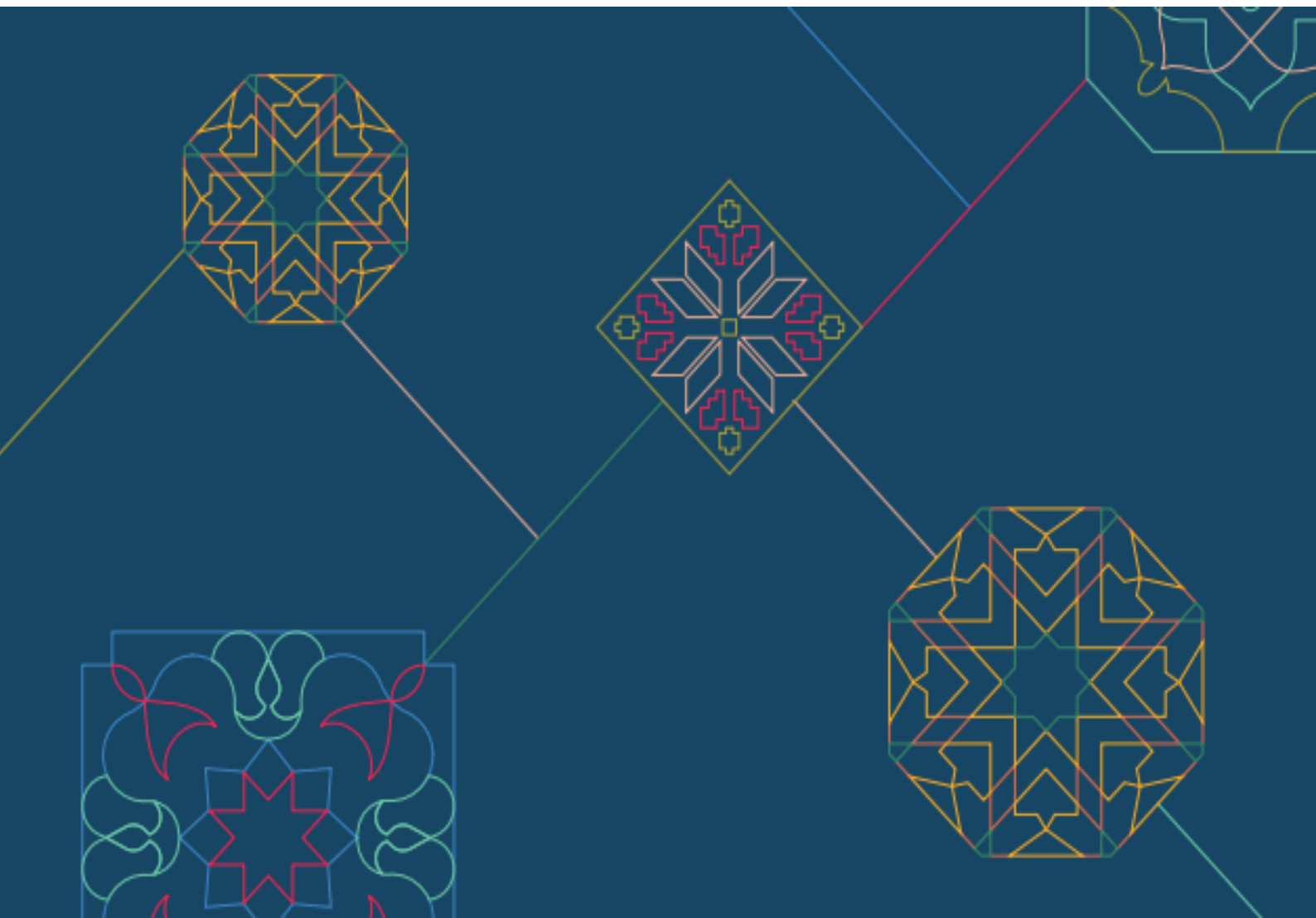




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USAID LENS GENDER STRATEGY

November 2015

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USAID/Jordan Local Enterprise Support Activity

USAID LENS Gender Strategy

November 2015 (with revisions August 2019)

Cooperative Agreement AID-278-LA-14-00001

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CONTENTS

INTRODUCTION	I
RATIONALE	I
PURPOSE, FOCUS & TARGET AUDIENCE OF THE USAID LENS GENDER STRATEGY	2
PROJECT OVERVIEW	3
COMMITMENTS	3
KEY CHALLENGES AND GAPS	3
GENDER STRATEGY OBJECTIVES	5
IMPLEMENTATION MECHANISMS	5
USAID LENS GENDER PRINCIPLES	7
ACCOUNTABILITY FRAMEWORK	7
APPENDICES	12
APPENDIX 1, TOOL: GENDER INTERGRATION IN RECRUITMENT AND SOLICITATIONS	13
APPENDIX 2, TOOL: GENDER SENSITIZATION OF TRAININGS GUIDELINES	22
APPENDIX 3, TOOL: GENDER SENSITIVE COMMUNICATIONS – GUIDELINES	26
APPENDIX 4, TOOL: GENDER SENSITIZATION OF RESEARCH GUIDE	32

INTRODUCTION

USAID LENS is mandated by the USAID/FHI 360 Cooperative Agreement (CA) to help support the economic resilience of under-served Jordanian communities, including vulnerable and/or marginalized groups. In particular, USAID LENS seeks to advance women's economic empowerment as a means to realizing economic resilience in Jordanian communities while also contributing to greater gender equity and equality in those communities.

The USAID LENS Gender Strategy is intended to integrate gender more seamlessly into the project's management, operations, administration and human resources, technical design, and cross-cutting functions such as research, monitoring and evaluation, and communications.

RATIONALE

This Gender Strategy has been prepared for the USAID Local Enterprise Support (LENS) Project in response to several imperatives:

1. This project is financed by the United States Agency for International Development (USAID). In 2012, the agency published its Gender Equality and Female Empowerment Policy, expressing its commitment to gender equality and women's empowerment as one of the means to its realization and recognizing that sustainable economic development cannot be achieved in the absence of women's economic empowerment and equality:
2. Gender equality and female empowerment are core development objectives, fundamental to the realization of human rights and key to effective and sustainable development outcomes. No society can develop successfully without providing equitable opportunities, resources, and life prospects for males and females so they can shape their own lives and contribute to their families and communities. Although many gender gaps have narrowed over the past two decades, substantial inequalities remain across all sectors in which USAID works, particularly low-income and conflict-affected countries and among disadvantaged groups.
3. FHI 360 is the implementing partner of the USAID LENS project. The organization similarly recognizes the links between gender equality, women's empowerment and sustainable growth and development. In 2013, FHI 360 announced its institutional commitment to advancing gender equality through its diverse development portfolio, including health, education, civil society, environment, economic productivity and research programs. It subsequently published its Gender Integration Framework as a reflection of this commitment. The framework is a tool to be applied across technical activities in all areas to improve outcomes and increase equality among girls, boys, women and men. The organization's technical agreement with USAID asserts FHI 360's commitment to enhancing the economic empowerment of women, as well as other marginalized groups.
4. The Government of Jordan in 2015 established the goal of raising women's participation in the labor force from 13% to 24% by the year 2025. The participation of women in the labor force is among the lowest in the world – including among its peers in the Middle East – in spite of having one of the highest rates of women's literacy and higher education. The objective of increasing women's participation in the labor force is articulated in Vision 2025, the country's 10-year blueprint for economic and social development. The inclusion of this goal reflects the government's recognition that the country's weak economic performance is in part related to women's continued economic marginalization.
5. Women's economic empowerment is a prerequisite for sustainable *development* and pro-poor growth. A preponderance of evidence from around the world shows that women's empowerment is a powerful force for economic growth. Gender equality and women's

participation in the workforce and income generation are linked to higher GDP per capita and several other critical indicators of economic development and prosperity. Likewise, in societies and communities where gender equality indicators are higher, women and children are less vulnerable to the impacts of extremism, including violent extremism. The links between gender equality, women's economic and social empowerment and sustainable economic growth and development, at every level, are no longer in dispute. Consequently, the integration of gender into the project cycle is considered best practice in the universe of international economic and social development.

