



### GENDER EQUALITY MEASURES IN FOOD SECURITY

*This Tip Sheet offers questions and examples of how key gender equality measures contribute to more relevant and responsive food security projects and programs. Use alongside the Gender with Age Marker questionnaire at <http://iascgenderwithagemarker.com>*

*The IASC GAM identifies and codes projects based on the extent to which key programming elements are present and consistently responding to the different needs of different groups. Four programming elements (GEMs) are assessed in the design phase, and ten GEMs are reviewed in monitoring.*

Roles and preferences in producing, providing, preparing, and consuming food can differ depending on gender and age groups. Food insecurity poses different risks for different groups: for example, women, girls or the elderly may eat last and least when food is scarce; inability to secure food may cause men and boys to migrate in search of income.

Food security interventions can make assistance responsive and fair, improving gender equality, by:

- Documenting differences in dietary needs, preferences and restrictions; roles and relationships in food, agricultural and livestock production through to consumption;
- Providing food and agriculture packages, cash-based or other assistance tailored to meet the distinct needs of different groups;
- Ensuring women and men (girls and boys as appropriate) have equal say in decisions affecting the project;
- Monitoring whether women and men (boys and girls) receive fair and comparable benefits from interventions in food, agriculture, livestock, fisheries, and/or livelihoods.

### GENDER MAINSTREAMING, OR A TARGETED ACTION?

The GAM questionnaire automatically identifies whether a project mainstreams gender ("M"), or whether it is a targeted action to address gender-related discrimination ("T"), based on the answers provided.

*Most food security interventions aim to assist everyone in need while adapting activities to address the roles and priorities of women, men, girls and boys in different age groups: gender mainstreaming (M). An example would be a food distribution program with segregated distribution points for males, females, children and the elderly, to reduce the risk of harassment and address more specific needs.*

Very occasionally, CCCM interventions may target actions to address discrimination or gaps resulting from gender norms and expectations ("T"). For example, a project may focus solely on providing food incentives for girls attending school in areas where girl's education rates are lower due to early marriage.

