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# Gender Training for Nutrition Programs



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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.

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# Gender Training for Nutrition Programs

## Introduction

This gender training for nutrition programs is intended to be adapted to the needs of programs across a wide range of contexts. Review the guide and accompanying presentation slide deck prior to conducting the training to ensure the examples and content are relevant to participants. The training is designed around a program's goal, work plan and intermediate results. However, if the training is not being used for a specific program, the facilitator can create case studies for the analysis activities.

## Adaptation for Virtual Facilitation

This training was piloted during the COVID-19 pandemic using virtual facilitation and participation. When facilitating virtually, the trainer can and should make adaptations to ensure productive distance learning. In advance of the training, the trainer should share documents ahead of time and give ample time for participants to digest information. Depending on the meeting software, the trainer may use virtual break-out rooms for small group work. The schedule should also be adapted to reduce participants' training fatigue (e.g. working with participants during shorter sessions over five or six days).

## 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.
4. Complete a gender integration action plan.

## Suggested 3-day Training Schedule

### Day 1

Welcome	15 min	9:00a	9:15a
Introductions, Objectives, Agenda	30 min	9:15a	9:45a
Vote with Your Feet	45 min	9:45a	10:30a
Break	15 min	10:30a	10:45a
Defining Gender and Related Terms	45 min	10:45a	11:30a
The Gender Game	75 min	11:30a	12:45p
Lunch	60 min	12:45p	1:45p
Act Like a Man, Act Like a Woman	75 min	1:45p	3:15p
Break	15 min	3:15p	3:30p
Exploring Power	45 min	3:30p	4:15p
Wrap Up	15 min	4:15p	4:30p

### Day 2

Recap	30 min	9:00a	9:30a
The Gender Integration Continuum	75 min	9:30a	10:45a
Break	15 min	10:45a	11:00a
Five Gender Domains	60 min	11:00a	12:00p
Lunch	60 min	12:00p	1:00p
Integrating Gender into Nutrition, Part 1	75 min	1:00p	2:15p
Break	15 min	2:15p	2:30p
Integrating Gender into Nutrition, Part 2	75 min	2:30p	3:45p
Wrap Up	15 min	3:45p	4:00p

### Day 3

Recap	30 min	9:00a	9:30a
Gender Analysis, Parts 1 and 2	90 min	9:30a	11:00a
Break	15 min	11:00a	11:15a
Gender Analysis, Part 3	60 min	11:15a	12:15p
Lunch	60 min	12:15p	1:15p
Action Plan	60 min	1:15p	2:15p
Close and Evaluation	15 min	2:15p	2:30p

# Day 1

## Welcome

**Time:** 15 minutes

Welcome the group to the workshop. Explain how gender, a key determinant of nutrition outcomes, affects your program's work in nutrition. Tell them that the focus of this workshop will be introducing a process for integrating gender into nutrition-specific and -sensitive programming.

## Introductions, Objectives, Agenda

**Time:** 30 minutes

### Materials:

- Markers
- Printed flipcharts or **Slides 2 and 3:**
  - Introduction questions
  - Workshop objectives and agenda

### Activity:

1. Introduce yourself and explain your role in the workshop. Invite any other facilitators to introduce themselves and explain their roles.
2. Post the questions below on a flipchart (or show the slide) and ask each person in the room to answer them in turn:
  - What is your name and position?
  - What is your experience with gender, either personally or through programming?
  - What do you hope to learn here?
3. Review the workshop objectives and agenda, referring to prepared flipchart (or show the slide).

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.
4. Complete a gender integration action plan.

Compare participant expectations mentioned in the introductions to the pre-defined objectives and activities. If you discover expectations that fall beyond the scope of the workshop, record them on a flipchart marked "Parking Lot." Explain that you will let the participant know where s/he can find information on the topic.

4. Ask participants if they have any questions about the workshop's objectives and agenda and answer them.

## Vote with Your Feet

**Time:** 45 minutes

### **Objective:**

Understand that personal experiences and values affect how we view and understand the world around us, including project implementation.

### **Materials:**

Vote with Your Feet Example Bank statements

### **Activity:**

1. Ask the group to stand in the center of the room. Explain that you are going to call out a statement, and that participants should step to the right if they agree with the statement, or step to the left if they disagree.
2. Call out the first statement. Repeat it to ensure that everyone heard. After everyone indicates her position on the statement, ask 2 or 3 participants from each side to explain why they voted the way they did.
3. Facilitate a brief discussion about their reasons. Continue the process for up to 5 statements.
4. Summarize the activity by explaining the following:
  - Even though we may be familiar with gender and the importance of gender-sensitive programming, some questions are still difficult for us to answer.
  - Our own experience with and beliefs on gender can affect how we view and understand our projects/programs/participants.
  - We need to keep this in mind as we ask staff, partners, and project beneficiaries to discuss gender issues.

Vote with Your Feet Example Bank statements:

- A woman's place is in the home.
- The most important thing a woman can do is have babies and care for them.
- A man is only valued for his ability to make money and provide for his family.
- A man is more of a man once he has fathered a child.
- Women are naturally better parents than men.
- Men will feel threatened if too many women are in leadership roles.
- For women to succeed in business, they need special benefits and dispensations.
- Gender-equitable relationships should not be the goal of an agriculture program.
- In today's world, a boy child is more valued than a girl child.
- A woman can do any kind of work a man can do.
- It is normal for a man to watch the children and cook.
- It is easier to be a man than a woman in today's world.
- Men sometimes have a good reason to use violence against their partners.
- Brothers (or husbands) deserve more respect than sisters (or wives) simply because they are boys.