6. In societies and communities where gender equality indicators are higher, women and children are less vulnerable to the impacts of extremism, including violent extremism. USAID increasingly recognizes the centrality of gender equality to both development and security, articulated both in the agency's its 2011 Development Response to Violent Extremism and Insurgency Policy and the USAID 2012 Gender Equality and Female Empowerment Policy. These considerations have particular relevance in the context of Jordan, which bears adverse impacts of regional conflict such as diminished quality and availability of infrastructure and social services; potential for social instability resulting from competition for resources between local and refugee communities; and, to varying degrees, the existence of radical ideologies.
7. The mainstreaming and integration of gender across a project permits a more inclusive approach to programming and leads to higher impact and results.

PURPOSE, FOCUS & TARGET AUDIENCE OF THE USAID LENS GENDER STRATEGY

The purpose of the USAID LENS Gender Strategy is to enable the project to promote gender equality and women's economic empowerment in its two areas of technical competence: micro and small enterprise support and development and local economic development.

The document brings into focus USAID LENS' commitments to women's economic empowerment expressed in the project A-MEP. These drive the achievement of intermediate and sub-intermediate results put forth in the USAID/Jordan Country Development Cooperation Strategy (CDCS) Direct Objective I and Special Development Objective. It demonstrates their relationship to the 2012 USAID Policy on Gender Equality and Female Empowerment.

The strategy also establishes a set of principles according to which the project will pursue its WEE-related goals and objectives. It identifies key challenges to the project's ability to effectively contribute to women's economic empowerment, while identifying the main mechanisms for addressing these challenges and achieving goals and objectives.

Finally, the strategy identifies an accountability framework that integrates all USAID LENS personnel and sub-contractors into the achievement of WEE goals and objectives.

The focus of the USAID LENS Gender Strategy is Years 3, 4 and 5. The strategic direction provided by this document will be supplemented annually by an action plan that will strengthen technical implementation.

The target audience for the USAID LENS Gender Strategy includes:

1. **USAID LENS personnel**, encompassing all technical, field, administrative and operational staff as well as project management; these collectively share accountability for the achievement of gender-related goals and objectives.

2. **Decision and policy makers at different levels** who have the power to influence policy, law and regulations affecting women's economic participation and empowerment.
3. **Institutional partners in the public and private sectors** that benefit from capacity strengthening through the project, whether directly or indirectly.
4. **Institutional or individual partners** such as BSPs or consultants who are enjoined to support project implementation.

PROJECT OVERVIEW

Jordan requires economic development efforts that more effectively reach microenterprises and regions beset by poverty, and to benefit women, youth, and other vulnerable populations. Poverty in Jordan hovers around 13 percent, but with economic stagnation and an influx of refugees from Iraq and Syria, rates of poverty nationwide are expected to increase. The bulk of employment in the country is to be found in the country's micro and small enterprises (MSEs), which contribute 40% of GDP and employ between 60 and 70% of employees in the private sector. Most engage in low value-added activities and they face unique constraints to growth, including an unsupportive policy environment, firm-level inefficiencies, challenges accessing finance and an inadequately trained workforce. Poverty and income inequality also has a geographic dimension: the country struggles to close the wealth disparity between its governorates. Municipal governments lack capacity and authority to take the lead on economic growth strategies, and can neither foster growth amongst existing businesses nor attract new investment.

The USAID LENS Project's goal is to support Jordanian businesses and municipalities in embarking on a path of sustainable growth. The project supports the vitality and competitiveness of MSEs and empowers local communities to design and implement collaborative local economic development (LED) initiatives.

COMMITMENTS

This is expected to be achieved through the realization of the following results/outputs:

- Result 1:** Private sector competitiveness increased (IR 1.1)
- Result 2:** Access to finance increased, especially for women entrepreneurs (Sub-IR 1.1.2)
- Result 3:** Environment of doing business improved (Sub-IR 1.1.3)
- Result 4:** Workforce development and opportunities for vulnerable groups increased
- Result 5:** Entrepreneurship opportunities promoted (Sub-IR 1.2.2)
- Result 6:** MFI outreach and advocacy improved (Sub-IR 1.2.3)
- Result 7:** Community economic development enhanced (Sub-IR 1.2.4)
- Result 8:** Advocacy and Policy Reforms Enhanced (IR 4.2)
- Result 9:** Access to Women and Girl-Centered Services Expanded (IR 4.3)

In order to capitalize on this momentum, and in response to recommendations from the LENS Gender Audit, USAID LENS will create an overarching LENS Gender Strategy and corresponding annual Gender Action Plan to be incorporated into and help guide the overall formulation of the USAID LENS annual work plan.

KEY CHALLENGES AND GAPS

This section identifies and elaborates on the main challenges to women's economic empowerment as they relate to the USAID LENS project. These challenges and gaps have been identified over the past months through the following: gender analysis in target geographies, qualitative observations of project staff throughout the grants process from application, evaluation and selection; project

research carried out on MSEs throughout the country and an internal gender audit. These challenges are inter-related and represent opportunities to strengthen project programming and impact.

Poor financial performance of woman-owned MSEs. The project's MSE Survey found that women-owned businesses reported a lower bottom line compared to male-owned businesses by a median monthly difference of 200 JOD. Moreover, women also appear to be making profit less frequently, with 39.2% of women reporting profitability compared to 50.9% for men. Women owned and/or managed businesses save only one-third of what their male-owned counterparts do on a monthly basis.

Low participation of women in selected sectors. USAID LENS targets value chain strengthening in the sectors of food processing, transport and logistics and tourism, with ICT as an enabler of these sectors. In the MSE universe, women own only 9% of all businesses, and are under-represented (compared to the 9% base rate) in all USAID LENS selected sectors. The highest concentration of women-owned businesses is found in food processing (8%), followed by tourism (4.5%) and ICT and transport and logistics (0.5% respectively). This generally reflects macro level trends that show women's economic participation is often related to their role as care-givers, and/or are generally engaged in low productivity sectors. Additionally, within the project's selected value chains, women's participation appears to be limited to lower value-added activities.

