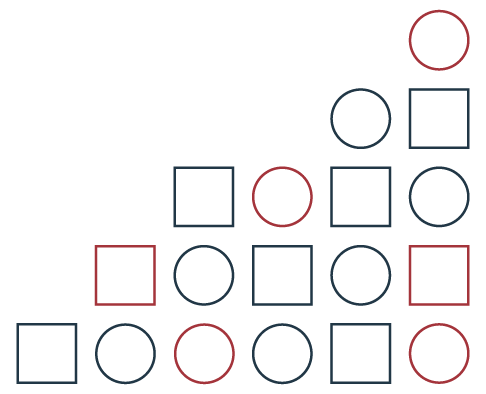


NI Integration of Gender Considerations Checklist

NI-TAN Consultant & Staff Tool for Operational Guidance throughout the TAN Project



**NutritionIntl.org**

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# Introduction

## **Background**

In nutrition programs, we need to respond to sex differences as well as consider and respond to gender inequalities, gender norms and related social dynamics that have implications for the implementation of our work. It is important to understand that, unlike sex (where there are biological differences), gender is socially constructed, can vary from society to society, from time to time, and is based on socially acceptable norms and behaviours. Addressing both sex specific needs (e.g. vulnerability of women and girls from a biological point of view) and gender (e.g. vulnerability of women and girls from a social and cultural point of view) in nutrition is critical; addressing gender inequalities can result in larger improvements in malnutrition than if gender inequalities are not tackled. Without addressing the core issue of gender (e.g. participation, decision making, access to resources, power), we may not make as much progress as is needed to improve nutrition. Hence, as part of TAN’s work, it is essential to integrate a gender analysis in the work that is done.

## Purpose of this checklist for TAN consultants

The purpose of this document is to provide a checklist of different areas for consultants to consider and implement (if appropriate) when working on technical assistance for TAN. This document is intended as a quick guide for your work, based on the 5 categories of TAN’s work (plus situational and landscape analyses). Additional effort from you as the TA consultant will be needed to apply the areas in this document to your specific work.

## Purpose of this checklist for TAN staff

TAN staff can also use this to track and assess how consultants have integrated gender in TAN work, and should use this document as operational guidance throughout the TAN project.

## How to apply this checklist

It is not the intention that consultants are expected to be experts on gender, but it is recognized that incorporating a gender perspective will help consultants to carry out technical assistance assignments more effectively and successfully. Searching out support where needed is key. Sex- and gender-based analysis should inform all TAN technical assistance assignments, but not all aspects listed in the checklist need to be addressed. It is important to consider significance and feasibility. However, it is unlikely that choosing only one item to applyto your work in the checklist below will sufficiently address gender; typically, multiple components will have to be addressed to adequately integrate gender in the TA assignment. You may want to look at other related areas below for ideas. Additionally, key resources are provided for more information. Additional focused expert assistance (e.g. for gender budgeting) may be needed.

# Checklist of Gender Considerations – Common to All TAs

## NI-TAN Consultants Landscape Analysis

This checklist should be used according to the type of TA you provide. Please note, not every ‘type’ of TA below will necessarily apply to your TAN assignment. If you have any questions or would like any help using this tool please don’t hesitate to get in touch with your TAN point of contact at Nutrition International.

