



Sex- and Gender-Based Analysis (SGBA)

A TOOLKIT FOR NUTRITION PROGRAMS



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INTRODUCTION

Nutrition International envisions a world where everyone, everywhere is free from malnutrition and able to reach their full potential. In doing so, Nutrition International looks to transform the lives of vulnerable people, especially women, adolescent girls, and children. The potential to transform is closely linked to overcoming gender inequalities. For Nutrition International to have maximum catalytic impact, these inequalities must be considered in all of our programming.

Grounded in the Sustainable Development Goals (SDG), Global Nutrition Targets 2025, and Canada's Feminist International Assistance Policy, Nutrition International developed a Program Gender Equality Strategy (PGES) in 2018, which commits to mainstreaming gender equality in phases. This will include organization-wide gender equality training for staff and partners, enhancing technical advice and quality assurance in gender equality in programming services, harmonizing gender data and monitoring and evaluation mechanisms, all of which will contribute to gender-related results that will set the groundwork for the next stages of work in this area. Nutrition International will report on gender sensitive and responsive outcomes to track our own progress as well as to serve as a model to others. This approach will ensure that gender perspectives and attention to the goal of gender equality are central across all business models, programs, interventions, and partnerships¹.

Users of this guide are invited to consider their own organizational/institutional context and opportunities for mainstreaming gender; this may include developing their own gender equality strategy



The PGES is based on the following rationale²:

- *Social norms can lead to gender inequalities in nutrition;*
- *Women and girls can have increased nutritional needs during the lifecycle and may be at a greater risk of food insecurity;*
- *When mothers are empowered and educated, their families have better nutrition;*
- *Adequate nutrition is essential to grow, learn, earn and lead;*
- *Improving nutrition for women, adolescent girls, and children lays the foundation for their current and future education, productivity, and economic empowerment; and*
- *The participation and support of men and boys alongside women and girls is essential for reaching gender equality.*

¹ Nutrition International Program Gender Equality Strategy, p.12.

² Nutrition International Program Gender Equality Strategy, p.7.

PURPOSE OF SEX- AND GENDER-BASED ANALYSIS (SGBA)

Gender analysis is conducted to understand how diverse groups of women and men experience policies, programs and/or initiatives.³ Sex- and Gender-Based Analysis (SGBA) is often applied in health research to consider the influence of both biological and social determinants on health outcomes for diverse groups of women and men. Nutrition International uses it to understand and respond to the underlying factors which create gender inequalities in nutritional status and health, inequitable access to programs and services, benefits experienced from programs and the broader social determinants of nutritional needs and access to services.⁴ It is based on the premise that gender equality and improved nutrition are mutually reinforcing; that a woman's empowerment status is interconnected with her nutritional status and that addressing underlying gendered barriers and constraints will improve nutritional outcomes in programming.

In the PGES, Nutrition International has committed to intentionally carry out SGBA in its programming. Learnings will be captured throughout the programming cycle through landscape assessment, program-specific SGBA, formative research, and design of Behaviour Change Interventions (BCI), implementation, monitoring (including gender sensitive indicators and sex-disaggregated data), and evaluation.⁵

Sex: rooted in biology

Gender: rooted in social roles, experience



The overall objective of an SGBA should ultimately lead to the identification of gender inequalities and inequities, as well as the resulting barriers and needs. The SGBA can also identify strengths and opportunities and provide recommendations to make programs more gender responsive. In general, an SGBA should include the following elements:

- **Aim to understand power, gender and diversity dynamics**
- **Link to gender equality, health, and nutrition outcomes**
- **Consider institutional capacity of partners**
- **Identify entry points for gender equality integration and recommendations to overcome barriers**

³ Global Affairs Canada (GAC), Gender Equality Toolkit Tool 4: Gender-based Analysis +

⁴ PGES, p.11.

⁵ PGES, p.12



For existing programs, studying and understanding barriers that beneficiaries (both men/boys and women/girls) face in health and nutrition services is key in this process.

For new projects or initiatives, an SGBA can provide information and analysis about the women, men, girls and boys within households, communities, businesses, institutions, etc. that will be involved in or affected by the initiative; how activities, needs and priorities differ by sex; and the implications for the proposed initiative. It can identify key gender dimensions of human rights, decision-making, and access and control over resources within the initiative.⁶

⁶ GAC. Feminist International Assistance Gender Equality toolkit for Projects https://www.international.gc.ca/world-monde/funding-financement/gender_equality_toolkit-trousse_outils_egalite_genres.aspx?lang=eng#tool_4

Ethical considerations

Where SGBA is conducted as part of an exploratory phase to establish partnerships or inform the design of a new proposal, formal ethical approval from a research board is generally not required.⁷ However, it is still important that the analysis is conducted within a “do no harm” framework and that informed consent is obtained. If adolescents or children under the age of 18 are involved, parental consent must be obtained. Country teams should consult with relevant research boards in-country to determine the level of approval required and factor this into the Terms of Reference (TOR). All information gathered must be treated as confidential in accordance with data protection and child safeguarding policies.