## Defining Gender and Related Terms

**Time:** 45 minutes

### **Objective:**

Define gender and related terms

### **Materials:**

- Markers, and tape
- Printed flipcharts and handouts: Gender Definitions and Terms

### **Activity:**

1. Divide the group into pairs. Assign each pair one of the following terms (as appropriate for the topic areas of the workshop):

- sex
- gender
- gender equity
- gender equality
- empowerment
- male engagement
- gender-based violence

Tell each pair to take 5 minutes to define the term. When they are done, ask them to write the definition on a flipchart and tape it to the wall.

2. Convene the group and have each of the pairs read their definition, then ask the larger group for their thoughts on how it was defined. Correct any misinformation.
3. Display the paper with the definition of each gender term (see next page). Explain that gender is defined in many ways, as displayed by their words, but for our purposes we will use the formal definitions. Continue through each definition.
4. Ask if there are further questions and/or comments.

Facilitation alternative: If desired, use **slides 4–8**. These PowerPoint slides present the definitions of the standard 8 terms included in this exercise.

## Gender Terms

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

Gender refers to a culturally defined set of economic, social, and political roles; responsibilities; rights; and entitlements associated with being female and male, as well as the power relations between and among women, men, boys, and girls. The definitions and expectations—and sanctions for not adhering to them—vary across cultures and over time, and are affected by factors such as race, class, and age.

Gender equity is the process of being fair to women, men, boys, and girls. To ensure fairness, measures must be taken to compensate for cumulative economic, social, and political disadvantages that prevent women and girls from operating on a level playing field.

Gender equality is the state or condition that affords women, men, boys, and girls equal enjoyment of human rights, socially valued goods, opportunities, and resources. Genuine equality means more than parity in numbers and laws; it means expanded freedoms and improved overall quality of life for all people.

Empowerment is the expansion of people's capacity to make and act upon decisions—including those related to health—that improve all aspects of their lives by removing socioeconomic and other power inequalities. Programmatic interventions often focus specifically on empowering women and girls because of the inequalities in their socioeconomic status.

Male engagement involves men and boys in the promotion of gender equality, women's empowerment, and the transformation of harmful norms about masculinity. In the health context, this means men and boys are involved in their own reproductive, sexual, and other health needs, and support those of their partners. Men's engagement also includes broader efforts to promote equality with respect to caregiving, fatherhood, and division of labor, and ending gender-based violence.

Gender-based violence (GBV) encompasses 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 Game

**Time:** 75 minutes

**Objective:**

Explore individual cultural values about gender

**Materials:**

Handout: The Gender Game (may need to adapt for culture/nutrition-related statements).

**Activity:**

Illustrate the meaning of these terms by playing the gender game. Pass out the worksheet without the answers and ask participants to complete it. Discuss the answers as a group, clarifying why the statement either refers to gender or sex. Ask participants as a large group to discuss how gender can affect household nutrition.

Read the following statements and indicate whether they refer to “sex” or “gender.”

Sex	Gender	Statement
X		Women give birth to children, men do not.
	X	Girls are gentle; boys are tough.
	X	Globally, women contribute a large portion of the labor for food production, yet rural women are poorer than men and have lower levels of literacy, education, health, and nutrition.
X		Women are able to provide nutrients to their babies through breastmilk.
	X	Men are more often smokers than women.
	X	Many women do not make decisions independently and freely, especially about use of income.
X		Men’s voice change with puberty, women’s voices do not.
	X	Women’s diet diversity is often determined by when or how much she may eat as compared to men in the household.
X		Women’s nutrition needs vary more than men throughout the lifecycle due to biological demands from pregnancy and breast feeding.
	X	In ancient Egypt, men stayed home and wove. Women managed household affairs. Women inherited property, men did not.
	X	Most truck drivers are men.
	X	Women are more likely to look after chickens and goats, while men look after cattle and other large livestock.

	X	When women marry, they often move to their husband's family's house.
X		Men grow beards, women do not.
	X	Women are usually responsible for feeding and cleaning children, and men are not.
	X	Nutrition counseling is for women to attend.
	X	Men do not play with very young children.

## Act Like A Man, Act Like A Woman

**Time:** 75 minutes

### **Objective:**

Examine how cultural messages about gender can affect human behavior in women and men

### **Materials:**

Flipcharts, markers, and tape

### **Activity:**

1. Ask the participants if they have ever been told to “act like a man” or “act like a woman” based on their gender. Ask them about experiences in which someone has said this or something similar to them. Why did the individual say this? How did it make the participant feel?
2. Tell the participants that we are going to consider these two phrases more closely. Explain that in doing so, we can begin to see how society can make it very difficult to be either male or female.
3. In large letters, print on a piece of flipchart paper the phrase “Act Like a Man.” Ask the participants what they think this means. These are society’s expectations of who men should be, how men should act, and what men should feel and say. Draw a box on the paper and write the meanings of “act like a man” in it. Responses may include:
  - Be tough.
  - Do not cry.
  - Yell at people.
  - Do not express emotions.
  - Take care of the family.
  - Do not back down.
4. Once you have brainstormed your list, initiate a discussion by asking the following questions:
  - Can it be limiting for a man to be expected to behave in this manner? How?
  - Which emotions or feelings are men ‘not supposed’ to express?
  - How can “acting like a man” affect his relationship with his wife and children? How can social norms and expectations to “act like a man” affect household wellbeing?
  - Can men actually live ‘outside the box’? Is it possible for men to challenge and change existing gender roles?
  - What are the consequences and benefits of living outside the box?
  - Is it different for men in rural vs. urban areas?
  - When is it OK for a man to live outside the box?
5. Now in large letters, print on a piece of flipchart paper the phrase “Act Like a Woman.” Ask participants what they think this means. These are society’s expectations of who women should be, how women should act, and what women should feel and say. Draw a box on the piece of paper and write the meanings of “act like a woman” in it. Responses may include:

- Be passive.
  - Be the caretaker.
  - Be attractive, but not too attractive.
  - Be smart, but not too smart.
  - Be quiet.
  - Listen to others.
  - Be a homemaker.
6. Once you have brainstormed your list, initiate a discussion by asking the following questions:
- Can it be limiting for a woman to be expected to behave in this manner? How?
  - What emotions are women ‘not allowed’ to express?
  - How can “acting like a woman” affect her relationship with her husband and children?
  - How can social norms and expectations to “act like a woman” affect her and her household’s wellbeing?
  - Can women actually live “outside the box”? Is it possible for women to challenge and change existing gender roles?
  - What are the consequences and benefits of living outside the box?
  - Is it different for women in rural vs. urban areas?
  - When is it OK for a woman to live outside the box?
7. Close the activity by summarizing some of the discussion and sharing any final thoughts. For example:

The roles of men and women are changing in our society. It has slowly become less difficult to step outside the box. Still, it is hard for men and women to live outside of these boxes. What would make it easier for men and women to live outside the boxes?

## Exploring Power

**Time:** 45 minutes

### Objectives:

Understand the dynamics of empowered and disempowered groups

### Materials:

- Flipchart and stand
- Marker
- Handout: Power Dynamics (**slide 39**)

### Facilitator Note:

Be sure the Power Up-Power Down examples are relevant to the context where the training is taking place.

### Activity:

**Tell** participants that power dynamics are very real both in our workplaces and the communities with which we partner. We are going to consider the effects of these dynamics on our personal lives and professional lives.

**Ask** participants if anybody is left-handed. Ask those who answer yes what was it like growing up left-handed. What adjustments had to be made? For whom is the environment usually designed? Prompt if necessary. (What about desks in school? Scissors? Sports activities?)

Responses might include teachers insisting they use their right hand, some cultures it is taboo to eat with the left hand. Ask “Who was the world made for?” “Who is in the ‘Power Up’ group?” “Who is in the ‘Power Down’ group?”

Have the group look at the Power Up-Power Down handout and go over the dynamics and behaviors of both sides. Use the right-hand/ left-hand example to illustrate the dominant and subordinate groups: who is “normal” and who is “less than” and expected to conform to fit it?

Note that:

- This dynamic occurs all over the world.
- It is not necessarily related to who is the majority in a population.
- That, we all have some experience with belonging to power up and power down groups because of our multiple characteristics.

Share a personal example of diverse group membership (short vs tall, male vs female, ethnicity, religion, disability, oldest child vs youngest child, etc.). Invite participants who are comfortable to share their own examples.

Ask participants to think of examples of Power up–Power down pairings. Ask a volunteer to write two columns, “Power Up” and “Power Down” on a flipchart. Then ask people to call out examples as the volunteer charts the pairings on the flipchart. Mention the pairs below (which you can edit for context) if participants do not mention them.

Power Up	Power Down
Men	Women
Young Adults	Elderly
Global North	Global South
Non-poor	Poor
Able-bodied	Disabled

Have each group discuss one pairing and answer the following questions:

1. What kind of privilege does the Power Up group have?
2. How might the Power Up group be unaware of its privilege?
3. What sorts of disadvantages does the Power Down group have?
4. How might the Power Down group act because of this disadvantage?
5. What are some consequences for households, communities, and countries because of these power dynamics between your two groups?

Have the participants reconvene and discuss what they learned from this exercise.

# Day 2

## Recap

**Time:** 30 minutes

Ask a volunteer to summarize highlights and learning from yesterday's sessions. Ask for additional volunteers until reflections have been given for each activity.

## The Gender Integration Continuum

**Time:** 75 minutes

### Objectives:

1. Understand the gender integration continuum as it relates to project activities.
2. Understand the four approaches to gender integration in project/activities.
3. Identify strategies to move a project along the continuum toward a gender transformative approach.

### Materials:

- PowerPoint **slides 9–16**
- Copies of the country work plan

### Activity:

**Display slide 10.** Explain that we will begin understanding how taking gender norms and roles into consideration when designing project activities can improve project outcomes. In the commonly accepted Gender Integration Continuum at one end (left side of continuum), we don't consider gender at all, or gender norms and roles are exploited, which is harmful and promotes inequity. As we move along the continuum away from exploitative, we advance to promoting equality between genders ('transformative').

The Gender Integration Continuum is a tool for program designers and implementers who are planning to integrate gender into their projects. They can also use the continuum to redesign or revise project activities to be more gender equitable.

Since our programs are first and foremost designed to reach a nutrition goal, we are working toward a nutrition outcome, and that should be explicitly stated. At the same time, we emphasize that by reducing gender inequities and deep-rooted systemic causes of inequality, we build a stronger foundation to achieve sustainable nutrition and health outcomes more broadly.