1. NI-TAN Consultants Landscape Analysis

| Checklist of Gender Considerations | Check Box Column |
| --- | --- |
| 1. Are gender sensitivity strategies incorporated in the design of the TA landscape/situational analysis? i.e. Sex-and gender-based analysis[[1]](#footnote-1)? Sex-disaggregated data collection? Interviewing relevant target groups? | Yes  No  NA |
| 1. Have relevant local, national, and global gender policies, legislation and strategic plans related to this work, been effectively reviewed? These include health and nutrition policies, plans from Women’s Affairs, plans from other sectors e.g. education and WASH. Be aware of policies that may have implicit or explicit gender biases that influence nutrition, or may be harmful from a gender perspective. Consider: economic policies, poverty reduction strategies, and social policies, including areas such as child marriage, parental benefits, land inheritance and ownership, polygamy, reproductive choice, access to sexual and reproductive health services, mandatory school attendance, and gender-based violence. | Yes  No  NA |
| 1. Have data on nutritional requirements, dietary practices, feeding practices and access to health and nutrition services for women, men, girls and boys (including any inequalities in access between groups, as well as differing biological needs) been accessed and assessed? | Yes  No  NA |
| 1. What information on current gender roles and norms, power, and decision-making at the household level that influence nutrition is available?    1. For example: Who has access to resources (e.g. business, property, technology, services)? What are current knowledge, attitudes and practices about gender and nutrition? What are the cultural norms and beliefs that influence nutrition? Who does what in terms of division of labour/household activities (e.g. planting, food purchasing, food preparation, storage)? Who controls the decisions in the family and the community? What opportunities and challenges do women and girls face, compared to men and boys, that influence nutrition? How do relationships between males and females influence nutrition outcomes? What areas outside of nutrition may have implications for nutrition (including education and WASH)? | Yes  No  NA |
| Comments: | |
| Resources  See link for a sample of in-depth gender analysis in nutrition <https://www.crs.org/sites/default/files/tools-research/a-sample-gender-analysis.pdf>  See page 23 for a template to complete for gender analysis <https://www.igwg.org/resources/integrating-gender-into-reproductive-health-and-hiv-programs/>  See also 3.4 below | |

## Broad Stakeholder Consultation Carried Out by Consultants

This checklist should be used according to the type of TA you provide. Please note, not every ‘type’ of TA below will necessarily apply to your TAN assignment. If you have any questions or would like any help using this tool please don’t hesitate to get in touch with your TAN point of contact at Nutrition International.

1. Broad Stakeholder Consultation Carried Out by Consultants

|  |  |
| --- | --- |
| Checklist of Gender Considerations | Check Box Column |
| 1. Are females and males invited, and encouraged to meaningfully participate, in consultations? | Yes  No  NA |
| * 1. Is participation tracked quantitatively (number of participants)?   2. Is participation tracked qualitatively (e.g. level of participation in planning and decision-making)? | Yes  No  NA  Yes  No  NA |
| 1. Ensure inclusion of gender-related groups (e.g. women’s and men’s groups, groups focused on gender, and Women’s Affairs). | Yes  No  NA |
| 1. As part of the consultation, was discussion included on gender’s influence on nutrition (including increasing participants’ awareness of the influence of gender on nutrition)? | Yes  No  NA |
| 1. As part of the consultation, were interventions to address gender and nutrition identified? (see 3.3 below)    1. Have both nutrition sensitive and nutrition specific, and gender specific and gender sensitive interventions, been considered? | Yes  No  NA |
| Comments: | |
| Resources  For more information on nutrition sensitive, nutrition specific, gender specific, and gender sensitive interventions, see p. v, 5, and 18: <https://coregroup.org/wp-content/uploads/media-backup/documents/Resources/Tools/Gender_Sensitive_SBC_Tech_Resource_Guide_Final.pdf> | |

# Checklist of Gender Considerations – Specific TAs

## Legislation, Policy, Plans, Guidelines

This checklist should be used according to the type of TA you provide. Please note, not every ‘type’ of TA below will necessarily apply to your TAN assignment. If you have any questions or would like any help using this tool please don’t hesitate to get in touch with your TAN point of contact at Nutrition International.