Do No Harm

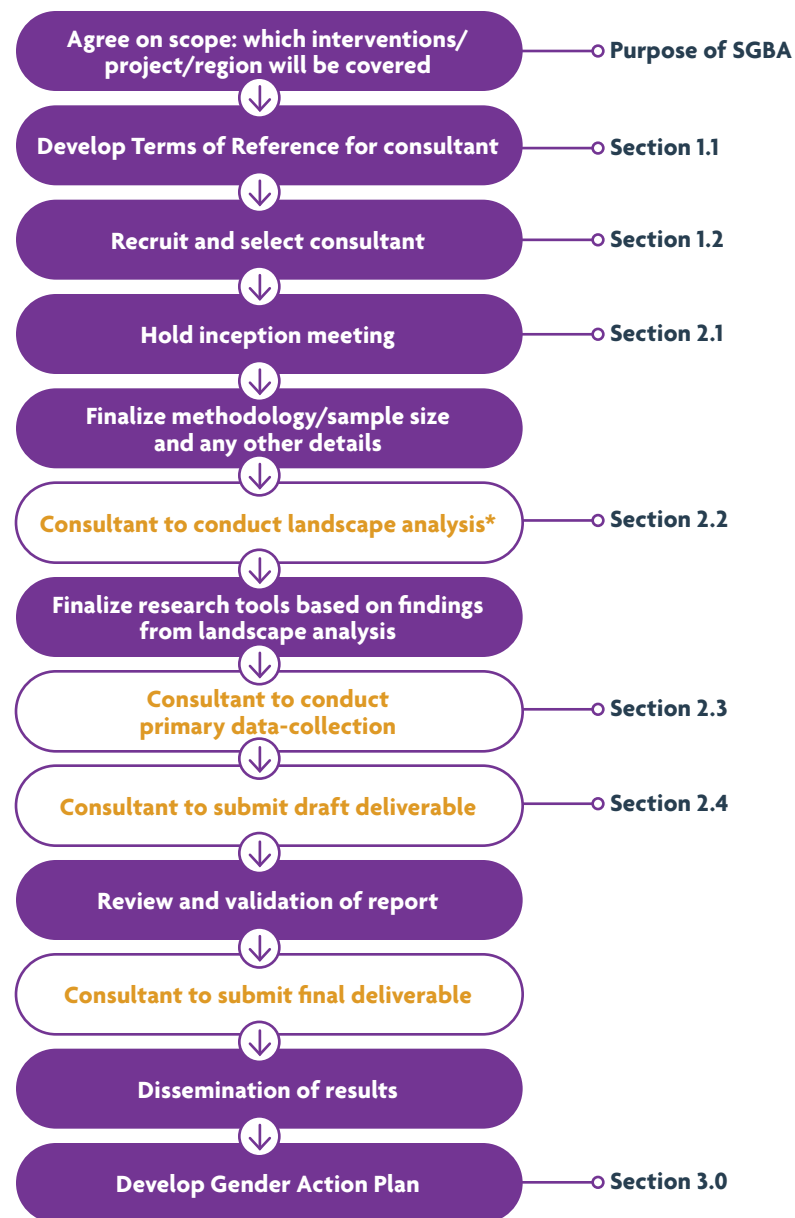
While often used in the context of conflict prevention and humanitarian interventions, “do no harm” principles can apply to any situation where culturally sensitive or taboo subjects are being discussed. It is possible that during an SGBA, issues related to gender-based violence or other harmful traditional practices may be discussed which could trigger trauma for participants. Care should be taken to minimize any potential or risk of harm to participants. There are several resources that offer detailed research guidance and tips on discussing sensitive topics (see Ellsberg and Heise, 2005)

⁷ Based on Canadian Research Ethics Board guidelines https://ethics.gc.ca/eng/tcps2-eptc2_2018_chapter6-chapitre6.html#b

Overview of SGBA process

The following diagram presents an overview of the process to conduct an SGBA, and identifies the respective sections in this document where additional guidance can be found.

Program office staff should involve relevant regional and headquarters focal points or technical advisors for gender mainstreaming at each step of this process, except those steps **highlighted in yellow** which are the responsibility of the consultant(s).



* Depending on requirements for ethical clearance and timelines involved, tools may be developed prior to the landscape analysis.



STEP-BY-STEP GUIDE

1.0

Recruiting gender equality expertise

Planning an SGBA is a significant undertaking and will need to be adequately resourced. Country offices should plan to recruit a qualified gender equality consultant or consultant team to carry out the analysis. Depending on the size and scale of the programs to be included, the terms of the consultancy could last anywhere from 20–40 days, spread over a period of one to three months.

A dedicated person, preferably at a country level, should be assigned responsibility to develop a scope of work, manage the consultancy and quality assuring the final product. If and where additional gender equality expertise is available at a regional or headquarters level, country staff should draw on support from relevant Focal Persons or Technical Advisors (TA).



1.1 Guidance for TOR development for a Request for Proposal (RFP)

The Request for Proposal (RFP) document is the document that outlines the process and requirements for submitting a technical proposal. Three sections of the RFP document necessitate a particular attention to gender equality. They are presented below with an example of gender sensitive wording.

BACKGROUND

Be sure to provide a link and reference to any existing organizational strategy or policy on gender equality and the Gender Equality Tools. [Nutrition International's Program Gender Equality Strategy](#) is available online as an example.

OBJECTIVE OF CONSULTANCY

Describe why the gender expertise is being sought and how the project team hope to use the gender expert's work to develop a more gender sensitive/responsive project.

QUALIFICATIONS AND EXPERIENCE

Include a reference to specific gender skills and experience required by at least one of the team members (ideally, the lead consultant). For instance, this section might include the following wording:

- A minimum of 5-7 years direct program experience in sex- and gender-based analysis (SGBA), gender mainstreaming, gender training, and/or gender-based research
- Experience in researching and developing gender equality policy guidance, ideally in the country of implementation
- Experience in researching gender within health, nutrition or food security programs and policies, ideally in the country of implementation
- Experience conducting quantitative and qualitative research, especially key informant interviews
- Experience in analyzing qualitative data
- Completion of SGBA+ training or relevant equivalent

OTHER

- Request the consultant to provide examples of similar work
- For any SGBA, have consultants propose a sampling framework, analytical framework, and sample questionnaires
- Include any training or presentation of results for similar staff or partners within the scope of work

For a sample template, please see Annex 1.

The template can be modified as needed.

1.2 Proposal scoring criteria

At least one specific scoring criterion should be included that enables the organization to assess whether gender equality requirements have been sufficiently addressed in the technical proposal. The following is an example such scoring criterion:

- *The proposal addresses gender equality issues and has included qualified gender expertise within the team*
- *The quality of sex- and gender-based analysis in the proposal is specific to scope and context of work versus a superficial level use of gender mainstreaming keywords*
- *A gender balance amongst team members in numbers as well as roles and responsibilities (i.e. what gender hierarchies will be reinforced when working with adolescents/constituents?)*
- *Identification of gender specific risks*
- *Overall evidence that firm is committed to gender equality and women's empowerment through their stated mission, website/social media presence, previous work experience, and/or references*

The following figure includes a list of points to keep in mind while evaluating prospective bids. Some behaviours and types of responses provided by candidates may reflect a poor understanding of gender equality issues or a lack of openness to considering these dimensions in their work.

FIGURE 1. Red flags or potential evidence of a lack of gender-awareness among candidates.