Socio-cultural attitudes. Attitudes discouraging women's economic participation are pervasive. The view that a woman's place is at home remains prevalent, as is a view that that only some types of work – typically related to women's reproductive/care-giving role – are acceptable for women.

Among men and women there is a strong preference for wage employment. In particular, employment opportunities within the public sector are regarded as more reliable and honorable. When it comes to women's economic engagement, this view is exacerbated by the perception that the private sector is an "unsafe" environment for women, constituting a channel for exploitation, harassment and long working hours that conflict with household responsibilities. Meanwhile, while the MSE Survey showed that while most business owners went into business because they wanted to, there exists a prevalent perception that a business is a short-term, income-generation activity. Combined with the inability to envision a business's growth and the lack of technical and management skills, entrepreneurs have low expectations of their work. When such businesses fail they reinforce the belief among both men and women that steady employment, preferably with the state, is more desirable.

Additionally, employers' perception of female productivity has an effect on women's economic participation; many exhibit a preference for male employees due to the perception that women are not available for manual labor, are restricted in their working hours and face problems with families refusing to allow them to work. Smaller firms additionally regard women employees as a cost, related to mandatory childcare and maternity benefits.

Low women's participation in economic decision-making. Women are excluded from economic decision-making in myriad ways, reflected in business practices and governance as well as in public affairs, including at the municipal level.

Weak enabling environment for women's economic empowerment. The economic participation of men and women in LENS' target geographies is inhibited by their lack of access to information and resources, as well as by policies, laws, regulations and procedures. Women disproportionately bear the burden of limited access, due to cultural, social and economic factors.

Among MSEs, for example, women do not use vehicles to the same extent as men do. Only 12% of female-business owners use a vehicle in the course of their business, compared to 27.1% for males. The strength of effect drops when the line of research adjusts for home-based businesses. Anecdotal

evidence collected from home-based businesses in Zarqa suggests the extent to which the cost of transport is a burden on micro and small producers; as much as 60% of their revenues. Transportation challenges are also one of the most significant factors affecting access to jobs and training centers among women and youth. Inhibiting factors include expense, availability, reliability of schedules, frequency of service, distance, infrastructure services supporting public transport services and/or sexual harassment.

Men and women additionally lack access to information about markets and service providers. The MSE Survey demonstrated that service providers' outreach to and penetration of LENS target beneficiaries and geographies is scant. Women again are disproportionately disadvantaged by restrictions on their mobility and/or engagement in public affairs and/or their access to technology that expands the information available to them.

At the same time, women lack access to loans and financing schemes with appropriate terms and conditions. The result is that women are often unable to access finance due to high cost or lack of collateral, or are potentially made more vulnerable by agreeing to terms and conditions that reinforce men's dominance and control over economic decision-making.

Resistance and/or low gender awareness and technical capacity in institutional partners. Women's lack of access to information is a cumulative effect. In addition to restrictions on mobility, limited social networks through which to connect to information, and lack of access to technology, women are marginalized by the poor organizational outreach of business service providers and other institutions (such as municipalities), which tend to be gender blind and/or not gender friendly.

GENDER STRATEGY OBJECTIVES

To address the gaps above, the USAID LENS Project has four key objectives:

Objective 1: Embed gender organizationally and integrate gender into the project cycle.

Objective 2: Strengthen women's representation and/or participation in selected sectors and value chains.

Objective 3: Increase women's access to services, information, resources and social networks as these relate to the USAID LENS project.

Objective 4: Increase the awareness and capacity of institutional partners to mainstream gender and support women's empowerment in the design of policy, programs and products.

IMPLEMENTATION MECHANISMS

This section describes the mechanisms for implementations for each objective.

Objective 1: Embed gender organizationally and integrate gender into the project cycle.

Target audience: USAID LENS staff and management, FHI 360, USAID/Jordan

Implementation actions:

Action 1: Revise recruitment materials to include gender commitments/requirements (see Appendix 1)

Action 2: Revise consultant/services procurement procedures and material to include gender commitments/requirements.

Action 3: Develop and integrate tool for assessment of consultant/vendor RFPs.

Action 4: Integrate tool into research RFPs/vendor selection.

Action 5: Integrate tool into training data collection and reporting (for training conducted by staff or consultants).

Action 6: Identify research questions

Action 7: Design USAID LENS Women's Economic Empowerment Framework, including indicators targets that support USAID/Jordan DO #4 and project learning/adaptation.

Action 8: Staff gender training (see Appendix 2) and capacity building.

Action 9: Design project cycle gender matrix.

Objective 2: Strengthen women's representation and participation in selected sectors and value chains.

This objective is focused increasing women's participation at different levels of the value chain in order to enhance their opportunity for revenue, income and employment.

Target audience: Male/female business owners and/or entrepreneurs, sectoral institutions (associations, unions, etc), policy makers and regulators,

Implementation actions:

Action 1: Gender sensitive value chain analysis of existing value chains

Action 2: Identification of gaps/opportunities for USAID LENS to enhance women's position in existing value chains

Action 3: Design of technical interventions.

Action 4: Grant mechanism(s).

Action 5: Sectoral gender analysis of target sectors.

Action 6: Identification of potential aggregate-level activities.

Objective 3: Increase women's access to services, information, resources and social networks

Target audience: Policy makers and regulators, MFIs, BSPs, women-owned MSEs, families/communities.

Implementation actions:

Action 1: Summary of women's transport access issues.

Action 2: Identification of potential solutions/mechanisms.

Action 3: Development of women's transport action plan.

Action 4: Summary of MSE transport challenges.

Action 5: Identification of potential market-driven solutions.

Action 6: Development of MSE transport action plan.

Action 7: Identification of key networking challenges for women-owned MSEs by sector/geography (for grantees and beneficiaries of technical interventions).

Action 8: Identification of potential solutions.

Action 9: Action plan to drive networking solutions.

Action 10: Grant mechanism(s)

Objective 4: Increase the awareness and capacity of institutional partners to mainstream gender and support women's empowerment in the design of policy, programs and products.

Target audience: National line ministries, LDUs/municipalities, MFIs, BSPs, grantees and other institutional partners.

Implementation actions:

Action 1: Selection of critical institutional partners for women's economic empowerment

Action 2: RFP for gender consultants to conduct gender assessment of institutional gender awareness, equity, balance, outreach, product and service officers and recommendations for gender integration into institutional framework.

Action 3: RFP to implement gender mainstreaming training for partner institutions.

Action 4: Support implementation of targeted interventions/recommendations to enhance outreach, services and products for women.

USAID LENS GENDER PRINCIPLES

The project and its activities are implemented in accordance with the following principles:

1. USAID LENS aims to implement the USAID Gender Equality and Female Empowerment Policy while respecting Jordanian cultural and social norms.
2. Full integration of the project Gender Strategy across each part of the project cycle will help accomplish the overall project development objectives of increasing private sector competitiveness and strengthening local economic development.
3. The integration of gender and the strengthening of the project's gender aware approach¹ is a collective responsibility of all USAID LENS personnel, encompassing all functions, including recruiting and on-boarding, management and technical and design and implementation.
4. In the context of the USAID LENS project, women's economic participation and empowerment is achieved through capacity building, improving access to employment, markets, resources and networks and improving the enabling environment as this term relates to the strategic and practical needs of women.
5. USAID LENS views men as allies, advocates and partners in pursuit of the goal of enhanced women's economic participation and in realizing their leadership capacities.
6. USAID LENS seeks to understand potential unintended consequences to women's increased economic participation, such as social isolation, increased financial responsibility for the household, and risks to safety.
7. USAID LENS acknowledges that all technical activities and interventions have an impact on men and women and is committed to working as a gender aware and is gender sensitive in its practices. The project seeks to strengthen equitable gender norms and/or change inequitable gender norms related to the project's goal of achieving local economic growth through MSE growth and development.

