

Gender Equality Measures in Food Security Interventions

This Tip Sheet offers interventions, guiding questions and an example of how 4 Key Gender Equality Measures (GEMs) support gender equality in food security projects and programs. The IASC GAM identifies the extent to which these elements are present in proposals or implemented projects.

Purpose: Women, girls, boys and men in different age groups have equal access to adequate and sufficient nutritious food at all times. This food meets dietary needs and preferences. The means of food production, sale and purchase, including agricultural interventions is equally accessible.

Food and livelihoods security provide personal safety and protection that promotes health, improves disease resistance, supports crisis coping strategies, self-sufficiency and resilience for those affected by the disaster. It is important that all are able to access this protection equally.

Gender analysis explores the roles producing, providing, preparing, and consuming food as well as the different risks faced by women, girls, boys and men when food security is absent. For example, mothers, daughters and grandparents may eat last and least when food is scarce; inability to secure food may cause men and boys to migrate in search of income. Lack of food can contribute to mental health issues, family violence, and harmful ways of generating income including sexual exploitation.

Gender and age combine to create different experiences and capacities to deal with crises. It also results in different opinions about what food and agricultural assistance should be like.

Food security interventions can make assistance responsive and fair by:

- ✓ Describe and track the distinct needs, response actions and benefit rates by gender and age groups, including: differences in dietary needs and restrictions; roles in food, agricultural and livestock production through to consumption; and power dynamics between men and women, boys and girls;
- ✓ Provide food and agriculture packages, cash-based assistance, livestock assistance, livelihoods training or opportunities to work/run a business, or a combination of these that are tailored to meet the distinct needs of the different groups;
- ✓ Ensure women and men (and girls and boys in appropriate age groups) have equal say in decisions affecting the project;
- ✓ Measure whether women and men (and girls and boys in appropriate age groups) receive fair and comparable benefits from interventions in food, agriculture, livestock, fisheries, and/or livelihoods.

Questions to Inspire Action

Needs Analysis Set	<p>Needs Analysis Set Gender Analysis (Key) How does the crisis affect the food security of women, men, girls and boys in different age groups? What tasks do women, girls, boys, and men do in their home? Is space required for growing food or generating income? What are the different roles in food production, selection, collection and preparation? Sex and Age Disaggregated Data (SADD) What are the consumption trends? How do women and men use their incomes? What are their preferred distribution methods? Good Targeting How does gender and age affect the ability of household heads & members to access food? In polygamous families, how are wives and children supported equally in food security? Does violence or discrimination against people with different gender identities or orientation affect their access? How do people with disabilities access food?</p>
Adapted Assistance Set	<p>Adapted Assistance Set Tailored Activities (Key) Do interventions respond to the needs, roles, and dynamics of different gender/age groups identified in the analysis? What efforts are made to address service access barriers affecting different groups? What changes when food assistance is provided through cash versus in kind? Protect from GBV Risks What steps are taken to reduce the risk of sexual violence and exploitation for people accessing assistance? Are women, girls, boys and men asked how safe they feel in food or agriculture distribution lines? Are men and women surveyed on distribution modalities and their impact on decision-making? Is there a GBV/SEA referral pathway? Coordination Does the project fit with cluster/response plan priorities & complement other clusters' actions? Is the gender analysis and data shared?</p>
Adequate Participation Set	<p>Adequate Participation Set Influence on Project (Key) Are different gender and age groups consulted separately about the location and design of food distribution points? Are women and men equally involved in decisions about modalities? Are people with disabilities included in these discussions? Are women and men of various age groups equally involved in implementation and related work or training opportunities? Is there balanced involvement in project monitoring? Feedback Is there a process where people can safely raise issues, including complaints? Are these issues dealt with and responded to appropriately? Transparency Is information about food, agriculture and livelihoods interventions accessible, easy to understand, and appropriate for different gender and age groups?</p>
Review Set	<p>Review Set Benefits (Key) Are targets and indicators disaggregated by sex and age? Do they demonstrate the project is reaching those it needs to? Satisfaction Are women and men in different age groups equally satisfied with the assistance and modality? Project Problems Does the project regularly check with affected groups to find out how the assistance is used or not used? Are there barriers to assistance for any group? How does the project plan to improve?</p>