Refer to "treating women and men the same" over the course of the mandate.

Refer to gender equality as "a women's issue".

Refer to "working with women" as working on gender

Unable to identify specific gender equality frameworks, skills, authors, theories, concepts, etc.

Refer to *women* or *girls* as a homogeneous and/or marginal interest group.

Unable to explain how nutrition programming may consider or impact women and men differently.

Does not use inclusive language (i.e. "manpower")

While your overall appreciation of the candidate's skills and experience should prevail, such red flags and other behaviours inconsistent with other behaviours that do not promote gender equality and women's empowerment, should be considered in your decision to select (or reject) the candidate and how you score the proposal.



The country or project team is ultimately responsible for selecting candidates that best comply with the requirements set forth in the TOR, including the gender equality requirements. While candidates may submit high quality technical proposals or cover letters demonstrating the relevant experience and expertise and present a seemingly strong understanding of gender issues, the team should interview candidates to verify that this is the case. If a clear leader emerges during the scoring process, the interview can become more of an informal discussion before offering the contract. However, if two or more bids rank closely it is important to interview the candidates.

The following questions (or a modified version of these) may be used during the interview process to assess the level of gender expertise, experience, and sensitivity of prospective consultants. As for candidates, they are invited to use these questions to reflect on their professional profile and their suitability for gender equality consultancies.

TOOL 1: Sample gender equality interview questions

- a. In your own words, please explain how gender equality is interconnected with nutrition programming?
- b. Please describe a past job or project for which you have had to:
 - Perform a sex- or gender-based analysis?
 - Use a specific gender analysis framework?
 - Integrate the work of a gender specialist in a project or deliverable you were responsible for?
- c. What measures (e.g. data collection method, analytical process, ethical consideration, etc.) do you intend to adapt during the course of this assignment to ensure that the voice/perspective of women and girls is adequately represented in your deliverables?
- d. Are there any specific resources you expect you will need to deliver a high quality, gender responsive product? (Possible responses may include: participation of a gender specialist with specific sub-specialty, additional budget or time to reach a marginalized target group, etc.)
- e. Are there any personal or professional gender biases that may affect your ability to perform in the job opportunity/consultancy you have applied to? How do you intend to circumvent these biases?
- f. How will your work on this mandate contribute to advancing the organization's ability to deliver gender responsive programming? In other words, how will your work contribute to addressing the specific needs of women, men, boys, and girls?



2.0 Conducting the analysis

The team is ultimately accountable for the quality of the deliverables submitted by consultants working under your supervision. Where available, the team should draw on additional support, including relevant regional and headquarters FPs or TAs for gender mainstreaming.

From a gender equality perspective, the notion of quality refers to the extent to which the process followed by the consultant(s) and the deliverables produced are gender sensitive and allow the organization to pursue gender informed work.

From the moment a contract is issued to issuing the final payment, there are several steps the team can take to guide consultants to delivering a high-quality product. These are further elaborated in this section of the guide.

2.1 Inception meeting

In practice, the scope of the study (target populations and geographical location) will have been determined at the outset, however once the consultant/consulting team is on board it is important to review the TOR and agree upon selection/sampling criteria. This should be done as part of an inception meeting with the consultant which could also include the following:

- An overview of any existing organizational gender equality policy or strategy documents
- If the consultant is not local, an overview of the gender equality context (i.e. legal framework, social norms, gender issues in the country, demographic characteristics of the target group, etc.) in which the work is expected to take place
- References to women's organizations, national women's machinery, gender champions and other stakeholders whom the consultant may contact
- Orientation to the tools and guidance contained in this document

Consultants are expected to comply in full with all organizational policies that have implications on gender equality. As the one supervising the consultancy it is the organizational lead's responsibility to share the relevant policies with the consultant and ensure they understand their obligations within each. Depending on the organization, specific names of the policies may vary but should at minimum cover the following areas:

- Prevention of Workplace Harassment Policy
- Prevention of Sexual Abuse and Exploitation Policy with personnel training
- Child Safeguarding Policy, which includes a train the trainer process

Ensure that the consultant's workplan reflects the gender equality considerations outlined in the TOR and encourage consultants to ask questions on the gender equality requirements from the TOR.

Effectively, there are two components to the SGBA: secondary data analysis also referred to as Landscape Analysis and the primary data collection process. The organization should provide all program related materials; however, the consultant should draw from his/her own sources and add to this literature review with other relevant materials.



2.2 Landscape analysis (secondary data analysis)

Landscape Analysis (LA) provides an opportunity to gather a country context-specific understanding of how political, social, and cultural systems and practices impact girls and women, men, and boys differently. It demonstrates their existing health status or access to services and how this may differ by sex and/or gender. It also provides an opportunity to understand the legal and regulatory frameworks surrounding gender equality issues within a country. Data gathered through the LA should be used to inform the design of primary data collection tools (Section 2.3). Understanding barriers to gender equality can lead to the design of more sensitive and responsive programs that are more likely to be effective in improving nutrition for those with greatest needs and can guide strategies to increase community acceptance and demand for projects.⁸

The LA captures trends at a higher level and thus is not program or project specific. It can mostly be carried out through a secondary data review.

The following are dimensions to be investigated along with questions that enable the identification of gender barriers. There will be diversity within a country, so it is important to consider regional variations.

⁸ Nutrition International PGES, p.14.

TOOL 2: Identifying gender barriers in country landscape

OVERALL CONSIDERATIONS

How does status of men compare to status of women? What about the enjoyment of rights for boys and girls? (Could use Demographic and Health Survey data or other national survey data)

- Literacy
- Education
- Employment
- Life expectancy
- Access to education (girls vs. boys)
 - » (attendance, enrollment)
- Early marriage
- Enjoyment of rights

What international human rights instruments have been ratified in the country?

NATIONAL LEVEL CONTEXT AND PRIORITIES

What are the main national objectives on gender equality and nutrition?

- National plans
- Laws
- Policies

Which key statistical country level data on gender equalities, status of women or women's rights should a nutrition intervention in this country consider?

Participation and representation

What is the percentage of women represented in various branches of the government?

- Executive
- Legislative
- Judicial

Is participation in formal and informal processes for the development and adoption of policies discriminatory for women or men? If so, how?