ACCOUNTABILITY FRAMEWORK

USAID LENS will apply an accountability framework to ensure that gender is mainstreamed across all project departments/units. This will include a distribution of roles and responsibilities as well as monitoring, evaluation and reporting mechanisms.

1. **Roles and responsibilities.** A Strategic Advisor/Gender Focal Point will have overall responsibility for the effective implementation of the Gender Strategy across the project, with the support and collaboration of the chief of party, component leads and heads of units/departments as per the following:

¹ A *gender aware* project deliberately examines and addresses the anticipated gender-related outcomes of its operations and activities throughout the life of the project.

Function	Personnel/Role	Responsibilities	Tools
Steering Committee	All	The Project Strategic Management Team/Steering Committee will review the progress of the Gender Strategy on a quarterly basis, based on the USAID LENS Quarterly Report, selected indicators and targets that facilitate project learning and adaption and inputs from the Strategic Advisor, Gender Advisor and Technical Leads. Based on the assessment, the Strategic Advisor and Gender Advisor will collaborate to identify and recommend actions to leverage success and/or take corrective action. The Project Strategic Management Team may design incentive programs to encourage excellence in the pursuit of gender equity.	
	Chief of Party		
	Deputy Chief of Party	The Deputy Chief of Party supports the Gender Strategy by engaging decision and policy makers at different levels, as well as public and private sector institutional partners to advance the objectives of the strategy as well as to support the technical team in the introduction and implementation of activities designed to strengthen WEE.	
	Gender Advisor	The Gender Advisor(s) in collaboration with the Strategic Advisor designs and supports the	

		implementation of strategic interventions to support WEE; identifies opportunities and/or provides guidance for the integration of gender into technical activities; designs and implements initiatives supportive of technical activities; participates in the design and implementation of the annual USAID LENS Gender Action Plan.	
Steering Committee	Strategic Advisor	A Strategic Advisor/Gender Focal Point will have overall responsibility for the effective implementation of the Gender Strategy across the project, with the support and collaboration of the chief of party, component leads and heads of units/departments.	
	MSE Lead	Supports tech team in coordination with gender focal point to ensure qualitative integration of gender considerations.	
	CMS	Reviews solicitations and procurements utilizing relevant tools, flags gaps for tech leads.	<ul style="list-style-type: none"> • Recruitment and Solicitations Procurement Tool/Guidelines
Operations	Human Resources & Procurement	Integrates gender into recruitment of human resources, including staff, local consultants, and STTAs, with support from technical teams, gender advisor and/or strategic advisor.	<ul style="list-style-type: none"> • Recruitment and Solicitations Procurement Tool/Guidelines • Gender sensitive Training Tool, Gender Sensitive Research & TOR Tool (See Appendix 4)
	Operations & Procurement	Integrates gender into procurements as per best practice and in keeping with USAID Procurement and Acquisition practices (ex.,	<ul style="list-style-type: none"> • Recruitment and Solicitations Tool/Guidelines

		ADS 302 and 201), with support from technical teams, gender advisor and/or strategic advisor.	
	Grants		<ul style="list-style-type: none"> • Recruitment and Solicitations Tool/Guidelines
	Monitoring and Evaluation	The Monitoring and Evaluation team will develop (in coordination with the gender advisor) and maintain an M&E framework for gender that supports project learning and adaptation.	<ul style="list-style-type: none"> • WEE Framework
Technical	MSE	Technical leads and team members conduct gender gap analysis as part of activity design; design activities that mainstream gender or that target WEE directly; conduct impact assessment (exploitative, accommodative and transformative), apply directly or through partners tools that support gender mainstreaming or WEE, ... and supply the data collected through these tools to the M&E team.	<ul style="list-style-type: none"> • GSVC Analysis and planning tool
	A2F		
	LED		
Cross-Cutting	Research	Research team ensures that project research is gender sensitive with respect to conceptualization, questions/themes, methodology, research team composition, ethical issues, data analysis and reporting. The USAID LENS research team self-evaluates with support from gender advisor and using the Gender Sensitization of Research Tool. Technical teams apply this tool to the TOR work	<ul style="list-style-type: none"> • Gender Sensitive Research Guidelines

		of all external researchers and their work.	
	Communications	The communications team develops, designs and deliver gender sensitive communications across the spectrum of communications platforms; events, media, social media, etc.	<ul style="list-style-type: none"> • Gender Sensitive Communications Guidelines (See Appendix 3)

2. **Monitoring and evaluation.** USAID LENS will report both on indicators reflecting its commitments to USAID as well as those that facilitate project learning and adaptation. These are included in the USAID LENS Women's Economic Empowerment Framework.
3. **Reporting mechanisms.** Project reviews and evaluations will fully integrate gender analysis and report on gender-related results and impacts. The USAID LENS Quarterly Report will report on gender under each outcome/activity, as well as the overall implementation of the Gender Strategy to identify challenges, opportunities and corrective actions.

APPENDICES: TOOLS DEVELOPED

APPENDIX I, TOOL: GENDER INTEGRATION IN RECRUITMENT AND SOLICITATIONS²

RECRUITMENT GUIDELINES AND CHECKLIST³

Promoting gender awareness and sensitivity during the recruitment process is fundamental to integrating gender throughout the USAID LENS project. This helps identify capable technical candidates, helps ensure staff diversity, allows for a more inclusive approach to activity design and leads to better impact and results. The inclusion of gender in the recruitment process also signals the project's core values and objectives to potential candidates.

GUIDELINES:

Gender issues should be integrated into the background, objectives, performance objectives and tasks/responsibilities of job descriptions in job announcements. Examples of text extracted from USAID LENS job descriptions, amended (in red text) to incorporate a focus on gender are below.

GENDER INTEGRATION IN RECRUITMENT		
Sections	Descriptions	Illustrative Text
Position objective	<p>The Sr. Project Manager will provide leadership in operationalizing the implementation of new priority sector and value chain activities.</p> <p>The position will require working in a cross- team and cross-functional role that enhances efficiencies and effectiveness in program planning and management. This can include a range of tasks throughout the project lifecycle, including activity planning, solicitation, procurement, budgeting and resource management, and monitoring and evaluation. The Sr. Project Manager will serve in an internal communications role to alert the project's Sr. Management of</p>	<p>The Sr. Project Manager will provide leadership in operationalizing the implementation of new priority sector and value chain activities.</p> <p>The position will require working in a cross- team and cross-functional role that enhances efficiencies and effectiveness in program planning and management. This can include a range of tasks throughout the project lifecycle, including activity planning, solicitation, procurement, budgeting and resource management, and monitoring and evaluation and the integration of gender into these processes. The Sr. Project Manager will serve in an internal communications role to alert the</p>

² Adapted from the Interagency Gender Working Group's *Guide to Incorporating Gender Considerations in USAID's Family Planning and Reproductive Health RFAs and RFPs*. 2000.