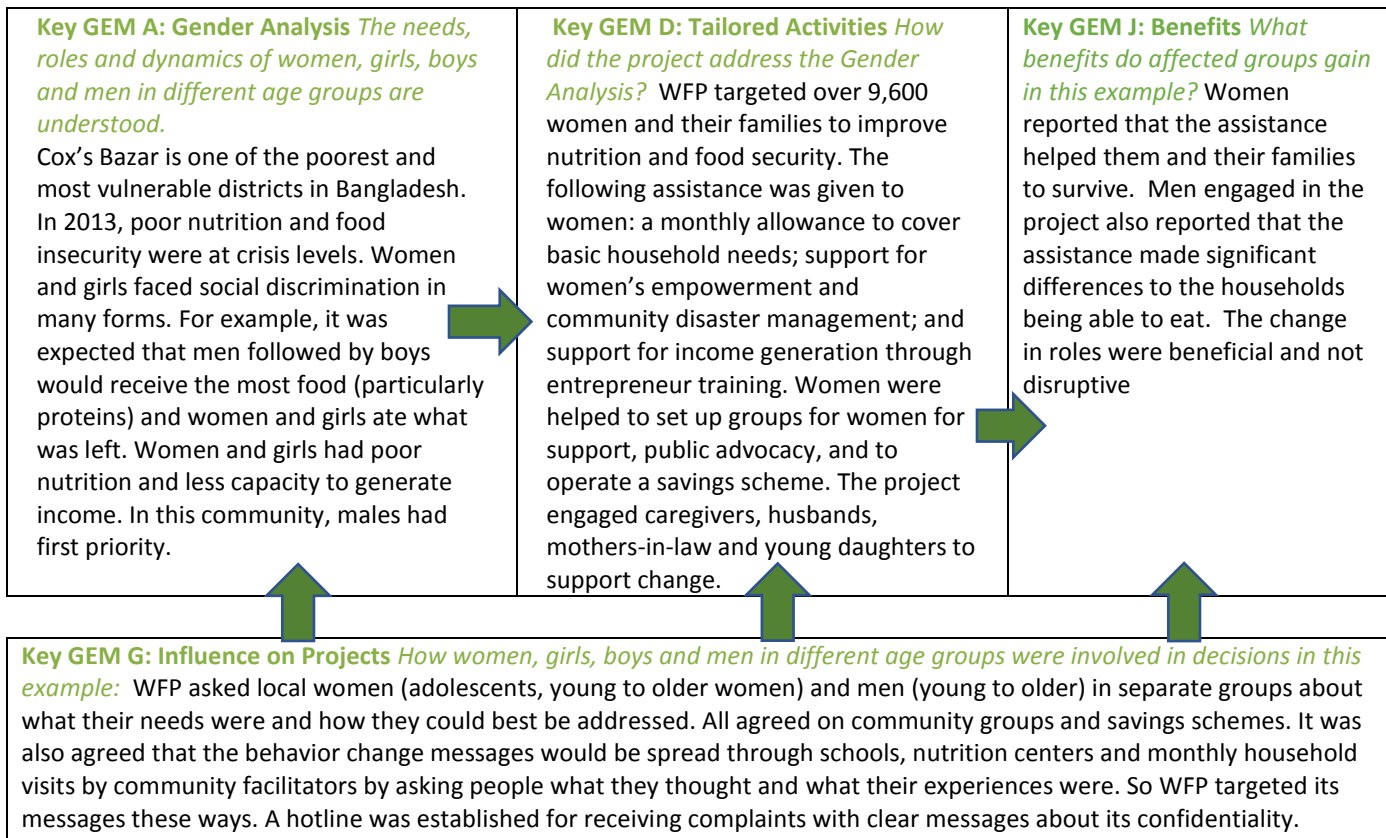
IASC Gender with Age Marker (GAM):

The GAM tracks whether the key gender equality measures above (Needs Analysis, Tailored Activities, Influence on the Project and Benefits) demonstrate attention to gender equality across age groups, throughout the project. These building blocks are the foundation of quality programming. The GAM codes projects on a 0-4 scale. The code will be highest when a project demonstrates that gendered needs, roles and dynamics are considered for different age groups; that activities have been designed and tailored in response to this analysis; that affected groups benefit fairly; and that they influence all stages of the project. The GAM is applied in both project design and in monitoring. Four key GEMs are considered in design, while all twelve GEMs are reviewed in project monitoring.

Some Food Security interventions may target actions to address specific discrimination or gaps resulting from gender norms and expectations (Targeted Actions or T). However, the majority of humanitarian interventions will aim to assist everyone in need while considering and adapting activities to meet the distinct priorities and roles of women, men, girls and boys in different age groups (Gender Mainstreaming/M). The GAM information sheets explain coding in more detail.

Example of Good Gender Equality Programming in Food Security

(GAM Code 4MT– can you work out why? See the GAM Overview)



Using Gender Equality Measures in projects or cluster programs leads to better quality programming, responsive to gender and age issues.

GOOD TO GO? Apply the **IASC Gender with Age Marker** to your proposal or project.

WANT MORE INFORMATION? Check out the resources below.

2018: Food Security Cluster: IASC Gender with Age Marker

For more resources on the **IASC Gender with Age Marker** and integrating gender & age into humanitarian programming visit www.humanitarianresponse.info/

For resources on gender in Food Security: <http://foodsecuritycluster.net/search?text=gender>

For the E-learning course on **“Increasing Effectiveness of Humanitarian Action for Women, Girls, Boys and Men”**, visit: www.iasc-clearing.org