We recognize that our nutrition programs have the opportunity to improve gender equality. Hence, it is important to be explicit and intentional about that, which is why a program needs to clearly articulate its gender-related goals.

Ask if there are any questions.

Begin going through the slides (**10–16**) that describe the different parts of the Gender Integration Continuum. When you introduce each category, ask if people are familiar with the term, read the definition, and ask for examples of each. If none are suggested, use the example in the presentation notes.

### **Small group activity:**

**Tell** participants that they are going to apply the Gender Integration Continuum to their own projects.

**Ask** them to take out their own project plan/description. Display **slide 17**, which lists the following instructions:

- Divide the groups by project objective or intermediate result (IR).
- With your objective/IR 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 gender transformative.
- Take notes on strategies.

**Rotate** between teams to see if they have questions and to ensure they understand the task.

After 30 minutes, **call** time. Allow 15 minutes for a few report-outs.

**Ask** for up to three participants to share their project summary for their specific objective/IR area, focusing on the following:

- Where they believe it resides on the continuum.
- Changes they can make or steps they can take to make the activity gender transformative.

**Ask** the larger group for input and suggestions after each report out.

End with these remarks:

- Projects should aim to be “gender aware” and move toward “gender transformative.”
- Projects should not take an exploitative approach and should **DO NO HARM**.
- Projects may not fall under one type of approach and may include accommodating and transformative elements.

## Five Gender Domains

**Time:** 60 min

### Objectives:

1. Identify the five gender domains

### Materials:

- Flipchart sheet with one of the 5 domains (listed under preparation below) printed on each one, set up around the room.
- Cards with various descriptors included under the five domains and blank cards.
- Pens/markers.

### Preparation:

Before the session, write descriptors of each domain on the cards, including but not limited to the examples provided:

1. Access to and control of resources: natural and productive resources, information, education, social capital, income, services, employment, benefits.
2. Practices, participation, and time use: housework, farming, childcare, community groups, religious meeting, council of elders meetings, training.
3. Roles, responsibilities, knowledge, and perceptions: social norms, identity, behavior, traditional beliefs, personal attitudes, family values.
4. Legal rights and status: identity cards, land tenure, inheritance, voter registration, divorce laws.
5. Power and decision-making: decisions, influence, employment choice, reproduction choice, autonomy, mobility.

### Activity:

**Display slide 19.** Explain that these domains pertain to the household and community levels, rather than the project and its activities. For example, the domains refer to the household's and community's access to and control over resources; practices, participation and time use in the household and community; roles responsibilities, knowledge and perceptions in the household and community; legal rights and status in the household and community; and power and decision-making in the household and community. Make sure that the trainees are clear that the domains will be applied to the women, men, girls and boys with whom the project activities will work.

Randomly spread the cards (including blanks) and pens among the tables. Have participants tape each card below the domain to which they think it belongs. Have the group visit each domain in turn. Ask whether everyone agrees on whether the cards belong where they are. Finally ask what else could be included under these domains. Then ask participants to discuss how each of these domains differ for men and women, boys, and girls.

# Integrating Gender into Nutrition, Part I

**Time:** 75 minutes

## Objectives:

1. Identify who in a “typical” rural household performs the daily activities in the home, on the farm, and in the community.
2. Analyze the implications of unequal distribution of daily activities and ways of encouraging more balanced participation among all family members.

## Materials:

- Flipchart paper
- Colored markers or crayons
- Masking tape

## Facilitator notes:

Review the session title, objectives, and brief introduction. Get the participants into three groups by birth month:

Group 1 – Birthdays in January, February, March, and April

Group 2 – Birthdays in May, June, July, and August

Group 3 – Birthdays in September, October, November, and December

Assign the groups as follows:

Group 1 – Daily activities that occur in the home

Group 2 – Daily activities that occur on the farm

Group 3 – Daily activities that occur in the community

Give each group a sheet of flipchart paper and markers or crayons and ask them to list and/or draw the **daily activities that relate to nutrition or food** that occur in the home, on the farm, or in the community. Provide examples if needed:

Home

Washing dishes/cooking utensils

Caring for elderly relatives

Preparing and cooking meals

Processing or preserving food

Gathering firewood or fuel

Getting water

Feeding children

Providing breastmilk to babies

Tending kitchen garden

Making decisions about food

## Farm

- Planting crops
- Plowing or preparing seed beds and fields
- Harvesting crops
- Milking goats or cows
- Gathering eggs
- Feeding animals or fish
- Building/repairing fencing
- Building/maintaining storage facilities

## Community

- Shopping for food
- Taking children to health clinic
- Attending prenatal appointments
- Selling food/crops at the market
- Attending community groups
- Attending infant and young child feeding trainings
- Participating in other income-generating activities

Allow the groups 30 minutes to work on their lists, then ask each to:

Circle the tasks usually done by a woman or girl with a red marker.

Circle the tasks usually done by a man or boy with a blue marker.

Circle the tasks done by females and/or males with a green marker.