³ "Integrating Gender into Recruitment," in *Integrating Gender throughout a Project's Life Cycle: A Guidance Document for International Development Organizations and Practitioners*. Land O' Lakes International Development and USAID. 2013.

	<p>obstacles to implementation and help the team to plan for and meet resource needs for implementation. The Sr. Project Manager will also be involved in direct implementation of special projects and working with key stakeholders, such as Business Service Providers (BSPs), to ensure that activity objectives are met and fully supported by the USAID LENS Project.</p>	<p>project's Sr. Management of obstacles to implementation and help the team to plan for and meet resource needs for implementation. The Sr. Project Manager will also be involved in direct implementation of special projects and working with key stakeholders, such as Business Service Providers (BSPs), to ensure that activity objectives are met and fully supported by the USAID LENS Project</p>
Performance Objectives	<ul style="list-style-type: none"> Contribute to development of RFPs and Solicitation documents, Budgets, and Grant Mechanisms required for activity implementation from a technical perspective Developing relationships with key stakeholders, including Business Service Providers (BSPs), the private sector, NGOs and government entities to facilitate the implementation of activities 	<ul style="list-style-type: none"> Contribute to development of RFPs and Solicitation documents, Budgets, and Grant Mechanisms required for activity implementation from a technical perspective, including the integration of gender in the solicitation, budgeting and grants processes. Developing relationships with key stakeholders, including Business Service Providers (BSPs), the private sector, NGOs and government entities to facilitate the implementation of activities, including activities designed to enhance women's economic participation.
Duties/tasks	<p>The individual will work with the MSE Director, Deputy Chief of Party, Value Chain leads, and the Sr. Operations Director to prioritize activities and undertake a range of tasks needed to ensure implementation throughout the activity lifecycle. The key tasks include:</p> <ul style="list-style-type: none"> Communicate with the MSE and Operations teams to determine the best approach for specific requirements, including the type of procurements or solicitations needed, estimate budgets and resources, and engage all teams to meet these requirements 	<p>The individual will work with the MSE Director, Deputy Chief of Party, Value Chain leads, the project Gender Advisor and the Sr. Operations Director to prioritize activities and undertake a range of tasks needed to ensure implementation throughout the activity lifecycle. The key tasks include:</p> <ul style="list-style-type: none"> Communicate with the MSE and Operations teams to determine the best approach for specific requirements, including the type of procurements or solicitations needed, estimate budgets and resources, and engage all teams to meet these requirements Develop the technical requirements for procurement documents, including gender capacity and objectives, including grants

	<ul style="list-style-type: none"> • Develop the technical requirements for procurement documents, including grants solicitations (RFAs and APSs), SOWs, and RFPs for a range of services and goods required for implementation • Negotiate and prepare contractual agreements, ensuring that project awardees and subcontractors have clear understanding of their expected deliverables and implementation requirements • Maintain strong understanding of FHI360 and USAID regulations, procurement procedures and award requirements • Coordinate directly with key stakeholders involved in USAID LENS special projects, and support project design, and monitoring and evaluation during implementation 	<p>solicitations (RFAs and APSs), SOWs, and RFPs for a range of services and goods required for implementation</p> <ul style="list-style-type: none"> • Negotiate and prepare contractual agreements, ensuring that project awardees and subcontractors have clear understanding of their expected deliverables and implementation requirements, including requirements related to the achievement of gender targets • Maintain strong understanding of FHI360 and USAID regulations, procurement procedures and award requirements, including gender integration requirements • Coordinate directly with key stakeholders involved in USAID LENS special projects, and support project design, including gender integration, and monitoring and evaluation during implementation
	<ul style="list-style-type: none"> • Undertake value chain analyses, and identify major leverage points for value chain development and market opportunities for USAID LENS' targeted constituencies. • Identify the main participants/stakeholders in the identified value chains, including but not limited to, input suppliers, credit providers, producers, extension service providers, market intermediaries (produce assemblers, commission agents), processors, exporters, and importers, as well as associations and relevant Business Service Providers (BSPs) • Conduct stakeholder analysis and mapping for all the value chains and identify the key players, supporters, and influencers of the chain and collaborate to ensure partnerships and engagement. 	<ul style="list-style-type: none"> • Undertake gender-sensitive value chain analyses, to identify major leverage points for value chain development and market opportunities for USAID LENS' targeted constituencies. • Identify the main participants/stakeholders in the identified value chains, including but not limited to, input suppliers, credit providers, producers, extension service providers, market intermediaries (produce assemblers, commission agents), processors, exporters, and importers, as well as associations and relevant Business Service Providers (BSPs) • Conduct stakeholder analysis and mapping for all the value chains to identify the key players, supporters, influencers of the chain, the role of and power relations between men and women in the VC and collaborate to ensure equitable partnerships and engagement.

Minimum requirements/Preferred qualifications		<ul style="list-style-type: none"> • Demonstrated experience and success in leading, supervising, coaching and developing male and female staff members • Prior gender equality experience, including changing gender relationships, normal, power relationships and negotiation at the household/community/business level • Prior experience in gender-sensitive value chain development • Prior experience in gender-sensitive LED planning and implementation processes • Experience working with male and female-led enterprises • Excellent communication skills with the ability to dialogue, network and negotiate with male and female led community groups, private sector organizations, local governments, etc

CHECKLIST:

Job Descriptions Checklist		
Section	Questions for technical and HR/admin personnel	
Position Objectives	Does the job description identify the role of the position in addressing the gender issues known to the project or which the project is trying ameliorate?	✓
Statements of Work	Does the SOW list or mention the gender-related requirements of the position, such as conducting gender gap analysis before activity design, the design of stand-alone and/or integrated activities, etc?	

	Does the SOW specify that the contractor track differential impacts on male and female participants in all activities?	
	Do the activities described in the SOW describe how the potential candidate will contribute to the reduction of gender gaps or address the unique needs and interests of men and women within the intervention?	
Performance objectives	Does the job description state what the gender-related performance objectives are with respect to the position?	
Minimum requirements and preferred qualifications	Does the job description list minimum requirements or preferred qualifications with regards to experience in projects and/or activities related to gender equality and/or women's economic empowerment?	

SOLICITATIONS GUIDELINES AND CHECKLIST⁴

Gender-related findings of USAID LENS' research and analytical work should be integrated into solicitations to ensure that as contractors or grant recipients implement the activity, identified gender issues are not overlooked, sidelined or marginalized. When gender issues are fully integrated into a solicitation, they can become part of the evaluation and selection process for any solicitation financed by the project.

GUIDELINES:

Gender issues/concerns should be integrated into all segments of a solicitation, including the background and objectives, the scope of work, performance indicators and M&E, reporting requirements, descriptions of key personnel and preparation and submission guidelines.