What evidence exists that the government has sought the participation of participation of civil society organizations (representing women, men, boys, and girls) in the development of health policies?

What formal processes exist to keep state leadership accountable to civil society and women's organizations in particular? (e.g. public consultations, feedback processes, etc.)

This tool can be found online at:

nutritionintl.org/wp-content/uploads/2021/06/SGBA-Tool-2.pdf

Planning

Do the national nutrition action plans or key health and nutrition plans, strategies or policies from other sectors have priorities that consider gender or concentrate on nutritionally vulnerable groups, such as:

- Newborns
- Infants
- Young children
- Adolescent girls
- Women of reproductive age
- Pregnant women

Do these plans consider other socially vulnerable groups such as ethnic minorities, indigenous communities, and rural women?

Coordination

Does the country have a national plan on gender equality and women's empowerment? If so, does it address gender gaps in health/nutrition policies?

Are there mechanisms in place to link the work of national women's machineries (i.e. national gender equality objectives) with planned health/nutrition outcomes?

Resourcing

How does the national health system integrate a consideration for gender equity in the way nutrition services/products are funded?

Is gender responsive budgeting (GRB) used to ensure that funds allocated for specific gender needs are tracked/spent as intended?

Monitoring systems

Do monitoring systems capture disaggregated data in relation to data collection on health and nutrition services?

- By sex
- By age

Use of data

Are data/information on nutritional access/use disseminated to the general public in a way that highlights the discrepancies among women, men, boys, and girls?

If so, for what purpose?

- Behaviour change
- Campaigning
- Awareness and promotion of health

2.3 Context-specific SGBA (primary data collection)

Building on findings from the LA, primary data collection tools should be developed or modified according to the specific context. This could be at the project or program level.

The tools and data collected during the SGBA should⁹:

- Include information from all of the regions where the organization is working in a given country
- Map gender roles, including access and control of resources
- Identify women's level of participation and empowerment in identifying nutritional barriers, agenda setting and decision-making at the micro (i.e. household), macro (i.e. community) and meso levels (society/government)
- Analyze social relations and potential engagement of men and boys in promoting project outcomes related to the nutrition and health of women and girls
- Include relevant disaggregated data where applicable (sex, age, ethnicity, income, locality, caste, etc.).

METHODOLOGICAL CONSIDERATIONS

Ideally, a mix of qualitative and quantitative data collection tools should be used to gather evidence for SGBA. These might include:

- Key informant interviews with internal stakeholders, external stakeholders (partner organizations, government officials, community health workers) and beneficiaries
- Focus group discussions
- Roundtable discussions or Town hall meetings
- Online surveys

Women's organizations or civil society advocates and/or local experts working on gender equality issues should be consulted as the participation of these stakeholders will strengthen the robustness of the evidence gathered. This participation also enables the organization to build strong and meaningful partnerships with these stakeholders who may be able to assist in future implementation of the Gender Action Plan (Section 3.0)

The following checklist is a list of good practices¹⁰ to consider while developing data collection tools, selecting key informants/focus group participants, and analysing results:

- ✓ Include a diverse range of perspectives and promote participation of women, men, boys, and girls from different stakeholder groups, and consider the multiple and intersecting identities of each of these groups.
- ✓ Interview guides ensure that women and men are interviewed in ways that avoid gender biases or the reinforcement of gender discrimination and unequal power relations (e.g. single-sex focus groups, same-sex interviewers).
- ✓ Questions that could trigger negative/harmful memories or trauma (e.g. related to experiences of violence) should only be used where enumerators have received appropriate training and are equipped with a list of referral services if necessary (See "Do no harm framework" in the Ethical Considerations section).
- ✓ Triangulation of data (i.e. validation of data through cross verification from two or more sources) should ensure that the voices and opinions of both women, men, boys, and girls are heard and represented appropriately; where there may be differences of perspectives, these should be noted and attributed accordingly.

⁹ Nutrition International Gender Equality Program Review Tool, p.5-6.

¹⁰ These suggestions are adapted from the UN-SWAP Evaluation Performance Indicator Scorecard from the United Nations Evaluation Group (UNEG). For more information, visit: <http://www.unevaluation.org/document/detail/1452>

TOOL 3: Key areas of inquiry to include in SGBA¹¹

HOUSEHOLD (PRIVATE)

DECISION-MAKING	GENDERED DIVISION OF LABOUR	ACCESS TO INFORMATION	CONTROL OVER PRODUCTIVE ASSETS
<p>Who (women, men, boys or girls) in the household makes decisions about food?</p> <ul style="list-style-type: none"> Food purchase; Food preparation; Food distribution. <p>Who in the household makes decisions around care seeking or spending related to health? Education?</p> <p>Who (women, men, boys or girls) in the household makes decisions about seeking health services for family members?</p> <p>Who in the households exerts the most influence regarding decisions related to access or spending on health and nutrition services or products? (adapt to specify which services and products based on the scope of the study – i.e family planning, contraception, IFA, ANC care etc.)</p> <ul style="list-style-type: none"> Mother; Father; Children; Health provider; In-law Other relative; Etc. 	<p>Who is/are the main caregiver(s) in the household?</p> <p>Who (women, men, boys and girls) is involved in providing care?</p> <ul style="list-style-type: none"> For children For grand-children; For family members who are sick; For elderly family members; For other vulnerable family members. <p>What is the division of labour for?</p> <ul style="list-style-type: none"> Food purchase; Food preparation; Food distribution. 	<p>Through which channels do members of the household access information about health and nutrition services?</p> <ul style="list-style-type: none"> Community Groups Mobiles Media; School, etc. <p>Who (women, men, boys and girls) has primary access to these channels of information?</p> <p>Is the information provided understandable and relevant to the motivations and aspirations of the user?</p>	<p>How do women/ girls negotiate control of productive assets? How does this compare with men/ boys? Among women/ girls, are some groups (based on citizenship status, caste, marital status, etc.) not as successful, and why?</p> <p>What are household norms on the management of productive assets between men and women? How do livelihood options favor men or women?</p>

NOTE: This tool is intended to be used as a guide from which specific data collection tools can be developed that are adapted to the local context and specific areas of intervention. Where possible, probing questions should be used to generate examples within each area of inquiry. This tool can be found online at: nutritionintl.org/wp-content/uploads/2021/06/SGBA-Tool-3.pdf

