USAID FROM THE AMERICAN PEOPLE | HEALTH POLICY INITIATIVE

Gender Integration Index

Country:
Number of Staff:
FY (specify year) Budget:
Country Director or Manager:
Date:

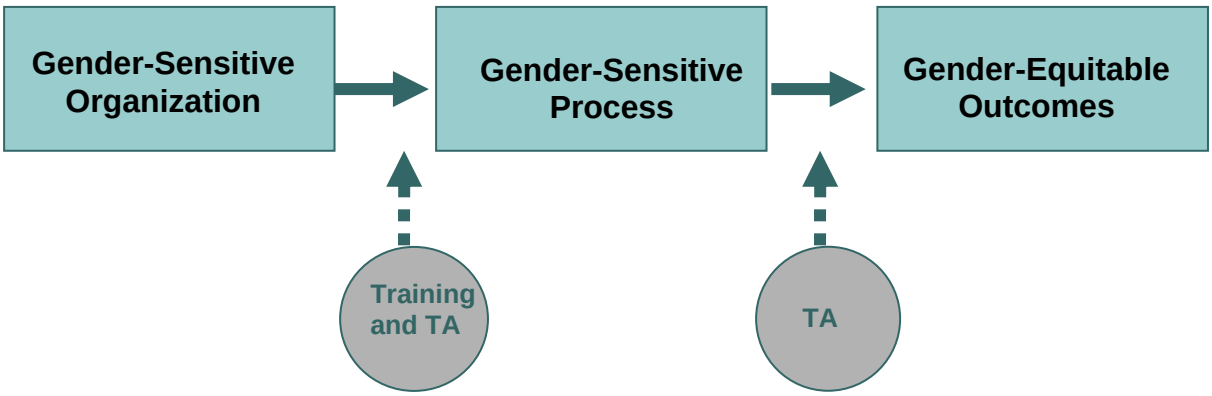
Introduction

Purpose

As a result of USAID's commitment to foster *gender equity*[1] in all of its work, part of the USAID | Health Policy Initiative's (HPI) mandate is to integrate *gender* into its activities. To measure *gender integration*—from office policies and procedures to project activities—HPI has created this project-specific Gender Integration Index.[2] While this tool mainly captures qualitative data that demonstrate the different ways gender is integrated into HPI activities, it will also serve as the single project-wide indicator to measure and report on the extent of gender integration in HPI's work. The minimum acceptable score for the index will be raised over time: the first year, the total number of country programs scoring 50 percent or higher will be reported; the second year, the total number of programs that score 60 percent or higher; and the third year, the number of programs that score 70 percent or higher. Individual country scores will not be reported, although the Gender Working Group (GWG) will track each program's progress.

Conceptual Framework

Experience and evidence show that health and gender equity improve when an organization commits to gender mainstreaming and (1) incorporates gender-equitable **internal policies and procedures**, along with staff's **technical competency** related to gender integration; (2) pays attention to gender differences, constraints, and opportunities in the **design and implementation of project activities**; and (3) measures the impact of activities on gender equality and health **outcomes**. The index measures project activities for three components and is designed to help answer a common question of activity designers and managers new to gender integration: **What do elements of gender mainstreaming look like?**



[1] See the glossary for definitions of all the italicized terms in this tool.
[2] To create this index, we drew upon the methods and questions developed by organizations that have been at the vanguard of gender mainstreaming. We benefited greatly from the following resources: InterAction. 2003. *The Gender Audit: Questionnaire Handbook*. Washington, D.C.: InterAction; Gender and Health Group at the Liverpool School of Tropical Medicine. 1998. *Guidelines for the Analysis of Gender and Health.* Liverpool: Liverpool School of Tropical Medicine; Gender and Development Programme, United Nations Development Programme (GIDP/UNDP). 2000. *UNDP Learning and Information Pack—Gender Mainstreaming*. New York: UNDP; and UNDP. 2005. *Gender Mainstreaming in Practice: a Handbook. Bratislava: UNDP*.