OTHER CONSIDERATIONS:

- Avoid including all-encompassing, one-sentence statements regarding the importance of considering gender.
- When available, include information that provides a clearer understanding of the context and existing inequalities and obstacles to achieving targets.
- Expand the examination of gender issues beyond the individual level to include gender implications at the institutional and policy levels.
- Take into consideration what an offeror should address in terms of the roles, relationships and dynamics between men and women and how these affect needs, what they do, how they

⁴ Adapted from USAID's *Tips for Integrating Gender into USAID Agricultural Sector Solicitations*. October 2010.

spend their time, their access to resources, their ability to participation and power relations between them.

CHECKLIST:

The table below provides illustrative questions for technical team members in drafting the technical components of the solicitation and a checklist by which administrative and human resources personnel can evaluate the adequacy of a solicitation before it is published.

Solicitations checklist⁵		
Section	Questions for technical and HR/admin personnel	✓
Background	Does the solicitation identify the known gender gaps that exist with regards to the problem that is being addressed in the solicitation and relevant to project targets?	
	Does the solicitation indicate what opportunities there are to promote WEE as a result of the intervention?	
	Does the solicitation explain or indicate the potential cause of the identified gap?	
Statements of Work	If gender gaps and dynamics are not fully understood by USAID LENS, is the implementing partner required to conduct an analysis prior to or at an early stage of the intervention?	
	Does the SOW require the contractor to develop stand-alone or integrated activities to ensure that the intervention is reducing the gender gaps identified either by the project or by the contractor's gender analysis?	
	Does the SOW specify that the contractor track differential impacts on male and female participants in all activities?	
	Do the activities described in the SOW articulate how the contractor is to reduce gender gaps or address the unique needs and interests of men and women within the intervention?	

⁵ Adapted from USAID *ADS Chapter 205: Integrating Gender Equality and Female Empowerment in the USAID Program Cycle*. July 2013.

Monitoring & Evaluation	Does the solicitation include specific gender-sensitive indicators that the contractor is expected to use?	
	Does the solicitation require collection of sex-disaggregated quantitative data?	
	Does the solicitation require the collection of sex-disaggregated qualitative data/information?	
	Are there strategies in place to monitor unintended consequences (such as gender-based violence)?	
Reporting	<p>Does the solicitation specify that reporting should include information on:</p> <p>The extent to which gaps between males and females were closed?</p> <p>What new opportunities for men and women were created?</p> <p>What needs and gender inequalities emerged?</p>	
Key Personnel	Does the solicitation request technical expertise and/or experience with gender integration in activity design for key personnel or other staff?	
Instructions and Submission Guidelines	Does the solicitation explicitly state that the contractor will be evaluated on how well the proposal addresses gender integration into the intervention as described in the SOW and other sections of the solicitation?	

TECHNICAL EVALUATION MODEL FOR SOLICITATIONS

The below are illustrative evaluation criteria that can help assess the degree to which gender considerations have been integrated into a proposal. This tool is an illustrative model only and, depending on the RFA/RFP, the criteria can be expanded and/or amended to make them more appropriate to the intervention/activity for which the RFA/RFP is being published. ***These criteria are meant to be used together with and in addition to other technical criteria specific to the RFA/RFP.*** In cases in which the solicitation involves training or research, refer to the tools developed for solicitations for those purposes.

Gender Integration Technical Evaluation for Solicitations (Sample)		
A. Technical Approach	Score	Max.
<i>Technical and creative merit of proposed plan for:</i>		
Achieving intermediate results including creative integration of gender-sensitive strategies		(10)
Monitoring and evaluation, including appropriate use of gender-sensitive indicators and methods		(10)
Overall Technical Approach		(20)
B. Personnel		
<i>Successful experience among key staff and in:</i>		
Analyzing gender norms and designing activities that respond to the opportunities and constraints to achieving results		(10)
Applying participatory methodologies and ensuring stakeholder involvement among diverse constituencies from intervention/project inception to evaluation		(10)
Overall Personnel		(20)
C. Institutional Capability		
Demonstrated institutional commitment to gender equity and expertise.		(10)
Existence of gender-equitable organizational policies and procedures.		(10)
Demonstrated history of providing equitable opportunities for women at all levels of management.		(10)
Overall Institutional Capability		(30)
D. Past Performance		
Demonstrated past use of gender-sensitive strategies and approaches to improve MSE/BSP/institutional/organizational performance		(15)

Demonstrated history of working collaboratively with public and/or private sector institutions and organizations with gender expertise		(15)
Overall Past Performance		(30)
OVERALL TECHNICAL SCORE FOR GENDER INTEGRATION		(100)

APPENDIX 2, TOOL: GENDER SENSITIZATION OF TRAININGS GUIDELINES⁶

SECTION 1: GENDER SENSITIZING THE TERMS OF REFERENCE OF TRAININGS – WORKSHOPS

1. Ensure that the Terms of Reference clearly highlights the importance of gender sensitivity in respect to training:
 - a. **Approach** which should be participatory to ensure engagement of all participants especially in the different social context;
 - b. **Content** which should be gender sensitive especially in terms of language, examples used, case studies used, images used (appropriate to context but also reflective of diversity);
 - c. **Training Reports** of proceeding, outcomes and evaluation
 - d. **Deliverables** - gender issues should be considered and/or highlighted in expected outcomes; e.g. strategic planning exercise should be gender sensitive
2. Ensure that the needs assessment clearly enquires about and highlights any differences between men and women, age groups etc.

SECTION 2: GENDER SENSITIZING DELIVERY OF TRAINING/ WORKSHOP

1. Ensure that the training is accessible to all through:
 - a. The choice of location and suitability of facility to women, men and persons with disability
 - b. Announcement and outreach in inviting women and men to the training / workshop
2. Ensure that voices of all are represented and considered:
 - a. Design of exercises encourage the participation of all
 - b. Women are encouraged to speak up (and or any other quite groups)
3. Ensure that the material used reflects:
 - a. Men and women interests and needs
 - b. Gender-sensitive language
 - c. A non-stereotyped image of roles of women and men (unless requested for an exercise)
 - d. Equal representation of images of men and women
 - e. Use of case studies that reflect women and men issues
 - f. Ensure that the evaluation of training and workshop report is presented in a sex-disaggregated manner.

MONITORING OF TRAINING FROM A GENDER PERSPECTIVE

Rate the following based your observations during the training/ workshop, (taking into account that 1 is very little and 5 is very high). The tool can also be used as a checklist to ensure that gender issues have been handled by the trainer.

