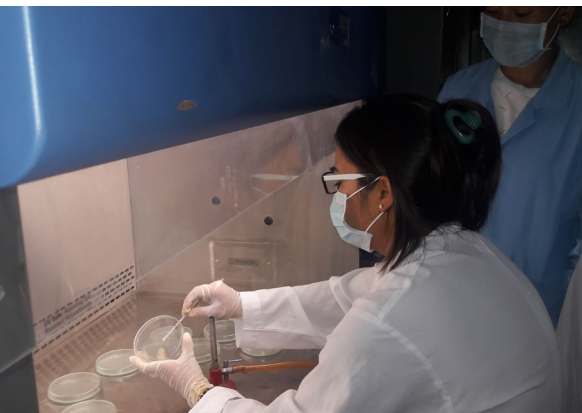




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## Integrating Gender and Nutrition into the Project Life Cycle of International Livestock Research Projects

Train the Trainer Course for  
Livestock Systems Innovation Lab partners



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## WORKSHOP OBJECTIVES

- Understand the components of a project planning cycle
- Understand the importance of integrating gender and nutrition into livestock research
- Explore and apply tools and approaches to integrating gender and nutrition throughout the project planning cycle
- Discuss livestock projects and their success or lack in integrating gender and nutrition
- Practice ways of integrating gender and nutrition into project examples using workshop tools and information





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## What is the Project Life Cycle?

## Why Integrate Gender and Nutrition?



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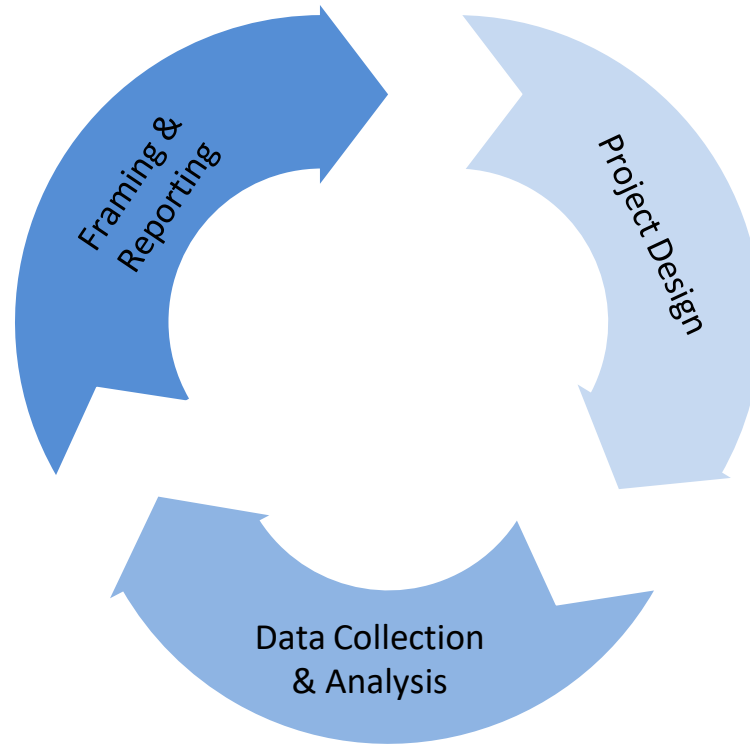


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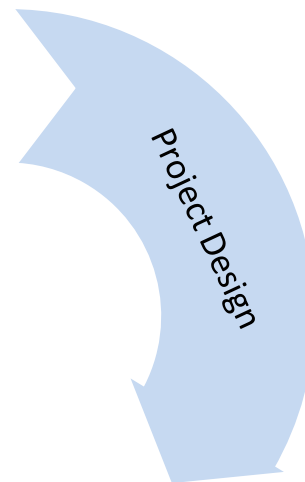


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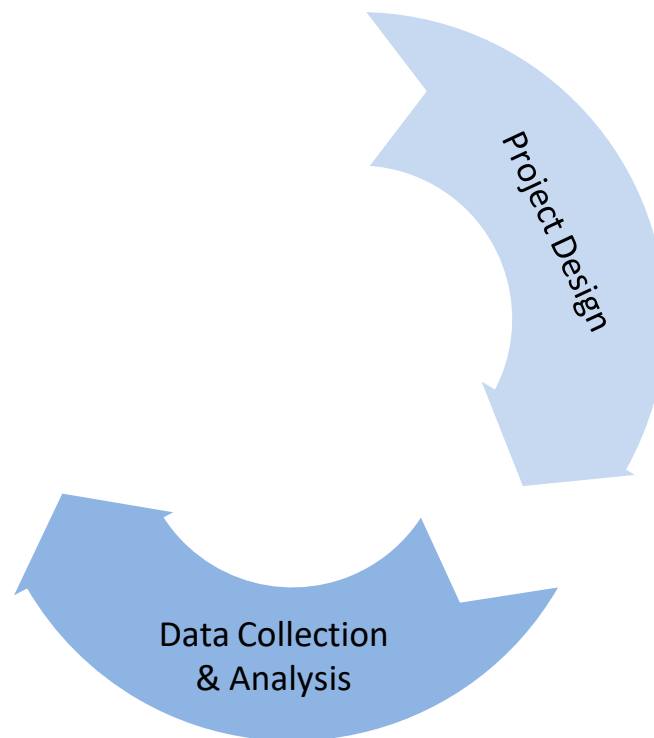
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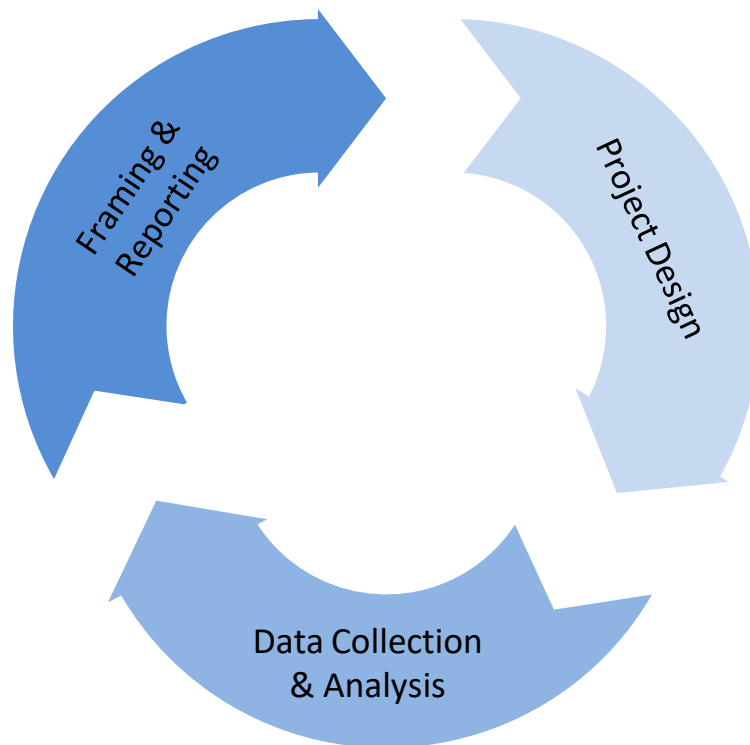


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## WHAT IS “SEX”?

## WHAT IS “GENDER”?



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## “Sex”

Biological, fixed, mostly unchangeable differences between males and females

## “Gender”

Socially constructed, changeable, culturally specific roles for women and men



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## HOW DOES GENDER AFFECT LIVESTOCK RESEARCH?

### GENDER ROLES ARE:

- Dynamic and change over time
- Differ by particular local contexts
- Shaped by ideological, religious, cultural, ethnic and economic factors
- Key determinant of the distribution of resources and responsibilities between men and women; which are often unequal and inequitable



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## GENDER AND AGRICULTURE

- Women supply 43 percent of all agricultural labor in low- and middle income countries; and at least 50% in sub-Saharan Africa
- But women farmers face a number of constraints in accessing agricultural inputs, services and markets, including:
  - Limited control over assets and resources (including labor)
  - Lower levels of education
  - Greater domestic care responsibilities
  - Limited social ties facilitating wage employment
  - Less access to and ownership of land and credit
  - Less access to agricultural extension services





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## INCREASING FEMALE HEADED HOUSEHOLDS

- In sub-Saharan Africa - male migration, civil conflicts and wars, unpartnered adolescent fertility and family disruption create increasing numbers of female headed households.
- FHHs have less access to land, livestock, other assets, credit, education, health care and extension services. In Zimbabwe, female-headed households have 30-50% smaller landholdings than male-headed households. In eastern and southern Africa 25-60% of rural households in countries in the region were headed by women.
- FHHs' food security increases with land quality, farm size, and their social capital network (the number of traders that farmers know within their vicinity, and their membership of farmers' groups).
- Sources: ([Odame, Hafkin, Wesseler, & Boto, 2002](#); [Quisumbing, 1995](#); [World Bank, 2001](#); IFAD, 1999; Kassie, et.al. 2013)



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## FEMINIZATION OF AGRICULTURE

### Reasons:

- Migration – Men are leaving rural areas in search of work. Women remain behind with families.
- In Bangladesh, when men migrate, women take over their duties, increasing their workload. Some women resort to hiring tenants or laborers from outside the household to take over farm duties when their husbands migrate (Rahman (2009) and Debnath and Selim (2009)).
- Wars and Genocide -
- In Rwanda, men traditionally milk cows, but women are now doing this because of a shortage of male labor after the genocide. (Feed the Future (FtF), 2015. “Gender Analysis for USAID/Rwanda”).





## GENDER AND AGRICULTURE

- Rural people in most developing countries, especially sub-Saharan Africa, rely on agriculture for a major share of their incomes
- YET...
- Almost 75 percent of farms in low and middle-income countries are smaller than one hectare – too small to sustain a family
- The ultra-poor spend about 65–80 percent of total household expenditure on food, which disproportionately affects female headed households and widows
- Source: Ahmed *et al.*, 2007





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## SOME NUTRITION TERMINOLOGY AND GLOBAL INDICATORS...



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## GLOBAL NUTRITION INDICATORS

- 2 billion people experience micronutrient malnutrition
- 1.9 billion adults are overweight or obese
- 161 million children under age 5 are too short for their age (stunted)
- 51 million don't weigh enough for their height (wasted), and 42 million are overweight
- 794 million people are estimated to be calorie deficient; and
- 1 in 12 adults worldwide have Type 2 Diabetes
- Source: Global Nutrition Report, 2015, IFPRI





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<b>Wasting</b> (Height for weight z-score)	<ul style="list-style-type: none"><li>Recent and severe weight loss due to not eating enough food or an infectious disease (ex. diarrhea). Moderate or severe wasting in children has an increased risk of death</li></ul>
<b>Stunting</b> (Height for age z-score)	<ul style="list-style-type: none"><li>Due to chronic or recurrent undernutrition, often in conjunction with other issues such as poor socioeconomic conditions, inadequate maternal health and nutrition, frequent illness, and/or inadequate infant and young child feeding and care in early years. Affects physical and cognitive development.</li></ul>
<b>Underweight</b> (Weight for age z-score)	<ul style="list-style-type: none"><li>Also associated with increased risk of mortality</li><li>A child who is underweight can be stunted, wasted, or both</li></ul>
<b>Micronutrient-related malnutrition</b>	<ul style="list-style-type: none"><li>Micronutrient deficiencies- lack of important vitamins and minerals</li><li>Micronutrient excess</li></ul>
<b>Micronutrient deficiencies</b>	<ul style="list-style-type: none"><li>The most important micronutrients in terms of global public health are iodine, vitamin A, and iron</li></ul>
<b>Overweight and Obesity</b>	<ul style="list-style-type: none"><li>An imbalance between too much energy consumed and too little energy expended</li><li>Foods that are high in sugars and fats may not contain the essential micronutrients</li><li>Global trends show undernutrition is decreasing but overweight and obese trends are increasing</li><li>Highlights that diet quality (not necessarily quantity) is important</li></ul>



## GLOBAL NUTRITION INDICATORS

- In 2016 almost 520 million people in Asia did not have access to sufficient food energy, more than 243 million in Africa, and more than 42 million in Latin America and the Caribbean.
- Africa has the highest levels of severe food insecurity, reaching 27.4 percent of the population – almost four times that of any other region.
- Almost one-third (33 percent) of women of reproductive age worldwide suffer from anemia, which also puts the nutrition and health of many children at risk.
- Stunting affects almost one in four children under the age of five years, increasing their risk of impaired cognitive ability, weakened performance at school and work, and dying from infections.