How to Use the Index

The index's questions are intended to assess which of the critical policy, management, and technical elements are in place to support gender mainstreaming. Country offices and activity management units are not expected to meet all criteria, **but activity managers should view them as standards to work toward**—project offices will score themselves using the index once a year until HPI's completion. While the index is a **self-diagnostic tool** for field and core programs, application of the index will be facilitated with both individual project staff and in groups of country or activity staff, who will be brought together to arrive at a consensus score. This **requires teams to jointly review their organization, processes, and outcomes; and reach consensus on individual items in the index**.[3] The scores will be reported to HPI/Washington to analyze trends in gender integration across the project. The analysis will help to identify gaps and support needed in carrying out gender mainstreaming.

Implementing the index is intended to spark a dialogue on gender issues within each program. While we realize that progress may not be achieved with certain items in the index, we encourage programs to discuss the items to get at the larger gender issues at hand. In addition, the GWG particularly encourages discourse around the last section, in which activity managers will analyze their results related to gender integration.

The GWG will provide training and technical assistance to U.S.-based and overseas staff to help implement the tool and score their responses. This will be done through various methods such as one-on-one training, teleconferences, and distance learning.

Three Easy Steps to Using the Index

Step 1: Give a copy of the Gender Integration Index to each member of your team (staff, PSCs, and other contractors who regularly sit in an HPI office). Ask each person to respond individually—but anonymously—to Part I and Part II, and return the sheet to a designated staff member.

Step 2: The designated staff member should tally up the scores using the Tally Sheet (only the multiple choice questions are included in the tally). S/he also will fill in Part III of the index, cutting and pasting the country-level results detailed in the Annual Report for the previous year.[4]

Step 3: Convene a meeting with all the respondents in the office. Coordinate the time with the GWG, so one of our members can join you by phone or webcam for the meeting. Each person should have a copy of the Tally Sheet with the summary of the team's responses. The Country Director and GWG facilitator will lead a review of the questions and help the team reach a consensus on each question, including Part III of the index. The findings will then be submitted to the GWG for project reporting, and the GWG will share the project's scores with the country team.

[3] If the group cannot agree on a single response for a question, use the average of the responses as your group response. For example, if four people respond to question three with "sometimes" (1) and two respond "always" (3), then the average value for question three—and what you use in your scoring of the overall instrument—would be ((4*1)+(2*3))/6 = 10/6 = 1.7.

[4] Results by country and time period can be downloaded into a Word file from the project's results database.

The scale is divided into the following three sections: (1) Assessing Gender Equity of HPI Management Practices; (2) Designing and Implementing Activities; and (3) Achieving Gender Equitable Results.

Component 1. Assessing Gender Equity of HPI Management Practices

To fully integrate gender into a project, staff[5] must take a look at their own organizational culture regarding gender and gender equity by examining project management practices, including policies. These practices are a crucial component of integrating gender into the project, as gender equity within our own workplaces can carry messages about the value of women and men (of all gender identities) and their contributions to the workplace. This is evident not only in organizational policies and procedures, but also in staff's level of knowledge and technical capacity related to gender.

Organizational Policies and Procedures

Organizational policies and procedures vary by country. We recognize that the following items related to explicit policies may not apply to other countries as they do in the United States. We encourage offices with more than three people to adapt such types of policies (e.g., workplace) to their own offices or at least discuss the relevance of such a policy to gender equity.

For the following questions, please respond with never, sometimes, often, always, or not applicable (N/A). (Please circle the number in the appropriate box.)

Does your field office/project office:

Organizational Policies and Procedures	Never	Some-times	Often	Always	N/A or do not know
1. Monitor (informally or formally) internal workplace practices to identify those that are not currently gender equitable?	0	1	2	3	
2. Provide both women and men staff with equal *access* to training activities and extension services to facilitate professional development?	0	1	2	3	
3. Encourage and support staff membership on project teams by ensuring women and men have equal participation in planning and implementing project activities?	0	1	2	3	
4. Support gender awareness among staff? For example, provide gender-awareness training to staff members at all levels.	0	1	2	3	
5. Pay women and men the same salary for similar positions and experience?[6]	0	1	2	3	

[5] The term "staff" is used broadly to include anyone sitting in the overseas HPI office on a regular basis, including a PSC; consultant; or D.C.-based staff member working on HPI.