1. Legislation, Policy, Plans, Guidelines

| Checklist of Gender Considerations | Check Box Column |
| --- | --- |
| 1. Consider the national nutrition plan needs to include a situation analysis of the context within a country (and at sub-national levels) that assess gender-based issues, as per the SUN Movement checklist (criterion 1). | Yes  No  NA |
| 1. Consider the role of women/girls in nutrition when designing legislation, policies, plans and guidelines. Areas to consider include:    1. Ensuring women’s access and control over resources (including income)    2. Addressing women’s time burden and workload    3. Ensuring women and men understand the importance of good nutrition    4. Ensuring women are involved in decision-making in the household, in the community, and in government    5. Enabling school attendance for adolescent girls    6. Addressing gender-based violence    7. Increasing access to health care and health services | Yes  No  NA |
| 1. Conduct sex- and gender-based analyses, including identifying barriers and enabling factors.    1. Has plan been developed to address results? (See section on landscape analysis above) | Yes  No  NA |
| 1. Examine relevant documents related to gender (e.g. gender plans or strategies, plans from Women’s Affairs) that may influence gender, including those in other sectors (e.g. education, WASH). | Yes  No  NA |
| 1. For any new legislation, policy, plan or guideline, have broad and inclusive consultation with a variety of relevant stakeholders taken place? | Yes  No  NA |
| 1. Promotion of gender equality, including empowerment of women and girls, is explicitly outlined in the legislation, policies, plans and guidelines. | Yes  No  NA |
| 1. Have data on sex and gender been included?    1. Sex-disaggregated nutrition data    2. Other relevant social determinants of health data by male and female (e.g. education, income, age)    3. Gender specific data (e.g. decision-making, empowerment, resources) (see more under 3.4 below) | Yes  No  NA |
| 1. Have interventions to address gender and nutrition as part of the development of the legislation, policies, plans and guidelines been identified? (See 3.3 below). Have nutrition sensitive and nutrition specific, as well as gender specific and gender sensitive, interventions been considered? | Yes  No  NA |
| 1. During development, have legislation, policies, plans and guidelines to address intersection of needs including sub-groups by sex, age, ethnicity, education, income, sexual orientation, disability status, geography, and religion as applicable (including potential negative or positive impacts on these subgroups) been considered? | Yes  No  NA |
| 1. Consider whether the legislation, policies, plans and guidelines may benefit certain groups over others, adversely affect certain groups, or have unintended outcomes from a gender perspective (e.g. gender-based violence). | Yes  No  NA |
| 1. Have the project’s objectives specifically targeted the needs of girls and women? | Yes  No  NA |
| Comments: | |
| Resources  For the SUN Movement checklist for nutrition plan, see Criterion 1 <http://docs.scalingupnutrition.org/wp-content/uploads/2016/12/Scaling-Up-Nutrition-Quality-national-plan-checklist.pdf>  For more in-depth information on gender and policy, see: <https://www.healthpolicyproject.com/pubs/121_ToolsforAssessingGenderinHealthPolicFINAL.pdf>  Use this WHO tool to assess if a policy is gender responsive: <http://www.who.int/gender/mainstreaming/GMH_Participant_GenderAssessmentTool.pdf>  For more information on nutrition sensitive, nutrition specifics, gender specific, and gender sensitive interventions, see p. v, 5, and 18: <https://coregroup.org/wp-content/uploads/media-backup/documents/Resources/Tools/Gender_Sensitive_SBC_Tech_Resource_Guide_Final.pdf> | |

## Costing, Budgeting, Financing

This checklist should be used according to the type of TA you provide. Please note, not every ‘type’ of TA below will necessarily apply to your TAN assignment. If you have any questions or would like any help using this tool please don’t hesitate to get in touch with your TAN point of contact at Nutrition International.

1. Costing, Budgeting, Financing

|  |  |
| --- | --- |
| Checklist of Gender Considerations | Check Box Column |
| 1. Has a gender analysis (including identifying barriers and enabling factors in light of costing, budgeting and financing) been conducted? (see Landscape analysis above)    1. Have you developed a plan to address identified issues via budgeting, costing, financing? | Yes  No  NA |
| 1. Have documents been examined related to gender (e.g. gender plans or strategies, plans from Women’s Affairs) that may influence budgeting/costing/financing, including those in other sectors (e.g. education, WASH)? | Yes  No  NA |
| 1. Has broad consultation taken place with stakeholder groups including women’s groups, men’s groups, and both female and male stakeholders? | Yes  No  NA |
| 1. Has data been reviewed on sex and gender? This includes:    1. Sex-disaggregated nutrition data    2. Other relevant social determinants of health data by male and female (e.g. education, income, age)    3. Gender specific data (e.g. decision-making, empowerment, resources) (see more under 3.4 below) | Yes  No  NA |
| 1. Have resources been reviewed in terms of what is budgeted for/spent by sex (e.g. funding spent on female versus male health workers/providers, capacity building and training, etc.)? | Yes  No  NA |
| 1. Has gender responsive budgeting been employed to integrate gender throughout the budgeting process? (Note that this may require an expert who has experience in this area to support the work). | Yes  No  NA |
| Comments: | |
| Resources  For more information see: <http://eca.unwomen.org/en/digital-library/publications/2016/05/gender-responsive-budgeting--analysis-of-budget-programmes-from-gender-perspective> | |

## Effective Operationalization and Delivery

This checklist should be used according to the type of TA you provide. Please note, not every ‘type’ of TA below will necessarily apply to your TAN assignment. If you have any questions or would like any help using this tool please don’t hesitate to get in touch with your TAN point of contact at Nutrition International.

