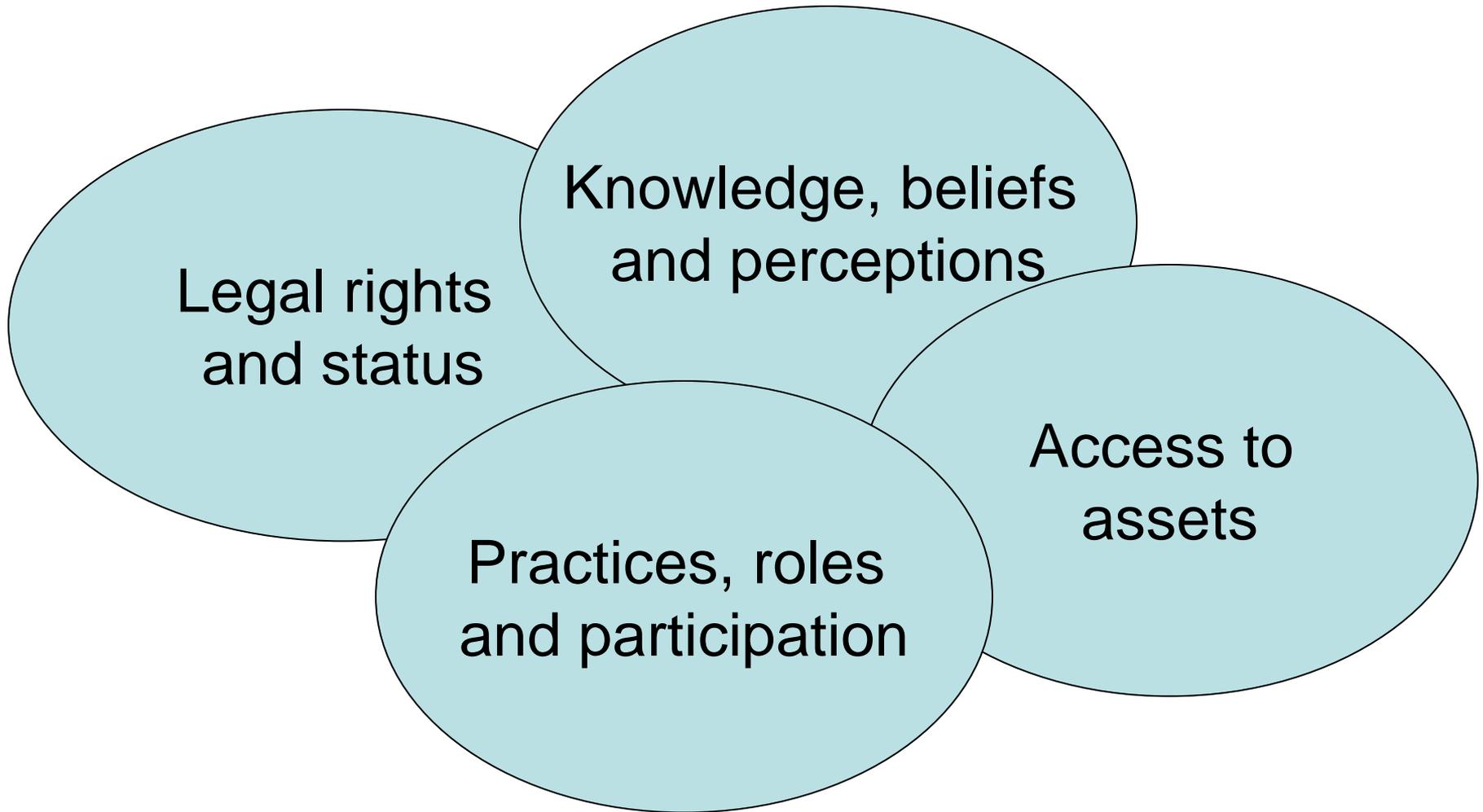
Sociocultural Contexts

- Ethnicity
- Class
- Race
- Residence
- Age

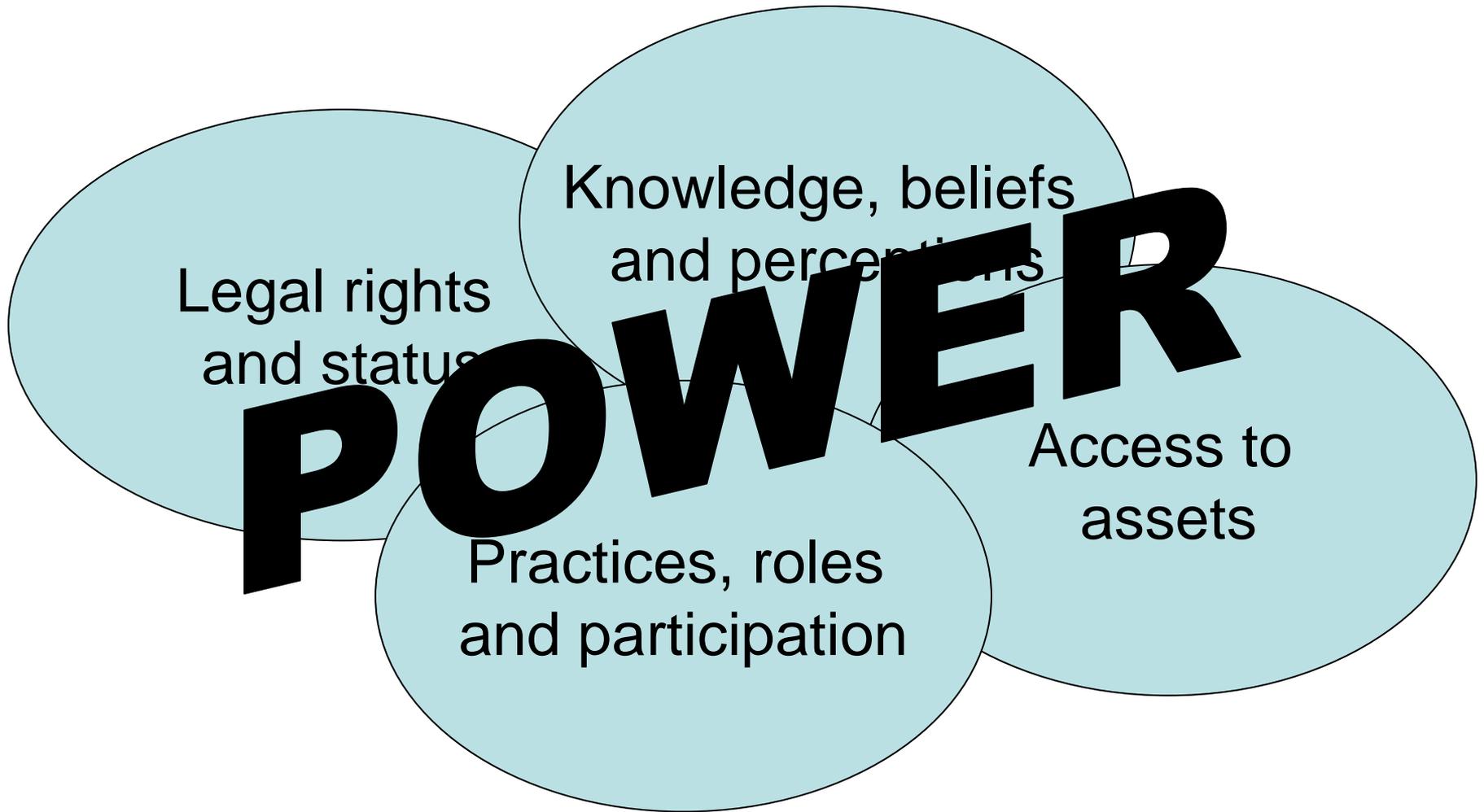
What different constraints and opportunities do women and men face?

- How do gender relations **(in different domains of activity)** affect the achievement of sustainable results?
- How will proposed results affect the relative status of men and women **(in different domains of activity)**?