Source: FAO, 2017. “Food Security and Nutrition Around the World”





## THE POVERTY CYCLE FOR WOMEN

- Poor maternal and infant nutrition and health result in low birth weight and stunting as well as impaired cognitive development and lower school attainment
- Stunted girls grow up to become stunted mothers; maternal stunting is one of the strongest predictors of giving birth to a low-birth-weight infant
- Constraints on women's time are a major cause of their lower earnings and productivity – triple roles – productive, reproductive, community

Sources: Alderman, 2010; Hoddinott *et al.*, 2013; Strauss and Thomas, 1998; Hunt, 2005



**UNICEF Immediate causes**

**UNICEF Underlying causes**

**Nutrition**

**Dietary intake**   **Disease**

**HH food security**   **Care and feeding practices**   **HH Environment and health services**

**Food production**   **Income generation**   **Women's empowerment**

**Livestock Production System**

**Livestock Programming Investments**





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## PROJECT DESIGN

# What to consider when developing a research question



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## CONSIDERATIONS FOR DEVELOPING A RESEARCH QUESTION

- Who benefits from this project?
- How do they benefit?
- Are benefits shared equally among all family members?
- How will this project affect the workload of all family members?
- What would we like to see as the outcome of this project as it relates to gender and nutrition equity within the household or the community?





## FROM A GENDER PERSPECTIVE

- Plan for a **gender analysis** to determine:
- Who does what and when?
- Who has access and control of the resources needed for production and marketing?
- What constraints do women farmers face in realizing a fair share of income or benefits from the products produced?
- Who in the family consumes the product if it is not sold?



## FROM A NUTRITION PERSPECTIVE

- Plan for a **nutrition analysis** to determine:
- Who eats what and when?
- Who has access and control of food resources?
- What validated tools and indices exist to better understand nutrition dynamics within a household?
- What research team composition is needed?





## PROJECT DESIGN – ADDITIONAL CONSIDERATIONS

- What research has already been conducted in the area of inquiry?
  - Women's empowerment
  - Nutritional status of children under 5
- Can you leverage existing data as baseline to save money and resources but answer questions about change?
- What gaps exist within existing literature on gender and nutrition to which your research could contribute?





## PROJECT DESIGN – ADDITIONAL CONSIDERATIONS

- Composition of Research Team?
  - Number of males and females?
  - Enumerators needed?
  - Interdisciplinary? Social as well as Biophysical scientists?
- Languages?
- Literacy and Education Levels?
  - Male and female respondents are often different
- Interview protocol?
  - Women and men often need to be interviewed separately using male and female interviewers





## Summary – Project Design Phase

### Integrating Gender into Project Design

- Identify gender roles in milk production
- Gender balance of research team

### Integrating Nutrition into Project Design

- Identify who makes decisions about milk consumed at home
- Understanding and identifying appropriate outcome variables

### Utilizing Existing Research

- Look for existing gender analysis on dairy production in the research area
- Look for existing nutrition information (i.e. stunting rate, typical diet, consumption vs. sale)

### Baseline Data Collection

- Plan for baseline data collection in budget and work plan to fill in gaps identified in the existing research
- Think about research team composition





## PROJECT DESIGN APPLICATION

### Assignment:

- 1) Break into small groups
- 2) Review and discuss the Case Study
- 3) Answer the questions on the Case Study and write responses on the flip chart provided
- 4) Select a group spokesperson
- 5) Present your group's responses to the larger group





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## DATA COLLECTION AND ANALYSIS

# Methods and Approaches to Collecting Gender and Nutrition Data



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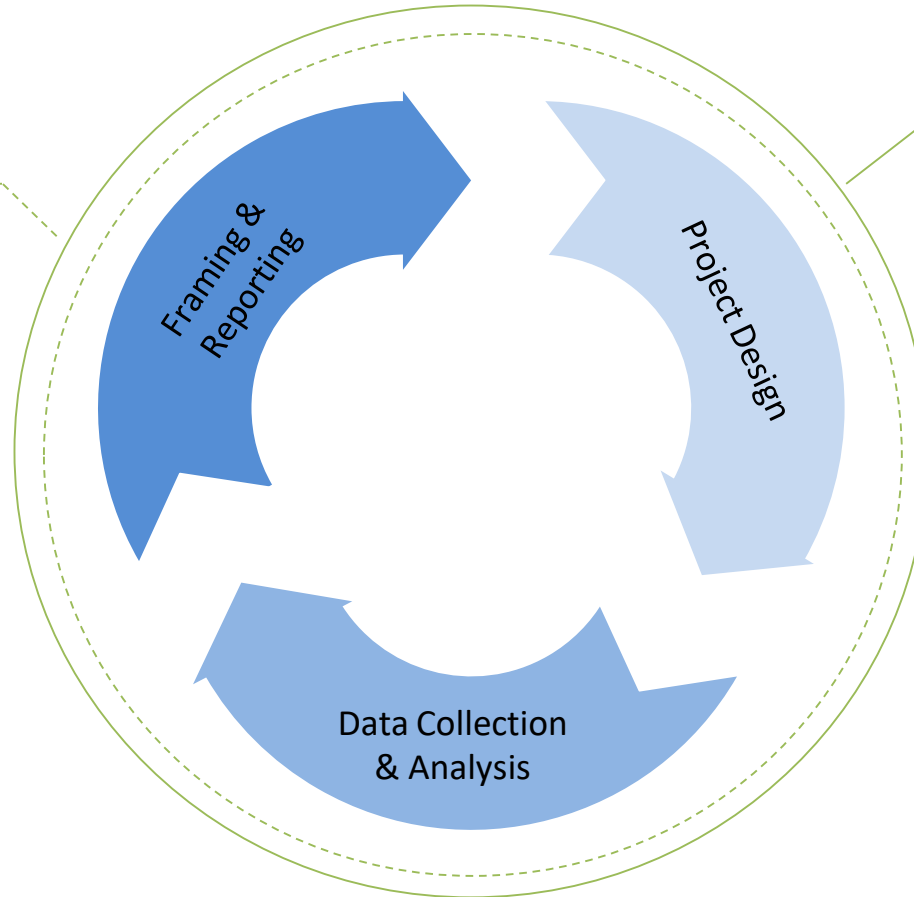
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Integrating Nutrition  
into the Research Content



Integrating Gender  
into the Research Content



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## What Do We Mean by Data Collection and Analysis?

This phase of the research cycle is the second point for integration of gender and nutrition into the project cycle

- Data **collection**: systematic process of collecting information to answer research question
- Data **analysis**: using data to test hypotheses or evaluate outcomes based on the research questions





## Types of Data Collection and Analysis

- Quantitative:
  - Methods: surveys, lab tests, anthropometric measurements
  - Characteristics: defines and measures, assumes a fixed reality, uses statistics for analysis
- Qualitative:
  - Methods: interviews, ethnography, participant observation, focus group discussions
  - Characteristics: descriptive, characterizes social phenomenon, assumes fluid dynamics, data analyzed thematically





## Types of Data Collection and Analysis

- Mixed Methods – quantitative and qualitative methods are used

### Example: Is milk consumed in the home?

- Quantitative answers: number of times per week, amount of milk consumed in liters, etc.
- Qualitative answers: who makes decisions, seasonality of milk consumption, etc.



## SPECIFIC STEPS IN DATA COLLECTION

- 1) Do a gender and nutrition analysis of the target population
- 2) Collect and analyze sex-disaggregated data
- 3) Employ participatory methods – qualitative and quantitative
- 4) Target gender issues and women in research and training to increase women's participation and benefits
- 5) Include men in research, discussions, and training around gender and nutrition issues
- 6) Find synergies at the intersections of technical and social goals and objectives



## ADDITIONAL CONSIDERATIONS IN DATA COLLECTION

- Employ mix of quantitative & qualitative approaches (e.g. surveys, semi-structured interviews, activity charts, focus groups, journaling, photo interpretation, maps)
- Ensure equal numbers of women and men in training and surveys
- Investigate gender or nutrition-specific issues in value chains
- Interview women household heads, including single, divorced, widows



## ADDITIONAL CONSIDERATIONS IN DATA COLLECTION

- Attend to the time of day, duration of use and location of the data collection
- Give women more time for activities if needed
- Identify and address women's priorities
- Hold separate focus groups for women and men
- Actively invite women to meetings and trainings
- Network with women leaders and gender experts in NGOs






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For example:

- Quantitative data collection methods and analysis tools
- Qualitative data collection and analysis tools
- Ensure that a minimum of sex-disaggregated data is collected
- If appropriate, intersectionality is also incorporated with relevant data for the context (i.e. age, caste/ethnicity etc.)



