



GENDER EQUALITY MEASURES IN LIVELIHOODS

This Tip Sheet offers interventions, guiding questions and an example of how 4 Key Gender Equality Measures (GEMs) support gender equality in livelihoods projects and programs. It should be read together with the GAM Information Sheet. The IASC GAM identifies and codes projects based on the extent to which these elements are consistently present in proposals or implemented projects. Four steps (GEMs) are assessed in the design phase, and twelve GEMs are reviewed in monitoring.

Crises have different impacts on men’s and women’s access to livelihoods resources, assets, and opportunities. Economic vulnerability increases exposure to exploitation, abuse, and unsafe working environments. Social norms and discriminatory laws and practices often inhibit women’s ability both to work outside the home and to generate an income.

Livelihoods interventions can make assistance responsive and fair by:

- ✓ Understanding how access and control over productive resources has been affected by the crisis.
- ✓ Targeting women as well as men as income providers, and promoting joint household decision-making in income use
- ✓ Recognizing the role that women play in supporting established markets
- ✓ Consulting to identify and reduce any risks related to participating livelihoods programmes.
- ✓ Consulting with women on how to ensure they retain control over resources and assets intended for their benefit.
- ✓ Considering additional household care responsibilities and providing child-care or labour-saving technology as part of the program
- ✓ Promoting women’s empowerment by offering safe income alternatives, building knowledge and fostering independence.

QUESTIONS TO INSPIRE ACTION

Needs Analysis Set	Gender Analysis	How have the roles of women, girls, men and boys changed since the onset of the crisis? What are the roles and dynamics between women and men, boys and girls, in relation to livelihoods? How do other aspects of diversity affect livelihoods? Who has lost what? Are there social or cultural restrictions affecting choice of livelihoods? Do educational differences affect livelihood opportunities for women compared to men? What are the new roles of women, girls, men and boys in providing income for the household? How have workloads changed? What gender barriers exist to accessing viable livelihood opportunities?
	Sex and Age Disaggregated Data (SADD)	Is disaggregated data on skills, education levels, work experience, coping strategies, market access, opportunities available at community, household and individual levels? How do rates of access to the project vary by gender and age?
	Good Targeting	Should the intervention be for everyone or do certain groups need targeting? How do gender and age affect ability to access project services? What efforts are made to ensure people with disabilities can access the project?
Adapted Assistance Set	Tailored Activities	Are women, men and female, male and LGBTI youth participating in the market as vendors, suppliers, wholesalers and consumers? Are there barriers to full participation for any of these or other groups? Are there opportunities to strengthen participation? Are women economically disadvantaged and in need of targeted skill-building or other opportunities?
	Protect from GBV Risks	How do available and unavailable livelihood opportunities affect protection risks? How has economic vulnerability affected risk of sexual exploitation or abuse? Risk of accepting hazardous work? Is it possible to employ women and other at-risk groups as staff members? Are staff aware of referral paths?
	Coordination	Does the project fit with the cluster response plan & complement other clusters’ actions? Is the gender analysis and data shared?
Adequate Participation Set	Influence on Project	Are targeted orientation programmes needed before skills training, to ensure that participation of certain groups is meaningful? Does the project work with local rights groups & networks, e.g. networks of women, youth, people with disabilities and LGBTI groups, to support their participation in livelihoods programme design, delivery and monitoring, and coordination? Is there fair representation of women and men on livelihoods committees?
	Feedback & Complaints	Is there a process where women, girls, boys, men can safely raise issues, including complaints? Are these issues dealt with and responded to appropriately?



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Review Set	Transparency	Is information about livelihoods interventions accessible, appropriate and easy to understand for different gender and age groups?
	Benefits	Are targets and indicators disaggregated by sex and age? Do they demonstrate the project is reaching those it needs to?
	Satisfaction:	Are different gender, age, and other divers groups asked about their satisfaction with the project? Are they equally satisfied?
	Project Problems	Do participants identify barriers or unintended negative consequences? Are they different depending on gender or age? Are discrimination and exclusion issues dealt with promptly? Are there plans to improve?

GENDER MAINSTREAMING, OR A TARGETED ACTION?

Some Livelihoods interventions may target actions to address specific discrimination or gaps resulting from gender norms and expectations: these are “targeted actions” (T.) For example, a project may focus solely on building the capacity of women traders who are disadvantaged in receiving formal loans to scale up their businesses; or it may focus on addressing on supporting independence initiatives generated by people with disabilities.

However, most humanitarian interventions will aim to assist everyone in need while considering and adapting activities to meet the distinct priorities and roles of girls and boys (or women and men) in different age groups: gender mainstreaming (M.) An example would be a youth-into-work program aimed at communities, with different activities and messages for different gender and age groups. The GAM information sheets explain coding in more detail.

EXAMPLE OF GOOD GENDER EQUALITY PROGRAMMING IN LIVELIHOODS

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

<p>Key GEM A: Gender Analysis <i>The needs, roles and dynamics of women, girls, boys and men in different age groups are understood.</i></p> <p>Repeated droughts over 10 years in the Sahel region in Africa have generated chronic and at times severe food and nutrition insecurity. Throughout the Sahel, women are more vulnerable not only due to the crisis, but also to the social, cultural and economic discrimination they face. Women have much lower levels of literacy and numeracy than men, and traditionally do not work outside the home. The out-migration of men has left many women without resources to care for their families.</p>	<p>Key GEM D: Tailored Activities <i>How did the project address the Gender Analysis?</i></p> <p>Village Savings and Loan Association programmes have helped women to form collective saving groups to strengthen and diversify their livelihoods. The programmes have strengthened women’s resilience with a combination of literacy and skills-training, and identification of market opportunities for women through research.</p>	<p>Key GEM J: Benefits <i>What benefits do affected groups gain in this example?</i></p> <p>The accumulation of productive assets, food stocks and increased knowledge have strengthened solidarity and reinforced women’s confidence. A successful program of rotating loans has increased actual and potential income of group members. Most significant impacts include decreased child malnutrition and increased school attendance. As a result of the program, women are better prepared for future shocks and ready to assume leadership roles in the community.</p>
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<p>Key GEM G: Influence on Projects <i>How women, girls, boys and men in different age groups were involved in decisions in this example:</i></p> <p>Community consultations and planning sessions with men, women, girls, boys of all ages created support for the project as well as ownership of the income-generating ideas and proposals. After training (but with ongoing support available) groups are autonomous, making their own lending decisions, monitoring impacts and results.</p>
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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 program.

WANT MORE INFORMATION? Visit <https://www.iascgenderwithagemarker.com>