Different Domains of Gender Analysis



Different Domains of Gender Analysis



Practices, Roles, and Participation

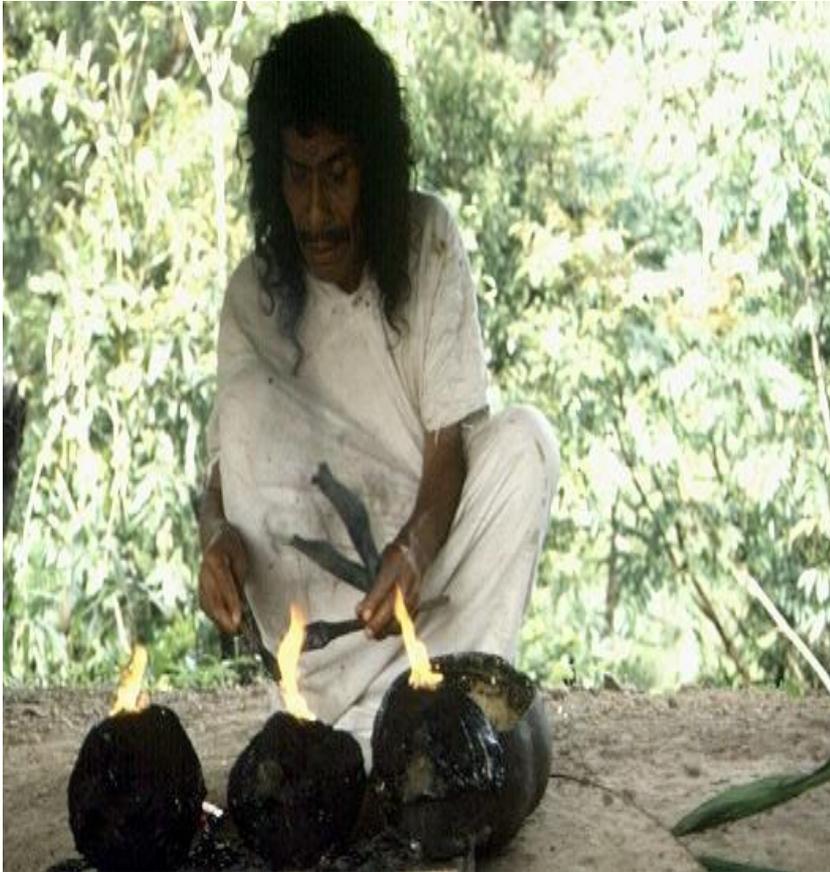
Gender structures peoples' behaviors and actions —what they do (Practices), the way they carry out what they do (Roles), and how and where they spend their time (Participation).

Participation

- Activities
- Meetings
- Political processes
- Services
- Training courses



Knowledge, Beliefs, and Perceptions



- **Knowledge** that men and women are privy to —*who knows what*
- **Beliefs** (ideology) about how men and women and boys and girls should conduct their daily lives
- **Perceptions** that guide how people interpret aspects of their lives differently depending on their gender identity

Access to Assets

The capacity to access resources necessary to be a **fully active and productive participant in society** (socially, economically, and politically).



Assets

- Natural and productive resources
- Information
- Education
- Social capital
- Income
- Services
- Employment
- Benefits

Legal Rights and Status

Refers to how gender affects the way people are regarded and treated by both **customary law** and the **formal legal code** and **judicial system**.



Rights

- Inheritance
- Legal documents
- Identity cards
- Property titles
- Voter registration
- Reproductive choice
- Representation
- Due process

Power

Gender relations influence **people's ability** to freely decide, influence, control, enforce, and to engage in collective actions.



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Decisions about ...

- One's body
- Children
- Affairs of household, community, municipality, and state
- Use of individual economic resources and income
- Choice of employment
- Voting, running for office, and legislating
- Entering into legal contracts
- Moving about and associating with others

In short, Gender Analysis reveals ...

