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USAID Advancing Nutrition Gender Equality Strategy



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About USAID Advancing Nutrition

USAID Advancing Nutrition is the Agency's flagship multi-sectoral nutrition project, led by JSI Research & Training Institute, Inc. (JSI), and a diverse group of experienced partners. Launched in September 2018, USAID Advancing Nutrition implements nutrition interventions across sectors and disciplines for USAID and its partners. The project's multi-sectoral approach draws together global nutrition experience to design, implement, and evaluate programs that address the root causes of malnutrition. Committed to using a systems approach, USAID Advancing Nutrition strives to sustain positive outcomes by building local capacity, supporting behavior change, and strengthening the enabling environment to save lives, improve health, build resilience, increase economic productivity, and advance development.

Disclaimer

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Acronyms

ADS	Automated Directives Systems
CLA	collaboration, learning, and adaptation
ECD	early childhood development
FTF	Feed the Future
GBV	gender-based violence
INGENAES	Integrating Gender and Nutrition within Agricultural Extension Services Project
IYCF	infant and young child feeding
JSI	JSI Research & Training Institute, Inc.
MEL	monitoring, evaluation, and learning
MSN	multi-sectoral nutrition
PRB	Population Reference Bureau
PY	project year
SBC	social and behavior change
USAID	United States Agency for International Development
WHO	World Health Organization

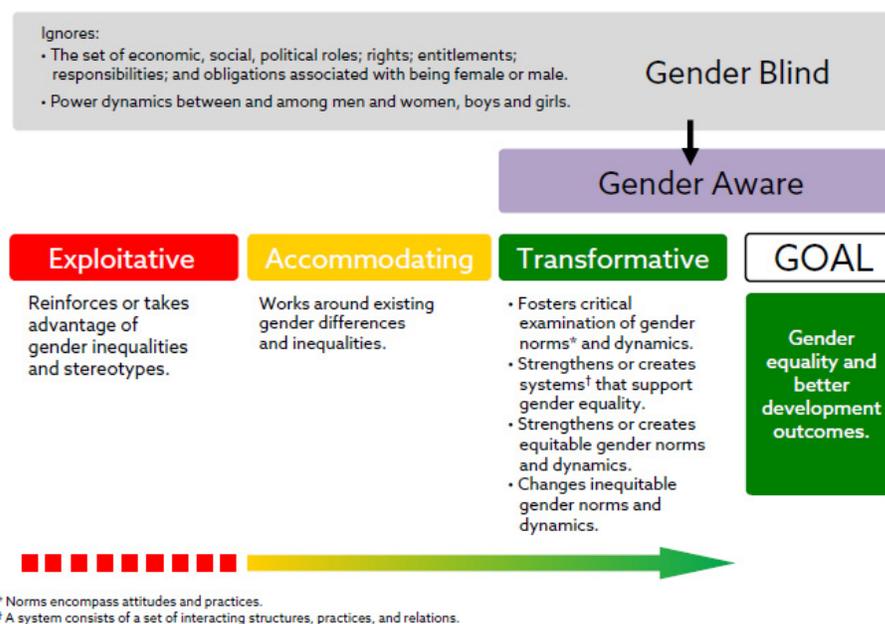
Glossary

While **sex** refers to biologically defined differences between males and females, **gender** refers to the economic, political, and cultural attributes and opportunities associated with being male or female. Sex is determined according to physiology and reproductive capability and is a biological category, whereas gender is a social construction based on economic, social, political, and cultural attributes and roles and responsibilities attributed to people by others or themselves. **Gender equality**, or equal opportunities for women, men, girls, and boys to achieve a high quality of life, is the ultimate aim of female empowerment programs and USAID’s *Gender Equality and Female Empowerment Policy (2012)*. As a means to achieving gender equality, **gender equity** (preferential options for women and girls) aims to give women, men, girls, and boys a fair chance of reaching their full potential, given that men and boys have social and historical advantages compared to women and girls.

Women’s (or female) empowerment is “achieved when women and girls acquire the power to act freely, exercise their rights, and fulfil their potential as full and equal members of society” (USAID 2012). Women’s empowerment is also one pathway by which agricultural livelihoods can lead to improved nutrition outcomes at the household level (SPRING 2014).

Gender-sensitive programming refers to programs in which gender norms, roles, and inequalities have been considered and awareness of these issues has been raised, although appropriate actions may not necessarily have been taken. For example, in a gender-sensitive nutrition program, there is explicit acknowledgement that women may not have the status or decision-making power to change how they feed their child without engaging their male partners or other family members.

Figure 1: Gender Integration Continuum



Source: Population Reference Bureau (PRB), 2017.

Gender-transformative programming includes key stakeholders and addresses power inequities between women, men, girls, and boys at the highest levels, including policies and programs, as described in the Gender Equality Continuum Tool (PRB 2017). Gender-transformative programs: 1) foster critical examination of inequalities and gender roles; 2) support and create an enabling environment for gender

equality; 3) promote the relative position of women, girls, and marginalized groups, including transforming underlying social structures, policies, and social norms; and 4) work to abandon the binary nature of gender (PRB 2017). A systematic approach to designing and evaluating policies and programs can help to integrate gender into multi-sectoral programming. For example, a gender-transformative program could work to strengthen caregivers' capacity to make life-choices while also engaging fathers and other family members in household decision-making around care and infant and young child feeding (IYCF).

Executive Summary

Recognizing that gender equality and women's empowerment are fundamental rights and key to achieving sustained nutrition outcomes, USAID Advancing Nutrition has developed a project-wide strategy to analyze and increase opportunities to integrate gender into our work. The strategy's development was informed by a brief global literature review of gender-related factors that influence nutrition and health outcomes, as well as an analysis of opportunities for gender integration across the project's activities.

Our gender equality strategy includes five sections:

- i. a summary of the gender analysis
- ii. the project's statement on gender equality
- iii. gender-specific objectives for the project
- iv. an action plan for gender integration across the program
- v. measurement of results and the monitoring, evaluation, and learning (MEL) agenda.

We conducted the gender analysis using five domains based on [USAID's Gender Equality and Female Empowerment Policy](#) and USAID resources from the Interagency Gender Working Group: 1) access to and control of resources; 2) practices, participation, and time use; 3) roles, responsibilities, knowledge, and perceptions; 4) legal rights and status; and 5) power and decision-making. We examined the Year 1 work plan activities, identifying relevant gender-specific factors to ensure the project considers gender dynamics and affects women, men, girls, and boys equitably. This analysis provided the basis for our gender equality statement and action plan:

USAID Advancing Nutrition seeks to identify the causes of gender inequalities—differential treatment and attitudes toward women, men, girls, and boys in economic, social, and political institutions—and address and mitigate them to improve nutrition outcomes for women, men, girls and boys.

Our ultimate goal is to advance gender equality. We will aim for gender-transformative programming whenever possible, and, at a minimum, commit to engaging staff and partners who apply a gender-sensitive lens. For ease of reading, the strategy uses the term “gender programming” whether transformative or sensitive.

