



GENDER EQUALITY MEASURES IN NUTRITION

This Tip Sheet offers questions and examples of how key gender equality measures contribute to more relevant and responsive Camp Coordination & Management 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.

Girls and boys – and men and women – have different nutritional needs at different life stages. They also face different risks and challenges in accessing adequate nutrition. Gender inequality exacerbates food insecurity, malnutrition and poverty in humanitarian crises. All gender and age groups are entitled to equal access to nutrition services and the foods they need to live a healthy life.

Nutrition actors can take the following steps to ensure everyone is equally able to access and benefit from nutrition programs:

- Integrate the gender perspectives from rapid participatory assessments with women, girls, boys and men of diverse backgrounds into the initial nutritional status analysis. Use this to identify groups most at risk of poor nutrition and health.
- Examine whether at-risk groups (for example, female headed households, older women or men, people living with HIV/AIDS) are accessing adequate food and the food basket meets their specific needs. Take action to address barriers following consultation.
- Use information on age- and sex-specific incidences of illness, nutrition indicators and health conditions to tailor activities.
- Review the effectiveness of the nutrition programs for women and men as well as boys and girls in different age groups.

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 nutrition 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 example would be a project to improve the nutritional status of the affected population for pregnant and lactating women, girls and boys under the age of 5 years, and chronically ill people.

Very occasionally, a nutrition intervention may target actions to address discrimination or gaps resulting from gender norms and expectations ("T"). For example, a project may focus solely on changing community perceptions about food preparation roles by working with adolescent boys who returned from war to teach them how to prepare nutritious meals or a project may focus on changing community attitudes about pregnant women eating meat.

The GAM information sheets explain coding in more detail.