Have each group display its list/drawing on a table or taped to the wall. Have everyone move around the room as each group reviews its list, asking for clarification, as necessary. After each group has presented its list, ask the participants the following questions and encourage discussion:

1. Who performs the majority of the nutrition/food-related activities? (Division of labor)
2. Which activities are the most physically demanding? (Energy expenditure)
3. Which activities take up a lot of time during the day? (Energy expenditure)
4. How frequent are these different activities? Which activities occur daily or multiple times a day? Which activities are periodic, happening only seasonally or occasionally? (Time burden)
5. Who decides which family members will perform each activity? (Decision making)
6. Is there a difference in who does the activity based on age or household status?
7. Which activities generate income for the family? (Access to income)
8. Who decides how the income is spent? (Control of income, decision making)
9. What are the implications of unequal distribution of daily activities? (Time burden, support of cultural norms, limited access to resources, etc.)

10. In what ways can daily activities become more equitable or balanced among all family members? Responsibilities shared? Mutual decision-making?
11. What reflections do participants have about the role of women across different areas of life? (Be aware of any judgements, negative or positive, and facilitate a discussion about these reactions and why they are occurring).

### **Now what?**

Ask the participants to return to their small groups and discuss how they see themselves using this knowledge in the field by responding to the following question. Ensure that every group member has the opportunity to provide his or her response:

How could you use what you have learned to adapt or incorporate interventions that integrate gender and nutrition? Ask each small group to share one idea from its discussion with the whole group. Document the responses on a flipchart page to reference later.

## Integrating Gender into Nutrition, Part 2

**Time:** 75 minutes

### Objectives:

- I. Participants will be able to describe the women's empowerment pathway as it relates to nutrition outcomes.

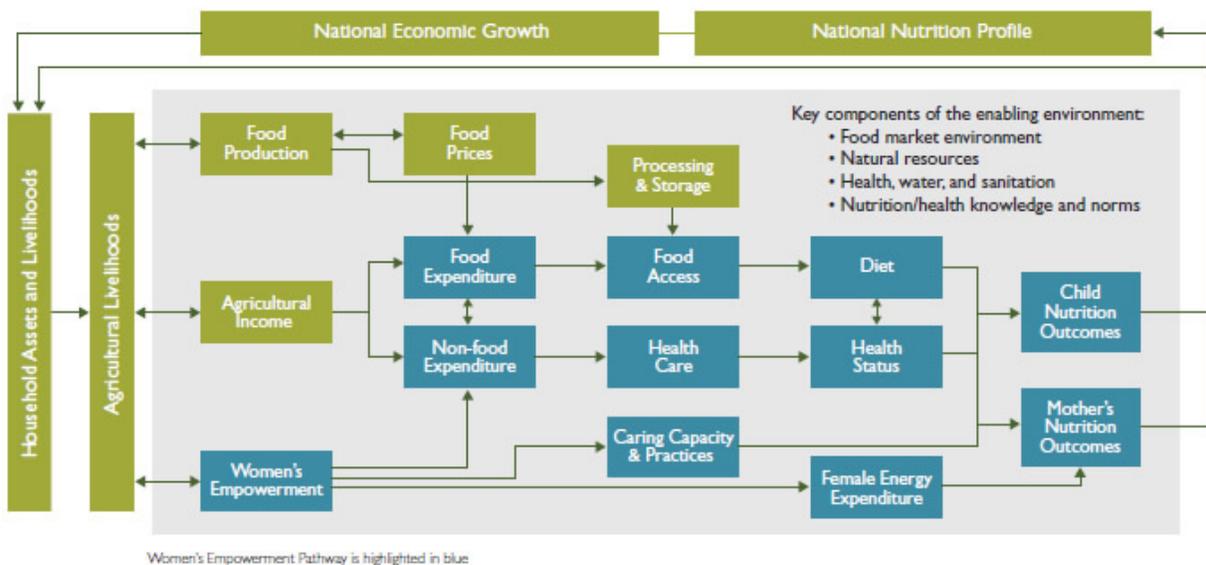
### Materials:

- Handout I – Agriculture to Nutrition Impact Pathways
- Laminated versions of both graphics
- Sticky-notes or cards and tape
- Pens

### Activity:

Ask volunteers to review which activities are the responsibility for women as pertains to household nutrition identified in the previous module. These can include preparing and cooking meals, agriculture activities, livestock chores, going to health clinics, feeding children, selling produce, earning income, etc.

Display the laminated version (**slide 23**) of the Impact Pathways and have the participants look at their handout. Explain there are three main impact pathways: Food Production, Income, and Women's Empowerment, which is also cross-cutting. Use the notes in the presentation to help explain the pathways.



Ask participants to form pairs and write all the nutrition activities noted in the previous module on sticky notes or cards.

Have each group come up and post its cards/notes in the appropriate entry point on the pathway and explain the reasons for putting it there. Encourage discussion, especially if there is disagreement about placement. Have each pair add cards until all ideas are represented. If there are any notable gaps to nutrition entry-points along the pathways, explain them to the group and add them to the poster.

See **annex I (slide 40)** for a cheat sheet showing how the finished activity might look.

Moving along the pathway, ask the participants to identify the constraints that might prevent women and girls from participating in the nutrition activities the group has just identified. Note these constraints on a separate flipchart page labeled “Constraints.”

Again, have the participants, in pairs or with their table mates, brainstorm ways that activities can overcome or remove each of the constraints listed on the flipchart to become gender-transformative or at least sensitive. Have representative report ideas and note them on a flipchart labeled “Needs.”

# Day 3

## Recap:

Ask for volunteers to summarize highlights and learning from yesterday's sessions. Ask for additional volunteers until reflections have been given for each activity.