The Action Plan includes gender integration for core activities and country programs as well as a plan to operationalize, measure, and learn from the strategy across the project. Examples of priorities for action include:

- Foster joint decision-making and more equitable division of labor in the household.
- Incorporate women's time, energy, and support considerations in food systems reviews, including food processing and frameworks.
- Actively engage fathers and other family members in nutrition and care practices.
- Support national policymakers to analyze gender in light of their goals and advocate for resources.

The gender equality strategy will guide USAID Advancing Nutrition's work over the life of the project in support of technical sectors' and country programs' efforts to operationalize the [USAID Multi-Sectoral Nutrition \(MSN\) Strategy](#). It is a working document that we will re-assess and refine throughout the life of the project with the support of “gender champions,” who will facilitate continual gender analysis and integration.

Introduction

Gender Equality: Fundamental to Good Nutrition

Gender, combined with biologic vulnerabilities, is a core underlying determinant of nutrition status. In turn, improved nutrition is key to achieving gender equality. Socially constructed gender roles diminish the nutrition of women, adolescents, and children in many ways. Gender norms influence women's autonomy and decision-making power in households; power and control in markets and communities; access to information, opportunities, and resources for food selection; service use; and income generation.

Women have high levels of malnutrition; in 2016, almost 154 million women ages 20–49 worldwide were underweight, a decrease of only 1 percent in 16 years, and more than 1 billion women were overweight, reflecting a yearly increase since 2000 (Development Initiatives 2018). Women's malnutrition is strongly associated with child malnutrition, contributing to pervasive intergenerational cycles of malnutrition. The multiple roles women play—producing food, generating income, giving birth, providing care, and being part of the community—place them at a critical nexus for ensuring food security and nutrition within their households and communities. Women often have primary responsibility for the health and nutrition of their households and typically support family income. Yet women are over-represented in informal and vulnerable employment and are more than twice as likely as men to be contributing family workers (ILO 2018). Depending upon the country, 30–80 percent of agricultural workers are women (Okwaro 2018). The number of women working, especially as entrepreneurs, continues to grow. In Africa, for example, 63 percent of women in the non-agriculture sector are self-employed.

Yet women have less access to education, land, credit, productive and financial resources, training, and market information, as well as fewer opportunities to participate in community decision-making bodies and forums, value chain networks, and innovation platforms than men. In general, women tend to lose income and control over the use of income as a product moves to market due, in part, to complex cultural and social norms (World Bank 2009). In addition, globally, 1-in-3 women is affected by gender-based violence (GBV) (WHO 2013), which has devastating effects on their own health and well-being, impacts their family's nutrition and development, and limits the survivors' ability to participate in society, earn income, and access services. Data across four countries show that children of mothers who experienced violence were more likely to be stunted and underweight (Hindin 2008). GBV in agriculture is estimated to cost governments 1–2 percent of national gross domestic product, more than what most governments spend on education (Alnouri 2018).

Women with relatively fewer gender-based constraints have better nutrition. Women's empowerment—the process by which women gain power and control over their own lives and acquire the ability to make strategic choices—is strongly associated with their nutritional status and the quality of children's diets (van den Bold 2013). Women's empowerment can be measured directly and indirectly through a variety of indicators including education, labor market participation, asset ownership, mobility, and decision-making. The Women's Empowerment in Agriculture Index assesses women's empowerment across five domains in agriculture: agricultural production, access to and control over productive resources, control over the use of income, leadership in the community, and time allocation.

Gender interacts and intersects with age and life stage, and this should be considered when integrating gender into nutrition programming. Adolescents are particularly vulnerable to gender inequalities as they experience significant biological and cognitive development and begin to take on roles that reinforce socially and culturally constructed gender norms. Unequal gender norms that are established during childhood continue to intensify in adolescence. Adolescence is also a critical window during which young people make decisions about their health and well-being. These decisions can be based on damaging but

socially acceptable ideals of “masculine” and “feminine” identities (Society for Adolescent Health and Medicine 2017). Globally, an estimated 21 million girls aged 15–19 years become pregnant each year, and 16 million of these girls give birth (WHO 2018). Adolescent pregnancy increases the risk of maternal and child mortality, and morbidity. Children born to adolescent mothers are more likely to be pre-term, low birthweight, and experience adverse development outcomes (ibid), perpetuating the intergenerational cycle of malnutrition.

Gender-based roles and constraints for men and women often change throughout their life cycle. For example, in hierarchical family systems, the elderly have increased responsibility and authority in household decision-making, compared to younger family members. Senior women and men hold different roles, with grandmothers often supporting health and well-being of women and children, and grandfathers providing overall support to the family (Aubel 2011). Research across diverse cultural contexts (e.g., South America, sub-Saharan Africa, Central Asia, and Southeast Asia) confirms that grandmothers have a leading role in caregiving and making decisions about maternal nutrition, IYCF, and care of sick children (ibid).

A growing evidence base shows the value of engaging men as fathers, partners, and change agents to challenge gender norms and improve nutrition. For example, in Bangladesh, engaging husbands to provide an adequate supply of diverse foods and maternal supplements to their pregnant wives improved women’s intake of iron and folic acid and calcium during pregnancy and dietary diversity scores (Nguyen 2018). In Burkina Faso and Vietnam, exclusive breastfeeding rates were higher in communities in which partners, mothers-in-law, and grandmothers received information on the benefits of breastfeeding (Cresswell 2019). In Haiti, men who participated in fathers’ clubs were 2.6 times more likely to have fully vaccinated children and were 3 times as likely to have children who received vitamin A supplementation (Sloand 2010).

Greater gender equality also benefits women and girls. Equal access to and control over assets raises agricultural output, increases investment in child education, increases visits to health facilities for infants, improves household food security, and accelerates child growth and development. As fathers get more involved and share the burden of childcare and domestic work, women’s economic empowerment advances and violence against women and children decreases (Barker 2015).

Men and boys’ contributions are critical to gender equality and benefits them as well. Social norms, concepts of masculinity, and expectations of men as leaders, husbands, and providers create demands on men and shape their behavior. Although men are often discouraged from nurturing and caring, they have the right to assume more nurturing roles, and opportunities for them to do so should be promoted. In fact, greater involvement in child care improves men’s mental and physical health (Barker 2015). Having fewer gender norm constraints allows men and boys to share household tasks and care and lowers their risk of depression, divorce, and violence (Lahn 2015).

Beyond the household and community, gender affects all levels and aspects of systems, services, and programs. Globally, women’s participation in the health and food systems is high. Women are more likely to use health services than men, probably due to their increased attendance at routine health services for family planning, reproductive health, and child health visits (Hawkes 2013). In health systems, 70 percent of workers are women (Boniol 2019), yet women have less stable positions, are paid 28 percent less than their male counterparts, and are vastly underrepresented in leadership positions. Gender norms and roles also affect health care providers’ interactions with consumers, clients, and community members, usually in negative ways. The World Health Organization (WHO) recommends policies that eliminate gender-based discrimination in earnings and employment and that support access to professional development and leadership roles.