⁶ Outline based on work of USAID LENS staff during Gender Mainstreaming Workshop and finalized by Hala Ghosheh – February 2015

SUBJECT OF TRAINING:

TRAINER NAME:

DATE OF TRAINING:

A	Organizational issues (could be for Project use if the project arranged for it),	Rating	Comments
1	To what extent is the location of training accessible by females and males		
2	To what extent is the selection of participants inclusive of women and men		
3	To what extent are the facilities in the venue suitable for men and women		
4	To what extent is the training timing appropriate to men		
5	To what extent is the training timing appropriate to women		
6	To what extent are their provisions to facilitate women initial participation in the workshop (e.g. areas for children playing)		

Average =

B	Training delivery generic	Rating	Comment
1	To what extent are the exercises selected gender sensitive		
2	To what extent does the trainer use gender inclusive language		
3	To what extent are the pictures used challenging to stereotypes yet culturally acceptable		
4	To what extent is the trainer style open and encouraging for all to participate		

Average =

C	Delivery issues - MEN	Rating	Comments
1	To what extent do the exercises allow for engagement of men		
2	To what extent is there a safe environment for men to participate and to express themselves (no comments – ridicule, gender insensitivity)		

3	To what extent are men participating in discussion		
4	To what extent are the examples used representative of men		
5	To what extent are men satisfied from the training *		

Average =

D	Delivery issues – WOMEN	Rating	Comments
1	To what extent do the exercises allow for engagement of women		
2	To what extent is there a safe environment for women to participate and to express themselves (no comments – ridicule, gender insensitivity)		
3	To what extent do women participate in the discussion		
4	To what extent are the examples used representative of women		
5	To what extent are women satisfied from the training *		

Average =

*Based on talks from participants during the visit

Scoring

Section	Average out of 5 (the highest)
SECTION A: Organizational issues (could be for Project use if the project arranged for it),	
SECTION B: Training delivery generic	
SECTION C: Delivery issues MEN	
SECTION D: Delivery issues WOMEN	
Comments: General impression of observer	

NAME OF STAFF MEMBER:
DATE OF VISIT:

APPENDIX 3, TOOL: GENDER SENSITIVE COMMUNICATIONS – GUIDELINES

USAID LENS GENDER SENSITIVE COMMUNICATION GUIDING PRINCIPLES:

Gender sensitive communication is needed to promote gender equality and reduce discriminatory and or derogatory communication that reinforces gender roles and powers and perpetuate stereotypes. For that reason, USAID LENS will work within the four main principles:

1. **Promote inclusive communication:** by ensuring that both the content, language and messages are reaching to both men and women;
2. **Balancing the representation of voice:** by including female and male stories, cases, issues, interests in communication equally;
3. **Challenge stereotypes:** by promoting diverse roles and abilities of both women and men in their different capacities and eliminating any derogatory terminologies and or dominance of one sex over the other.
4. **Positive messaging:** encouraging positive images and messaging for equitable and equal rights of women and men. Sending positive messaging is more conducive to incentivizing action and challenging stereotypes.

The gender guiding principles for communication are the parameters for developing the communication messages in terms of content, language and illustrations. Other aspects such as body language, dress, voice and tone are also important to consider in face to face communication and or visual media setting. There are generic and cross cutting gender variables that are necessary to consider in all communications, some aspects may be more relevant to some than others. The table below highlights issues that need to be considered with the different types of communication modes:

TABLE 1: ASPECTS TO CONSIDER FROM A GENDER PERSPECTIVE ACCORDING TO COMMUNICATION MODE

	PRINTED AWARENESS MESSAGES	AUDIO MESSAGES	FACE TO FACE ENCOUNTERS	SOCIAL MEDIA
MESSAGE CONTENT	X	X	X	X
LANGUAGE	X	X	X	X
ILLUSTRATIONS / PICTURES	X			X
BODY LANGUAGE /VOICE /DRESS/BEHAVIOR		X	X	

GENDER SENSITIVITY WITHIN COMMUNICATION

MESSAGE CONTENT: The message idea and its formulation should endorse concepts of gender equality and challenge gender stereotypes in a positive context.

Balancing representation of voice: Highlighting that women and men are entitled to equal rights to access, benefit and participate in social, economic and political affairs through all types of messaging. If the message is only addressed to men and represents a masculine perspective only then women will not recognize its intention to them. If the message is only addressed to women and represents a feminine perspective then men will not recognize its intention to it. Both male and female perspectives, interests and issues should be considered when formulating the messages.

In presenting research as well, data should be disaggregated and voices of both men and women portrayed.

Challenging Stereotypes: Awareness and public messages are an opportunity to challenge gender roles and stereotypes. Instead of endorsing power relations, messages can promote partnership and equality. Subliminal messaging is sometimes more impactful than the content of the message itself. Frequently, messaging reaches out to men and women through their socially accepted roles.

Positive Messaging: highlighting positive consequences is more inspiring to taking action and making changes than negative ones.

Example of undesired messaging

An example of how the message content can undermine gender equality and reinforce stereotypes is clearly observed in one of the breast cancer campaigns that were held in Jordan. The message of the campaign was “Take her to test”. Although the message was meant to be inclusive for me, and addressed men, it marginalized women as the primary decision makers and retreated the role of men as a decision maker.

Another undesirable practice is demonstrated in this article about vocational training in Jordan. The article only assumes that men can benefit from vocational training. <http://al-shorfa.com/ar/articles/meii/features/2014/08/08/feature-03>

LANGUAGE

Inclusivity: Language is a powerful tool in messaging. It can be used to emphasize inclusivity and equality and or it can achieve exclusivity and dominance. Gender issues in Arabic and English language are different. Arabic language is more gendered as conjugation of verbs differ according to sex. Nouns are also classified in respect to their femininity and masculinity. Regrettably, the language along with the entrenched gender stereotypes have become exclusive to men unless indicated otherwise or challenged by illustrations and photos.

In 2009, a campaign was launched in Lebanon about how language is becoming exclusionary for women. To learn more about the campaign visit: http://www.youtube.com/watch?v=KEEeWUI_Z38 (ENGLISH)

<http://www.youtube.com/watch?v=kCdnKFhO6vE> (ARABIC)

In English it is best to:

- Avoid words that can exclude reference to one of the sexes for example: chairman, businessman, mankind, salesman, mother tongue, fatherland. Instead words such as chairperson, businessperson, human kind, salesperson, native tongue, native land are more inclusive.
- Avoid using gendered pronouns such as he/she in text. This generally excludes one or the other and while using “S/he” is an option in some communication it is difficult to use in public messaging. Accordingly, avoiding it is better.
- Avoid addressing men and women with titles such as Mr. Mrs. And Miss. Instead use Mr. and Ms..

In Arabic it is best to:

- Avoid using single form if the message is for both men and women. The plural form, although masculine, is more inclusive. If the message is only for women, then the feminine tense should be used. It is worth noting however, as a reminder that in using words such as people include a reference in the text to indicate that it means women and men.
- Use passive and non-engendered language. When using gendered language make sure it is used consistently and addresses both men and women throughout the document.

لا يفضل استخدام هذا النص الا اذا كان مقصود	يفضل استخدام هذا النص
ارجو ان تغلق الباب بعد الدخول ارجو ان تغلقي الباب بعد الدخول	ارجو اغلاق الباب بعد الدخول
أطلب المعلومات أطلبي المعلومات	المعلومات من خلال الطلب

- Avoid addressing men and women with titles such as Mr. Mrs. And Miss. Instead use Mr. and Ms.. (in Arabic : الفاضلة بدلا من السيدة او الانسة)

Balancing representation of voice:

- Ensuring that the language conveys male and female voices as needed.
- Diversifying messaging to men and women if needed.