[6] While we realize this may be a sensitive question, it is included because differences in gender roles often account for disparities in salary history between women and men, even when they have similar training and work experience. Government procedures for basing salary on previous salary history often do take these gender differences into account.

Please respond to the following questions with yes, no, or not applicable.

6. Does your field office/project office employ both men and women in a variety of positions at all employment levels? YES ____ NO_____ N/A _____

If yes, then fill in the number of women and men in each position:

	Women	Men	Not applicable
Country director/Country manager	_____	_____	_____
Senior technical staff	_____	_____	_____
Senior consultants	_____	_____	_____
Mid-level technical staff	_____	_____	_____
Mid-level consultants	_____	_____	_____
Junior staff	_____	_____	_____
Administrative staff	_____	_____	_____

7. Does your project office have stated policies that affirm a commitment to gender equity, for example, in an employment contract? YES ____ NO_____ N/A _____

8. Does your office have a workplace policy that addresses:

a. Prevention and response to *gender-based violence* (GBV) in the workplace?
YES ____ NO_____ N/A _____

b. *Sexual harassment*? YES ____ NO_____ N/A _____

9. Does your office provide a *family-friendly workplace* for women and men?
YES ____ NO_____ N/A _____

a. If yes, does this policy allow for various types of families (i.e., polygamous, same sex, etc.)? YES ____ NO_____ N/A _____

Please provide any additional comments on your responses here, if needed, including any needs for technical assistance.

Technical Competency of Staff

To successfully integrate gender into program activities, staff must have skills relevant to this area. Often, projects that do not value gender analysis and planning skills do not have staff responsible for gender issues and/or staff who know how to address gender imbalances in their project activities. Where programs do have staff responsible for gender issues, their positions may vary at different levels, reflecting the program's prioritization of these issues. Ideally, staff at all levels will be responsible for gender integration, with access to relevant training opportunities.

For the following questions, please respond with never, sometimes, often, always, or not applicable (N/A). (Please circle the number in the appropriate box.)

Technical Competency of Staff	**Never**	**Some-times**	**Often**	**Always**	**N/A or do not know**
10. Is gender a required skill area when hiring new technical staff?	0	1	2	3	
11. Is training and experience with gender written into position descriptions for full-time staff?	0	1	2	3	
12. Do annual performance evaluations take into account staff performance on gender integration?	0	1	2	3	
13. Is training and experience with gender written into consultants' scope of work?	0	1	2	3	
14. Does the project provide access to skills-building workshops for staff, if available:					
a. related to gender?	0	1	2	3	
b. related to sexualities and *sexual identity*?	0	1	2	3	

Numbers 15 and 16 will not receive a numerical score, but answers will be included in the analysis

15. Who is responsible for ensuring gender equity in HPI activities? Indicate with a check (√). For offices with more than five staff/regular consultants, please indicate number of responsible staff at each level:

Position	**Check** box if position includes responsibilities for gender integration	For offices with 5+ employees, **enter #** at each level responsible for gender integration
Country director/Country manager		
Senior technical staff		
Senior consultants		
Mid-level technical staff		
Mid-level consultants		
Junior staff		
Administrative staff		

16. What is the technical staff's level of gender knowledge as it relates to health? Indicate number of staff with gender knowledge at each level:

	None (#)	**Some (#)**	**Proficient (#)**	**Expert (#)**
Full-time staff (working 50% or more on the project)				
Consultants				

Please provide any additional comments on your responses here, if needed, including any needs for technical assistance.

Component 2. Designing and Implementing Activities

To ensure gender differences and inequalities are addressed appropriately in program activities, gender analysis and planning must occur throughout the activity design and implementation processes. This includes conducting a gender analysis, which allows you to identify gender-related constraints and opportunities for improving health outcomes and gender equity. We use gender-analysis domains[7] to present a framework for examining how gender affects the achievement of results in different domains of social activity, and how the proposed results will affect the relative status of women and men. Gender integration includes addressing these constraints and opportunities in activity design and implementation. Strategies used vary but may include a focus on equitable participation—ensuring that relevant data are sex disaggregated—and on communication activities examining power relations. For more information on gender-analysis domains, please consult "Introduction to the Gender Analysis Framework," a training PowerPoint presentation available on http://www.igwg.org/materials/genderint/ActivityDomainsPresentation.ppt .