Women’s participation in food systems is also significant. Women comprise nearly half of the agriculture labor force worldwide, although this percentage varies by region and likely underestimates women’s

contributions (FAO 2011). The FAO reports that women make up 16 percent of the agricultural labor force in Latin America and nearly 50 percent in sub-Saharan Africa. Women's ability to farm is limited by access to land, credit, agricultural inputs, and lack of time. In addition to agricultural work and tending livestock, women are often responsible for household food production and preparation, including household gardens, processing and preparing food, and collecting fuel and water, as well as caring for family members' nutritional needs. Women serve as "nutritional gatekeepers, caretakers of rich

Demographic changes can affect these roles. Women in urban areas generally have more opportunities for paid employment and fewer cultural restrictions than women living in rural areas. Urban heterogeneity fosters tolerance of differences and can erode existing assumptions of gender differences (Pozarny 2016).

USAID and USAID Advancing Nutrition Commitments to Gender

Promoting gender equality and the empowerment of women and girls is a commitment across USAID and a core priority in the [MSN Strategy 2014–2025](#). The MSN Strategy identifies gender equality and women's empowerment as fundamental to addressing the underlying causes of malnutrition and achieving nutrition objectives. The MSN Strategy recommends the "application of a gender lens on all nutrition programs," because "when women are empowered, educated, and can earn and control income, infant mortality declines, child health, nutrition, and development improve, agricultural productivity rises, population growth slows, economies expand, and cycles of poverty are broken." Targeting women as beneficiaries is not enough to reduce gender inequality and empower women and girls. In fact, this may even increase the multiple burdens that women and girls face. Therefore, the MSN Strategy aims to promote women's access to resources; build women's leadership in food and agricultural systems (challenging gender norms that hinder food security and women's empowerment); and, intentionally involve men, communities, and key institutional stakeholders in program implementation. In other words, the [MSN Strategy conceptual framework](#) places gender equality, women's empowerment, and girls' education in the nutrition-enabling environment, and each intermediate result includes activities to increase gender equality and women's and girls' empowerment.

Sector-specific strategies and initiatives also prioritize gender programming. The [U.S. Government Global Food Security Strategy Fiscal Year 2017–2021](#) includes gender equality and women and girls' empowerment as a central foundation to food security and as one of six cross-cutting intermediate results. Removing gender constraints is critical to building resilience as shocks and stresses affect men, women, boys, and girls differently (even in the same household). This often increases stress on female household members, further reducing resilience capacities at all levels and compromising longer-term recovery. The Office of Food for Peace's strategy includes cross-cutting Intermediate Result I "Gender Equity and Youth Opportunities Increased." The Center for Children in Adversity's Framework Outcome 3.1 includes an action to "mainstream and integrate gender-based violence [mitigation] and response activities into sector work." Supporting this is the U.S. Government's *Strategy to Prevent and Respond to Gender-based Violence: 2016 Update*, which specifically addresses violence toward individuals based on their biological sex, gender identity, or perceived conformity with social definitions of masculinity and femininity.

Recognizing that gender equality and women's empowerment are fundamental rights and key to achieving sustained nutrition outcomes, USAID Advancing Nutrition has developed a project-wide strategy to analyze and increase gender-based opportunities. The strategy's development was informed by a brief global literature review of gender-related factors that influence nutrition and health outcomes, as well as an analysis of opportunities for gender integration across the project's activities.

Gender Analysis

In 2009, USAID established a comprehensive approach to gender integration through its Automated Directives Systems (ADS 205), which included gender analysis as one of two mandatory analysis requirements for strategic planning, project design, and approval. In 2019, the Women’s Entrepreneurship and Economic Empowerment Act (S. 3247) codified the requirement for a gender analysis in all programs. A gender analysis, as defined by [USAID’s Gender Equality and Female Empowerment Policy](#) (2012) aims to “identify the root causes of existing gender inequalities or obstacles to female empowerment in that context so that USAID can proactively address them in the project design and seek opportunities to promote women’s leadership and participation.” USAID Advancing Nutrition’s gender analysis explores two key questions at all levels of the socio-ecological model from the individual, family, and community, to service providers and markets, to policymakers and staff:

- How will the different roles and status of women, men, girls, and boys affect the work to be undertaken by USAID Advancing Nutrition?
- How will the anticipated activities and results of USAID Advancing Nutrition’s work affect women, men, girls, and boys differently?

USAID Advancing Nutrition analyzed potential gender-based constraints and opportunities relating to the project’s activities using five domains based on USAID’s Gender Equality and Female Empowerment Policy and USAID resources from the Interagency Gender Working Group:

- Access to and control over resources
- Practices, participation and time use
- Roles, responsibilities, knowledge, and perceptions
- Legal rights and status
- Power and decision-making

The domains are not listed in a particular order and are not mutually exclusive. Each is described in more detail below and the final domain, power and decision-making, is conceived as central and cross-cutting to the other domains.

Project staff analyzed their Year I work plan activities using this gender analysis framework, noting that these are also factors that drive social and behavior change. The results informed the USAID Advancing Nutrition gender equality strategy and facilitated gender integration in project planning and design. We examined the results of the activity-level analyses, identifying the gender-based factors relevant to the project’s key technical areas (food systems and markets, health systems, food security, and social and behavior change [SBC]) as they fit into a socio-ecological model including individual, household, community, and systems levels (annex I).

Table I includes examples from the gender analysis process based on the Year I work plan. It describes how the different roles and status of women, men, girls, and boys could affect the work to be undertaken by USAID Advancing Nutrition and examples of how the project design can be adapted to reflect these gender-based factors to ensure the project affects women, men, girls, and boys equitably.

Gender analysis is not a one-time event; USAID Advancing Nutrition will facilitate ongoing reflection on the integration of gender into nutrition, as outlined in the “Action Plan for Gender Integration Across the Project” section.

Access to and Control over Resources

To be full and active participants in society, women and men must be able to access tangible assets, such as income, agricultural, and natural resources, as well as services, social capital, and information. Across cultural contexts, men have greater access to financial resources, land ownership, credit, and education than women. Relative to men, women—especially girls—face constraints on freedom of movement, limiting their ability to access health care, education, and employment opportunities. At the same time, when women seek services at health facilities, their care and the care of their children is often prioritized over men’s health.

Women and men do not have equal access to training opportunities. Training programs for agriculture and food systems often fail to target women participants and assume participants’ own land and resources. Women are targeted for opportunities to be home extension agents and community health volunteers, opportunities that are often unpaid. Governments and institutions can target women for agriculture and livelihoods programs, but there must be an enabling environment for women to own land, earn income, and participate in trainings and educational opportunities.

