Gender Training for Nutrition Programs
Introductory Questions

• What is your name and position?
• What is your experience with gender, either personally or through programming?
• What do you hope to learn here?
Objectives

Upon completion of this training participants will be able to:

1. Identify key gender concepts, including the gender integration continuum.
2. Describe why gender analysis is important to our work and to us as individuals.
3. Explain how to conduct a gender analysis.
Sex...

Refers to the biological differences between males and female, including differences in chromosomes, hormones, and reproductive organs.
Gender...

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

Definitions of female and male vary among cultures and change over time.
Gender equity
Process of being fair to women and men, including using measures to compensate for historical and social disadvantages that prevent women and girls from operating on a level playing field.

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

Improving people’s status to enhance their decision-making capacity at all levels, especially as it relates to sexuality and reproductive health.

Male engagement

Involves men in promoting gender equity in caregiving, fatherhood, and other forms of domestic labor; increases men's support for women's reproductive health and children's well-being; and advances the reproductive health of both men and women.
Gender-based violence (GBV)

Violence directed at people based on their biological sex, gender identity, or culturally-defined expectations of being a woman, man, girl or boy. It includes physical, sexual, and psychological abuse, threats, and coercion. GBV occurs throughout the lifecycle. GBV includes female infanticide, early and forced marriage, “honor” killings, female genital cutting, child sexual abuse and exploitation, trafficking, sexual coercion, harassment, abuse, neglect, domestic violence, and elder abuse.
The Gender Integration Continuum
Gender Integration Continuum

- Exploitative
- Accommodating
- Transformative
- Gender Aware
- Gender Blind

Do No Harm!
Gender Blind

Policies and programs are designed without a prior analysis of the culturally defined set of economic, social, and political roles, responsibilities, rights, entitlements, obligations, and power relations associated with being female and male and the dynamics between and among men and women, boys and girls.

The project ignores gender considerations altogether.
Gender Aware

Policies and programs examine the set of economic, social, and political roles, responsibilities, rights, entitlements, obligations, and power relations associated with being female and male and the dynamics between and among men and women, boys and girls.

There are different categories of awareness.
Gender Exploitative

Policies and programs that intentionally or unintentionally reinforce or take advantage of gender inequalities and stereotypes in pursuit of project outcomes, or whose approach worsens inequalities.

This approach is harmful and can undermine the objectives of the program in the long run.
Gender Accommodating

Policies and programs that acknowledge but work around gender differences and inequalities to achieve project objectives. Although this approach may result in short-term benefits and realization of outcomes, it does not attempt to reduce gender inequality or address the gender systems that contribute to the differences and inequalities.
Gender Transformative

Policies and programs seek to transform gender relations to promote equality and achieve objectives by:

1. examining inequalities and gender roles, norms, and dynamics;
2. recognizing and strengthening norms that support equality and an enabling environment;
3. promoting the relative position of women, girls, and marginalized groups; and
4. transforming the underlying social structures, policies, and broadly held social norms that perpetuate gender inequality.
Two Key Principles

1. Under no circumstances should projects/activities adopt an exploitative approach, since one of the fundamental principles of development is to “do no harm.”

2. The overall objective of gender integration is to move toward gender transformative programs/policies, thus gradually challenging existing inequities and promoting positive changes in gender roles, norms, and power dynamics.
Small Group Activity

- With your objective team, review your project and discuss and/or determine where it currently resides on the Continuum.
- Identify strategies for moving it along the Continuum toward being gender transformative.
- Take notes on strategies.
Gender Analysis Domains
Gender Analysis Domains

Examines different domains of gender relations:

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

Source: IGWG. Introduction to Gender Analysis
Integrating Gender into Nutrition
Agriculture to Nutrition Impact Pathways

Key components of the enabling environment:
- Food market environment
- Natural resources environment
- Health, water, and sanitation
- Nutrition/health knowledge and norms
How to Conduct a Gender Analysis
Gender Analysis Domains

Examines different domains of gender relations:

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

Source: IGWG. Introduction to Gender Analysis
In short, gender analysis reveals...