¹¹ Based on blend of Moser Gender Planning Framework, Care International Good Practices Framework

COMMUNITY (PUBLIC)

GENDERED DIVISION OF LABOUR	SOCIAL NORMS AND RELATIONS	ENVIRONMENT	PARTICIPATION & REPRESENTATION
<p>What are the primary sectors of labour participation for men, women, (boys? girls?)</p> <ul style="list-style-type: none"> • Paid, unpaid • Formal, informal • Type of work <p>Are there working conditions that put women, men, boys, and girls at risk of ill health?</p> <ul style="list-style-type: none"> • Exploitative employment practices • Dangerous machinery • Lack of protection from poisonous or corrosive substances • Pollution • Etc. <p>Who mostly populates the health labour force? (women or men) How does this differ by level?</p> <ul style="list-style-type: none"> • Management • Service provision • Health volunteers <p>What is the effect of this gendered division of labour on access to health and nutrition services?</p> <p>How (if at all) do health/nutrition policies take into consideration this gendered division of labour?</p> <p>How does the need to access health care or nutrition services impact gender division of labour?</p>	<p>What stereotypical gender norms (if any) or exclusionary practices exist in communities?</p> <p>How does status of men compare to status of women?</p> <ul style="list-style-type: none"> • Literacy • Education • Employment • Mobility <p>Are there gendered power dynamics in the community that put women, men, boys, and girls at risk of ill health?</p> <ul style="list-style-type: none"> • Street harassment or other forms of violence • Marginalization of certain groups • Racial discrimination • Etc. <p>How do these norms and practices affect women and girls in terms of:</p> <ul style="list-style-type: none"> • Food production • Food purchase • Food access • Food consumption 	<p>Are there environmental conditions in the community that put either women, men, boys, or girls particularly at risk of ill health?</p>	<p>What roles are women taking in various village, district/regional, or national levels of decision-making in institutions (both formal and informal)?</p> <p>Are the perspectives of women included within health facility governance structures?</p> <p>Are women and girls in leadership positions?</p> <p>Which social support networks facilitate meaningful participation and leadership opportunities in public forums for women and girls?</p>

SERVICE PROVIDERS/POLICY INFLUENCERS

PRODUCT & SERVICE QUALITY (PROVISION)	PRODUCT & SERVICE CONSUMPTION	PRODUCT & SERVICE DISTRIBUTION
<p>Do the health and nutrition services take in consideration the specific gendered needs of:</p> <ul style="list-style-type: none"> • Women • Men • Boys • Girls <p>Gender considerations could include:</p> <ul style="list-style-type: none"> • Hours of operation • Gender of providers • Equity in wait times • Privacy screens • Burden of caring for family • Cost <p>Does the current education system provide girls and boys with gender-sensitive health and nutrition information?</p>	<p>Are there issues that disproportionately affect the consumption of health and nutrition services and products for women and girls vs. men and boys? For adolescent girls and boys vs. older women and men?</p> <ul style="list-style-type: none"> • Lack of demand for product or services due to stigma • Difficult access due to remoteness or safety concerns • Lack of accessible information • Negative experiences at point of delivery • Inadequate water, sanitation and hygiene (WASH) facilities • Need for spousal and/or parental consent <p>Do any of the above issues affect girls' participation in education?</p> <p>Are there other issues related to schooling which are differentially experienced by girls and boys?</p>	<p>What factors negatively influence the distribution of nutrition and health services and products?</p> <ul style="list-style-type: none"> • Language • Infrastructure • Transportation • Remote location • Etc. <p>Are there certain groups of people who are not currently reached by existing health and nutrition services? Who are they?</p> <p>What nutrition and health services and products are distributed through education platforms? Are girls and boys able to equitably benefit from these interventions?</p> <p>Are there other platforms which could be used to reach women, men, adolescent girls and boys with health and nutrition services and products?</p>

2.4 Final report

Ask the consultant to revisit the TOR prior to submitting a draft deliverable.

Once the deliverable has been submitted it should be circulated for review to include, if available, the relevant regional and headquarters FPs or TAs for gender mainstreaming.

The following considerations should guide the review process:

- *Ensure that the methodology outlined in the final deliverable (e.g. evaluation report, research paper, etc.) is reflective of the methodological requirements outlined in the TOR that pertain to gender equality. For instance, has the consultant/consultant team provided findings and supporting evidence to the evaluation question, “How has the intervention contributed to the achievement of gender equality results?”*
- *Ensure that the analysis included in the final report is disaggregated by sex and age (in the case of a mixed group) or that it sufficiently describes the demographic characteristics, needs, and interests of the target population (in the case of a target group).*
- *Ensure that the final deliverable includes lessons learned, challenges, or recommendations to conduct future mandates using a gender lens based on the experience gained during this assignment.*
- *Ensure that the final deliverable findings, conclusions, and recommendations reflect a gender analysis linked back to the domains included within the analysis framework.*
- *Ensure that the final deliverable mentions gender equality dimensions, issues, limitations, and biases identified during the work.*
- *Ensure the final deliverable uses gender inclusive language and avoids judgemental or sexist language (e.g. manpower) and stereotypes.*

The following is a suggested format for the final report which ideally should be **no more than 40 pages + annexes and references**. A good report should go beyond descriptive text and synthesize information, drawing out key themes, noting differences and variation where applicable. Detailed information about policies etc. can be included as appendices.

Acronyms

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2.0 Methodology

3.0 Findings – to be grouped by gender equality issues and comparisons made between different geographical regions and/or intervention area

4.0 Analysis and Discussion

5.0 Conclusion and Recommendations – specific to the organization's programs

Annexes

References

VALIDATION AND DISSEMINATION OF RESULTS

It is important that the results of the SGBA are validated and shared with the country team and local partners where possible. Ideally this step should happen before the report is finalized. Once finalized, the final report should be shared with regional and headquarters technical teams, government and local partners. Depending on the context and availability of local partners, the dissemination of the report could also be combined with the Gender Action Planning process (see 3.1). If the SGBA was completed as part of a scoping exercise for a new project proposal, the results can be shared as part of the proposal package, however discretion should be used for wider dissemination.