Practices, Participation, and Time Use

Men and women participate in health and food systems in different ways: men are more likely to participate in paid value chain and extension activities outside of the home, while the women participate in unpaid care work within the home. As the primary caregiver and manager of household health, women spend the majority of their days on reproductive and productive work, limiting their availability to participate in paid employment opportunities, training, and other capacity-building activities. The ways that men and women participate in health and food systems are dynamic and change with age and life-stage. Boys’ and girls’ attendance at school depends on free time from agriculture and household tasks during school hours. Older men and women’s workload can be constrained by physical health and mobility, resulting in increased effort for lower output.

Increasing women’s and girl’s participation in value chain and extension activities, or other activities outside of the home, requires a favorable enabling environment for them to participate. Governments and organizations can help support women’s participation in capacity-building activities by offering trainings at convenient times and locations and allowing children to attend or providing childcare. Women need support from their household, community, and institutions to adopt new practices, as well as more equitable division of unpaid care work in their home.

Roles, Responsibilities, Knowledge, and Perceptions

Women and men have specific and differing roles and responsibilities in care, nutrition, and agriculture. These roles are defined and influenced by gender and social norms and can be difficult to change. The women’s role is typically defined by care and support for other household members: they are the caregiver, the nurturer, and the mother. Women are responsible for the reproductive labor, including cleaning, washing, cooking, breastfeeding, caring for a sick child, and collecting firewood and water. The men’s role is often to serve as the leader, the provider, and the decision-maker. Although some men assist with reproductive labor, such as drawing water, fetching firewood, or playing with the children, this is seen as “helping” their wife rather than a regular responsibility. Other men decline to take on responsibilities associated with women to avoid being seen as weak or effeminate in the community.

Men and women’s knowledge and beliefs directly affect individual and family nutrition. Traditional and religious beliefs specify what men eat, what pregnant and lactating women are forbidden to eat, and what food is for children. In some settings, more expensive food, including meat and eggs, is reserved for men as they are the source of household income. Women typically eat last and sacrifice their own

share to ensure the men and children are fed. Programs aiming to improve nutrition at the individual, household, and community levels must evaluate and address how gendered beliefs can impact nutrition.

Legal Rights and Status

Women, men, girls, and boys are often treated differently in official policies and legal systems, as well as in customary laws. Furthermore, policies are often interpreted and enforced inconsistently in households, communities, and workplaces. Women around the world face legal obstacles to ownership of land and other assets, entrepreneurship, employment, mobility, and protection in cases of harassment, violence, divorce, and child custody. Policies and customary laws around marriage are often skewed toward the marital power of the husband, limiting women's ability to leave abusive marriages and optimally providing for children. These policies and laws also assume that women should prioritize caregiving, rarely giving fathers paternity leave and other support for caregiving. These policies and laws have obvious negative consequences for women, and less obvious consequences for family members. Advocacy to reduce inequities can lead to systemic change that empowers women and improves nutrition outcomes.

Power and Decision-making

Women, men, boys, and girls do not have equal ability to influence and enforce household, community, and government decision-making, nor do they have equal power and control over institutions and resources. Women have less control and decision-making power within the household, with negative effects on the family's health and nutrition. Critical to the enabling environment for nutrition are women's, men's, girls' and boy's capacity and agency to advocate for their rights, entitlements, and policies for nutrition. Promoting equitable power dynamics and decision-making will positively impact women and girl's access to services, information, and opportunities, and their ability to exercise power over their own bodies.

Table 1. Gender Analysis of USAID Advancing Nutrition Year 1 Work Plan Activities

Domain	How will the different roles and status of women, men, girls, and boys affect the work to be undertaken by USAID Advancing Nutrition?	What are the potential consequences if gender-based constraints and opportunities are not part of the project design?	How will USAID Advancing Nutrition address these constraints and opportunities in the project design?	How will the anticipated results of USAID Advancing Nutrition’s work affect women and men and girls and boys differently?
<p>Access to and control over resources</p>	<p>Control of household assets, land, and finances is not equal between men and women.</p> <p>Men and women do not have equal access to information about IYCF, breastfeeding, complementary feeding, and nurturing/responsive care practices.</p> <p>Food aid distribution and nurturing care resources are often directed toward women because of their usual roles in the household and desire to ensure access.</p>	<p>Circumventing the head of the household when distributing assets could result in repercussions (e.g., GBV).</p> <p>Information sharing may be dictated by existing gender roles and exclude people who provide support. This can reinforce inequitable gender norms and over-burden women.</p> <p>Requesting women to travel and wait for food aid distribution and ECD resources could create protection risks.</p> <p>Leaders and program staff may continue to reinforce gender dynamics, leading to limited improvements in nutrition.</p>	<p>Support joint household decision-making on asset management.</p> <p>Include men and other family members in SBC for IYCF/early childhood development (ECD).</p> <p>Use community participatory processes with women and men to identify safe options for food aid distribution and ECD resources that do not add to women’s time burdens.</p> <p>Orient, incorporate gender and continually reflect with program staff on gender considerations.</p>	<p>Joint decision-making will increase women’s agency and decrease GBV. Men will experience reduced pressure and stress due to sharing responsibility for managing household resources.</p> <p>Including fathers and other family members in SBC activities covering IYCF/ECD will increase value of mother’s support in providing appropriate care. Fathers will feel more included and bond more closely with their children.</p> <p>Community participatory processes to plan food aid distribution can create support for equitable access and avoid harm.</p>
<p>Practices, participation, and time use</p>	<p>Community groups can provide social support for caregiving/IYCF practices, but may exclude men or women.</p>	<p>The project may provide training and technical assistance that conforms to cultural norms about who generates income and participates in paid labor rather than encouraging</p>	<p>Support value chain addition activities and training programs inclusive to all community sub-groups who wish to generate capital.</p>	<p>Women and sub-groups not typically included in value chain addition activities will have strengthened capacity and opportunities to generate income. Men will continue to have opportunities in value</p>

Domain	How will the different roles and status of women, men, girls, and boys affect the work to be undertaken by USAID Advancing Nutrition?	What are the potential consequences if gender-based constraints and opportunities are not part of the project design?	How will USAID Advancing Nutrition address these constraints and opportunities in the project design?	How will the anticipated results of USAID Advancing Nutrition's work affect women and men and girls and boys differently?
	<p>Participation in value chain addition and extension activities may be based on traditional gender roles and inequitably benefit men and women. This affects the quality of men and women's agriculture practices and livelihoods.</p> <p>Food processing can be a source of income, nutrition, and time savings, yet it is not clear how or if food processing will equally benefit men and women given their differential participation in food systems and markets.</p>	<p>equitable participation between men and women.</p> <p>If gender-blind, the project's assessment and recommendations of food processing opportunities could unintentionally favor men's participation in food processing or add to women's disproportionately higher work load.</p>	<p>Create recommendations for food processing opportunities that take into account men and women's differential participation in food systems and unequal time burdens.</p>	<p>chain addition, but households will benefit from dual sources of income and shared responsibility for unpaid care labor.</p> <p>Men working in paid agricultural labor may be able to replace time-intensive labor with more efficient food processing methods and provide more nutritious foods to the family. Women may be able to supplement time-intensive foods with nutritious processed foods, reducing their overall time burden.</p>
Roles, Responsibilities, Knowledge, and Perceptions	<p>Household members able to directly impact mothers' and children's nutrition and development, such as grandmothers, and uncles, may be least likely to be invited to participate.</p> <p>Women and men's food and caregiving choices and preferences may be influenced by traditional knowledge and beliefs around appropriate</p>	<p>The project may reinforce gender roles about who gives care and prepares food, and create additional responsibilities for those who have the greatest work burden.</p> <p>Information about nutritious food and caregiving that conflicts with traditional gender values may not be used if only given to mothers and</p>	<p>Foster a more equitable division of labor among household members and community groups and avoid reinforcing gender roles that define who provides care and prepares food in the household and who participates in training.</p> <p>Elevate nutritious food and care for women and children with women and men using</p>	<p>A more equitable division of labor among household members will empower men to improve their families' nutrition and nurturing care environment. As men become more engaged in caregiving, women's health and well-being will improve due to their reduced care and domestic work burden.</p>