Data Collection  
& Analysis

Consider which types of gender and nutrition data to collect and analyze



## Sex-Disaggregated Data and Intersectionality

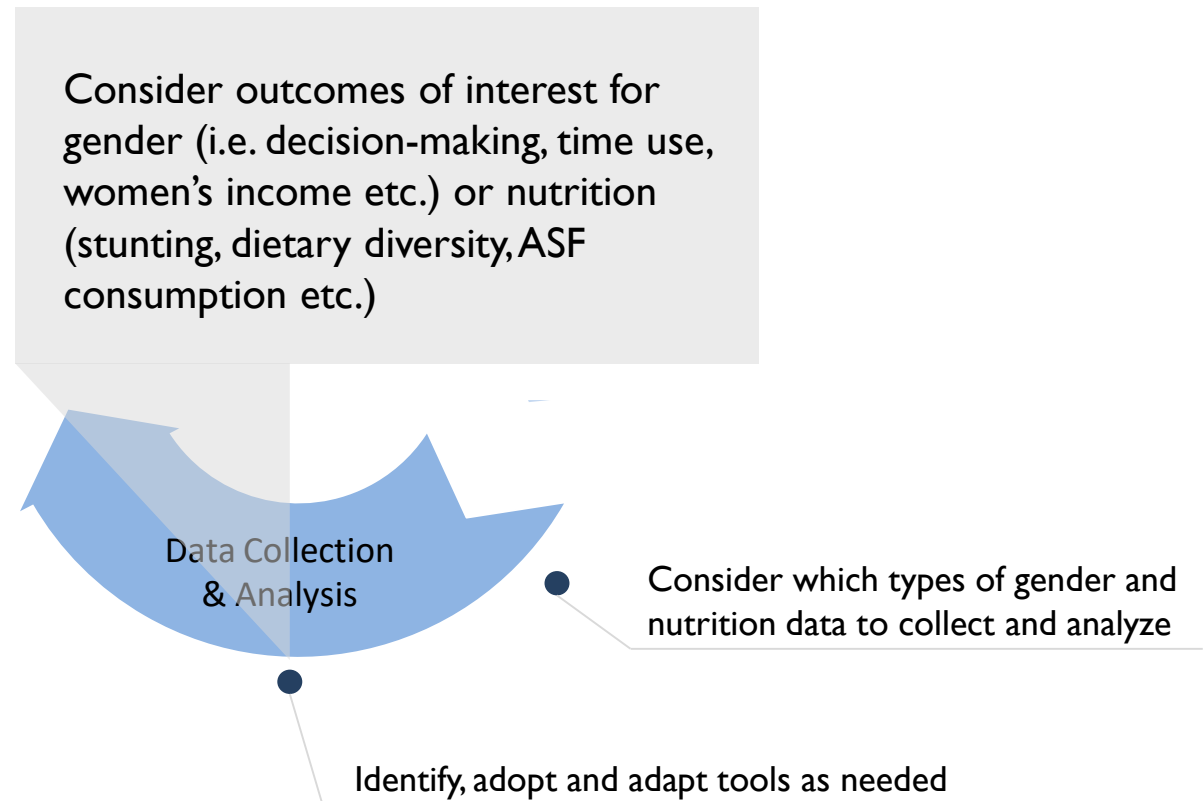
- Sex-disaggregated data: data collected and analyzed separately on males and females
- Key points to remember:
  - Not the same as comparisons of male- and female-headed households
  - Involves asking “who” questions, i.e. who in the household milks the cows?
  - Necessary not only for understanding women’s roles, but also the gender dynamics as a whole
  - May require intra-household questionnaires (i.e. running the same survey twice with men and women)
- Intersectionality – considers how other categorizations, including gender race/ethnicity, religion, class, age etc., intersect and overlap to create further systemic disadvantage or advantage within society





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## SPOTLIGHT ON GENDER AND NUTRITION TOOLS



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## SELECTED GENDER TOOLS

- Seasonal Calendar
- 24 Hour Clock
- Access and Control Profile
- Decision Making Profile
- Gender Analysis Matrix (GAM)





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Activity	Who	Jan	Feb	Mar	Apr	May	June	July	Aug	Sep	Oct	Nov	Dec
Seasonal calendar													
	Men												
	Women												
	Men												
	Women												
	Men												
	Women												
	Men												
	Women												



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## 24 HOUR CLOCK

### EXERCISE:

Break into smaller groups of men only and women only.

Ask the women's group to create a clock for the average rural man in their country. Ask the men's group to create a clock for the average rural woman.

Draw a picture of a clock and fill in what the man or woman does on an "average" day (and night) in a 24 hour period.

Discuss drawings in plenary.



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Resources	Access		Control		Remarks
	women	men	women	Men	
Land					
Fertilizer					
Seed					
Oxen					
Sheep/goat					
Chicken					
Dairy cows					
Agricultural equipment					
Training					
Credit					
Water					
Fuel wood					
Others					
Benefits from X					
.....					



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## DECISION MAKING TOOL

### 5. Who is responsible for expenses on:

Expense	Men	Women	Joint (we decide together)	Comment
Children education				
Clothing				
Health care				
Daily food items				
Inputs for the land				



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## GENDER ANALYSIS MATRIX

Intervention	Level of analysis	Labour	Resource	Time	Cultural change
	Women				
	Men				



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## Women's Empowerment in Agriculture Index (WEAI)



- Launched in 2012, developed by IFPRI, Oxford Poverty and Human Development Initiative and USAID, first tool of its kind to measure women's empowerment in the agriculture sector
- Two sub-indices: women's empowerment and gender parity
- Measures 5 domains of empowerment through survey questions:
  - Decisions about agricultural production
  - Access to and decision-making power over productive resources
  - Control over use of income
  - Leadership in the community
  - Time use



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## Women's Empowerment in Agriculture Index (WEAI)



- WEAI pros: standardized, consistent data, comparable across countries
- WEAI cons: resource intensive, agriculture-specific
- To address concerns and new findings other versions of WEAI have been developed: Abbreviated WEAI, Project WEAI (Pro-WEAI), WEAI for Value Chains (under development), examples of adaptations for livestock (see resources)
- See resources page for links to more information about the WEAI



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## Nutrition Outcomes and Associated Tools

- Stunting, Wasting, Undernutrition
- Food Security
- Dietary Diversity
- ASF Consumption
- Anthropometric Measurements
- Household Food Insecurity Access Scale
- Dietary Diversity Questionnaire
- 24-hour Dietary Recall





## Nutrition Outcomes and Associated Tools

- Stunting, Wasting, Undernutrition
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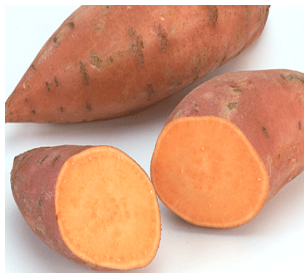
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## Leveraging the Dietary Diversity Questionnaire

- Household Dietary Diversity – score of 0-12
- Women's Dietary Diversity – score of 0-12
- Household ASF consumption – 0-4
- Women's ASF consumption – 0-4

### Other important groups?

*Infant and young children (6-23 months)*



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## RESEARCHING GENDER AND NUTRITION TOGETHER

How can you incorporate gender AND  
nutrition into a livestock research  
project?



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- One way to think about this is with the gender and nutrition integration continuum

Consider questions that address nutrition and gender together

Data Collection  
& Analysis

Consider which types of gender and nutrition data to collect and analyze

Identify, adopt and adapt tools as needed



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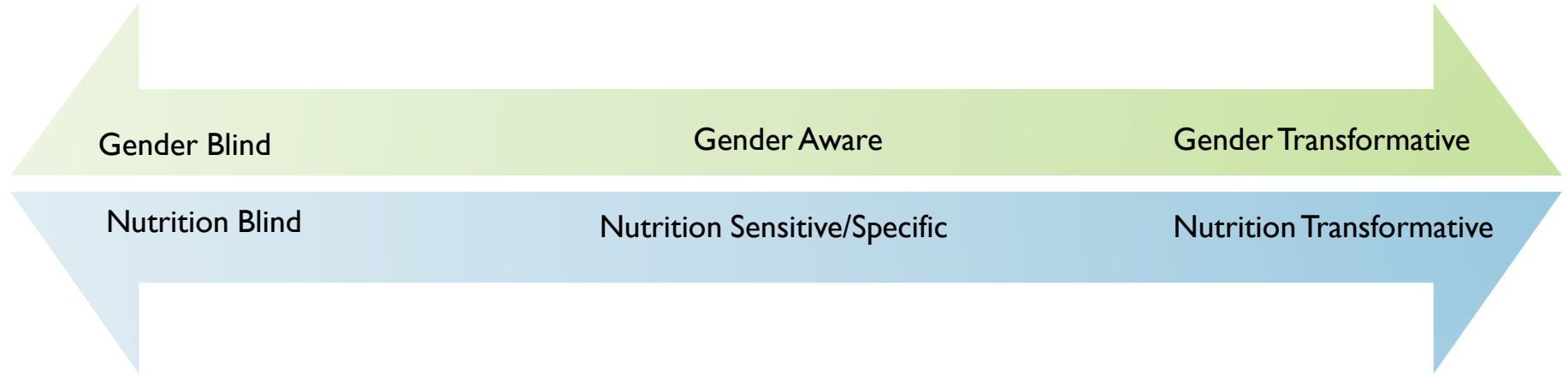
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## Gender and Nutrition Integration Continuum