Gender-based Opportunities

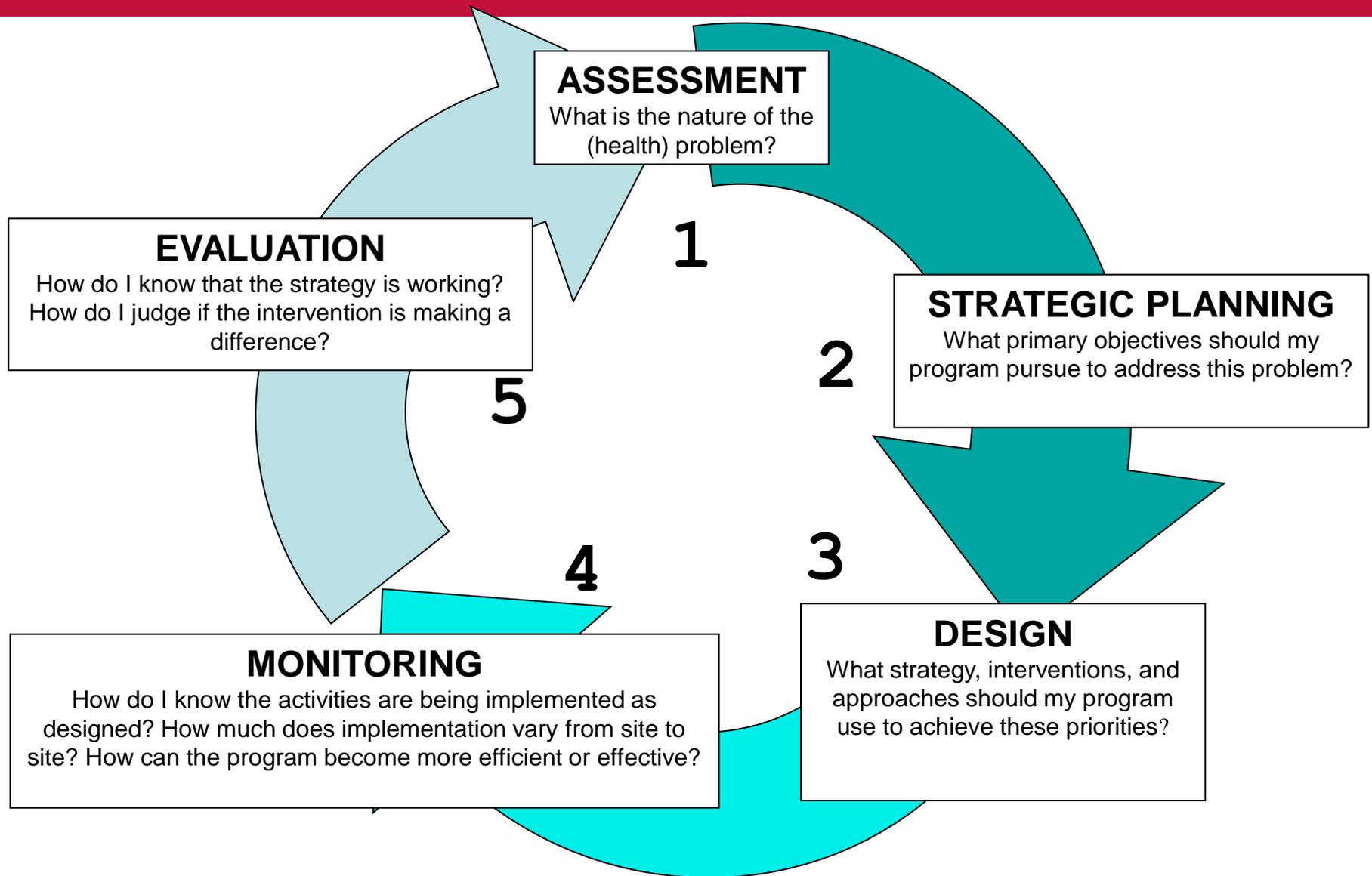
= gender relations (in different domains) that **facilitate** men's or women's access to resources or opportunities of any type.

Gender-based Constraints

= gender relations (in different domains) that **inhibit** men's or women's access to resources or opportunities of any type.

Integrating Gender into the Program Cycle

Strategic Information and Program Life Cycle



Moving from Analysis to Action: Practical Steps

Based on the analysis of gender constraints and opportunities . . .

1. Specify sub-objectives and activities
2. Tie indicators to change in specific gender constraints and opportunities

Integrating Gender Into Programming (Table 1)

Program goal and/or overall health objective: _____

Step 1: Conduct a gender analysis of your program by answering the following questions for your program goal or objective.

A. What are the key <u>gender relations</u> inherent in <u>each domain</u> (the domains are listed below) that affect women and girls and men and boys?	B. What other potential information is missing but needed about gender relations?	C. What are the <u>gender-based constraints</u> to reaching program objectives?	D. What are the <u>gender-based opportunities</u> to reaching program objectives?
Be sure to consider these relations in different contexts—individual, partners, family and communities, healthcare and other institutions, policies			
<p>Practices, roles, and participation</p> <p>Knowledge, beliefs, perceptions (some of which are norms):</p> <p>Access to assets:</p> <p>Legal rights and status:</p> <p>Power and decision making:</p>			

Integrating Gender into Programming (Table 2)

Steps 2-5: Using the information you entered in Table 1, answer the following questions for your program goal/objective.

Step 2. What gender-integrated <u>objectives</u> can you include in your strategic planning to address gender-based opportunities or constraints?	Step 3. What proposed <u>activities</u> can you design to address gender-based opportunities or constraints?	Steps 4 & 5. What <u>indicators</u> for monitoring and evaluation will show if (1) the gender-based opportunity has been taken advantage of or (2) the gender-based constraint has been removed?

Small Group Work

Instructions for Exercise

- **Read your assigned case study, considering your group's focus**
 - **See flipchart for your group's details**
- **Complete Table 1, identifying gender-based opportunities, constraints, and missing information**
- **Complete Table 2, identifying gender sub-objectives, activities, and indicators**
- **Record highlights of your responses on flipchart paper**

Getting Started: Available Resources

- USAID Interagency Gender Working Group
<http://www.igwg.org>
- USAID Global Health
http://www.usaid.gov/our_work/global_health/
- Office of Gender Equality and Women's Empowerment (GenDev)
<http://www.usaid.gov/who-we-are/organization/bureaus/bureau-economic-growth-education-and-environment/office-gender>
- PEPFAR Gender Technical Working Group



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Thank You!