*The GAM information sheets explain coding in more detail.*

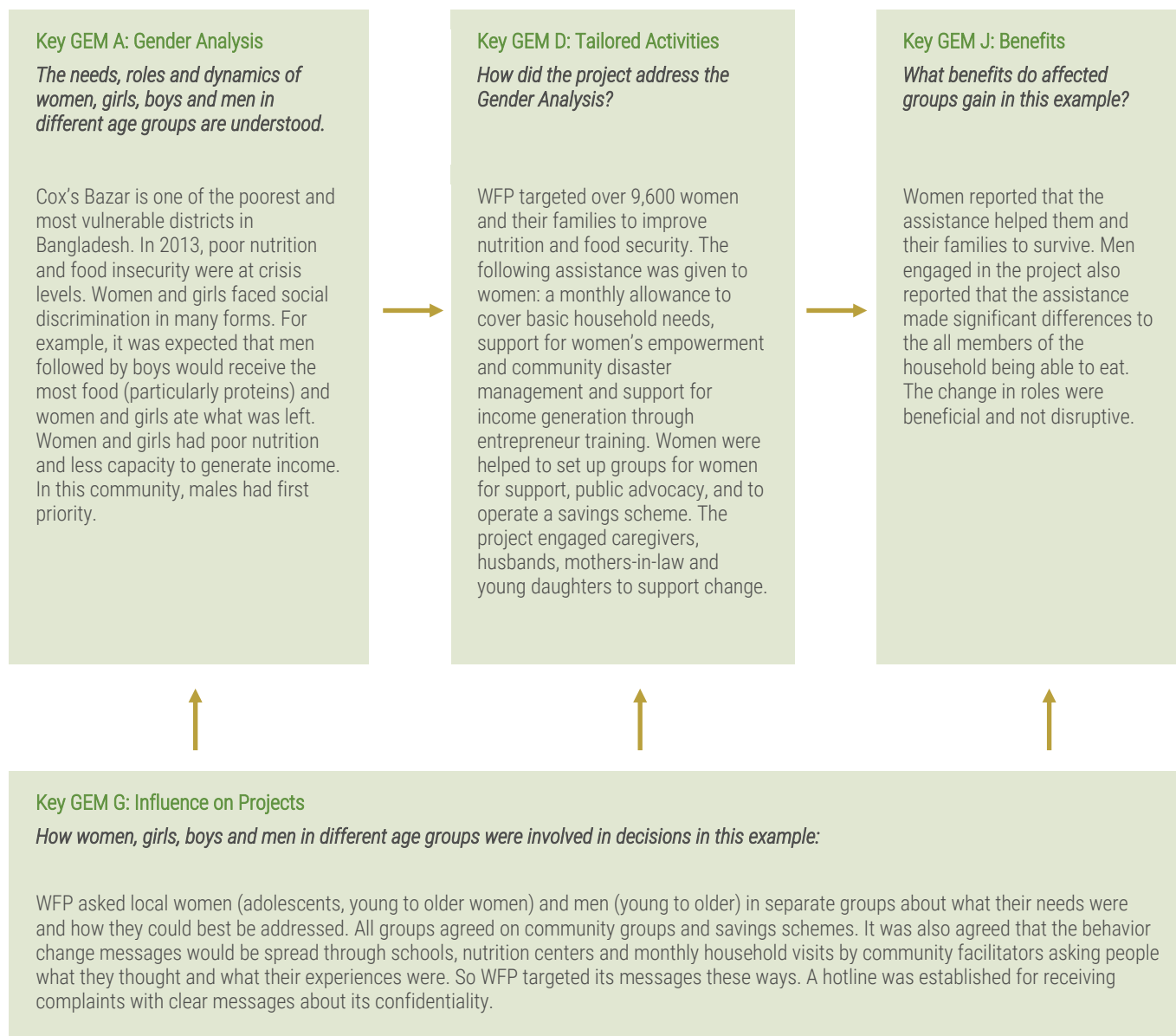


### QUESTIONS THAT HELP DETERMINE RESPONSIVE AID AND HOW TO PROVIDE IT

<b>Needs Analysis Set</b>	<b>Gender Analysis</b>	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? Are there social or cultural rules affecting food consumption?
	<b>Sex and Age Disaggregated Data (SADD)</b>	How do gender and age affect actual access to food by different family members, including in polygamous families? Is there data on access to food assistance by people with disabilities? Do any groups face discrimination or violence trying to access food? What are the consumption trends? How do women and men use their incomes? What are their preferred food distribution methods?
<b>Adapted Assistance Set</b>	<b>Tailored Activities</b>	Do interventions respond to the needs and priorities of the different gender and 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?
	<b>Protect from GBV Risks</b>	What steps are taken to reduce the risk of 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?
<b>Adequate Participation Set</b>	<b>Influence on Project</b>	Is Are different gender and age groups consulted separately about the location and design of food distribution points? Are women and men with disabilities involved in modality decisions? Are different gender and age groups involved in implementation, or related work or training opportunities? Is there balanced involvement in project monitoring?
	<b>Feedback &amp; Complaints</b>	Is there a process where women, girls, boys and men can safely raise issues, including complaints? Is it accessible and welcoming of all groups? Are these issues dealt with and responded to appropriately?
	<b>Communication with Communities (Transparency)</b>	Is information about food, agriculture and livelihoods interventions accessible, easy to understand, and appropriate for different gender and age groups?
<b>Review Set</b>	<b>Benefits</b>	Are targets and indicators disaggregated by sex and age? Do they demonstrate the project is reaching those it needs to? Is the project meeting the needs of different groups identified in the analysis, including people with disabilities? Are the most vulnerable able to access food assistance? Do different groups get similar benefits?
	<b>Satisfaction</b>	Are women, men, boys and girls of different age groups asked about their satisfaction with food assistance and distribution modalities? Are people with disabilities and other diverse groups of concern asked about their satisfaction with the project? Are different groups equally satisfied?
	<b>Project Problems</b>	Does the project regularly check with affected groups to find out how food assistance is used or not used? Are there access barriers or negative consequences for any group? Are these different depending on gender or age, or for people with disabilities? Are discrimination and exclusion issues dealt with promptly? Are there plans to improve?

## EXAMPLE OF GOOD GENDER EQUALITY PROGRAMMING IN CCCM

GAM Code 4T – can you work out why? See the GAM Information Sheet



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

### GOOD TO GO?

Apply the IASC Gender with Age Marker to your proposal or project.

### WANT MORE INFORMATION?

Visit <https://iascgenderwithagemarker.com>