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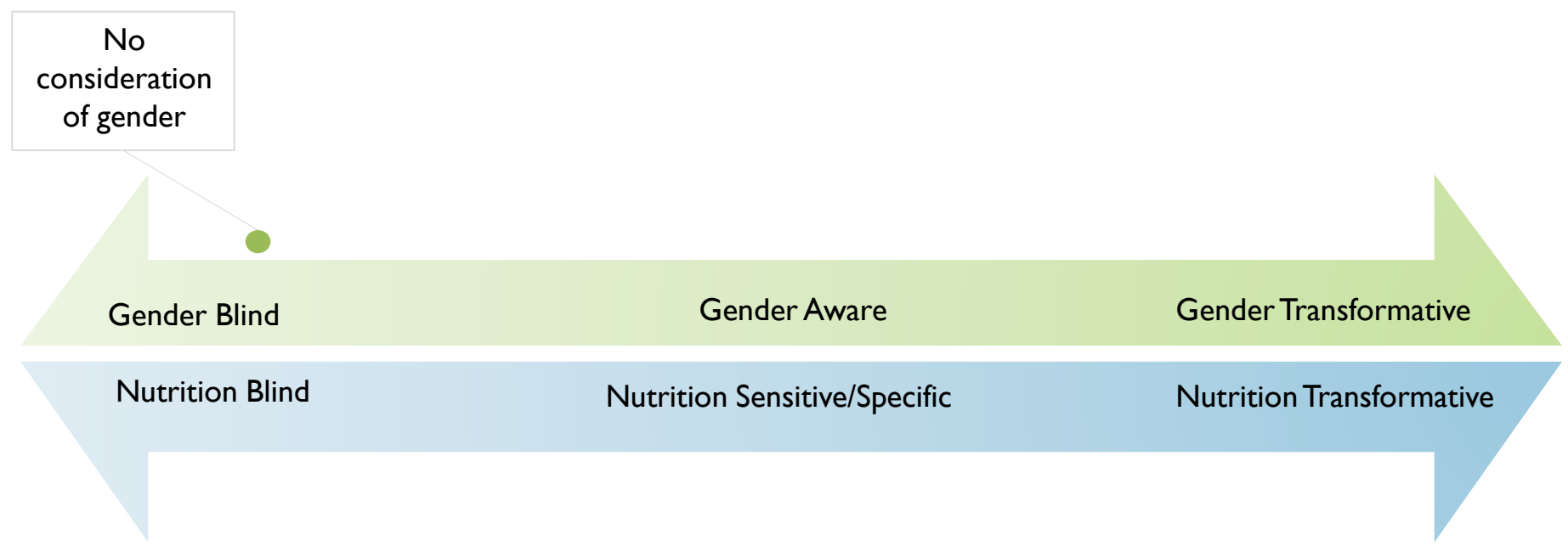
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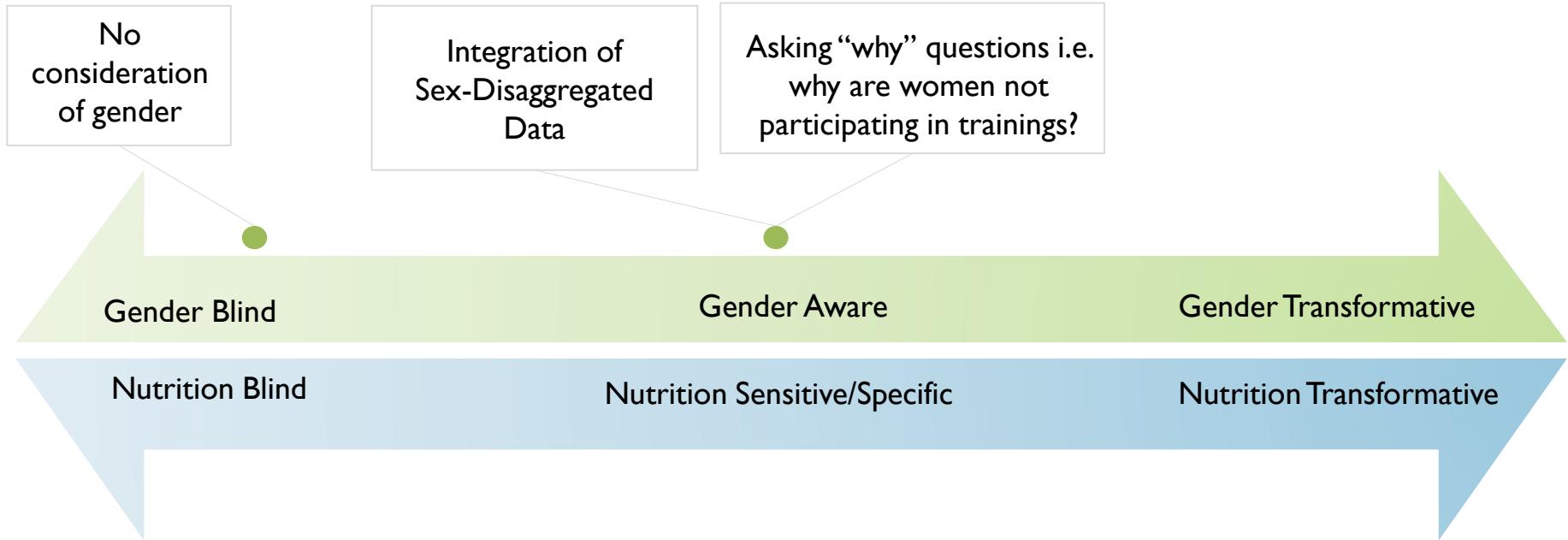
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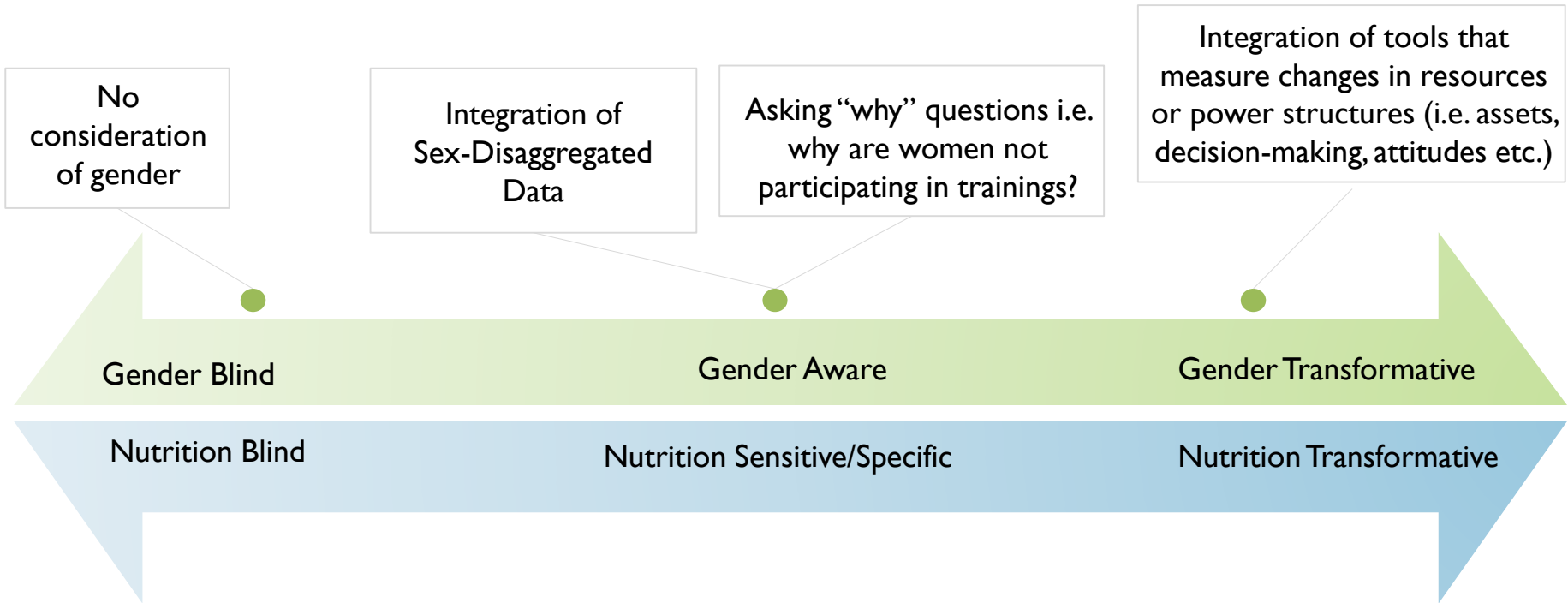






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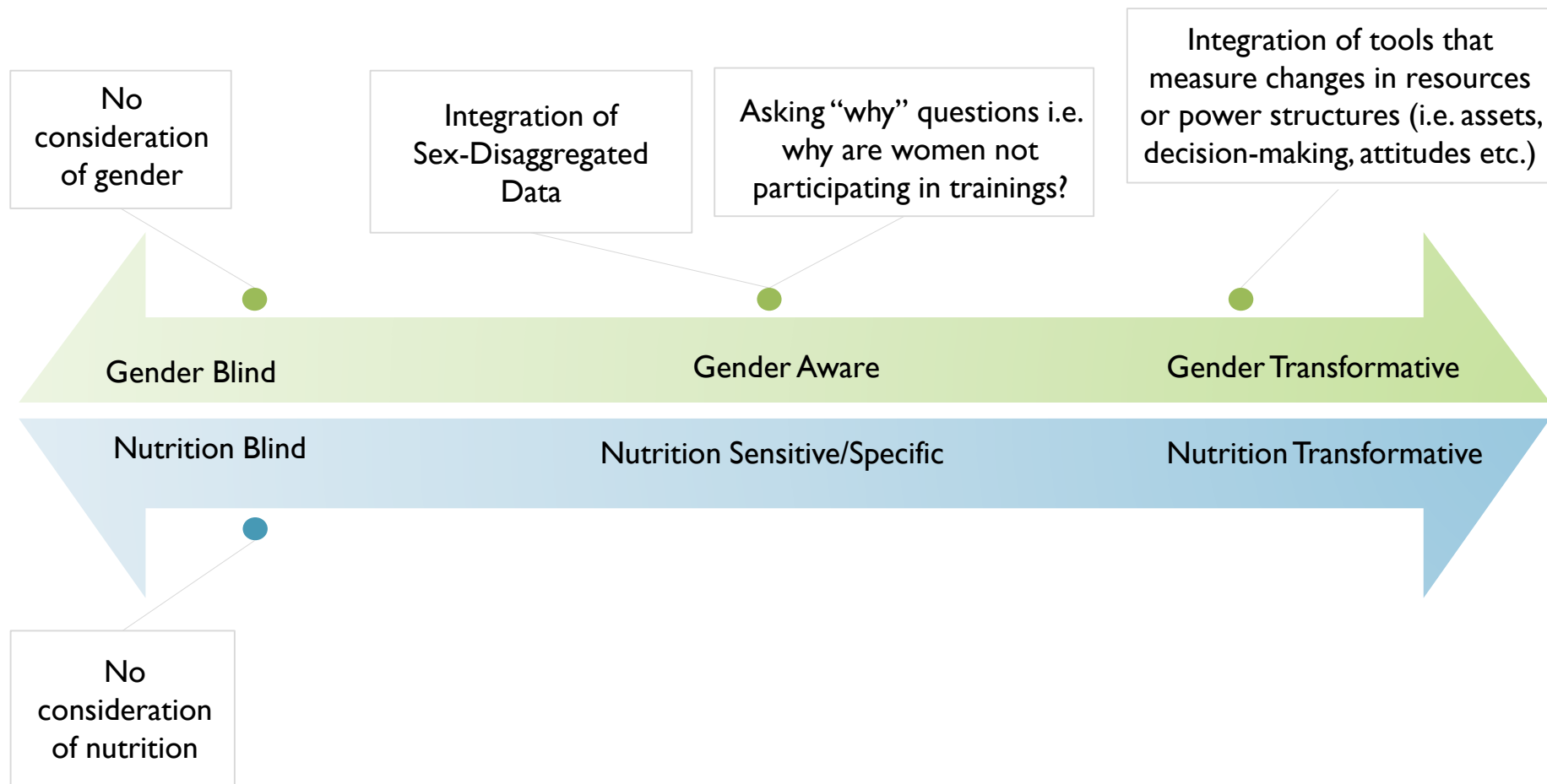


