



Gender Equality Measures in Food Security Interventions

This Tip Sheet describes interventions, poses action-oriented questions and offers an example of the 4 Key GEMs. These critical programming steps connect to generate gender equality in Child Protection projects and programs. The IASC GAM (described below) flags whether these steps are in proposals or implemented projects.

Gender Equality in Food Security: Women, girls, boys and men in different age groups at all times have equal access to adequate nutritious food. This food meets dietary needs and preferences. The means to produce through agricultural production, sell and purchase food is equally accessible.

Food security and livelihoods provide security, personal safety and protection that promotes resistance to ill health, disease and support existing coping strategies, self-sufficiency and management (resilience) by those affected by the disaster. It is important that all are able to access its protection equally. Gender analysis explores the roles played in producing, providing and preparing food as well as the different risks when food security is not achieved. For example, mothers, their daughters and grandparents may eat last (and least) during a food shortage; inability to secure enough food may cause men and boys to migrate in order to seek

income and/or cause mental health issues and family violence; or women, girls and boys may have to seek alternative and harmful ways to generate income and may be exploited sexually. In other words, gender and age combine to create different experiences and capacities to deal with crises and distinct views of what food and agricultural assistance should be like. Food security interventions can make assistance responsive and fair by:

- ✓ Describing and counting the distinct needs, response and benefit rates by gender and age groups, including: differences in dietary needs and restrictions; roles in food and agricultural production through to consumption; and power dynamics between men and women, boys and girls;
- ✓ Providing food and agriculture packages, cash assistance, livelihoods training or opportunities to work/run a business, or a combination of these that are tailored to meet the distinct needs;
- ✓ Ensuring women and men (and girls and boys in

Questions to Inspire Action Needs Analysis Set

Gender Analysis (Key) How does the crisis affect the food security needs 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 and agricultural production, selection, collection and preparation? **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 heads of households to access food? In polygamous families, how are wives and their children supported equally in food security? Is there violence or discrimination against people with same-sex orientation or different gender identities that affects access? Are people with disabilities catered for? How do people with different needs get the food they need?

Adapted Assistance Set

Tailored Activities (Key) Do the interventions respond to the distinct needs, roles and dynamics identified in the needs analysis? What actions are taken to make it easier for groups that have difficulties accessing assistance? What changes when food assistance is provided through cash or voucher modalities and not in kind? **Protect from GBV Risks** What steps are taken to reduce the likelihood of sexual violence happening in private and in public spaces? Are women, girls, boys and men asked how safe they feel in food or agriculture distribution lines? Are men and women surveyed on the use of cash assistance and impact on decision-making? Is there a referral pathway? **Coordination** Does the project fit in with the cluster priorities/response plan and complement actions by other clusters? Does the agency share gender analysis and access trends?

Adequate Participation Set

Influence on Project (Key) Are different gender and age groups consulted separately to choose the location and design of food distribution points? Are women and men equally involved in decisions about the way food and agriculture assistance is given (such as direct distribution or cash)? Are people with disabilities included in these discussions? Are women and men (young, middle-aged and older) equally involved in implementing the project through its work/training opportunities? Is there equal involvement in reviewing the project? **Feedback** Is there a process where people can safely raise issues, including complaints? Are these issues dealt with and reported back in an appropriate way? **Transparency** Is information provided on food, agriculture and livelihoods in different ways to make sure they receive the information in ways that they understand?

Review Set

Benefits (Key) Are targets and indicators disaggregated by sex and age? Will or do they demonstrate the project reaches those it needs to? **Satisfaction** Are women and men in different age groups satisfied (and equally) with the assistance and/or 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? How are project problems dealt with?