3.0 Next Steps: creating a gender action plan

Once the SGBA report is complete, we must translate the findings and recommendations into an action plan. The figure below highlights some of the key differences between an SGBA and a Gender Action Plan (GAP).

FIGURE 2. Key differences between SGBA and gender action plan

SGBA	Gender Action Plan
Identifies the issues	Maps out interventions/solutions
Aims to be comprehensive	Is SMART (Specific, Measurable, Attainable, Realistic, Timebound)
Provides evidence/rationale to inform program design	Guides implementation

There are several steps to developing a GAP, which should be undertaken with the support of a Gender Equality Advisor. The detailed methodology for each step will be customized to accommodate country office contexts and can be done either through virtual or face-to-face workshop. As much as possible the GAP should align with the annual program planning process and built into existing budgets.



3.1 Review recommendations and prioritize

It is one thing for a consultant to make recommendations in a report, however they need to be understood and “owned” at a country level. Reviewing the recommendations provides the country office team with an opportunity to analyze and internalize the issues. This can be done as follows:

- Consider clustering around themes
- Use participatory methodologies to determine priority areas
- Document discussion to capture rationale for ranking
- Include both internal (institutional) and external (programmatic) recommendations

Which gender inequalities in health and nutritional **status** and **needs** can the organization address?

At the end of this step, it is a good idea to share the results of the SGBA and initial thinking around priorities with existing partners if this has not already been done. Country office teams may also wish to reformulate the recommendations based on the emerging themes.

3.2 Identify potential activities

Work through each theme to brainstorm a list of potential activities that would address the issue. You may wish to consider using a participatory tool such as the [Problem and Objectives Tree](#) methodology. As you go through this step, consider how you might align and integrate the activities with current program plans. The following questions may further help to facilitate discussion:

- Which strategies could be used to ensure the ability of women and girls to share experiences and participate in decision-making?
- How will the social relations between women, men, girls, and boys impact delivery and acceptance of interventions?
- Which implementing partners and specialists (e.g. women’s rights organizations, community-based organizations focussed on gender, gender FPs in government, national gender expert, etc.) with knowledge of the gender equality context could potentially participate in the design and implementation of the gender action plan? Consider including them as part of this discussion.
- What are the gender-related risks (e.g. traditional gender norms, security, and humanitarian conditions, etc.) within the implementation context that may influence the project’s ability to achieve its results?

3.3 Develop the plan/project planning

Once activities have been developed, they will need to be costed and built into a project plan. Your organization may have its own project management tools which can be used as a reference for more detailed guidance on project planning. However, the following questions are a useful for initiating the planning process:

- What budget is required?
- What additional resources are needed (i.e. staff capacity building, additional consultants, new partners)?
- Include outcomes and indicators for success – align with Monitoring, Evaluation, Accountability and Learning (MEAL) plans
- What preliminary result statements do you propose to include? Consider **ultimate, intermediate, immediate, output** and **activity** levels. For example:
 - » Increase decision-making for girls and women
 - » Increase access to resources and services
 - » Improve gender division of labour
 - » Shift gender norms
- Do the results statements specifically refer to the target population (e.g. adolescent girls, etc.) they are aiming to provide greater benefits to?
- How will the project contribute to improved nutrition and gender equality and women's empowerment?
- Which sex and age disaggregated target and data do you foresee using to monitor and evaluate whether these gender responsive results are being/were achieved?



3.4 Revisit points not included

Due to limited time and resources, it may not be possible to include every recommendation within the first iteration of the GAP. However, it is important to not lose sight of those issues and themes. They could potentially form the basis of a new project proposal or concept note. As a final step, it is important to look at the recommendations and areas of work which are not being acted on in the first instance and consider the following:

- What is needed to effectively act on these recommendations? Additional time? Additional funding?
- Capture key discussion points as future directions and document within GAP



PARTNERSHIP CONSIDERATIONS

To effectively implement a GAP, it may be necessary to create new partnerships as highlighted in Section 3.2. The following guidance has been developed to help the team assess and select prospective partner organizations based on their commitment and capacity to promote gender equality and women's empowerment.

The following is a list of 15 core questions and three optional yes or no questions that can be used to assess the suitability of a partner organization using a gender lens.¹² These criteria are not exhaustive, but they provide a useful list as an entry point for an open and thoughtful discussion about prospective partners' specific efforts associated with gender equality.

Depending on the level of engagement and mutual trust between your organization and the partner organization, this list can be used either as a **screening tool** (i.e. based on a review of the organization's website and publicly available documents) or a **discussion tool** (i.e. informal discussion or semi-structured interview).

It is essential to use these questions in a diplomatic, open, culturally sensitive, and non-confrontational way. This is an opportunity to understand your partner organization's vision and capacity (or capacity-building needs) for gender equality and assess whether and how your organization can work with them. Note, the aim is not to conduct an external evaluation exercise.

When interpreting these discussions, keep in mind that:

Organizations seldom comply with all 15 of the following statements.

Typically, organizations are strong in some areas and weak in others. Community-based and informally organized groups may have fewer formal structures and policies in place, however their knowledge of gender equality issues and credibility within their local context should still be considered.

This is an ongoing dialogue between your organization and your partners in promoting gender equality and women's empowerment and strengthening longer term capacity in gender mainstreaming.

¹² This tool has been adapted from AQOCI's *Guide on Mainstreaming Gender Equality into the Program Cycle*. (see Additional Resources)

TOOL 4: Gender equality assessment framework for potential partners

CATEGORY		YES	NO	N/A	NOTES
Decision-making	1. Does gender equality and/or empowerment of women and girls feature in the organization's mission and/or the vision statement? (Confirm via website or request to see documentation).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	2. Does the organization specifically report on gender equality or women's empowerment in official documents (e.g. annual reports, donor reports, etc.)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	3. Does the organization have a corporate gender equality policy (i.e. an institutionally agreed/approved framing document with clear language on their commitment to promoting gender equality and women's empowerment)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	4. Does the organization take active measures to ensure the protection of women against physical/psychological violence, intimidation, and sexual harassment in the workplace? (Does it have a Prevention of Workplace Harassment Policy and/or Prevention of Sexual Abuse and Exploitation Policy with personnel training?)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	5. Does the organization take active measures to ensure the protection of women against physical/psychological violence, intimidation, and sexual harassment in the workplace? (Does it have a Prevention of Workplace Harassment Policy and/or Prevention of Sexual Abuse and Exploitation Policy with personnel training?)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	6. Does the organization take active measures to ensure the protection of children and adolescents against physical/psychological violence, intimidation, and sexual harassment in research and programming activities? (Does the organization have a Child Safeguarding Policy?)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