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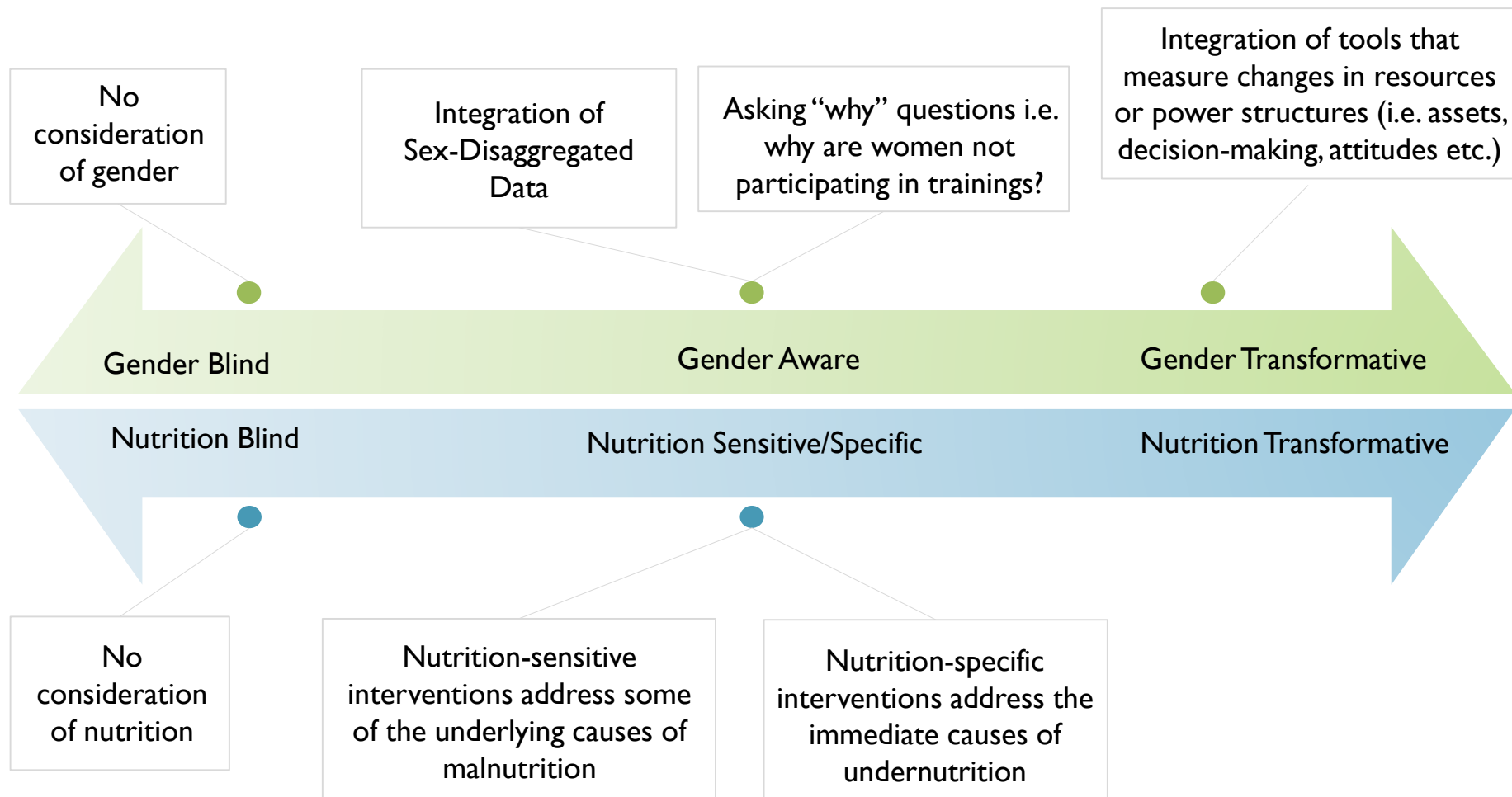
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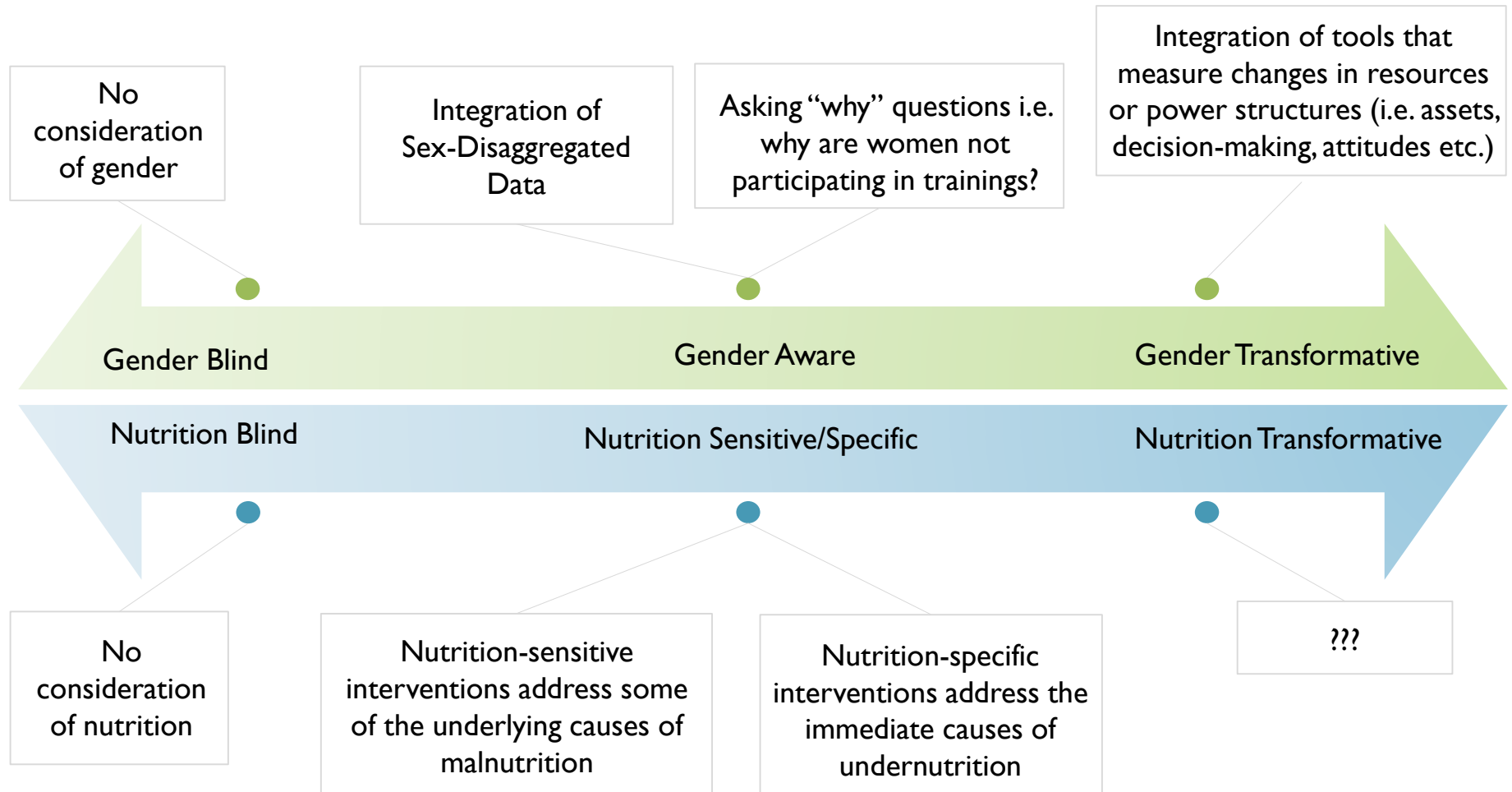


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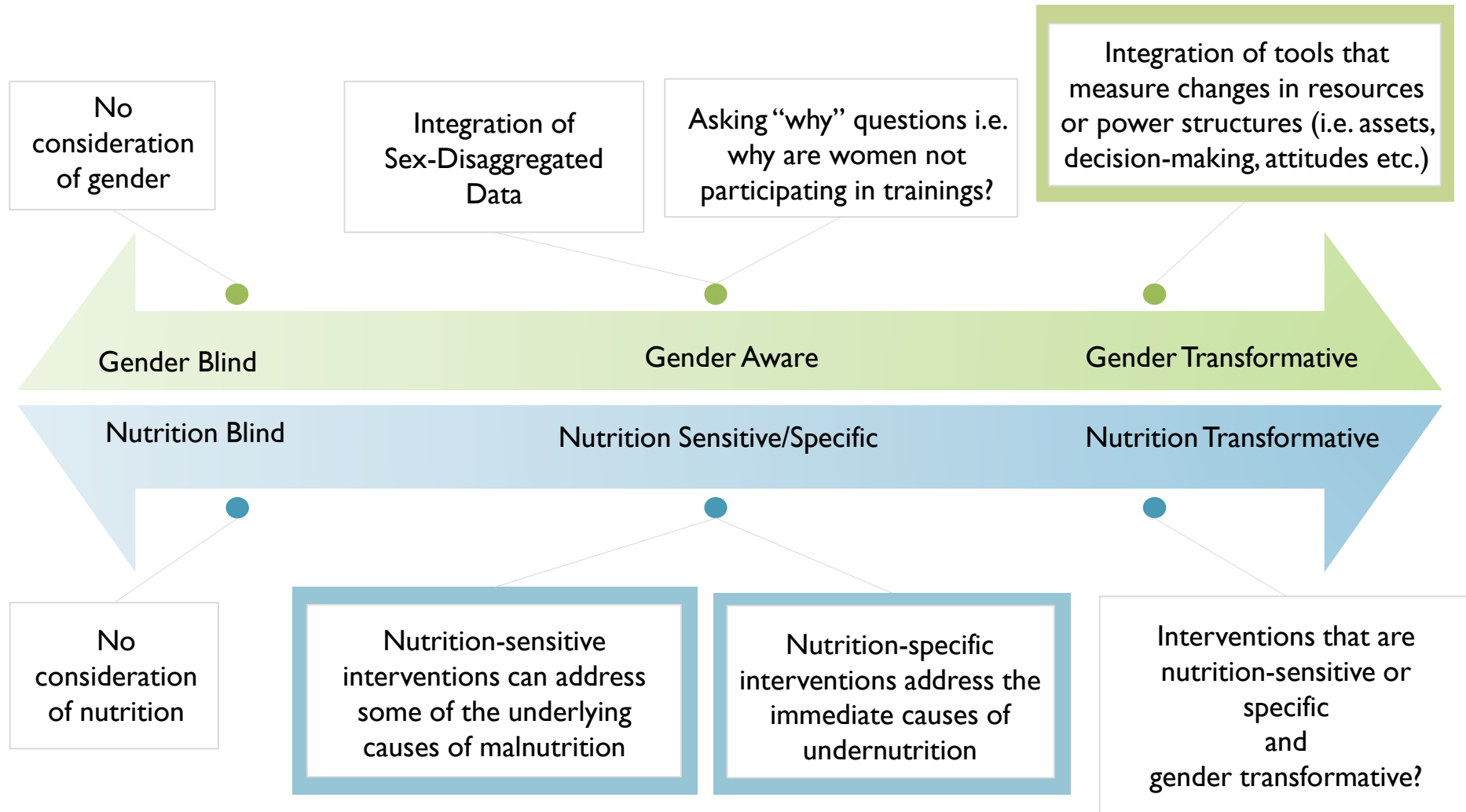


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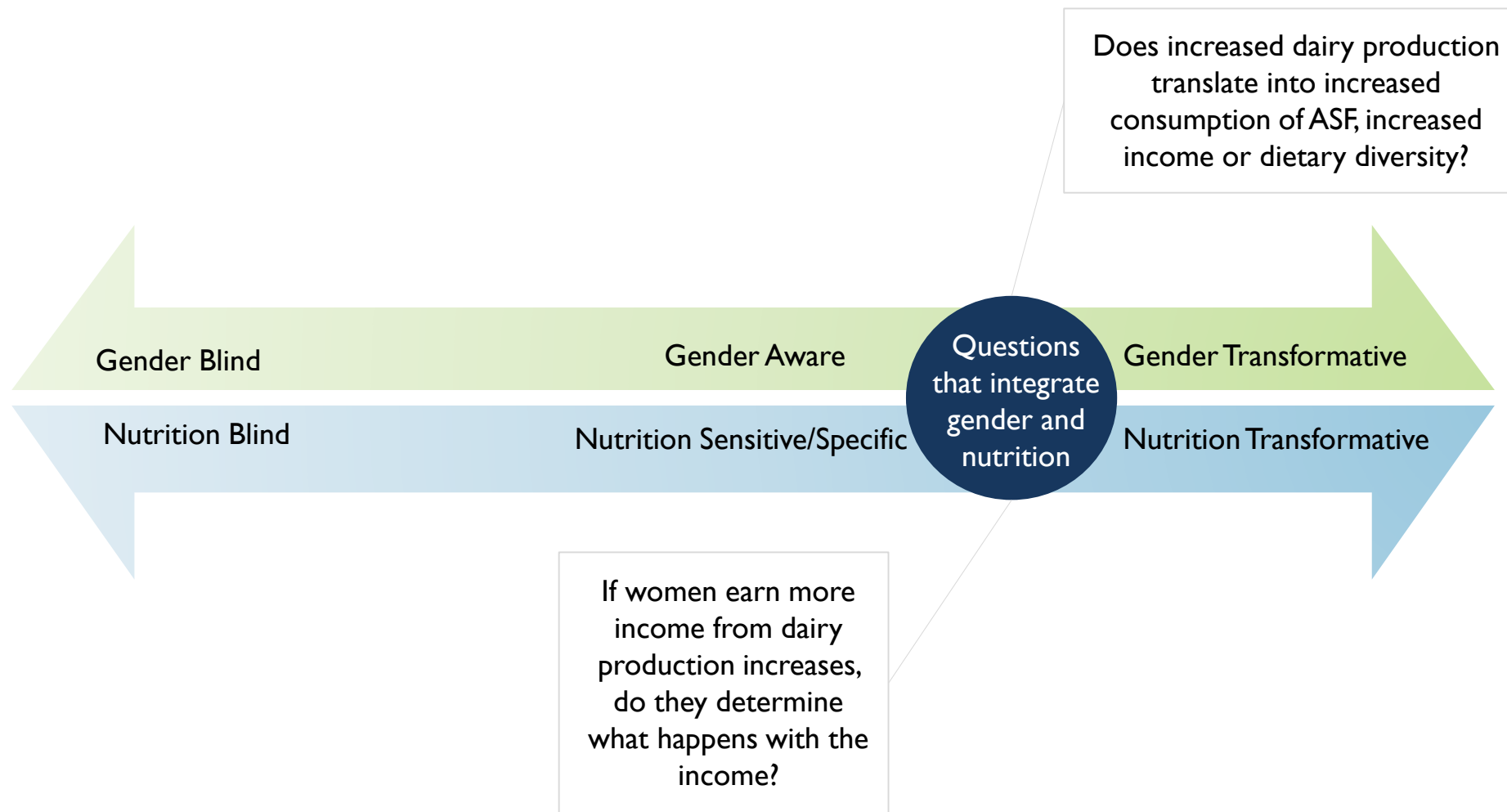