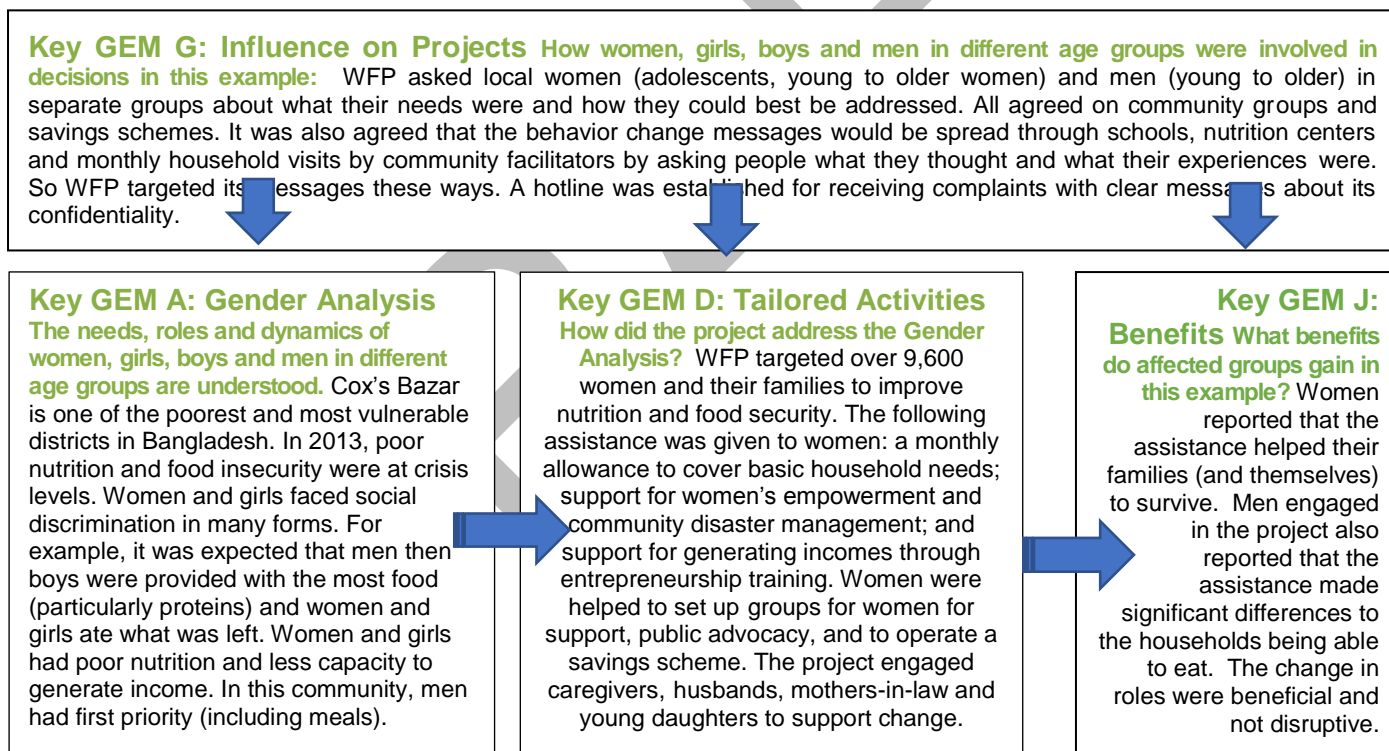
appropriate age groups) have equal say in decisions that affect the project;

- ✓ Measuring whether women and men (and girls and boys in appropriate age groups) receive benefits fairly from the interventions on food, agriculture and/or livelihoods.

IASC Gender with Age Marker (GAM): The GAM measures whether the Needs Analysis, Tailored Activities, Influence on the Project and Benefits (Key Gender Equality Measures/GEMs, highlighted in green in the above text boxes) demonstrate gendered involvement across age groups. These are the building blocks that lay the foundations for quality programming. The tool codes (0-4): higher when the project can demonstrate gendered needs, roles and dynamics are considered, based on different age groups; activities are tailored accordingly; affected groups get benefits fairly; and affected groups influence the project. The GAM is applied at Design and Monitoring Phases. Only Key GEMs are considered in Design while all GEMs are considered in the Monitoring Phase.

Food Security interventions may target action to address specific vulnerabilities or discriminations resulting from gender norms or expectations (Targeted Actions/T). Or interventions may aim to assist people in need universally so consider the distinct needs, roles and dynamics for women and men, girls and boys in different age groups and adapt activities accordingly (Gender Mainstreaming/M). The GAM Overview explains the coding for GEMs and GAM.

Example of Food Security Programming (Code 4T – can you work out why? See the GAM Overview)



Using the above GEMs in your project or cluster program will lead to better quality programming that is 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 more resources below.