

FOOD SECURITY 2 (AGRICULTURE AND LIVELIHOODS)

WHY DOES GENDER EQUALITY MATTER IN AGRICULTURE/LIVEHOODS INTERVENTIONS?

In the aftermath of an emergency, affected communities will need to restart agricultural and other livelihoods activities as soon as possible. However, initiating agricultural/livelihoods projects will not automatically guarantee their optimal use or a positive impact on individuals or on the affected population; only a gender-sensitive, participatory approach at all stages of the project cycle can help ensure that an adequate and efficient response is provided. In order for an agriculture/livelihoods project to have a positive impact, women, girls, boys and men must be involved equally in the process.

The State of Food and Agriculture 2010-2011 documents that, on average, men comprise 57% and women 43% of the agricultural labour in developing countries. Men and women work as partners in most subsistence and small-holder farming, sharing some tasks but often performing activities that the other sex does not. The skills and energy of both women and men are essential to maximise yields and optimise food security. Disaster-related family separation or loss of either male or female farming expertise threatens food security. These issues must be well assessed.

Projects that analyse and take into consideration the needs, priorities and capacities of both the female and male population are far more likely to improve the lives of affected populations. The IASC Gender Marker is a tool that codes, on a 2 -0 scale, whether or not a humanitarian project is designed to ensure that women/girls and men/boys will benefit equally from it, and that it will contribute to increasing gender equality. A full description of the IASC Gender Marker and its application can be found in the Gender Marker Overview Tip Sheet.

NEEDS ASSESSMENTS → ACTIVITIES → OUTCOMES

A **NEEDS ASSESSMENT** is the essential first step in providing agriculture and livelihoods programming that is effective, safe and restores dignity. A gender analysis is critical to understanding the social and gender dynamics that could help or hinder aid effectiveness. The gender analysis in the needs assessment will identify gender gaps, such as unequal access to agriculture and livelihoods services for women/girls and men/boys that need to be addressed. These should be integrated into **ACTIVITIES**. The project's **OUTCOMES** should capture the change that is expected for female and male beneficiaries. Avoid outcome statements that hide whether or not males and females benefit equally.

GENDER IN FOOD SECURITY/LIVELIHOODS PROJECT NEEDS ASSESSMENTS	
✓	In the target area, what are the daily and seasonal activities of women, girls, boys and men in the pre-production, production and post-production cycle of each of the major crops as well as their daily and seasonal activities in fishing/aquaculture, forestry and natural resource harvesting?
✓	What protection, mobility, social norms constraints do men/boys and women/girls face in producing and acquiring food?
✓	How much time and energy do women/girls invest in non-farm activities and responsibilities compared to men/boys?
✓	How do women's decision-making on, access to and control over agricultural/livelihoods assets - e.g. land, tools, seed, fertilizer, animal vaccines, veterinary support - compare with men's?
✓	Do men and women have the same access to new ideas, training and new technology? Is there a need for focused attention for women in this regard?
GENDER IN FOOD SECURITY/LIVELIHOODS PROJECT ACTIVITIES	
✓	Facilitate mixed-sex, or if this is not possible, same-sex discussion groups and ensure all opinions/ideas are captured and reflected in design, targeting and implementation of policies, strategies and interventions to protect and promote agriculture/livelihoods activities.
✓	Ensure that support provided on improved agricultural techniques prioritizes women so as to reduce their workload
✓	Actively promote female leaders among agriculture committees and farmers' groups.
GENDER IN FOOD SECURITY/LIVELIHOODS PROJECT OUTCOMES	
✓	[Number] male farmers and [number] female farmers regain self-sufficiency through distribution of seeds and other agricultural inputs appropriate to their respective crop focus.
✓	[Number/representative % of men and women] veterinary assistants have been trained, equipped and supported.
✓	Women and men are active and influencing the decisions in agriculture/aquaculture/forestry committees.
✓	Household nutrition has improved over [period x] due to the high levels of acceptance of trained women supporting home-based women in gardening.