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## Summary – Data Collection and Analysis Phase

Consider which types of gender and nutrition data to collect and analyze

- Consider quantitative, qualitative or mixed method approaches
- Collect sex-disaggregated data and if appropriate consider how gender interacts with other social variables such as age, ethnicity/caste, religion etc.

Identify, adopt and adapt tools as needed

- Consider tools such as the Women's Empowerment in Agriculture Index (WEAI) for gender or using 24 hour recall to measure dietary diversity and ASF consumption for nutrition

Consider questions that address nutrition and gender together

- If women earn more income from dairy production increases, do they determine what happens with the income?
- Does increased dairy production translate into increased consumption of ASF, increased income or dietary diversity?



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## COLLECTING GENDER DATA IN A LIVESTOCK VALUE CHAIN

- Review the generic agricultural value chain steps
- Break into smaller groups based on self-selection of a livestock value chain
- As a group, create the selected livestock value chain using cards provided. Add extra cards if needed to explain the steps in that value chain. Tape the cards on the wall in the order that the group believes the chain occurs.
- Once the value chain is completed, add the roles of men and women at each stage of the chain, using the symbols for men and women with brief descriptions of their exact roles. Include who has “control” or makes the decisions affecting the product at each stage of the value chain.
- Present and discuss gendered chain with plenary



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## WRAP UP – DAY ONE

POPCORN!



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## WELCOME BACK!

## ENERGIZER

## DAY ONE - SUMMARY



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## DATA COLLECTION AND ANALYSIS APPLICATION

### Assignment:

- 1) Break into small groups
- 2) Review and discuss the Case Study
- 3) Answer the questions on the Case Study and write responses on the flip chart provided
- 4) Select a group spokesperson
- 5) Present your group's responses to the larger group





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## FRAMING AND REPORTING PROJECT RESULTS

What is it?

What factors affect final reporting?

What if gender and nutrition aren't present?



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## What do we mean by Framing and Reporting?

For all project types consider:

How gender and nutrition impacted project objectives

**AND/OR**

How outcomes may affect nutrition and/or inform gender



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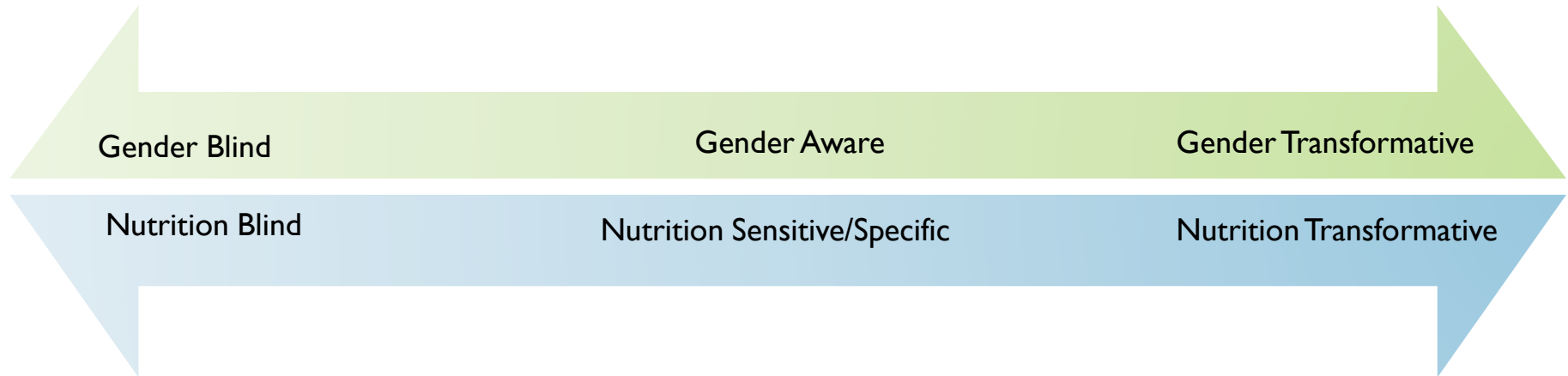


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## What do we mean by Framing and Reporting?

- Projects have various levels of engagement relevant to human nutrition and gender, as illustrated through the integration continuum.

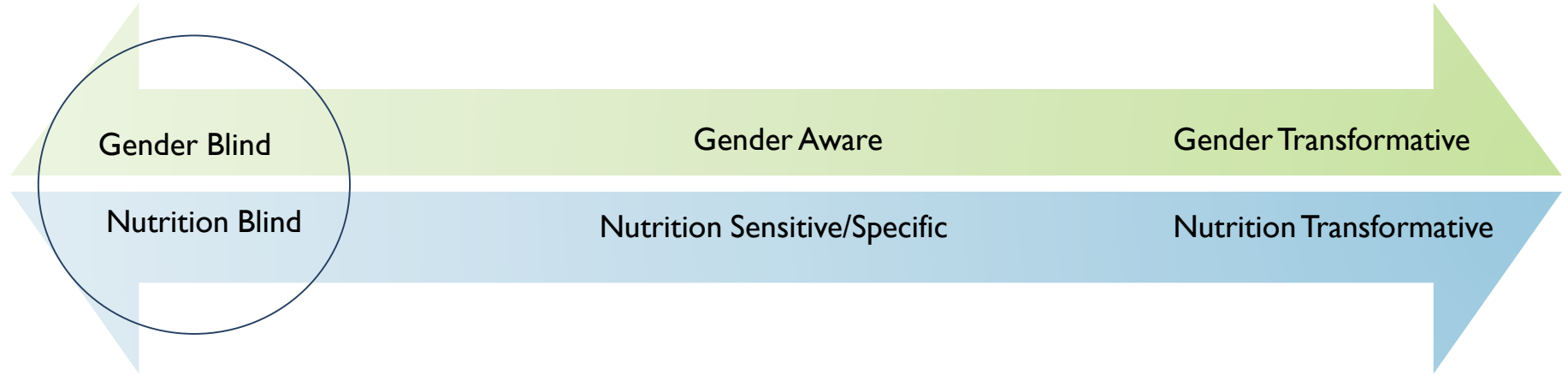




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## Gender and Nutrition Integration Continuum



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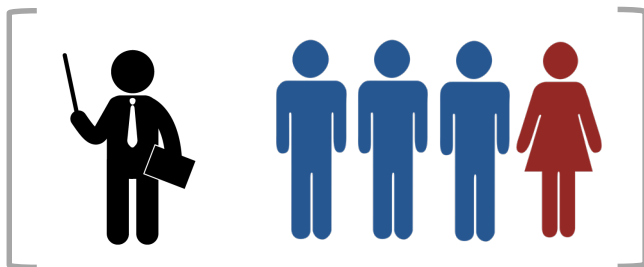


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## Gender Blind Project Example

Animal  
Feeds  
Training



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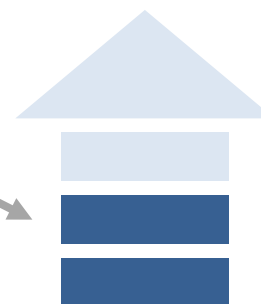
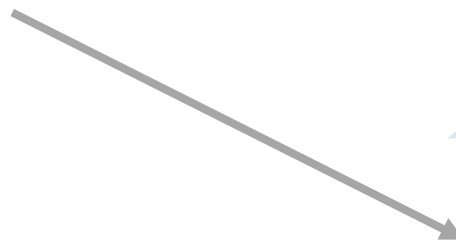


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## Gender Blind Project Example

Animal  
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Training



Adoption  
Rate



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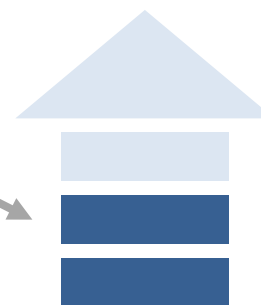
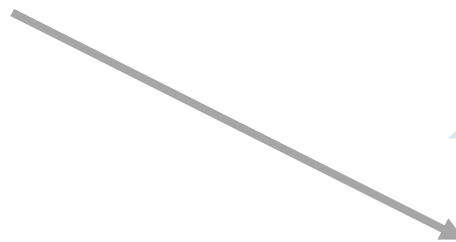
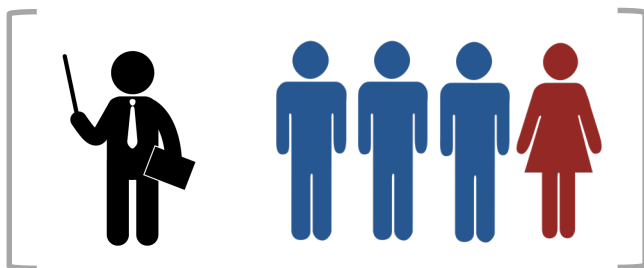


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## Gender Blind Project Example