This tool can be found online at:

nutritionintl.org/wp-content/uploads/2021/06/SGBA-Tool-4.pdf

CATEGORY		YES	NO	N/A	NOTES
Leadership, capacity, and resources to promote gender equality	7. Is there a balance (ideally, 50/50) of women and men in leadership positions, especially in the upper echelons of the organization's hierarchy (e.g. executive senior management, board management)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	8. Does the organization have a qualified gender specialist, gender champion, gender focal point and/or another staff member whose main responsibility it is to mainstream gender equality into policy and/or programs?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	9. Does the organization's budget, financial and annual reports feature budget lines explicitly associated with gender equality activities or results?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Programming for gender equality	10. Does the organization regularly conduct sex- and gender-based gender assessments/landscape analyses prior to the development of projects?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	11. Do the organization's programs/projects typically include gender responsive outcomes specifically related to gender equality?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	12. Does the organization aim to: a) mainstream gender equality into its all of its programming, or b) have specific programs/projects focused on gender equality?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Learning and knowledge management	13. Does the organization produce publications, case studies, communication material focused on gender equality? If so, are women, men, boys, girls, and those in vulnerable or marginalized populations portrayed without stereotypes? (Is consent obtained by those being photographed? How are women and girls portrayed? Are alternative gender power relations promoted (i.e. positive masculinities, non-traditional female roles etc.)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	14. Does the organization offer gender equality training to its staff or other opportunities to strengthen their knowledge of gender issues (e.g. attending women's conferences and networking events, etc.)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

CATEGORY		YES	NO	N/A	NOTES
External relations	15. Does the organization have partnerships or informal working relationships with women's rights organizations, gender equality experts and advocates, or members of the national women's machinery?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Optional questions	16. Are there any economic, political, or social constraints that prevent the organization from pursuing gender equality objectives? What are they?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	17. Does the organization's human resource policy contain any guidelines with explicit reference to gender equality (e.g. pay equity, parental leave, equitable recruitment practices, etc.)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	18. Have the staff in the organization expressed interested in learning, investigating, and addressing gender equality issues? If so, at what level (institutional, programs, donor requirements, etc.)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

ANNEX 1

Sample – Terms Of Reference (TOR)



TERMS OF REFERENCE:

Consultancy to conduct Sex- and Gender-Based Analysis (SGBA) in _____

1. Introduction

Nutrition International is a global nutrition organization, which aims to transform the lives of vulnerable people, especially women, adolescent girls, and children, by improving their nutritional status and health, as these groups often have the greatest unmet needs. Nutrition International envisions a world where everyone, everywhere is free from malnutrition and able to reach their full potential. Nutrition International believes that good nutrition and gender equality are mutually reinforcing; improving nutrition is critical to achieving gender equality, and in turn improving gender equality leads to improved nutrition. Access to good nutrition is a universal human right and the potential to transform is closely linked to overcoming gender inequalities.

2. Background and rationale

With the intention of contributing to gender equality, Nutrition International launched its Program Gender Equality Strategy (PGES) in 2018 to systematically mainstream gender equality into nutrition programs. Led by the PGES, Nutrition International aims to ensure deeper integration of gender into all aspects of programming and therefore is planning to conduct a Sex- and Gender-Based Analysis (SGBA) of the [specify intervention/s] programs in [country]. Conducting an SGBA is a critical step in designing a gender sensitive or responsive project as it seeks to understand gender barriers and enablers within the broader context, assess the current status of gender equality within programming and identify short- and long-term strategies to promote gender equality and women's empowerment. Nutrition International takes an intersectional approach, seeking to understand the multiple identities of program stakeholders and beneficiaries, and how those factors (age, marital or pregnancy status, religion, geography, caste, class, education etc.) may bear on their potential to participate and benefit. Learnings from the SGBA will inform a Gender Action Plan that will be implemented throughout the programming cycle. This plan will include: landscape analysis, design of Behaviour Change Interventions (BCI) or other interventions, implementation, monitoring (including gender sensitive indicators and sex disaggregated data), and evaluation.

Include an introductory paragraph, and include a paragraph (100–200 words) about the specific work in the country – interventions/regions etc.

This section should not need to be more than one page. Include key information about nutrition and gender data for country.

3. Objectives, activities, and deliverables

The purpose of this consultancy is to conduct a Sex- and Gender-Based Analysis (SGBA) of [specify programs] programs for [country.name]. This consultancy will assess the current status of gender sensitivity and responsiveness within the Nutrition International supported projects. It will provide recommendations for developing short- and long-term strategies for gender mainstreaming in program design, planning and ongoing monitoring, evaluation and learning (from the results contribution) to promoting gender equality and empowerment of girls and women through the implementation of integrated health and nutrition interventions (including BCI), with direct support of a qualified Gender Equality Expert.

The specific objectives of the consultancy are as follows:

1. Assess the **gender equality issues** relevant to [intervention/s] in selected geographic areas to learn about local context for women and girls in relation to men and boys including socio-economic status (gender roles and their status within households, income levels, control over assets), participation and decision-making, access to nutrition information and services, and other vulnerabilities (including gender-based violence).
2. Understand the multiple and intersecting identities of key populations in the target region and assess the extent to which they impact their ability to access and benefit from nutrition interventions and services.
3. Assess the **level of gender mainstreaming in current program design**, implementation and Monitoring, Evaluation, Accountability and Learning (MEAL) system (including indicators). These include outputs/activities as well as outcomes and may include behaviour change objectives and materials to address gendered barriers and promote gender equality.
4. Explore how community members, social influencers, and other stakeholders in the project catchment area perceive gender, age, ethnicity, and how these **perceptions and attitudes** may impact the project or cause potential harm or conflict.
5. Identify **potential opportunities**, enablers and **provide recommendations** for developing short- and long-term strategies that will promote gender equality and empowerment of girls and women through the programs.