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	<p>food for men, women, girls, and boys.</p>	<p>not the broader family and community influencers.</p>	<p>locally meaningful concepts and solutions through trusted influencers with family and community members.</p>	<p>Engaging men and women on nutrient-rich food choices will mean they are more likely to support women's consumption of nutrient-rich foods. Women can eat foods that vary from traditional preferences with the support of family and community members.</p> <p>Women and men will be able to engage in nurturing care practices that vary from traditional preferences with the support of family and community members.</p>

Domain	How will the different roles and status of women, men, girls, and boys affect the work to be undertaken by USAID Advancing Nutrition?	What are the potential consequences if gender-based constraints and opportunities are not part of the project design?	How will USAID Advancing Nutrition address these constraints and opportunities in the project design?	How will the anticipated results of USAID Advancing Nutrition's work affect women and men and girls and boys differently?
Institutions, laws, and policies	<p>Men and other family members may not be mentioned in nutrition-related and ECD-related national strategies, frameworks, or other policy documents (e.g., maternity and paternity leave, social safety nets) as fathers, caregivers, or change agents.</p> <p>Curfews and movement restrictions in internally displaced person or refugee camps could limit safe access to early learning resources, nutritious food, water, and sanitation facilities. Camp settings can also impede mothers' ability to breastfeed and provide nurturing care due to stress, time restrictions, and privacy.</p>	<p>By supporting the implementation of national policies and frameworks, the project could reinforce gender norms about who provides care and prepares food.</p> <p>If gender-blind, the project's analysis of food aid modalities may include recommendations that limit or affect women's safety and health.</p>	<p>Work with policymakers to develop and/or implement national policies and frameworks that promote gender equality and are inclusive of men and caregivers other than mothers.</p> <p>Advocate and support women in leadership roles in relevant institutions.</p> <p>Provide USAID and stakeholders with relevant information and analysis to design food aid programs that are safe and easy-to-access for both men and women.</p>	<p>Including men and other family members in national policies and frameworks will help them to see the value of nutrition and nurturing care and increase engagement in nutrition and nurturing care behaviors. Women will receive additional support in performing and encouraging healthy food consumption behaviors.</p>
Power	<p>Decision-making power around food purchase and preparation, caregiving, and productive roles may not be equally shared among household and community members.</p> <p>Men often have the power to own, manage and use</p>	<p>Caregivers cannot apply IYCF/ECD information or interventions if they lack household decision-making power.</p> <p>Transforming gender and cultural norms on decision-</p>	<p>Support shared decision-making in the household, workplaces, and communities without threatening cultural and gender norms related to head of household.</p> <p>Hire and train women and support their participation in</p>	<p>Joint decision-making in line with cultural and gender norms will allow women to apply information and skills leading to improved nutrition-related behaviors. Men will feel less burdened with being the sole decision-maker.</p>

Domain	How will the different roles and status of women, men, girls, and boys affect the work to be undertaken by USAID Advancing Nutrition?	What are the potential consequences if gender-based constraints and opportunities are not part of the project design?	How will USAID Advancing Nutrition address these constraints and opportunities in the project design?	How will the anticipated results of USAID Advancing Nutrition's work affect women and men and girls and boys differently?
	household and community assets	making power could result in negative repercussions in the household, communities, and workplaces (e.g., GBV).	<p>processes and organizations that involve power and decision-making and monitor the acceptance of their roles by those who are traditionally seen as the most powerful.</p> <p>Demonstrate/promote understanding among decision-makers (at all levels) of how the lower socio-economic status of women harms the productivity, health, education, and well-being of families and nations.</p> <p>Facilitate locally appropriate accountability mechanisms.</p>	A partnership with shared decision-making power will encourage more balanced relationships, in addition to improved health outcomes.

Project Statement on Gender Equality

USAID Advancing Nutrition seeks to identify the causes of gender inequalities—differential treatment and attitudes toward women, men, girls, and boys in economic, social, and political institutions—and address and mitigate them to improve nutrition outcomes throughout the life course. Our ultimate goal is to advance gender equality. We will aim for gender-transformative programming whenever possible, and, at a minimum, commit to engaging staff and partners that apply a gender-sensitive lens.

Gender equality and women’s empowerment are fundamental for the realization of human rights and key determinants to achieving sustained nutrition outcomes. Women and men both contribute to family nutrition by virtue of respective gender roles, however global evidence suggests that gender inequalities limit the ability of women and men to achieve their full potential. Women have a critical role in caregiving and family nutrition, and empowering women improves maternal and child health, development, and nutrition and increases agricultural productivity. Challenging masculinity norms through positive male engagement is just as critical because increasing fathers’ and other men’s involvement in caregiving can amplify positive outcomes for them and their families.

Gender-specific Objectives for the Project

USAID Advancing Nutrition supports the implementation of the [USAID Multi-Sectoral Nutrition Strategy 2014–2025](#) and our activities fall under three of its intermediate results. The project’s statement on gender equality calls for us to review our approach to improve nutrition outcomes for women, men, girls, and boys on a regular basis and to strengthen our work through gender-transformative programming. As such, we have re-interpreted our intermediate results to highlight the integration of gender.

These objectives do not replace or compete with our existing results framework; rather they help us define points of intersection between gender-transformative activities and the primary goals of the project. Below each gender-specific objective are possible gender and nutrition activities. These are not exhaustive or definite; they are illustrative and dependent on opportunity for and capacity of our project and the interest of USAID and the people we work with.

USAID Advancing Nutrition IR 1: Equitable provision and utilization of proven, quality nutrition interventions and services at scale.

Gender-specific Objective 1: Integrate proven, quality, gender-equitable SBC approaches in nutrition interventions and services at scale, while considering the complex environments in which the behaviors take place.

Example activities:

- Use the Caregiver Capabilities Framework to design interventions to strengthen maternal capabilities with a focus on gender norms and attitudes, and inclusive of adolescent and first-time mothers.
- Prioritize parent couples for SBC interventions to share household-level decision-making power, and promote dialogue and joint decision-making on nutrition.
- Engage other family members as change agents and influencers, as appropriate.
- Work with service providers in food, health, and nutrition systems to recognize gender inequality in their own lives and work and build their skills to become change agents.