Animal  
Feeds  
Training



Adoption  
Rate

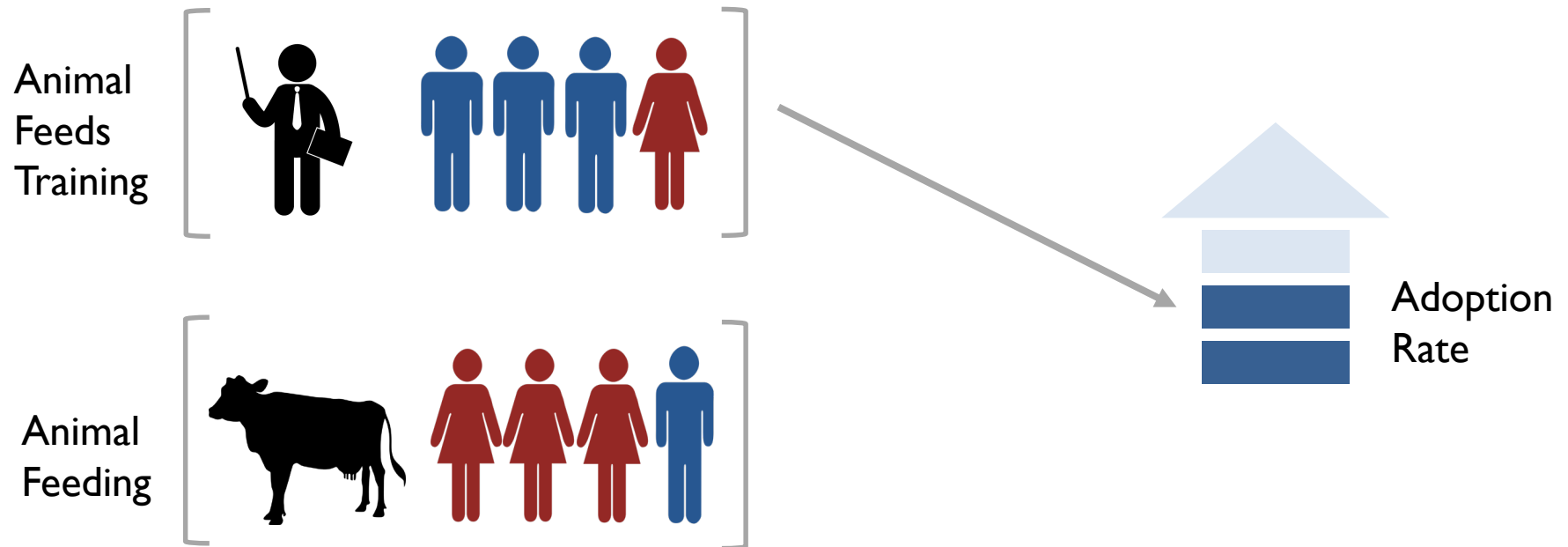
Despite being gender blind at the project design phase, can we use a gender lens to interpret the data that were collected?



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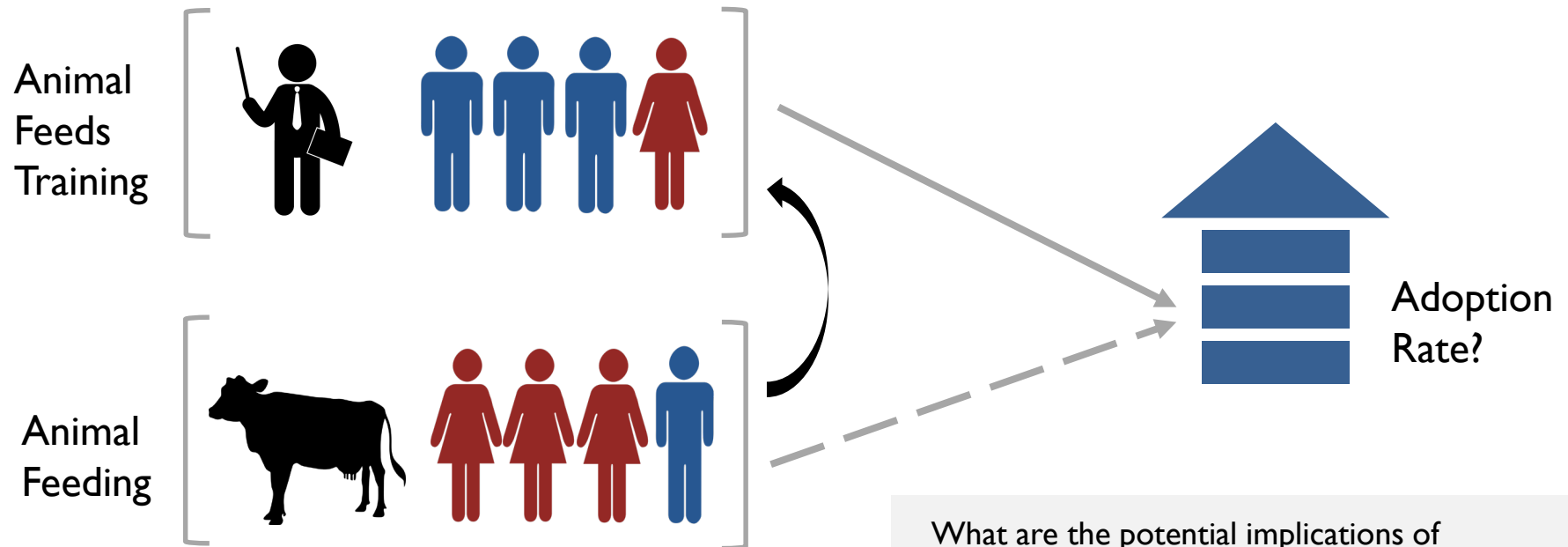
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## Gender Blind Project Example





## Gender Blind Project Example



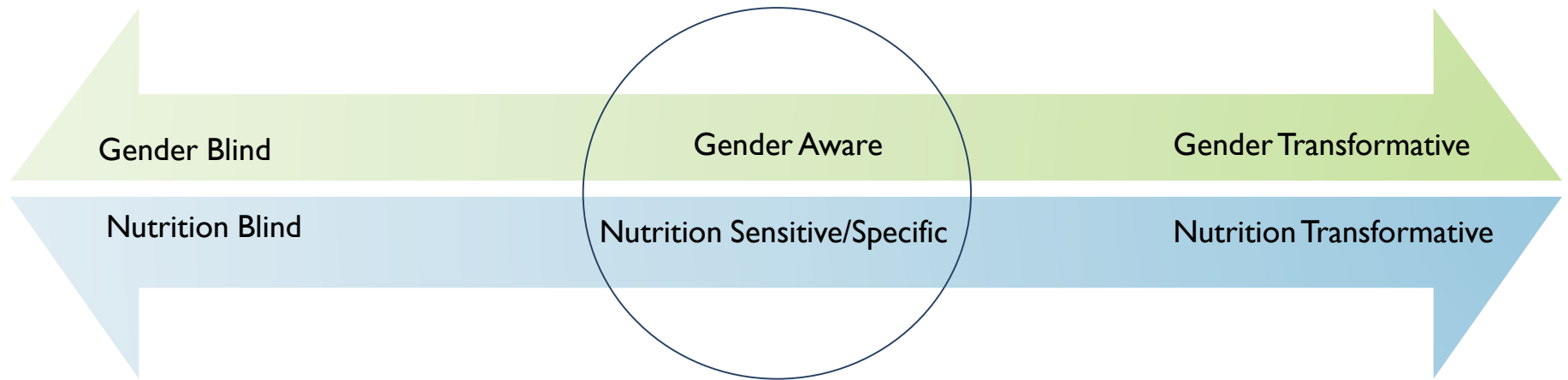
What are the potential implications of targeting women for the trainings on the adoption rate?



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## Gender and Nutrition Integration Continuum



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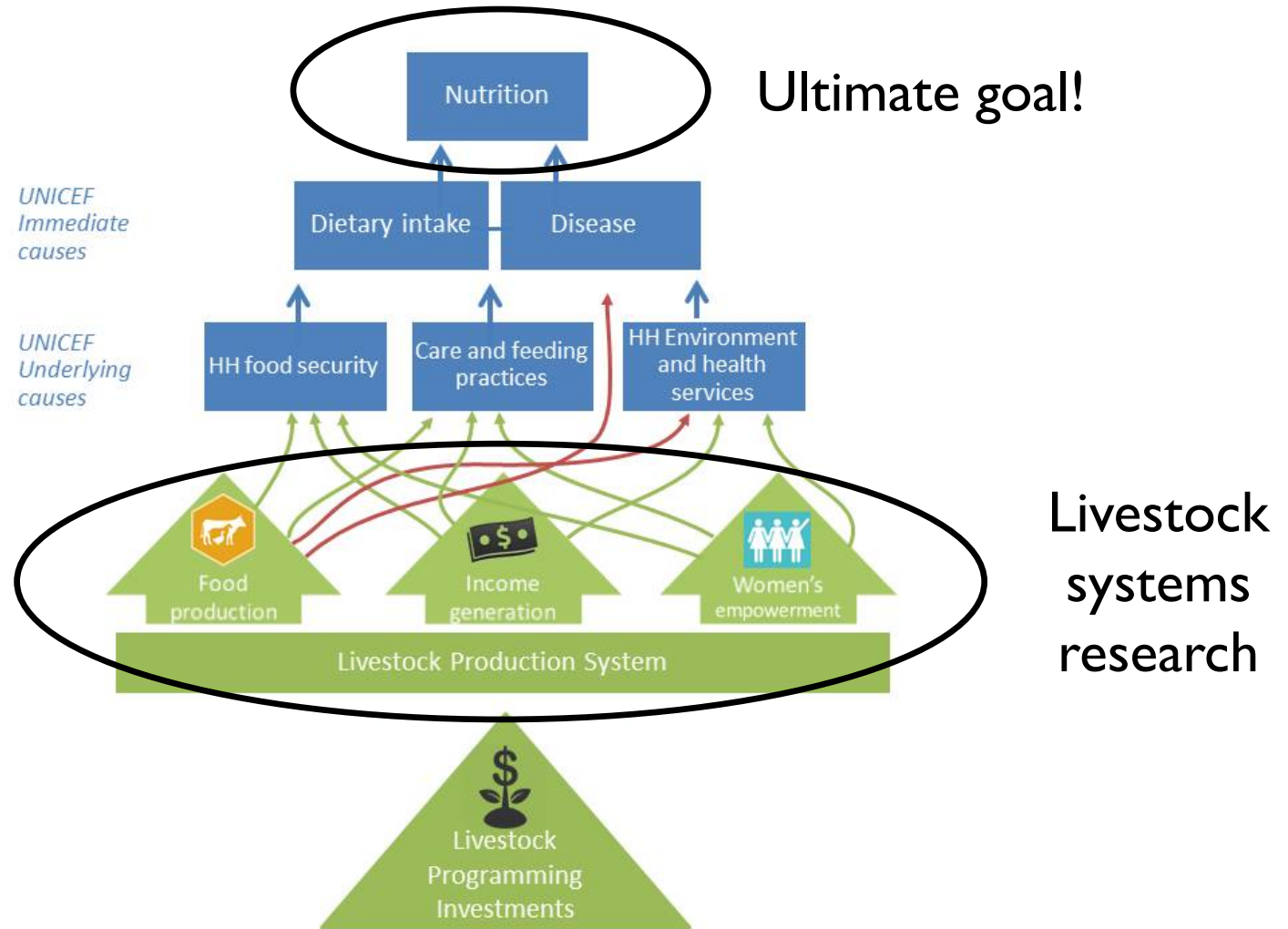


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## Upstream/Downstream Livestock Research Projects

Upstream

Inputs (genetics, feed etc.)

- Projects may focus on inputs required for animal health
- Feeding trials

Downstream



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## Upstream/Downstream Livestock Research Projects

Upstream

Inputs (genetics, feed etc.)