DESIGNING MINIMUM GENDER COMMITMENTS FOR AGRICULTURE AND LIVELIHOODS SERVICES

In order to translate the cluster and organisational commitments to gender-responsive agriculture and livelihoods projects into reality, minimum gender commitments can be developed and applied systematically to the field response. The commitments must be articulated in a way that can be understood by all, in terms of value added to current programming and in terms of the concrete actions that need to be taken to meet these commitments. They should constitute a set of core actions and/or approaches (maximum five) to be applied by all cluster partners; they should be practical, realistic and focus on improvement of current approaches rather than on programme reorientation. Finally, they should be measurable for the follow-up and evaluation of their application.

The commitments should be the product of a dialogue with cluster members and/or within the organisation. A first list of commitments should be identified and then discussed, amended and validated by the national cluster and sub-clusters and/or organisation's staff working in the sector. It is important to note that commitments need to reflect key priorities identified in a particular setting. The **ADAPT and ACT-C Gender Equality Framework** (detailed in the Gender Marker Overview Tip Sheet) outlines basic actions that can be used when designing or vetting a gender integrated project, and can be a useful reference in designing minimum gender commitments. *The commitments, activities and indicators below draw on elements of the ADAPT and ACT-C Gender Equality Framework and are provided as samples only:*

1. Ensure women, girls, boys and men **PARTICIPATE** equally at all steps in assessment, design, implementation and monitoring of agriculture/livelihoods projects, programmes, policies and strategies.

Sample Activity	Sample Indicator
<i>Conduct focus group discussions with women, girls, boys and men of diverse backgrounds on needs, constraints, concerns and capacities related to agriculture/livelihoods activities.</i>	<i>All programming on agriculture/livelihoods is informed by participatory consultations with women, girls, boys and men in the affected population.</i>

2. **ANALYSE** the impact of the crisis on women, girls, boys and men, including an identification of the gendered division of labour and of women's and men's different needs and capacities in the project's focus area. Include the analysis in all agriculture/livelihoods strategies and projects.

Sample Activity	Sample Indicator
<i>Conduct a gender and age analysis, which includes an understanding of women's, girls', boys' and men's productive roles (in key crops, livestock, fishing/aquaculture and natural resource harvesting), access to services, as well as access to and control over land and other productive resources.</i>	<i>Project's design is informed by a gender and age analysis.</i>

3. Take specific **ACTION** to prevent and respond to GBV, including establishing confidential complaints mechanisms to receive and investigate allegations of sexual exploitation and abuse experienced by women, girls, boys and men in seeking/receiving assistance through agriculture/livelihoods programmes.

Sample Activities	Sample Indicators
<i>Develop (in written, verbal and illustrative formats) and display the Code of Conduct on SEA and where and how people may make reports confidentially.</i>	<i>The Code of Conduct is displayed in public areas throughout the camp in written and illustrative formats.</i> <i>A confidential complaints mechanism has been established</i>
<i>Ahead of planned distributions (of seeds, tools etc.), a communication on distribution entitlements (written, verbal and illustrative formats) is disseminated widely.</i>	<i>All distribution recipients are fully informed of their entitlements ahead of the distribution.</i>

4. Ensure women, men, boys and girls of all age groups can **ACCESS** agriculture/livelihoods services, including distributions of productive resources equally.

Sample Activity	Sample Indicator
<i>Routinely monitor access to livelihoods programs through spot checks, community discussions (sex and age segregated).</i>	<i>An 'access assessment' for women, girls, boys and men has been undertaken and informs project activities and specific counter-measures.</i>

5. Ensure that women and men benefit equally from **TRAINING** in agriculture/livelihoods and other skills development initiatives.

Sample Activity	Sample Indicator
<i>Routinely collect, analyse and report sex- and age-disaggregated data on all agriculture/livelihoods training and skills development initiatives.</i>	<i>All data on agriculture/livelihoods training and skills development initiatives is disaggregated by sex and age.</i>

For more information on the **Gender Marker** go to www.onereponse.info

For more information on Food Security (Agriculture/Livelihoods), see **The Sphere Handbook 2011** and *SEAGA Passport to Mainstreaming a Gender Perspective in Emergency Programmes* at <http://www.fao.org/sd/seaga/downloads/En/passporten.pdf>

For the e-learning course on "Increasing Effectiveness of Humanitarian Action for Women, Girls, Boys and Men",