1. Effective Operationalization and Delivery

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| --- | --- |
| Checklist of Gender Considerations | Check Box Column |
| 1. In choosing interventions to implement or scale up, review data on sex and gender. This includes:    1. Sex-disaggregated nutrition data    2. Other relevant social determinants of health data by male and female (e.g. education, income, age)    3. Gender specific data (e.g. decision-making, empowerment, resources) (see more under 3.4 below) | Yes  No  NA |
| 1. Assess your intervention to see if it is gender unequal, gender blind, gender sensitive, gender specific, or gender transformative (and ensure it is, at minimum, gender sensitive). See WHO resources below for definitions and tools. | Yes  No  NA |
| 1. Consider who the target is, who will benefit and who will not benefit (or be adversely affected) from the intervention. | Yes  No  NA |
| 1. Ask whether the intervention challenges existing gender norms and expectations (e.g. division of labour, roles). For example, consider WASH barriers, school attendance, etc. (and ensure that the intervention does not reinforce or worsen gender inequalities). | Yes  No  NA |
| 1. Ensure the program design identifies gender considerations and how gender inequalities will be tackled. | Yes  No  NA |
| 1. Monitor and evaluate implementation in terms of impact from a gender point of view (sex-disaggregated data as well as gender specific data as relevant). See more under 3.4 below. | Yes  No  NA |
| 1. Assess any unintended outcomes (e.g. gender-based violence) of the intervention. | Yes  No  NA |
| 1. Where staff are to be hired for implementation, consider if there is a balance of males and females. | Yes  No  NA |
| Comments: | |
| Resources  See examples of gender-sensitive interventions in nutrition: <http://pdf.usaid.gov/pdf_docs/PA00MR9T.pdf>  Use this WHO gender assessment tool/scale: <http://www.who.int/gender/mainstreaming/GMH_Participant_GenderAssessmentTool.pdf>  <http://www.who.int/gender/mainstreaming/GMH_Participant_GenderAssessmentScale.pdf> | |

## Data and Evidence Generation for Informed Decision-Making

This checklist should be used according to the type of TA you provide. Please note, not every ‘type’ of TA below will necessarily apply to your TAN assignment. If you have any questions or would like any help using this tool please don’t hesitate to get in touch with your TAN point of contact at Nutrition International.

1. Data and Evidence Generation for Informed Decision-Making

|  |  |
| --- | --- |
| Checklist of Gender Considerations | Check Box Column |
| 1. Identify how the gaps identified in the gender analysis could be addressed in the work that is planned. | Yes  No  NA |
| 1. Ask key questions when establishing MEAL systems or information systems/platforms for nutrition including:    1. What is the purpose and scope of the monitoring, evaluation, accountability, or learning system?    2. What data is already available either at the country level or at the global level? This may include:       1. Country level (e.g. DHIS2, Health Management and Information System data, survey data available)       2. Gender Development Index: <http://hdr.undp.org/en/content/gender-development-index-gdi>       3. World Bank Gender Data Portal: <http://datatopics.worldbank.org/gender/>       4. OECD Development Centre’s Social Institutions and Gender Index (SIGI): <http://www.genderindex.org>    3. How will the data be collected, analyzed, and disseminated? | Yes  No  NA |
| 1. Ensure meaningful participation from males and females in the process (from development of indicators, collection of data, through to dissemination and use). | Yes  No  NA |
| 1. Include data on sex and gender (and tracking over time). This includes:    1. Sex-disaggregated nutrition data (e.g. diet diversity, level of nutrition knowledge)    2. Other relevant social determinants of health data by male and female (e.g. education, income, age)    3. Gender specific data (e.g. decision-making, empowerment, resources, division of labour, roles, expectations, gender norms)    4. Assessing any unintended outcomes (e.g. gender-based violence)    5. Additional indicators that assess institutional change that can positively influence gender (beyond individual factors), including changes in policy, legislation, or other structures | Yes  No  NA |
| 1. Consider using both qualitative and quantitative data collection methods. | Yes  No  NA |
| 1. Disaggregate data by sex and other critical factors (e.g. by age, ethnicity, education, income, sexual orientation, disability status, geography, religion or other important characteristics as applicable), since not all males and females are the same. | Yes  No  NA |
| Comments: | |
| Resources  For a compendium of gender scales (including empowerment of females, gender norms and attitudes and beliefs, household decision-making etc.), see: <https://www.c-changeprogram.org/content/gender-scales-compendium/>  For more detailed information on MEAL and gender, see <https://www.unicef.org/gender/files/Guidance_on_Methodologies_for_researching_Gender_influences_on_Child_Survival.pdf> | |

