Livelihoods
TIP SHEET

GENDER EQUALITY MEASURES IN LIVELIHOODS

This Tip Sheet offers questions and examples of how key gender equality measures contribute to more relevant and responsive livelihoods 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.

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 of productive resources have been affected by the crisis;

- Targeting women as income providers; and promoting joint household decision-making in income use;

- Recognizing the role that women play in supporting established markets;

- Consulting with women on how to ensure they retain control over resources and assets intended for their benefit;

- Addressing household and childcare responsibilities as part of the program;

- Promoting women's empowerment by offering safe income alternatives, building knowledge and fostering independence.

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 livelihoods interventions aim to assist everyone in need while adapting activities to address the roles and priorities women and men (or boys and girls) in different age groups: gender mainstreaming (M). An 'M' example would be a youth-into-work program aimed at communities, with different activities and messages for different gender and age groups.

Very occasionally, a livelihoods intervention may *target* actions to address specific discrimination or gaps resulting from gender norms or expectations ("T"). For example, a project may focus solely on building the capacity of women traders who are disadvantaged in receiving formal loans for business scale-up; or it may focus on addressing on supporting independence initiatives generated by people with disabilities.

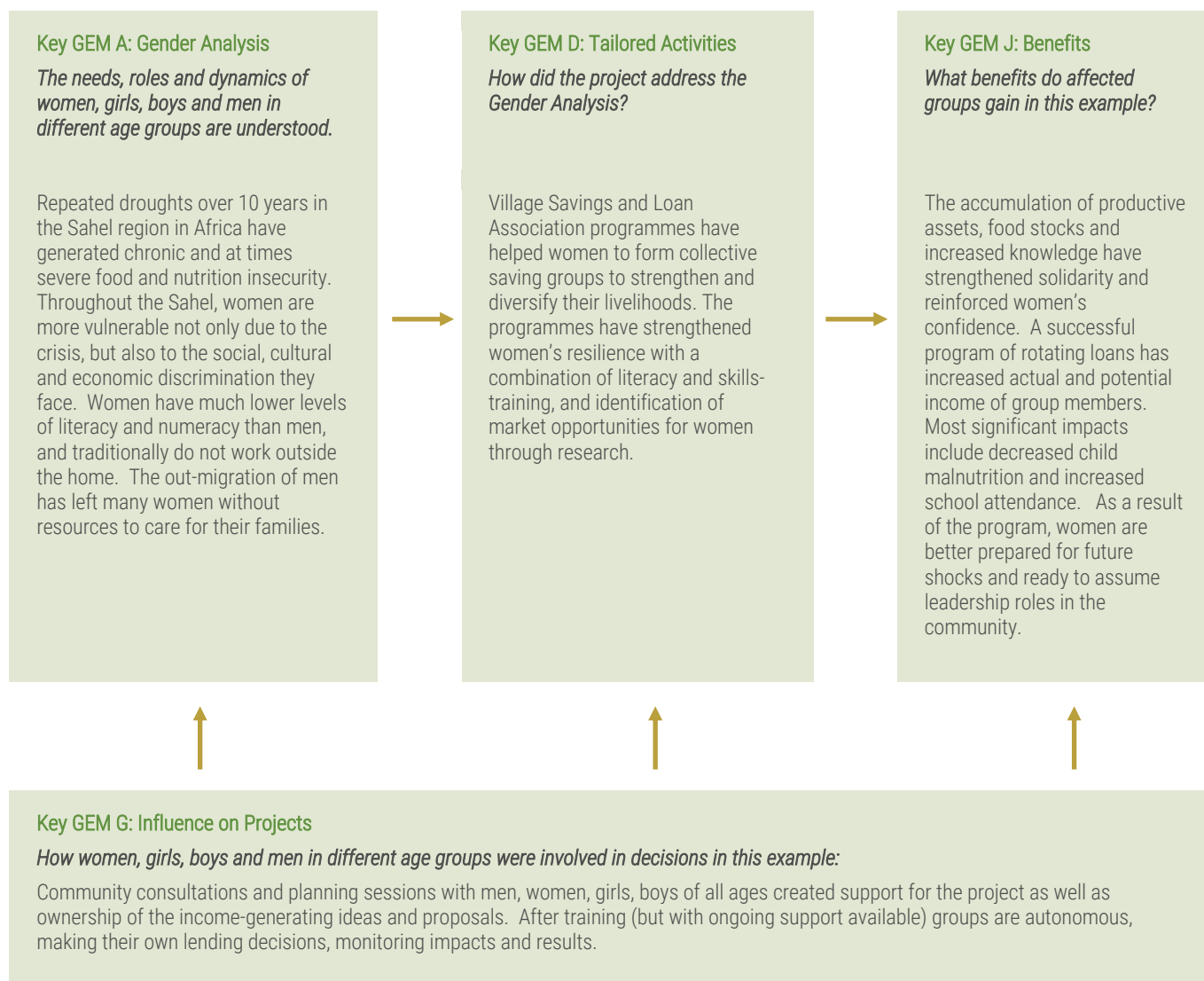*The GAM information sheets explain coding in more detail.*

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GENDER WITH AGE MARKER

QUESTIONS THAT HELP DETERMINE RESPONSIVE AID AND HOW TO PROVIDE IT

Needs Analysis Set	Gender Analysis	What are the livelihoods roles of women and men, boys and girls and how have these changed in the crisis? How do other aspects of diversity affect livelihoods? Who has lost what? Are there social or cultural restrictions affecting livelihoods choices? Do educational differences affect opportunities for females compared to males? How have workloads changed? What barriers exist to accessing viable livelihood opportunities?
	Sex and Age Disaggregated Data (SADD)	Is there disaggregated data on skills, education levels, work experience, coping strategies, market access, opportunities in community, household and individual levels? How do rates of access to the project vary by gender and age? Is there data on access by females and males with disabilities? Should the intervention be for everyone or do certain groups need targeting? What efforts are made to ensure people with disabilities can access the project?
Adapted Assistance Set	Tailored Activities	Are women, men and LGBTI adults and youth participating in the market as vendors, suppliers, wholesalers and consumers? Should the intervention be for everyone or do certain groups need targeting? Are there barriers to the participation of any groups? Are there opportunities to strengthen participation? Are women or people with disabilities economically disadvantaged, or in need of targeted skill building or other opportunities?
	Protect from GBV Risks	How do available livelihood opportunities or the lack of them 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 reporting and referral pathways for both GBV and SEA?
Adequate Participation Set	Influence on Project	Are targeted orientation programs 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 programming? Is there fair representation of women and men on livelihoods committees?
	Feedback & Complaints	Are safe, accessible and responsive complaints procedures available for all gender and age groups? Are issues dealt with and responded to appropriately?
	Communication with Communities (Transparency)	Is information about livelihoods activities accessible, and easy to understand for different gender and age groups?
Review Set	Benefits	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 assistance? Do different groups get similar benefits?
	Satisfaction	Are women and men of different age groups asked about their satisfaction with livelihoods assistance? Are people with disabilities and other diverse groups of concern asked about their satisfaction with the project? Are different groups equally satisfied?
	Project Problems	Do participants identify access barriers or negative consequences of livelihoods programs? 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 LIVELIHOODS

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

Key GEM A: Gender Analysis

The needs, roles and dynamics of women, girls, boys and men in different age groups are understood.

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.

Key GEM D: Tailored Activities

How did the project address the Gender Analysis?

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.

Key GEM J: Benefits

What benefits do affected groups gain in this example?

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.

Key GEM G: Influence on Projects

How women, girls, boys and men in different age groups were involved in decisions in this example:

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.

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