## Part I: Introduction to Gender Analysis and Integration

**Time:** 30 minutes

### Objective:

- I. Apply a process for gender analysis.

### Materials:

PowerPoint **slides 22–25**

### Activity:

**Slide 23:** We can explore potential gender-based constraints and opportunities for our project's activities using the five overarching domains that we explored in a previous module. We adapted the domains from the USAID Policy on Gender Equality and Female Empowerment (2012).

**Ask** volunteers to give examples of descriptors that fall under each domain.

**Slide 24:** Gender analysis seeks to systematically reveal the gender-based constraints (and sometimes opportunities) to achieving a particular program objective. To do so, gender analysis usually focuses on the five specific domains we have just reviewed.

**Slide 25:** These gender-based constraints or opportunities help to identify:

- Specific gender-integrated objectives or sub-objectives for changes in gender constraints or gender opportunities.
- Activities to mitigate the constraints and maximize the opportunities.
- Indicators to measure changes in the constraints and opportunities.

**Encourage** discussion and questions.

## Part 2: Applying Gender Analysis to Nutrition Programs

**Time:** 1 hour

### **Materials:**

- PowerPoint slides 26–29
- Handouts:
  - Tables 1 and 2
  - Country work plan

### **Activity:**

1. Explain: Participants will use two worksheets to practice integrating gender into nutrition programs. Distribute copies of tables 1 and 2.
2. Walk through table 1, identifying the various components. Then ask participants to look at their Year 1 work plan.
3. Post your project's overall goal on **slide 27**.

Ask participants to identify the following items, as per the columns in table 1 **slide 28**:

Column A: Key gender relations in each of the 5 domains that can be identified from the work plan. Probe to be sure that both women and men are considered. (Record highlights on a flipchart that looks like column A.)

Column B: Ask participants to note additional or missing information that might help program staff understand the gender-related barriers to improving women's and children's nutrition. (Record a couple on a flipchart that looks like column B.)

Column C: Based on the gender relations identified, ask participants to identify which are key gender constraints for their project activities. Ensure that participants look across domains and consider a few different levels. (Record a couple on a flipchart that looks like column C.)

Column D: Based on the gender relations identified, ask participants to identify any that could be key opportunities for their project activities. Ensure that participants look across different domains and consider a few different levels. (Record a couple on a flipchart that looks like column D.)

4. Direct participants to table 2 (**slide 29**), explaining that based on the gender analysis in table 1, we will consider specific sub-objectives, activities, and indicators. Walk participants through the table.
5. Ask participants to choose a priority gender-based opportunity or constraint to their country program identified in table 1. Related to this opportunity or constraint, ask participants to identify:
  - 1<sup>st</sup> column (step 2): A specific sub-objective related to a change they would like to see in this gender opportunity or constraint. (Record on a flipchart that looks like the 1<sup>st</sup> column.)
  - 2<sup>nd</sup> column (step 3): 1–2 activities that could help achieve this objective. (Record on a flipchart that looks like 2<sup>nd</sup> column.)
  - 3<sup>rd</sup> column (steps 4 and 5): Indicators that would show a decrease in, or removal of, this gender opportunity or constraint. (Record on a flipchart that looks like 3<sup>rd</sup> column.)

6. Ask participants to consider where on the Gender Integration Continuum they would place their brainstormed activities.
7. Ask participants if they have any questions or comments about table 2 or the overall suggested process for using tables 1 and 2.

## Part 3: Gender Analysis Questions Guide

**Time: 1 hour**

**Materials:**

PowerPoint **slides 30-36**

**Activity:**

Use the slide deck and accompanying speaker notes to go through questions for each gender analysis domain. Ask for any questions.

Review the instructions from Part 2. Have the participants divide into groups according to which objective they work under. Those who do not focus on one area can participate in the group of their choice. Groups will have 60 minutes to complete tables 1 and 2 for its assigned objective area.

Rotate between groups answering questions and assisting as needed.

## Action Planning

**Time:** 1 hour

**Objective:**

Identify initial actions to integrate gender into participants' own workplace and projects.

**Materials:**

Prepared flipchart: Action Planning Questions

**Activity:**

1. Tell participants that now that they have analyzed their project, you would like them to think about next steps for integrating gender in the project's activities.
2. Have participants stay in their groups. Ask them to individually record their responses to the following questions, posted on the flipchart (or **slide 37**) and then discuss them with others in their group:

Considering your own nutrition work or workplace in light of the workshop:

- What key gender issues have you identified that apply to your project?
- What key steps need to be taken to remedy gender-related problems 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 (including leadership commitment, technical assistance, and allocated budget) to take these steps?
- What one action, based on what you have learned at this workshop, will you take immediately?

After 20 minutes, call time and ask two or three participants to state their next steps.

3. Ask the participants if they know of resources related to gender and nutrition that would be useful to everyone, and list them on a flipchart. Show the resources on **slide 38**.

## Close and Evaluation

**Time:** 15 minutes

**Materials:**

Evaluation sheets

**Activity:**

1. Ask if there are any final comments and questions. Thank the participants for their participation and energy over the last three days.
2. Distribute the evaluations. Tell the participants that their input is critical to ensuring that we meet our objectives of being 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.
  4. Complete a gender integration action plan.

Ask them to complete the evaluation and turn it in as they leave. Tell them that they do not have to put their name on it.

## Gender Integration and Analysis Workshop Evaluation

1. Please rate how well each of the workshop learning objectives was met. Use a scale from 1 to 5, with '1' being the lowest and '5' being the highest:

Identify key gender concepts, including the gender integration continuum.