USAID Advancing Nutrition IR 2: Country commitment and capacity for multi-sectoral nutrition programming strengthened.

Gender-specific Objective 2: Strengthen country commitment and capacity to integrate and address gender in multi-sectoral nutrition programming.

Example activities:

- Modify and/or develop training resources for integrating gender into nutrition programs, such as those from the Interagency Gender Working Group’s gender training package.
- Include gender analysis and capacity-strengthening in gender programming in all mission-funded activities and ensure government involvement at all levels as applicable.
- Foster leadership of young professionals in the Nutrition Fellowship program with gender-sensitive mentoring.

- Strengthen capacity of national-level actors to conduct a gender analysis and integrate gender into sector-specific and multi-sectoral nutrition programming.
- Foster commitment to gender programming in multi-sectoral nutrition at the national level.

USAID Advancing Nutrition IR 3: Global learning, evidence, and innovative practices generated and applied to nutrition programs.

Gender-specific Objective 3: Identify and incorporate promising innovations in gender-transformative research and programming to foster thoughtful and responsive methods for shifting gender and nutrition-related attitudes, beliefs, norms, and behaviors.

Example activities:

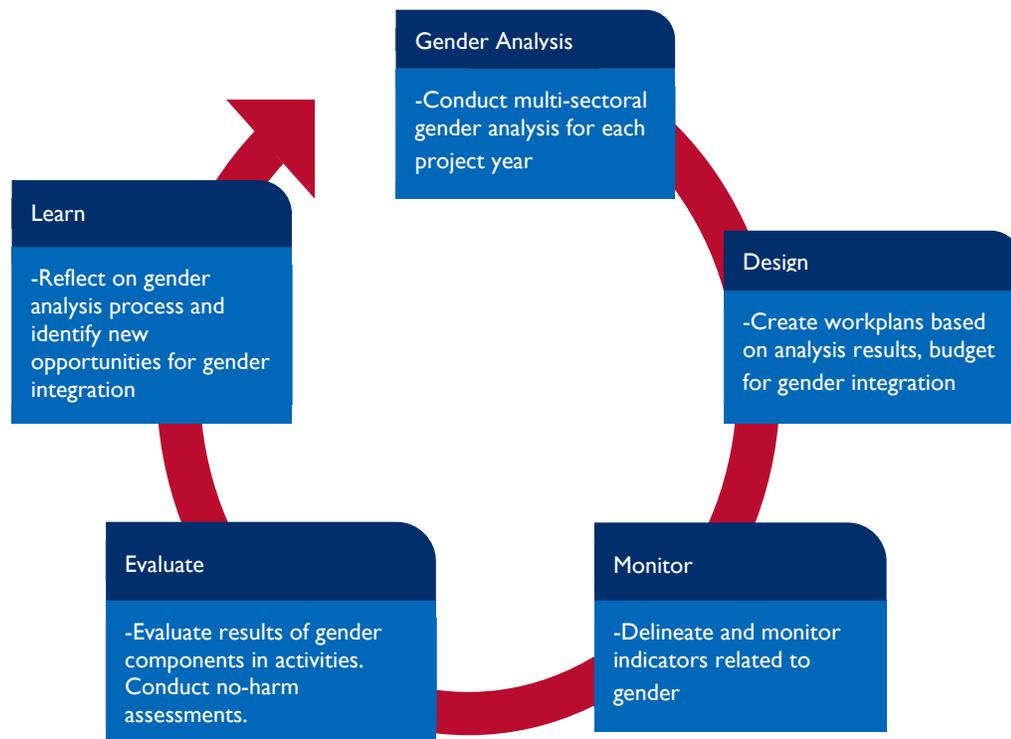
- Explore and apply proven and promising models for shifting and transforming social and gender norms, and include examples such as gender champions.
- Incorporate gender in multi-sectoral nutrition learning events.
- Document results of gender reflection and analyses, including concrete changes to project processes, structures, and activities.
- Test and innovate concepts to understand and measure paternal capabilities.

Action Plan for Integration across the Project

Gender Integration across Core-funded Activities

Each of USAID Advancing Nutrition’s technical teams is responsible for integrating gender throughout the program cycle through the following steps for core-funded activities, illustrated in figure 2:

Figure 2: Gender Integration throughout the Program Cycle



1. Conduct a multi-sectoral gender analysis during the work planning process for each project year to examine gender-based constraints and opportunities that could affect planned activities. Identify key program strategies to minimize constraints and maximize opportunities.
2. Budget for adequate resources to integrate gender across project activities and to support ongoing staff engagement in gender analysis, understanding and application, and programming.
3. Identify how planned project activities might affect women, men, girls, and boys differently and adjust the design as necessary to achieve equitable and sustainable impact.
4. Delineate and monitor gender-specific indicators to track progress and growth in gender programming, as well as staff personal and professional goals related to gender.
5. Evaluate results of gender components within activities. Conduct periodic no-harm assessments to avoid adverse unintended consequences on beneficiaries, participants, and individuals.
6. Use the gender analysis and gender programming experiences to consider opportunities to refine, learn, adapt, and inspire work in gender-sensitive and transformative ways.

Gender Integration across Country Programs

USAID Advancing Nutrition will adopt a gender-transformative approach across our country programs, starting with establishing the project's country offices. All implementing partners will understand how to integrate gender into their programs and operations through activities like:

- including a staff member familiar with the project's gender equality strategy in initial phone calls and conversations with the missions on new country buy-ins and requests for technical assistance to convey information on the project's gender capacity
- incorporating gender into desk reviews for new country buy-ins
- conducting country-specific gender analyses and incorporating results into the project design, inclusive of SBC strategies and implementation plans, whenever possible
- including gender considerations in formative and action research, including willingness and opportunities to understand and expand fathers' and other family members' role in nutrition and caregiving
- incorporating gender into the job descriptions for country office leadership (e.g., lead/facilitate country-level gender analyses, provide gender training for staff, and support ongoing reflection exercises on gender)
- identifying staff in each activity to bring a gender lens to nutrition-sensitive and nutrition-specific activities, recognizing these responsibilities in job descriptions and performance reviews
- recruiting technical staff who have gender expertise and/or interest in conducting gender activities at the country level
- preparing tools for country programs to follow to ensure consideration of key principles of gender programming
- facilitating opportunities for country staff to learn from each other to reflect, support, and solve problems together
- orienting staff to gender and gender analyses and programming, as well as self-reflection guidance and protocols to follow in case of harm
- checking in regularly with staff to assess and document progress made in integrating gender into their activities, and provide continual training, if needed
- monitoring for potential unintended consequences from project activities, and mitigating any adverse effects
- incorporating gender indicators into any data collection work at the country level as appropriate, including baseline and endline surveys. Setting targets for gender-transformative results and comparing across program whenever possible
- reporting results of gender analyses and monitoring in quarterly reports, including updates on staff's progress on integrating gender into country activities.