Example of undesirable messaging

A microfinance institution announcing a loan product for men and women and then indicating after highlighting a male success story that “you can benefit from the loan like he did”, while the statement is relevant to the story it does not reach out to women and becomes exclusive to men. The message at the end should have been simply “you too can benefit”, “whether man or women – you too can benefit”.

ILLUSTRATIONS / PICTURES

Illustrations and pictures not only reinforces the messages but also endorse an image in recipient mind. Accordingly, the choice of pictures and illustration are critical for the success of any communication.

Inclusivity: ensuring that the pictures are inclusive of images of men and women, girls and boys, persons with disability, challenges the stereotypes and reinforces the idea of diversity. Images that portray one group over the over tends to be more exclusionary.



Picture 1: UN Women Anti violence Campaign showing men and women of all races against violence

Challenging stereotypes: images that portray men and women in traditional roles or in more seductive and sexualized images reinforce perceptions and power relations. Images that encourage diversity of roles and responsibilities, generate more tolerance to new roles. Nonetheless, images should also speak to the targeted population. Using non-local faces sometimes reduces the impact of the messages since it becomes more foreign to their context.



Picture 2: Challenging the roles and careers women have by remodeling women in that capacity

Picture 3 Loan officer shaking women's hand challenges stereotypes not only in terms of bank clerk but also as women closing the deal (internet image)



Positive messaging: using positive images to accompany the content is likely to reinforce it especially if it is catchy.

Example of undesired messaging

In an advertisement for a bank, there is an image of a mother watching her child, a boy, grow to be a young man, getting married and getting a loan from that bank. The add, although highlighting the bank stability and support to the family, only portrayed the women as a mother and a wife while men the young man was the client, beneficiary and successful in his life. There were no other adds to show that this could happen with the girl child of the family, the two questions that this add raises are: did the bank play on social preference for boys to make the message resonate? Or Did they actually do it unintentionally thus marginalizing women as clients? <http://www.youtube.com/watch?v=KRIGHZTFAho>

Nido did the same for a while but now most of their advertisement show girls and boys as clients

– the mother is still the primary caregiver though. www.youtube.com/watch?v=RVY6UihzC34 (Arabic) www.youtube.com/watch?v=CPNueuRuEgo (ENGLISH)



Picture 4: A not so desirable picture to use in campaigns



Picture 5: More desirable picture - shows man and women entering and leaving the bank

BODY LANGUAGE /DRESS/BEHAVIOR /VOICE

Inclusivity : in conducting face to face outreach, using eye contact to ensure inclusivity of an important aspect of communication. Also, using gestures that welcome participation and sitting in open positions as opposed to closed body language all help in advancing the discussion. However, one needs to be careful to the social norms in physical communication especially among men and women. Where it is not appropriate to have physical contact the communicator should refrain from using it. One should also:

- Avoid wearing clothes that may distract from the message you intend to transfer;
- Avoid using body language that disconnects people;
- Use your tone of voice to emphasizes and highlight issues when needed;
- Emphasize in your speech that both men and women are included in discussion (if not both – highlight who)

APPENDIX 4, TOOL: GENDER SENSITIZATION OF RESEARCH GUIDE

SECTION 1: GENDER SENSITIZING THE TERMS OF REFERENCE FOR RESEARCH⁷

Ensure that the Terms of Reference clearly highlights the importance of gender sensitivity in respect to:

1. **CONCEPTUALIZATION** of research topic, problem and focus. Guidelines to gender issues should be highlighted in the TORs and aspects such as roles, access, control over and dynamics should be included in the background presented as part of the TORs.
2. **QUESTIONS/ THEMES:** gender aspects to questions and or specific questions should be clearly stated as such in the guidelines for research
3. **METHODOLOGY** of research should ensure that women and men voices, interests, needs are collected through tools that will ensure reliability, credibility and validity of information
4. **RESEARCH TEAM** should be representative of both men and women to ensure outreach and inclusion of diverse perspectives. Protection consideration should be also made for both men and women researchers
5. **ETHICAL ISSUES** to nurture a principle of no harm and ensure the protection of participants from abuse and or exploitation (both directly from research and or indirectly from disclosing information)
6. **DATA ANALYSIS** all data should be disaggregated by sex, and sex should be a variable for cross tabulating replies. Qualitative research should also categorize data, based on men and women input.
7. **REPORTING** in such a way that gender issues are highlighted throughout the research report and are not relegated to a subsection of it. Comparison between men and women should be systematically highlighted throughout the research to highlight differences and similarities. If there is a need to highlight additional issues for one sex and not the other, then a subsection is included. But it should be noted that it is necessary to emphasize gender issues in all sections of the report.

⁷ Outline based on work of USAID LENS staff during Gender Mainstreaming Workshop and finalized by Hala Ghosheh – February 2015

SECTION 2: GUIDING POINTS TO ASSESS THE GENDER SENSITIVITY OF RESEARCH CYCLE AND REPORT

The following section presents points that can assist staff in assessing the gender sensitivity of research proposals and reports:

I. RESEARCH PROPOSAL

	Aspect	COMMENTS
Background and conceptual framework	Recognizes the gender roles and division of labor within the study theme and including it in the research scope/ background	
	Recognizes accessibility issues within the study theme and including it in the research scope/ background	
	Recognizes the level of participation and dynamics of decision making and power relations between women, men and different stakeholder with respect to the study theme	
	Addresses gender issues in conceptual framework for research	
Methodology and ethical consideration	Selects a methodology that ensures that women and men's voices and viewpoints are represented in the study	
	Selects a methodology that ensures that women and men's needs and interests are represented in the study	
	Defines any ethical issues that may affect the participation of women, men, children clearly	
	Includes appropriate measures to ensure a smooth, non-harmful data collection process (to both research team and participants)	
Research team	Selects a diverse research team to include men and women and ensures that measures are taken to ensure a smooth, non-harmful data collection process (to both research team and participants)	
Data analysis and reporting	Defines a data analysis process that ensures disaggregation by sex and or categorization by sex	
	Reporting outline reflects that gender issues will be highlighted across its components	

2. REPORTING OF RESEARCH

	Aspect	COMMENTS
Background and conceptual framework	Ensures that the conceptual framework accounts for gender issues	
	Ensures that any differences between men and women in respect to the topic that is being studied, its impact their experiences are highlighted	
	Highlights any statistical background data in disaggregated form	
	Highlights what the secondary data review presents in terms of gender issues within this field	
Methodology and ethical consideration	Defines any potential ethical issues that may have emerged during the implementation of the project – and how they were managed	
	Defines any limitations that may have a gender implication and or notion	
	Highlights how the methodology impacted women and men participation and involvement in the research	
	Reflects on the team composition and how it may have facilitated/ hindered outreach to participants	
Data analysis and reporting	Ensures that all quantitative data is presented and analyzed in sex disaggregated manner. Ensures that all qualitative research categorizes issues and issues and data according to sex	
	<p>Ensure that the findings reflect and highlight the differences and or similarities:</p> <ul style="list-style-type: none"> • between men and women conditions, situation with respect to the theme of the study • of the nature of men and women participation, roles, access, decision making and control over resources with regards to the study theme • of how the issue effect man and women • of how women and men experience is. • of the relations between men and women with respect to the study theme (the dealings of one – in relation to the other) 	