- Projects may focus on inputs required for animal health
- Feeding trials

ASF Production

- Research may investigate impact of management strategies on milk or meat output

Household Nutrition

- Some projects may have nutritional outcome metrics

Downstream



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## Upstream/Downstream Livestock Research Projects

Upstream

If my project is nutrition sensitive, but fairly “upstream”, such as:

- Fodder production
- Feed contamination
- Access to grazing
- Animal management

Downstream

How do I report in a way that is meaningful to human nutrition?



Depends on your data...

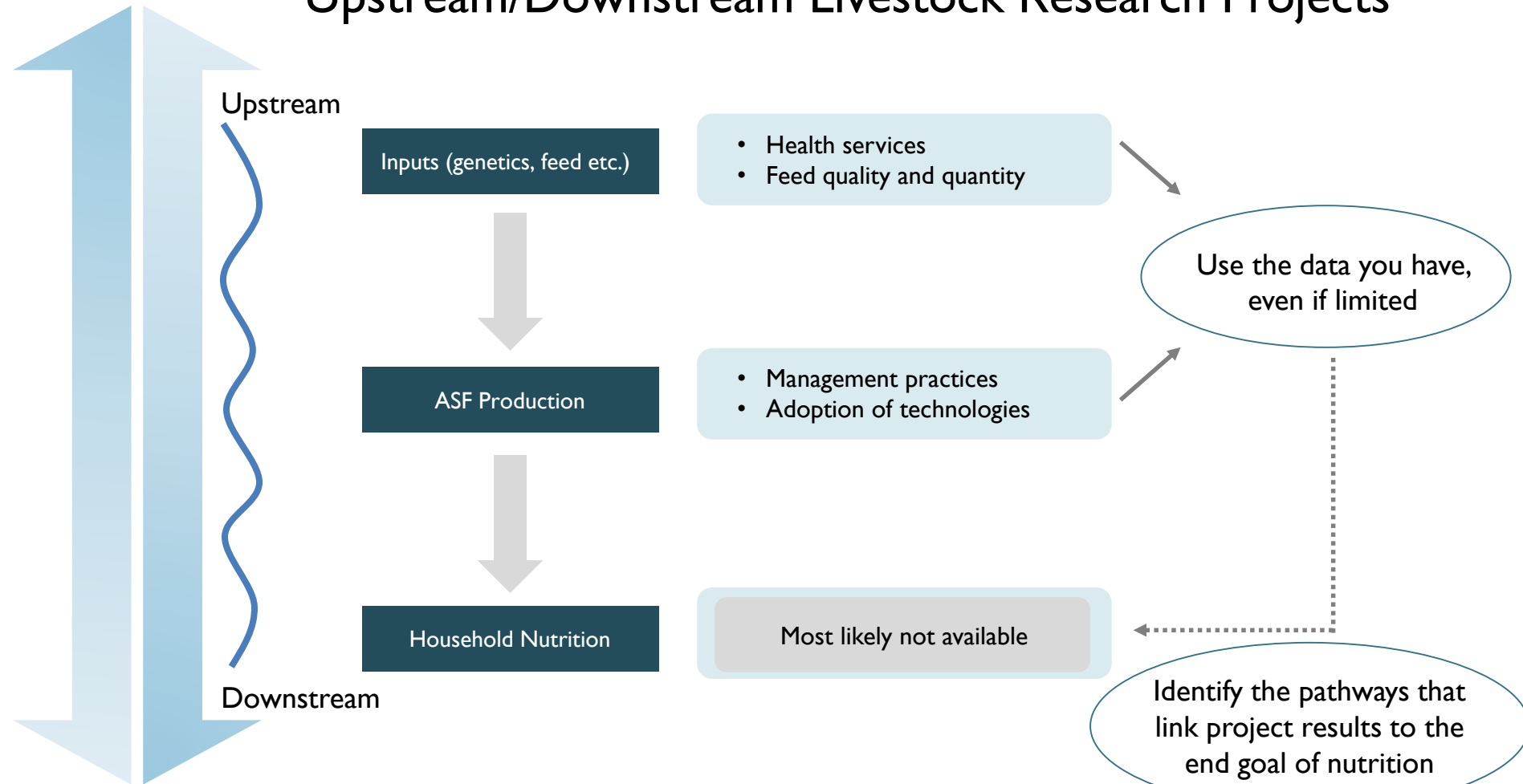




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## Upstream/Downstream Livestock Research Projects



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## SHARING YOUR RESEARCH

### Key Considerations:

- 1) **Audience:** Who are you preparing the report for? Donor? Farmers? Research or Extension Specialists? Consider education level, literacy, numeracy and avoid scientific jargon when writing report
- 2) **Creating Materials:** Limit text, use photos to illustrate, appealing layout, local languages as necessary
- 3) **Capacity Development:** Use Adult Learning Cycle of “Action and Reflection” to present material and then apply content with a practical exercise
- 4) **Dissemination of Research Findings:** Consider media outlets based on audience – journals, leaflets, brochures, videos, radio spots, popular theater





## FRAMING AND REPORTING APPLICATION

### Assignment:

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- 5) Present your group's responses to the larger group





## PARTICIPATORY APPROACHES TO INTEGRATING GENDER AND NUTRITION – WHO EATS WHAT?

- 1) Break into small groups (4-5 people). Assign each person the “role” of a family member in a typical rural family, ie. father, mother, oldest child, etc.
- 2) As a group, discuss what each family member would normally eat for a lunch meal. Using an 8 x 11 piece of paper, have each family member draw what they would normally eat. Label each meal with the name of the family member.
- 3) Tape the 8x11 papers to a flip chart and post on the wall.
- 4) Have the plenary do a “gallery walk” after all the flip charts are posted to present and discuss results by each group. Focus on Who eats what? Why do they eat that amount? Who has the highest nutritional needs in the family, and do they get enough (quantity) or sufficient protein (quality) to eat?





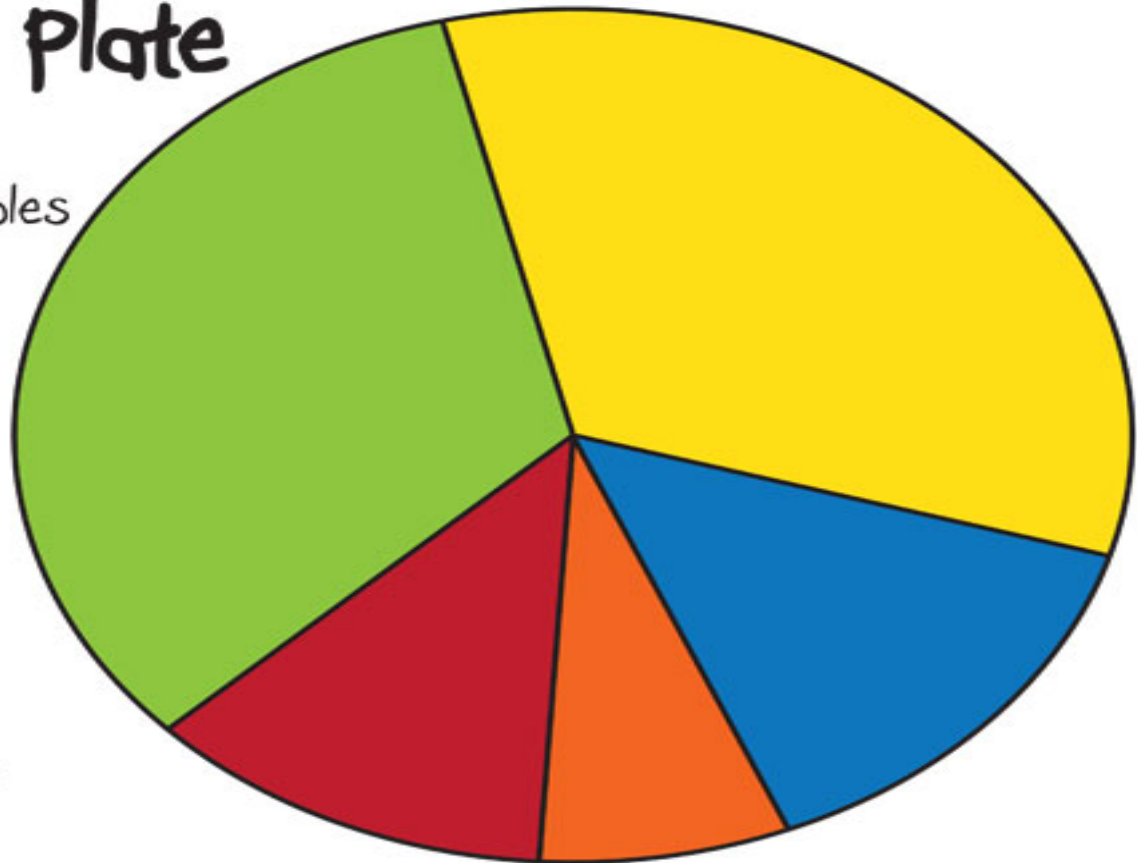
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## FINAL NUTRITION EXERCISE

### A Balanced plate

-  Fruit and vegetables
-  Grains, cereals and potatoes
-  Dairy products
-  Meat, fish, nuts and eggs
-  Fats and sugars



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## Resources

- Cultural Practice Gender Resources: <http://www.culturalpractice.com/resources/by-expertise/gender-360/>
- WEAI Resource Center: <http://weai.ifpri.info/>
- Three things you need to know about sex-disaggregated data (A4NH): <http://a4nh.cgiar.org/2014/05/05/three-things-you-need-to-know-about-sex-disaggregated-data/>
- Data Needs for Gender Analysis in Agriculture (Doss, 2013): <http://cdm15738.contentdm.oclc.org/utils/getfile/collection/p15738coll2/id/127482/filename/127693.pdf>
- Gender, Agriculture and Assets Project (GAAP): <http://gaap.ifpri.info/>
- Qualitative research on women's economic empowerment and social protection, a research guide (FAO 2015): <http://www.fao.org/3/a-i4420e.pdf>
- Women's Empowerment in Livestock Index (WELI): [https://cgspace.cgiar.org/bitstream/handle/10568/89300/1.3%20Galie\\_WELI.pdf?sequence=1&isAllowed=y](https://cgspace.cgiar.org/bitstream/handle/10568/89300/1.3%20Galie_WELI.pdf?sequence=1&isAllowed=y)





## Resources Continued

- Household Food Insecurity Access Scale (HFIAS) for Measurement of Household Food Access; Indicator Guide: [http://www.fao.org/fileadmin/user\\_upload/eufao-fsi4dm/doc-training/hfias.pdf](http://www.fao.org/fileadmin/user_upload/eufao-fsi4dm/doc-training/hfias.pdf)
- Guidelines for measuring household and individual dietary diversity: <http://www.fao.org/3/a-i1983e.pdf>
- Women's Empowerment in Agriculture Index (WEAI) Resource Center: <http://www.ifpri.org/topic/weai-resource-center>
- Integrating Gender and Nutrition in Agricultural Extension Services (INGENAES) Library: <http://ingenaes.illinois.edu/library/>
- Nutrition Innovation Lab, Tufts University: <https://nutritioninnovationlab.org/>
- Strengthening Partnerships, Results, and Innovations in Nutrition Globally (SPRING): <https://www.spring-nutrition.org/about-us>







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