Operationalizing the Gender Equality Strategy

USAID Advancing Nutrition will take specific steps to ensure the gender equality strategy is understood and applied by all staff. Team will share the responsibility for operationalizing the gender equality strategy, as illustrated in the following example activities:

Table 2: At-a-Glance Guide to Gender Integration across the Project

Team	Example Responsibilities
Operations	<ul style="list-style-type: none"> ▪ Discuss the gender equality strategy during staff orientation. ▪ Provide mandatory gender training for all staff. ▪ Practice principles of gender equality in project recruitment and annual performance review processes. ▪ Include gender programming responsibilities (e.g., supporting regular reflection, feedback and gender analysis updates) in job descriptions for country office leadership.
Finance	<ul style="list-style-type: none"> ▪ Budget for adequate resources to integrate gender across project activities.
Operations management	<ul style="list-style-type: none"> ▪ Foster a culture of gender equality in the workplace. ▪ Include staff member who is familiar with gender in initial and ongoing phone calls and conversation with missions on new country buy-ins and requests for technical assistance.
Knowledge management	<ul style="list-style-type: none"> ▪ Ensure project dissemination efforts consider and aim to achieve equitable access to information between women, men, girls, and boys. ▪ Create project communication materials that promote positive male engagement and do not reinforce gender stereotypes. ▪ Include gender considerations in routine country reporting templates. ▪ Document and share project learning from gender-related activities and results for internal and external audiences.
Technical	<ul style="list-style-type: none"> ▪ Conduct multi-sectoral gender analysis during the work planning process for each project year. ▪ Conduct a gender analysis for each new activity during workplanning and country program planning and reflect on and update the analysis each year. ▪ Mitigate gender-based constraints and maximize gender-based opportunities. ▪ Strengthen knowledge and skills in gender programming. ▪ Report results of gender analysis and monitoring in quarterly reports. ▪ Prepare tools of key gender programming principles for country programs to follow. ▪ Adapt/develop training materials and provide mandatory training to all staff. ▪ Adapt/create documents to help staff integrate gender.
Monitoring, evaluation, and learning	<ul style="list-style-type: none"> ▪ Conduct country-specific gender analyses whenever possible. ▪ Include gender considerations in formative and action research. ▪ Monitor potential unintended consequences from project activities. ▪ Incorporate gender indicators into data collection at the country level. ▪ Monitor gender activities and results continually. ▪ Use gender analysis and experiences to consider opportunities to refine, learn, adapt, and inspire work in gender-sensitive and transformative ways.
Country programs	<ul style="list-style-type: none"> ▪ Incorporate gender into desk reviews for new country buy-ins. ▪ Identify staff in each activity to take responsibility for gender integration, and recognize these efforts in their JDs and performance reviews. ▪ Recruit technical staff who have gender expertise and/or interest in conducting gender activities at the country level. ▪ Orient country office staff to gender. ▪ Check in with staff regularly to assess gender integration efforts. ▪ Liaise with government counterparts and include them throughout implementation, measurement and evaluation, and dissemination efforts.

Measurement of Results and Incorporating Gender into the Monitoring, Evaluation and Learning (MEL) Agenda

USAID Advancing Nutrition's commitment to gender-transformative programming will extend to our approaches to monitoring, evaluation, and learning. As mentioned above, this will begin in the design phase and carry through to implementation and into our evaluations. Whenever possible, formative data, secondary data analysis, and desk research conducted in preparation for our country work will present age and sex-disaggregated data. This will help us identify any disparities between the sexes in nutritional status, dietary practices, and their underlying determinants. Closing any existing gaps between women, men, girls, and boys in the outcomes of interest will be a stated objective of our country programs, when applicable.

To help us monitor whether we are adequately serving all people, monitoring data collected by the project will be disaggregated by sex and age (appropriate for the country context) unless interventions target beneficiaries by sex. The reason for collecting age and sex-disaggregated data is not necessarily to serve women, men, girls, and boys equally; it is to determine if the needs of each are being met.

The degree to which USAID Advancing Nutrition can implement gender-transformative programming at the country level will depend in large part on the commitment of USAID Missions and in-country partners to do so. In all USAID Advancing Nutrition countries where we conduct evaluations, we will propose evaluation designs that allow us to understand if: 1) the impact of our programs varied by gender; and 2) pre-existing gender-related differences in outcomes of interest are reduced. In addition, in countries where USAID Advancing Nutrition has the opportunity to design and implement gender-transformative, multi-sectoral nutrition programs, the stated objectives will include gender-related outcomes. Evaluations in these countries will aim to measure our ability to increase women's empowerment and gender equity in household decisions and attitudes about traditional gender roles and status, levels of participation, and control of assets and income. Evaluations can include quantitative and qualitative assessments, incorporating modules such as pro-WEAI, for example, depending on available resources.

Using these data and other learning methods, the Learning Advisor will explore with project staff opportunities to embed learning questions that contribute to the Bureau's priorities and/or learning agendas related to gender. For instance, through its activities, the project may have the opportunity to contribute to Feed the Future's Learning Agenda theme: Improved Gender Integration and Women's Empowerment. Through this agenda, Feed the Future aims to understand gaps in programming, the effects of programming on women's and men's empowerment, and solutions to have lasting (over time) and far-reaching (over space) impacts on women's empowerment and nutrition outcomes. At a minimum, the project is committed to applying a gender equality perspective to all learning activities, so that collaboration, learning, and adaptation (CLA) opportunities and activities include a gender equality lens. The project will also use CLA approaches—such as “pause and reflect”—while implementing the gender strategy to foster internal learning and identify adaptations to make the strategy more impactful.

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Annex I. Gender-Specific Factors by Level of the Socio-Ecological Model

Project staff examined the Year 1 work plan activities, identifying relevant gender-specific factors as they fit into a socio-ecological model including individual, household, community, and systems levels. USAID Advancing Nutrition will adapt the design and implementation of project activities to reflect these gender-based factors to ensure the project affects women, men, girls, and boys equitably.