Please respond to the following questions with never, sometimes, often, always, or not applicable (N/A). (Please circle the number in the appropriate box.)

Design and Implementation of Activities	Never	Some-times	Often	Always	N/A or do not know
17. Does the program conduct a gender analysis of activities?	0	1	2	3	
18. If so, were activities developed to address identified constraints and opportunities?	0	1	2	3	
19. Of activities or processes developed, were the following gender analysis domains addressed:					
a. Access—Identify gender-based constraints and/or opportunities to access services and information and ways to address them?	0	1	2	3	
b. Knowledge, Belief, and Perceptions—Support public discourse among policymakers of the power imbalances between men and women and how this imbalance has an impact on RH/HIV/SM outcomes?	0	1	2	3	
c. Practices and Participation—Design projects/programs that take into account different gender-based roles?	0	1	2	3	
d. Time and Space—Design projects/	0	1	2	3	

[7] The five gender-analysis domains are access; knowledge, beliefs, and perceptions; practices and participation; time and space; and legal. For further information, see: IGWG, *Introduction to the Gender Analysis Framework*. http://www.igwg.org/Training/integratinggender htm, Gender Domains PPT.

Design and Implementation of Activities	Never	Some-times	Often	Always	N/A or do not know
programs that consider time availability and the division of labor based on gender and work to alleviate related constraints?					
e. Legal—Work with political leaders and policymakers to:	0	1	2	3	
i. Publicly support policies and programs to increase gender equity in gender relations and outcomes?	0	1	2	3	
ii. Allocate funds to policies and programs to increase equity in gender relations and outcomes?	0	1	2	3	
20. Does the program measure the impact of gender activities:					
a. on health outcomes?	0	1	2	3	
b. on gender equity outcomes?	0	1	2	3	
21. Are sex-disaggregated data collected for project activities during:					
a. design?	0	1	2	3	
b. implementation?	0	1	2	3	
c. monitoring and evaluation?	0	1	2	3	
22. Are women actively involved in:					
a. activity planning?	0	1	2	3	
b. strategy development?	0	1	2	3	
c. decisionmaking processes?	0	1	2	3	
d. activity implementation?	0	1	2	3	
e. activity management?	0	1	2	3	
23. Are men actively involved in:					
a. activity planning?	0	1	2	3	
b. strategy development?	0	1	2	3	
c. decisionmaking processes?	0	1	2	3	
d. activity implementation?	0	1	2	3	
e. activity management?	0	1	2	3	
24. Does the project establish consistent mechanisms to ensure that women and men have equal access to and participate in program activities (except where it is appropriate for single-sex issues, such as gay men) as speakers, chairpersons, decisionmakers, etc.?	0	1	2	3	
25. Do activities use *participatory approaches*?	0	1	2	3	
26. When you partner with other organizations on activities, do they have expertise in gender and sexuality?	0	1	2	3	

Design and Implementation of Activities	Never	Some-times	Often	Always	N/A or do not know
27. Are gender components/modules included in activity-supported training, workshops, and events?	0	1	2	3	
28. As part of its activities, does the project:					
a. Encourage discussion about socially assigned gender roles affecting women, men, girls, boys, and groups marginalized by gender?	0	1	2	3	
b. Encourage discussion about how gender can affect health outcomes?	0	1	2	3	
c. Encourage discussion about gender-based power imbalances—i.e., between women and men, girls and boys, men and men—and how these imbalances affect their health?	0	1	2	3	
d. Work to eliminate these gender-based power imbalances?	0	1	2	3	
e. Encourage communication among participants about the links between sexualities, sexual identities, and reproductive health/HIV?	0	1	2	3	
29. Does your staff ensure that written and visual meeting/workshop/event background materials, PowerPoint presentations, and discussions:					
a. address the gender dimensions of the issue/event at hand?	0	1	2	3	
b. avoid gender stereotypes in images, representations, graphics, etc., and use a range of gender-equitable images instead?	0	1	2	3	
30. Is there a designated amount in the annual program budget allocated to gender activities and gender integration?	0	1	2	3	

Please provide any additional comments on your responses here, if needed, including any needs for technical assistance.