1 \_\_\_\_ 2 \_\_\_\_ 3 \_\_\_\_ 4 \_\_\_\_ 5 \_\_\_\_

Describe why gender analysis is important to our work and to us as individuals.

1 \_\_\_\_ 2 \_\_\_\_ 3 \_\_\_\_ 4 \_\_\_\_ 5 \_\_\_\_

Explain how to conduct a gender analysis.

1 \_\_\_\_ 2 \_\_\_\_ 3 \_\_\_\_ 4 \_\_\_\_ 5 \_\_\_\_

Complete a gender integration action plan.

1 \_\_\_\_ 2 \_\_\_\_ 3 \_\_\_\_ 4 \_\_\_\_ 5 \_\_\_\_

2. Please rate the usefulness of each workshop session/activity:

Vote with Your Feet

1 \_\_\_\_ 2 \_\_\_\_ 3 \_\_\_\_ 4 \_\_\_\_ 5 \_\_\_\_

Defining Gender and Related Terms

1 \_\_\_\_ 2 \_\_\_\_ 3 \_\_\_\_ 4 \_\_\_\_ 5 \_\_\_\_

Act Like a Man. Act Like a Woman

1 \_\_\_\_ 2 \_\_\_\_ 3 \_\_\_\_ 4 \_\_\_\_ 5 \_\_\_\_

The Gender Game

1 \_\_\_\_ 2 \_\_\_\_ 3 \_\_\_\_ 4 \_\_\_\_ 5 \_\_\_\_

Exploring Power (Power Up Power Down)

1 \_\_\_\_ 2 \_\_\_\_ 3 \_\_\_\_ 4 \_\_\_\_ 5 \_\_\_\_

Please tell us what you found most useful in the workshop and why.

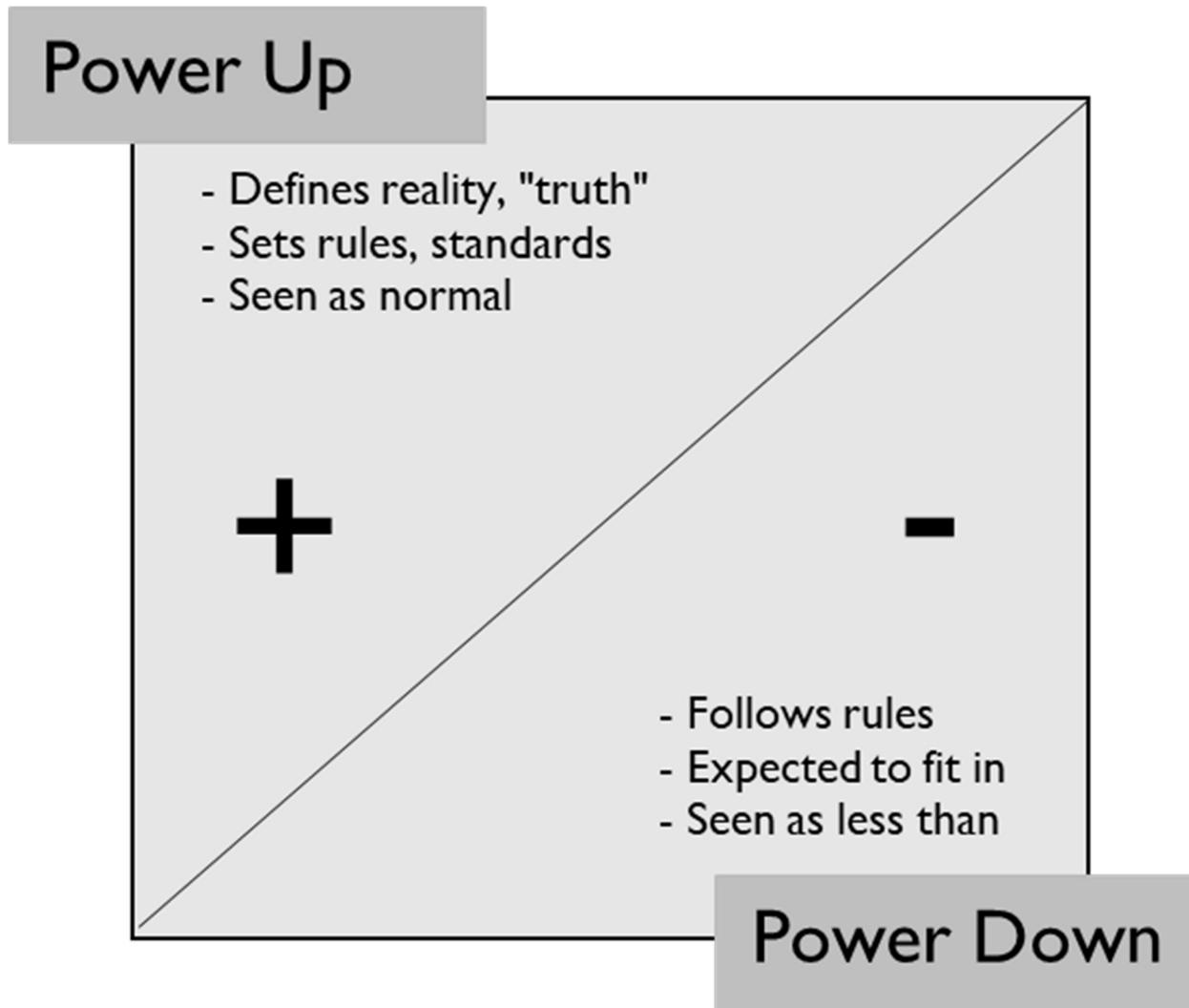
Which parts of the workshop, if any, were unsuitable? Why?