**Gender-based opportunities**

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

**Gender-based constraints**

= gender relations (in different domains) that **inhibit** men’s or women’s access to resources or opportunities of any type.
Moving from Analysis to Action

Based on the analysis of gender constraints and opportunities:

1. Specify sub-objectives and activities.

2. Tie indicators to change in specific gender constraints and opportunities.
Gender Analysis Activity
Overall Project Goal

[Insert your project’s goal here]
Gender Integration Table 1. Data Collection and Analysis

**Program goal:** [Insert your project’s goal here]

**Step 1:** Answer the following questions for your program goal or objective. Be sure to consider gender relations in different contexts: individual, partners, family, communities, health care institutions, and policies.

<table>
<thead>
<tr>
<th>A. What are the key <strong>gender relations</strong> inherent in each domain that affect women and men?</th>
<th>B. What information is <strong>missing</strong> but needed about gender relations?</th>
<th>C. What are the <strong>gender-based constraints</strong> to reaching program objectives?</th>
<th>D. What are the <strong>gender-based opportunities</strong> to reaching program objectives?</th>
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<tbody>
<tr>
<td>Access to and control over resources:</td>
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<td>Power and decision-making:</td>
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Gender Integration Table 2.
Moving from Analysis to Action

Steps 2–5: Using the information you entered in Table 1 as a reference, answer the following questions for your program goal or objective.

| Step 2. What gender-integrated objectives can you include in your strategic planning to address gender-based opportunities or constraints? | Step 3. What proposed activities can you design to address gender-based opportunities or constraints? | Step 4 & 5. What indicators for monitoring and evaluation will show if:
1. the gender-based opportunity has been taken advantage of; or
2. the gender-based constraint has been removed? |
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Gender Analysis Question Guide
Gender Analysis Key Questions

• How will the different roles and status of women and men affect the work to be undertaken?

• How will anticipated results of the work affect women and men differently?

Source: IGWG. Introduction to Gender Analysis
Access to and Control over Resources

Example questions:

• What kinds of resources do men and women own? Who has control over these resources?

• Do men and women have equal access to formal or informal networks that share information related to nutrition, including in social settings?

• Do men and women have access to the same training/employment opportunities?

Source: USAID Tips for Conducting a Gender Analysis
Practices, Participation, and Time Use

Example questions:

• Will men and women have the free time to participate equally in this activity?
• Do men or women typically work or spend the majority of their time in locations that would make it difficult for them to participate in the nutrition activity that is being designed?

Source: USAID Tips for Conducting a Gender Analysis
Roles, Responsibilities, Knowledge, and Perceptions

Example question:

- Do gender stereotypes function as a facilitator or a barrier for men or women in the area of nutrition-sensitive agriculture? For example, do such stereotypes depict agriculture as something that men do more than women?
Legal Rights and Status

Example questions:

• Are women and men equally likely to be owners of property that might serve as collateral for an agribusiness loan (e.g., land, car, equipment)?

• Do women and men have equal rights to inheritance by law and by custom?
Power and Decision-Making

Example questions:

• Do women and men make decisions about food and caregiving for the family?

• Will women have control of and benefit from the funds and assets they may accrue as a result of participating in the project?
Action Plan

• What key gender issues that apply to your project have you identified?

• What steps need to be taken to reconcile gender challenges in your project activities:
  • In the short term (i.e., the next 3–6 months)?
  • In the longer term (i.e., the next 1–1.5 years)?

• What resources do you need (e.g., leadership commitment, technical assistance, allocated budget) to take these steps?

• What one action, based on what you have learned at this workshop, will you take immediately?
This training drew from the following resources:


- USAID Advancing Nutrition Gender Equality Strategy.
Handout: Power Dynamics

Power Up
- Defines reality, "truth"
- Sets rules, standards
- Seen as normal

Power Down
- Follows rules
- Expected to fit in
- Seen as less than
Annex: Example for Integrating Gender into Nutrition Activity
USAID Advancing Nutrition is the Agency’s flagship multi-sectoral nutrition project, addressing the root causes of malnutrition to save lives and enhance long-term health and development.

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