Component 3. Achieving Gender-Equitable Results

In this section, we would like you to reflect on your project results. After filling in the timeframe of the result (month, year) and indicator number, please copy all your results from this year's annual report and paste them in the third column. Indicate in the fourth column if the result integrated gender, by writing either "yes" or "no." In the last column, elaborate on the gender components, if any, for each result. These would include activities that specifically took gender-based norms and inequities into account and adjusted project activities accordingly, thus achieving gender-equitable results. By asking you to articulate the gender components of your results, we aim to take stock of program activities and the project's ability to achieve gender results.

Enter time period covered by the report:				
Month, Year	**Indicator Number**	**Result Reported (paste from annual report or appropriate quarterly reports)**	**Does the result integrate gender? (indicate yes or no)**	**If yes, what were the gender components?**

Glossary

Access—having the ability, means, and power to participate in and benefit from a service or activity.

Gender—the economic, social, political, and cultural attributes and opportunities associated with being female and male. The social definitions of what it means to be female or male vary among cultures and change over time. Gender is a socio-cultural expression of particular characteristics and roles that are associated with certain groups of people with reference to their sex and sexuality.[8]

Gender-based violence (GBV)—"any harmful act that is perpetrated against a person's will, and that is based on socially ascribed (gender) differences between males and females."[9] Experiencing GBV is linked with a wide range of health problems, including injuries and long-term physical and mental ill-health.

Gender equity—fairness to women and men. To ensure fairness, measures must be available to compensate for historical and social disadvantages that prevent women and men of all gender identities from operating on a level playing field. Gender-equity strategies are used to eventually attain gender equality. Equity is the means; equality is the result.[10]

Gender integration—taking into account both the differences and the inequalities between men and women in program planning, implementation, and evaluation. The roles of women and men and their relative power affect who does what in carrying out an activity and who benefits. Taking into account the inequalities and designing programs to reduce them should contribute not only to more effective development programs but also to greater social equity/equality. Experience has shown that sustainable changes are not realized through activities focused on either women or men alone.[11]

Family-friendly workplace (FFW)—a workplace that has policies and procedures to actively encourage a healthy balance between work and family obligations for all employees. Common objectives of FFW initiatives are to

- Achieve a work-life balance for employees that results in an improvement in the quality of time spent at work (productivity) and personal time; and
- Support female and male employees' ability to freely achieve their reproductive, social, and economic goals.

Policies and practices that make a workplace family friendly may include: full family health coverage, life insurance, tuition reimbursement, wealth-building stock options, flexible scheduling options, telecommuting, disability insurance, 401K plans, and maternity and paternity leave. Such benefits should be equally available to men and women as well as employees with non-traditional family structures.

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[8] Caro, Deborah, Jane Schueller, Maryce Ramsey, and Wendy Voet. 2003. *A Manual for Integrating Gender Into Reproductive Health and HIV Programs: From Commitment to Action.* Washington, DC: USAID Interagency Gender Working Group.
[9] Inter-Agency Steering Committee (IASC). 2005. *Guidelines for Gender-Based Violence Interventions in Humanitarian Settings: Focusing on Prevention and Response to Sexual Violence in Emergencies.* (Field Test Version). Geneva: IASC
[10] Caro et al. 2003.
[11] Caro et al. 2003.

Participatory approaches—approaches that actively encourage everyone affected by an activity or project to be involved. These approaches may require compensating for socially constructed disadvantages to encourage participation by some groups.

Sexual harassment—unwanted sexual communications or behavior upon one person by another. In the workplace setting, sexual harassment may be used to place conditionality on someone's job security or promotion opportunities or it may generally produce a threatening work environment.

Sexual identity—refers to how one thinks of oneself in terms of whom one is sexually and romantically attracted to, specifically whether one is attracted to members of the same gender as one's own or the other gender than one's own.

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