

Food Security 2 (Agriculture & Livelihoods)

The IASC Gender Marker (GM) is required in all Consolidated Appeals Processes (CAPs) and other humanitarian appeals and funding mechanisms. Cluster Leads should support their partners in the use of the GM so that all cluster projects ensure that ALL segments of the affected population have equal access to agricultural/livelihoods activities and that targeted support to advance gender equality is based on a gender analysis. This makes agricultural/livelihoods projects more effective.

By uploading gender codes onto the global Online Project System (OPS) and Financial Tracking System (FTS), donors are better placed to identify and to fund high quality, gender-informed projects.

The purpose of this Tip Sheet is to help Food Security Cluster Leads and their partners design quality agriculture/livelihoods projects; i.e. projects that meet household food security needs adequately, restore resilience and reflect the distinct needs of women, girls, boys and men. The aim is to:

1. Train users in GM coding skills and provide an opportunity to practise with the Vetting Form
2. Through the use of practical examples and tips, to improve projects by bringing gender dimensions into the needs analysis, the activities and the outcomes

WHY DOES GENDER EQUALITY MATTER IN AGRICULTURE/LIVELIHOODS INTERVENTIONS?

Conflicts and natural disasters and the displacement that may result affect women, girls, boys and men differently; they face different risks (one such risk is food insecurity), they have different access to and control over finances and resources and are victimised in different ways. Humanitarian actors should understand these differences and ensure that services and aid delivered assist all segments of the population and do not put some at risk.

In the aftermath of an emergency, affected communities will need to restart agricultural and other livelihoods activities as soon as possible. However, initiating agricultural/livelihoods projects will not automatically guarantee their optimal use or a positive impact on individuals or on the affected population; only a gender-sensitive, participatory approach at all stages of the project cycle can help ensure that an adequate and efficient response is provided. In order for an agriculture/livelihoods project to have a positive impact, women, girls, boys and men must be involved equally in the process.

The State of Food and Agriculture 2010-2011 documents that, on average, men comprise 57% and women 43% of the agricultural labour in developing countries. Men and women work as partners in most subsistence and small-holder farming, sharing some tasks but often performing activities that the other sex does not. The skills and energy of both women and men are essential to maximise yields and optimise food security. Disaster-related family separation or loss of either male or female farming expertise threatens food security. These issues must be well assessed.

Projects that analyse and take into consideration the needs, priorities and capacities of both the female and male population are far more likely to improve the lives of affected populations.

GENDER EQUALITY IN THE PROJECT SHEET

The GM allows Cluster Vetting Teams to code projects 0, 1, 2a or 2b; each code represents the degree to which the project is designed to meet the needs of various segments of the population and/or targets groups with specific needs. The gender code is based on three elements: **Gender Analysis in NEEDS ASSESSMENT → ACTIVITIES → OUTCOMES**

Designing and implementing a project that achieves a gender code 2a or 2b makes sense as it can enhance both project performance and funding potential.

The **Title**, **Objectives** and **Beneficiaries** sections of the project can also provide useful additional information in order to indicate how well the different needs of women, girls, boys and men are mainstreamed into projects.

VETTING FORM

To code projects correctly and consistently, Cluster Vetting Teams are encouraged to use the GM Vetting Form:

Gender analysis in NEEDS ASSESSMENT	Gender in ACTIVITIES	Gender in OUTCOMES	No. of Checkmarks	GENDER CODE
✓	✓	✓	3	2a or 2b
✓	✓	-	2	1
-	✓	✓	2	1
✓	-	✓	2	1
✓	-	-	1	1
-	✓	-	1	1
-	-	✓	1	0
-	-	-	0	0