4. Scope of work

The consultant/consulting organization will be responsible for designing and conducting the SGBA and submitting an assessment report. The consultancy team will work closely with the Nutrition International team to achieve the following key activities under each of the key objectives for the assignment. Nutrition International will provide the specific tools and templates, which may be adapted as needed:

The process must be participatory and inclusive. It must respect the local context and follow good practices on quality, attribution, and validation of data and analysis. At the completion of the assignment, the consultant/consulting organization will hand over all raw data files to Nutrition International.

The methodology will include:

- **Desk review** of project documents. The consultant/consulting organization will be provided with a summary secondary data review to inform stakeholder discussions. (Objectives 1, 2, 3)
- **Key informant interviews** with stakeholders such as health sector agencies, women's organizations, government officials, and others. (Objectives, 1, 2, 4)

These objectives can be modified/expanded to suit local context

This can be modified to reflect the target group ex. “including their newborn and children under five” “adolescent girls and boys” “pregnant and lactating women”

This objective would capture relevant information to feed into new project proposals that require a gender analysis

- **Focus group discussions** with a range of stakeholders in each district of the region including [\[specify according to context\]](#). (Objectives 1, 2, 4)
- **Analysis of findings.** The consultant/consulting organization will compare the needs, opportunities, aspirations, and experiences of adolescent girls and boys, taking into account the diversity of experiences depending on age, location, marital status and other factors. The analysis will explore the relationship between gender, sexual and reproductive health (SRH) and nutrition at the household, community, and regional levels. In addition, the report will consider the legal and policy environment for improving the nutrition and SRH of adolescent girls. (Objective 4, 5)

5. Key deliverables (and timelines)

1. Detailed work plan, including schedule for research activities and research tools
2. Draft final report including analysis of findings and recommendations
3. Final report incorporating feedback from Nutrition International, and including annexes such as list of interviews, references, etc.

The final report **should be no more than 40 pages + annexes** and references and must observe the following format (page allocation is a rough guide):

Acronyms
Table of Contents
Executive Summary
1.0 Introduction (Landscape Analysis)
2.0 Methodology
3.0 Findings
4.0 Analysis and discussion
5.0 Conclusion and recommendations
Annexes
References

6. Required competencies and knowledge

- Post-graduate university degree or equivalent in development studies, social development, gender studies or equivalent
- Training in nutrition, public health, an added advantage
- A minimum of seven years' work experience in social development, gender equality and social inclusion analysis
- Knowledge and experience of using qualitative research and participatory methodologies and approaches such as gender analysis, participatory rapid appraisal, human-centered design
- Strong analytical capacity and proven ability to write compelling reports
- Excellent understanding and experience on key issues and strategies in adolescent SRH, nutrition, and gender equality in the [\[country\]](#) context
- Excellent interpersonal skills, cultural sensitivity, and ability to communicate effectively in English and [\[relevant languages\]](#).
- Ability to adhere to tight deadlines, exercise discretion and maintain confidentiality

7. Support

The consultant/consulting organization will receive support from Nutrition International country office staff to identify informants and participants, schedule interviews, plan focus group discussions, gain access to staff and partners; technical support will be provided [\[as relevant\]](#). The consultant/consulting organization will report to _____.

As per the terms of the contract, the consultant/consulting organization will be expected to adhere to Nutrition International standards for safeguarding, social responsibility and human rights and will be provided with copies of relevant policy documents (Child Protection, Gender Equality, Whistleblower Protection, Sexual Harassment and Sexual Exploitation Policy)

It is expected the assignment will take approximately ____ days.
to be completed no later than _____.

8. Expressions of interest:

Interested candidates should submit the following documents:

1. Technical offer including a letter of interest that includes availability, information on experience, and implementation plan.
2. Financial proposal in CAD including daily rates, costs for travel, accommodation, per diem, and/or subcontracting fees.
3. Detailed CV with references.
4. Recent samples of two comparable pieces of work.

[\[include contact details\]](#)

Please include in the subject line: **Consultancy – SGBA.**

ANNEX 2

Additional Resources

AQOCI. Promoting Gender Equality: From Theory to Practice.

Available online at https://aqoci.qc.ca/wp-content/uploads/2012/07/pdf_trousse_efh_vang.pdf

AQOCI. Guide on Mainstreaming Gender Equality in the program cycle.

Available online at https://aqoci.qc.ca/wp-content/uploads/2016/05/pdf_guidepsa-ang-2mail6.pdf

CARE International Gender Network. Good Practices Framework: Gender Analysis.

Available online at: https://insights.careinternational.org.uk/images/in-practice/GEWV/GEWV_gender-analysis-good-practices_2012.pdf

Ellsberg and Heise, Researching Violence Against Women: a practical guide for researchers and activists. Available online at: https://apps.who.int/iris/bitstream/handle/10665/42966/9241546476_eng.pdf;jsessionid=FC006671F87C7D2B33FA87F181C68993?sequence=1

Global Affairs Canada's Policy on Gender Equality. Gender analysis: What to ask.

Available online at: <http://international.gc.ca/world-monde/funding-financement/policy-politique.aspx?lang=eng>

Global Affairs Canada Feminist International Assistance Gender Equality Toolkit

for Projects. Available online at: https://www.international.gc.ca/world-monde/funding-financement/gender_equality_toolkit-trousse_outils_egalite_genres.aspx?lang=eng

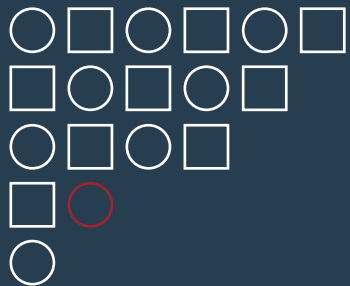
Problem and Objectives Tree (example): <https://www.thegrassrootscollective.org/problem-objective-tree-development>

Program Gender Equality Strategy: <https://www.nutritionintl.org/wp-content/uploads/2018/12/executive-summary-program-gender-equality-strategy.pdf>

UN Women. 2017 Gender mainstreaming: concepts and definitions.

<http://www.un.org/womenwatch/osagi/conceptsanddefinitions.htm>

For further information please contact gender@nutritionintl.org



www.NutritionIntl.org