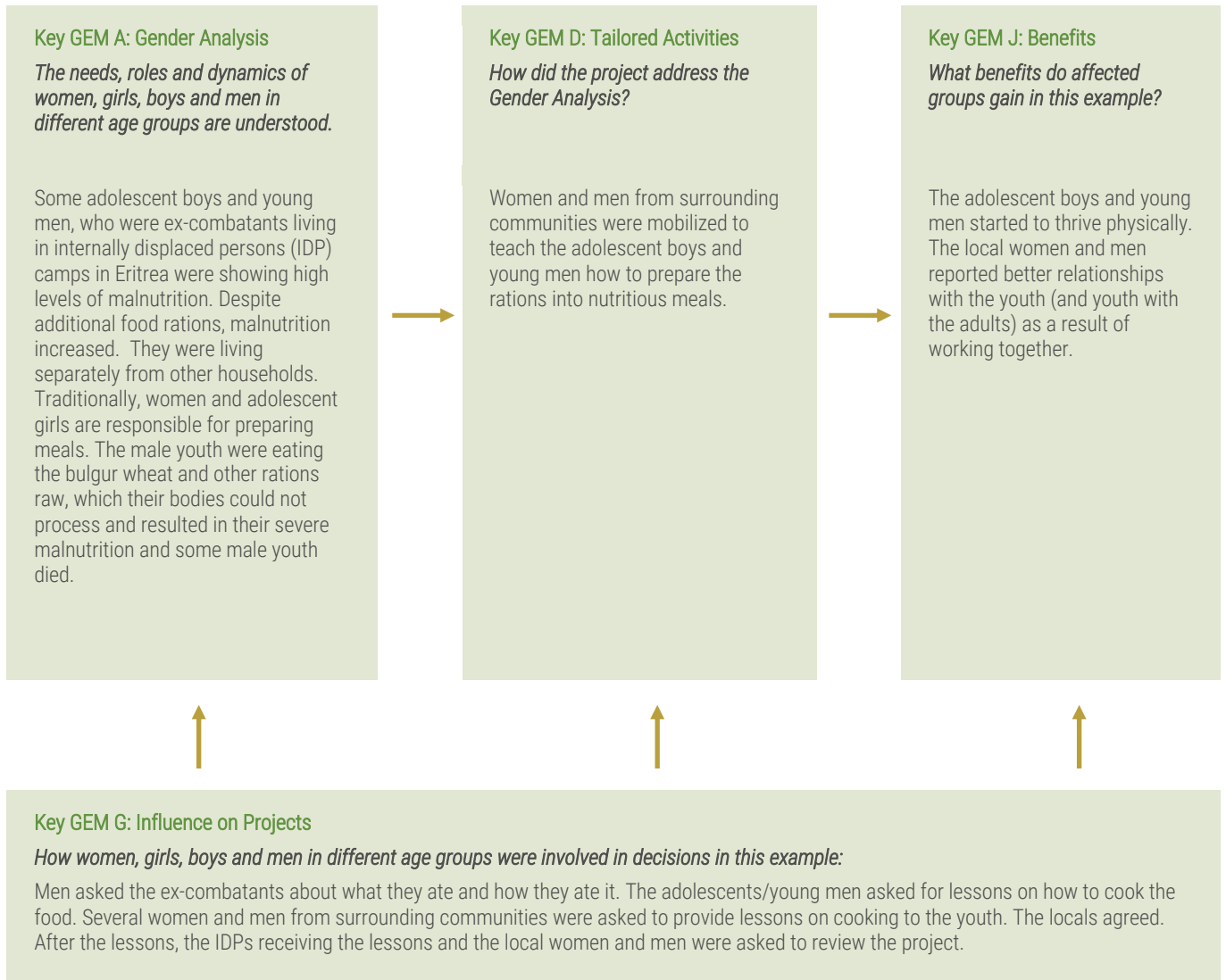


QUESTIONS THAT HELP DETERMINE RESPONSIVE AID AND HOW TO PROVIDE IT

Needs Analysis Set	Gender Analysis	How does the crisis affect nutritional well-being of girls and boys, women and men? What cultural beliefs and practices such as food taboos affect their nutrition? Who controls household resources, and how does this affect access to food and feeding patterns? How do individuals with disabilities access food, and does it meet their specific needs?
	Sex and Age Disaggregated Data (SADD)	What are the malnutrition rates for boys, girls, women and men in different age groups? How do rates of access to nutrition services vary for different groups? Is nutrition information disaggregated for children and adults with disabilities?
Adapted Assistance Set	Tailored Activities	How do food baskets and information campaigns differ to ensure different nutritional needs are met? Do campaigns target family members who make decisions about child-feeding, who may not be the mothers? Are there special access provisions where disabilities, domestic or care work limit access for women or girls? Do supplementary feeding and malnutrition treatment include elderly women and men, PLW, as well as girls and boys? Are there activities to build child nutrition knowledge of fathers? Should interventions be for everyone, or do efforts need to be targeted? What efforts are made to ensure people with mobility issues can access the project?
	Protect from GBV Risks	Is poor nutrition contributing to early marriage or transactional sex? Does targeting of individuals within the family increase tension or violence? Are staff aware of reporting and referral pathways for both GBV and SEA?
Adequate Participation Set	Influence on Project	Are male and female parents/caregivers as well as girls and boys of different ages and backgrounds consulted equally and appropriately about the content and review of the nutrition project? Is there gender-balanced representation on nutrition committees?
	Feedback & Complaints	Are there safe feedback & complaints channels for affected boys & girls, women & men? Is it accessible and welcoming of all groups? Are these issues dealt with and responded to appropriately?
	Communication with Communities (Transparency)	Is information about how to access nutrition services accessible, appropriate and easy to understand for different gender and age groups? Are campaigns adapted and relevant to the concerns of 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 nutrition services? Do different groups get similar benefits?
	Satisfaction	Are women and men, boys and girls, of different age groups asked about their satisfaction with nutrition 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 affected people identify access barriers or negative consequences of nutrition activities? 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 NUTRITION

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>