Factors	Access	Practices and Participation	Knowledge, Beliefs, and Perceptions	Institutions, Laws, Policies	Power
Individual	Nutrient-rich foods Education, training Credit and/or capital Social capital, and benefits of social capital Employment and advancement opportunities Information on nutritious/fortified foods, breastfeeding, IYCF, sharing household tasks, ECD, food assistance Food aid	Time for IYCF/childcare responsibilities/food preparation Time for leisure Workload outside caregiving Physical labor capabilities Caregiver capabilities Personal social capital (group/extended family participation)	Self-perceived gender roles in responsive caregiving/cooking/ feeding Acceptability of display of emotion Personal food preferences Ability to provide care	Ability to start a business Ability to access parental leave Ability to access safe/private space for breastfeeding/pumping breast milk Availability and accessibility of formula/baby milk substitutes Use of sick leave/vacation/ time for caregiving	Ability to make decisions on production, reproduction, diet and care practices (e.g., self-care, care seeking, food choices, infant feeding)

Factors	Access	Practices and Participation	Knowledge, Beliefs, and Perceptions	Institutions, Laws, Policies	Power
Household	<p>Food (including distribution in household/emergency assistance)</p> <p>Services, markets</p> <p>Support for child care</p> <p>Household social capital</p>	<p>Who chooses, buys, grows, and prepares food (family roles and responsibilities)</p> <p>Who sells food, seeks services (mobility)</p> <p>What are differential food taboos and preferences by gender and age</p> <p>Who provides or supports IYCF/ caregiving/discipline (by age group)</p> <p>Who participates in varying types of paid labor versus unpaid labor</p>	<p>Time use/constraints for men and women</p> <p>Beliefs about who should provide IYCF/care</p> <p>Beliefs on who needs food, types of food</p> <p>Acceptability to work outside the home</p>	<p>Support for maternity /parental leave</p> <p>Decision-making on formula use</p>	<p>Control of resources, including money, land, and other assets</p> <p>Who has final say on what food is purchased/prepared</p> <p>Who makes decisions on care, care-seeking practices in the family</p> <p>Gender-based mistreatment, including GBV, household work burden</p>
Community	<p>Information on food safety, extension, training</p> <p>Markets, food storage</p> <p>Community groups</p> <p>ECD centers</p> <p>Health, agriculture, and social services</p> <p>Community social capital</p>	<p>Who grows food</p> <p>Who participates in paid labor versus unpaid labor</p> <p>Who participates in community groups (women, farmers)</p>	<p>Fasting times, religious and cultural attitudes about food/ caregiving/food taboos</p> <p>Beliefs about suitability of men/women to be caregivers; work outside the home, own businesses, use technology</p> <p>Cultural beliefs about use of common spaces for breastfeeding/caregiving</p> <p>Beliefs about violence and response to violence</p>	<p>Who legally owns or can register a business</p> <p>Laws around use of public spaces for BF</p> <p>Policies governing movement/decision-making (e.g., in IDP camps)</p> <p>Policies to respond to GBV</p>	<p>Community response/ resolution (or non-action) of GBV, household conflict</p> <p>Distribution of power/ leadership in community groups/ religious organizations</p> <p>Civil engagement and power to hold government and others accountable to the community</p>

Factors	Access	Practices and Participation	Knowledge, Beliefs, and Perceptions	Institutions, Laws, Policies	Power
Systems level (health, foods and markets)	<p>Access along the supply chain/value chain</p> <p>Credit/capital</p> <p>Financial services</p>	<p>Inclusion of men in national nutrition policies/strategies/BFHI guidance/frameworks; maternity and paternity leave</p> <p>Inclusion of men/women in implementation of national nutrition policies/strategies/programs</p> <p>Contributions to the value chain/supply chain</p>	<p>Frameworks address beliefs about men/women's roles and nutrition</p> <p>Beliefs that certain careers are better suited to one gender</p>	<p>Business regulations: cost of starting a business</p> <p>Policies on BF/leave; use of BMS</p> <p>Policies on hiring, placement, wages; recourse for concerns; divorce</p> <p>Land tenure, inheritance policies</p> <p>Investments in ECD services, productive, technology reducing workload of women</p> <p>Adoption, monitoring, enforcement of the code</p> <p>Food and trade policies</p>	<p>Who creates national policies</p>

Annex 2. USAID Advancing Nutrition's Partner Resources and Tools

Programming manuals/planning materials

- Care Facilitator Manual: Gender Equity and Diversity: Engaging Men and Boys for Gender Equality
- Engendering Transformational Change: Save the Children Gender Quality Program Guidance & Toolkit
- Focus on Families and Culture: A guide for conducting a participatory assessment on maternal and child nutrition. TOPS, USAID and the Grandmother Project.
- A Guide to Integrating Gender into Agricultural Value Chains
- INGENAES Institutional Review & Planning
- Intervention Guide for the Women's Empowerment in Agriculture Index
- Manual for Nurturing Connections
- Program P: A Manual for Engaging Men in Fatherhood, Caregiving, and Maternal and Child Health
- Shortened Social Impact Assessment
- Social Impact Assessment and Project Appraisal
- Social Impact Assessment from European Journal of Operational Research
- SPRING's Women's Empowerment Pathway
- USAID ADS Chapter 205: Integrating Gender Equality and Female Empowerment in USAID's Program Cycle
- Gender Integration Framework: How to Integrate Gender in Every Aspect of Our Work
- The Gender Integration Framework
- USAID How-to Note on Gender Integration in Project Design
- Gender-Based Analysis Program Design Worksheet
- GIZ Gender Analysis and Budgeting Guide

Standards/checklists

- Care Gender Marker Vetting Form
- Gender Equality Market Tool
- Gender Mainstreaming Checklist for Projects
- The Gender Practitioner's Collaborative - Minimum Standards for Mainstreaming Gender Equality
- GFRAS Good Practice Notes
- Gender Programming Minimum Standards Postcard
- Nutrition International Integration of Gender Considerations Checklist
- The TOPS Program Core Competency Series

Technical brief/notes

- Enhancing Nutrition and Food Security during the First 1,000 Days through Gender-sensitive Social and Behavior Change: A Technical Brief
- INGENAES Technical Notes

Tip sheets

- Enquete Care: Le Marqueur Genre
- Nutrition Gender Marker Tip Sheet

Training materials/toolkits

- Accelerating Behavior Change in Nutrition-Sensitive Agriculture Online Training and Compiled Training Handouts
- Cornell University Participatory Agriculture Nutrition Gender Curriculum, Malawi (Rachel Bezner Kerr)
- CARE's Health & Gender toolkit
- Daily Activity Mapping for individuals to do for themselves and each other
- Engendering Transformational Change: Save the Children Gender Quality Program Guidance & Toolkit
- FTF: Developing a Seasonal Calendar Session Guide Five of the Nutrition-Sensitive Agriculture Training Resource Package
- Global Forum for Rural Advisory Services (GFRAS) Modules 12 (gender) & 14 (nutrition)
- IFTAs Sheets
- India Nutrition-Sensitive Agriculture Training Handouts
- India Nutrition-Sensitive Agriculture Training Facilitator's Guide
- INGENAES Competency Framework & Training Database
- INGENAES Presentations & Webinars
- INGENAES Technology Assessment Toolkit
- INGENAES Training Materials
- Jhpiego Gender Analysis Toolkit for Health Systems
- Training Manual on Gender and Nutrition (Senegal)
- WEE Do No Harm Toolkit
- World Vision - gender toolkit, project level that looks at gender and development
- Gender Champions Training Manual

Other

- Integrating Gender and Nutrition within Agricultural Extension Services (INGENAES) project reports, discussion papers, case studies, blogs, and success stories
- INGENAES glossaries & brochures
- INGENAES landscape studies
- All Road Lead to Universal Health Coverage - and Women Will Deliver It
- Health Financing and Gender: Insights from Discussions at the HSR2018 Symposium in Liverpool



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