



NiPN

National Information
Platforms for Nutrition



GENDER INTO NIPN

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GENDER TECHNICAL GUIDANCE NOTE

Review

KEY POINTS



- **Contribute to building political will and institutional awareness:** NIPN platforms can suggest recommendations that include budget allocations from a gender equality perspective to increase investments in gender-responsive actions.
- **Build leadership within the implementing partners' organisation,** identifying gaps in gender expertise and contributing to capacity building.
- **Refine data, evidence and measurements related to gender,** including those that capture the relationship between gender and inequalities affecting nutritional status and food and nutrition security.



- **Contribute to strengthen data quality and information systems at disaggregated level:** Systematic approach to generating, tracking, analysing and using disaggregated data, by sex, age, wealth group, education, location, ethnicity, disability and other context-specific disadvantaged groups.
- **Ensure a situational analysis with a gender approach:** Analyse the causes of malnutrition and food and nutrition insecurity and their relationship with gender.
- **Place girls and women at the centre of programming efforts:** The ultimate beneficiaries of the NIPN platform are best positioned to provide feedback on their preferred nutritional interventions, gaps and bottlenecks.



GENERATING EVIDENCE



1. To systematically collect and **incorporate sex-disaggregated data** in all statistical databases and platforms.
2. To **analyse** sex-disaggregated data **considering all aspects** around the identified inequities.
3. To elaborate **communication products**, highlighting the **gender bias**.
4. To expand the **evidence-base findings** on **gender in nutrition** and food security.



5. To develop communication products that **neither infantilise women**, nor identify them by their role, nor assume that **certain roles/jobs are performed by one sex**.
6. To **ensure fair visibility for men and women** through diversity of experiences, avoiding gender stereotypes.
7. To **avoid gender biased language**, which perpetuates gender stereotypes, in leaflets, evidence-based reports or other communication products.



STRATEGIC PLANNING



1. To **pursuit a gender analysis** and adapt frameworks and activities to the findings.
2. To **allocate dedicated budgets** to gender-related activities.
3. To make **gender expertise available** at national and local levels by including gender sensitivity training in institutional capacity development plans.
4. To **identify and train gender focal points** who may dedicate at least 20% of their time to support gender mainstreaming work.
5. To promote and organise a **follow-up action plan** (e.g. every 5 years) to assess the **level of achievement of gender results**, to identify and address gaps, set priorities and allocate resources for gender mainstreaming.



PROGRAM DESING AND IMPLEMENTACION



1. To identify and set **gender-related indicators and results** in all measurement frameworks at all levels to monitor progress of targeted programming,
2. To identify **programme gaps** and **success stories** in achieving gender equity in nutrition.
3. To **formulate and answer policy questions in a gender-sensitive manner**, making gender gaps relevant and promoting gender debate with different stakeholders.



HUMAN RESOURCES



1. NIPN staff to **promote gender equality as part of their work and functions**, encouraging critical assessments of existing harmful gender stereotypes in the workplace.
2. **Identify and train gender focal points and supervisors** on gender issues. Clearly include the roles and responsibilities of the staff in gender mainstreaming and promotion.
3. Include **gender objectives/indicators** when planning the **performance evaluation for the staff**



4. Organise regular **gender trainings** for all staff, especially when new members take up their posts.
5. Promote **gender parity on panels, chairing and moderating** meetings, conferences and workshops.
6. Regularly **train** teams and partners in **gender-sensitive data management**.



GROUP WORK



*Equality is understood to be the **right to be equal**, not considering biological and gender differences between men and women.*

*Because it assumes that men and women are the same, the goal is to treat them the same. **it sounds reasonable, right?***

But....

Formal equality promotes gender blindness



Activity 1

The ZamStats office in Lusaka need to hire two new staff for its main office.

The advertisement reads: “Statistician job, based in Lusaka, open to men and women. Candidate must have a degree in statistics with a master’s degree in epidemiology. The job is 40h/week, from 8-12h and 13-17h. There are compulsory on-call duties on some weekends and public holidays, driven license is required”.

- 1. Why might the announcement prevent women to apply?**
- 2. What the HR department can do to promote women to apply and to have similar opportunities to access this job?**



*Gender is a critical factor that determines the **role and status** of an individual. Women and men have different roles, and responsibilities and use the available resources differently.*

*Then the **projects affect women and men differently.***

Project managers assume that the entire community will benefit equally from the project, but this rarely happens.



Activity 2

A local NGO wants to set-up a gender-sensitive* nutritional project in Chinsali to focus on **training farmers** on joint decision-making, budget management and the use of digital technologies to look for potential clients.

They want to ensure the participation of men and women. They ask the NIPN teams for support in designing the project.

**Gender-sensitive program recognizes that each gender have a role, which is context related, and do recognizes that women and men may be different in needs and would use their time differently.*

1. Which type of information is needed to design a gender-sensitive project?
2. What can be done to achieve equitable participation, according to your country context?