What types of follow-up (e.g., technical assistance) would be helpful to you?

Were the lessons appropriate? How could they have been improved?

Additional comments or suggestions:

## Handout: Power Dynamics



## Gender Integration Table I. Data Collection and Analysis

**Program goal:** [Insert Project 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.

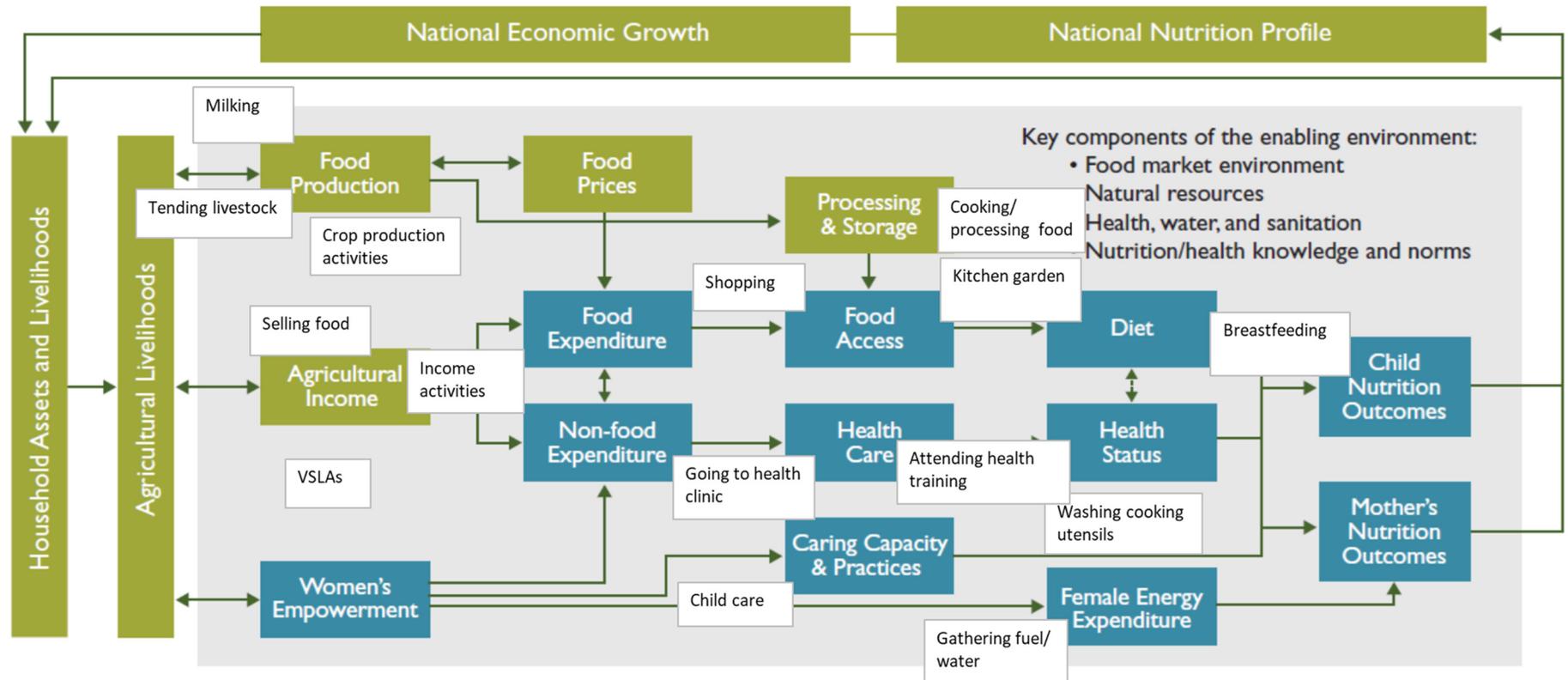
<b>A. What are the key <u>gender relations</u> inherent in <u>each domain</u> that affect women and men?</b>	<b>B. What information is <u>missing</u> but needed about gender relations?</b>	<b>C. What are the <u>gender-based constraints</u> to reaching program objectives?</b>	<b>D. What are the <u>gender-based opportunities</u> to reaching program objectives?</b>
Access to and control over resources:			
Practices, participation and, time use:			
Roles, responsibilities, knowledge, and perceptions:			
Legal rights and status:			
Power and decision-making:			

## 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.

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

## Annex I. Example for Integrating Gender into Nutrition Activity



## **This training drew from the following resources:**

- Interagency Gender Working Group CORE Gender 101 Training. 2017.
- SPRING. 2014. Understanding the Women's Empowerment Pathway. Brief #4. Improving Nutrition through Agriculture Technical Brief Series. Arlington, VA: USAID/Strengthening Partnerships, Results, and Innovations in Nutrition Globally (SPRING) project.
- The TOPS Program and CARE International. 2017. REALIZE: Social and Behavioral Change for Gender Equity and Diversity. Washington, DC: The TOPS Program.
- USAID Advancing Nutrition Gender Equality Strategy.



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FROM THE AMERICAN PEOPLE

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