## Support Provided to Building Capacity/Reinforcing Capacity of SUN Focal Points, Organizational Development, and Institutional Development

This checklist should be used according to the type of TA you provide. Please note, not every ‘type’ of TA below will necessarily apply to your TAN assignment. If you have any questions or would like any help using this tool please don’t hesitate to get in touch with your TAN point of contact at Nutrition International.

1. Support Provided to Building Capacity/Reinforcing Capacity of SUN Focal Points, Organizational Development, and Institutional Development

|  |  |
| --- | --- |
| Checklist of Gender Considerations | Check Box Column |
| 1. Ensure that males and females are invited to nutrition committees and encourage meaningfully participate on nutrition committees. | Yes  No  NA |
| * 1. Track this participation quantitatively (number of participants) as well as qualitatively (e.g. level of participation in planning and decision-making). | Yes  No  NA |
| 1. Address qualitative barriers to participation of women and men (e.g. when and where the meetings take place to facilitate both men and women participating). | Yes  No  NA |
| 1. Discuss gender’s influence on nutrition as part of the agenda of the committee (including increasing awareness of influence of gender on nutrition). Address gender in nutrition capacity building initiatives. | Yes  No  NA |
| 1. Identify interventions to address gender and nutrition as part of the committee work. See 3.3 for more information | Yes  No  NA |
| Comments: | |
| Resources  For examples of interventions to address gender and nutrition as part of committee work, see: <http://www.coregroup.org/storage/documents/Resources/Tools/Gender_Sensitive_SBC_Tech_Brief_Final.pdf> (p. 3) or <http://www.euro.who.int/__data/assets/pdf_file/0020/76511/EuroStrat_Gender_tool.pdf?ua=1> (p. 8) | |
| Additional resources  *WHO Gender and Health Planning and Programming Checklist* <http://www.who.int/gender/mainstreaming/GMH_Participant_GenderHealthChecklist.pdf>  Land O’Lakes Integrating Gender throughout a Project’s Life Cycle 2.0: *A Guidance Document for International Development Organizations and Practitioners* <https://www.landolakes.org/getattachment/Resources/Tools/Integrating-Gender-into-Land-O-Lakes-Technical-App/Integrating-Gender-throughout-a-Project-s-Life-Cycle_FINAL_compressed.pdf.aspx>  NI Program Gender Strategy Executive Summary: <https://www.nutritionintl.org/content/user_files/2017/12/program-gender-strategy-executive-summary-web.pdf> | |

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| A close up of a logo  Description generated with very high confidence | This work is supported by Nutrition International, formerly the Micronutrient Initiative, as part of the Technical Assistance for Nutrition (TAN) programme funded with UK aid from the UK government. |

1. A gender analysis “identifies, assesses and informs actions to address inequality that come from: different gender norms (across the lifecycle), roles and relations, unequal power relations between and among groups of men and women (and adolescent girls and boys) and the interaction of contextual factors with gender such as sexual orientation, (income), ethnicity, education or employment status” (<http://www.who.int/gender-equity-rights/understanding/gender-definition/en/>). [↑](#footnote-ref-1)