GENDER MARKER	DESCRIPTION
GENDER CODE 0 <i>No visible potential to contribute to gender equality</i>	Gender is not reflected anywhere in the project sheet or only appears in the outcomes. There is risk that the project will unintentionally fail to meet the needs of some population groups and possibly even do some harm. These projects are considered gender-blind.
GENDER CODE 1 <i>Potential to contribute in some limited way to gender equality</i>	<i>There are gender dimensions in only one or two components of the project sheet: i.e. in needs assessment, activities and outcomes*</i> . The project does <i>not</i> have all three: i.e. 1) gender analysis in the needs assessment which leads to 2) gender-responsive activities and 3) related gender outcomes <i>*Note: Where the gender dimension appears in outcomes only, the project is still considered gender-blind.</i>
GENDER CODE 2A – GENDER MAINSTREAMING <i>Potential to contribute significantly to gender equality (Equivalent to Code 2 for UNDP and UNICEF projects)</i>	GENDER CODE 2B – TARGETED ACTION <i>Principal purpose of the project is to advance gender equality (Equivalent to Code 3 for UNDP and UNICEF projects)</i>
<p>A gender analysis is included in the project's needs assessment and is reflected in one or more of the project's activities and one or more of the project outcomes.</p> <p>Gender mainstreaming in project design is about making the concerns and experiences of women, girls, boys and men an integral dimension of the core elements of the project: 1) gender analysis in the needs assessment which leads to 2) gender-responsive activities and 3) related gender outcomes. Gender mainstreaming in project design promotes the flow of gender equality into implementation, monitoring and evaluation.</p> <p><i>Most humanitarian projects should aim to code 2a.</i></p>	<p>The gender analysis in the needs assessment justifies this project in which all activities and all outcomes advance gender equality.</p> <p>All targeted actions are based on gender analysis. Targeted actions are projects that assist women, girls, boys or men who have special needs or suffer discrimination. Most targeted actions are single-sex interventions responding to the disadvantage, discrimination or special needs of one sex or a sub-group of one sex. Other targeted actions can specifically aim to advance gender equality, such as projects that are designed exclusively to provide a gender assessment/baseline for the food security response or a project where all activities contribute to women having equal participation as men in food security committees.</p> <p><i>A gender analysis will identify how many 2b projects are warranted. It is anticipated that 2b projects would make up approximately 10-15% of projects but, in some contexts, this could be more or less.</i></p>

NEEDS ASSESSMENTS → ACTIVITIES → OUTCOMES

A **NEEDS ASSESSMENT** is the essential first step in providing agriculture/livelihoods programming that is effective, safe and restores dignity. A gender analysis is critical to understanding the social and gender dynamics that could help or hinder aid effectiveness. Here are examples of questions that can enrich the design of agriculture/livelihoods projects:

1. In the target area, what are the daily and seasonal activities of women, girls, boys and men in the pre-production, production and post-production cycle of each of the major crops as well as their daily and seasonal activities in fishing/aquaculture, forestry and natural resource harvesting?
2. What protection, mobility, social norms constraints do men/boys and women/girls face in producing and acquiring food?
3. How much time and energy do women/girls invest in non-farm activities and responsibilities compared to men/boys?
4. How do women's decision-making on, access to and control over agricultural/livelihoods assets - e.g. land, tools, seed, fertilizer, animal vaccines, veterinary support - compare with men's?
5. Do men and women have the same access to new ideas, training and new technology? Is there a need for focused attention for women in this regard?

See the IASC Gender Handbook p 59 – 64 and SEAGA Passport to Mainstreaming a Gender Perspective in Emergency Programmes

Examples of ways to incorporate gender concerns in an agriculture/livelihoods project: The gender analysis in the needs assessment will identify gender gaps, such as unequal access to agriculture/livelihoods projects for women/girls and men/boys - that need to be addressed. These should be integrated into **ACTIVITIES**. Example:

Gender Analysis in Needs Assessment	Activities
<i>The needs assessment shows that women in the affected population invest between 30-50% more time than men in farming and food foraging. Yet, agriculture/livelihoods committees have all male participants; few women attend and even fewer can voice their needs and opinions.</i>	<ul style="list-style-type: none"> • <i>Facilitate mixed-sex, or if this is not possible, same-sex discussion groups and ensure all opinions/ideas are captured and reflected in design, targeting and implementation of policies, strategies and interventions to protect and promote agriculture/livelihoods activities.</i> • <i>Ensure that support provided on improved agricultural techniques prioritizes women so as to reduce their workload</i> • <i>Actively promote female leaders among agriculture committees and farmers' groups.</i>

OUTCOMES should capture the change that is expected for female and male beneficiaries. Avoid outcome statements that hide whether or not males and females benefit equally. Examples of gender outcomes include:

- [Number] male farmers and [number] female farmers regain self-sufficiency through distribution of seeds and other agricultural inputs appropriate to their respective crop focus.
- [Number/representative % of men and women] veterinary assistants have been trained, equipped and supported.
- Women and men are active and influencing the decisions in agriculture/aquaculture/forestry committees.
- Household nutrition has improved over [period x] due to the high levels of acceptance of trained women supporting home-based women in gardening.

THE ADAPT & ACT-C FRAMEWORK: A PRACTIAL TOOL TO DESIGN/REVIEW AGRICULTURE/ LIVELIHOODS PROJECTS THROUGH A GENDER EQUALITY LENS:

The ADAPT & ACT-C Framework is a tool for use when designing or vetting a project to integrate gender dimensions. While the order of the steps in the framework may vary, as many as possible of the steps - ideally all nine - should be taken into account in the design of projects to ensure that the services and aid they provide meet the needs and concerns of women, girls, boys and men equally.

A	ANALYSE the impact of the crisis on women, girls, boys and men and what this entails in terms of division of tasks/labour, work load and access to agricultural resources. Ensure, a participatory needs assessment is undertaken, consulting an equal number of women and men, to gather information on the short- and long-term losses of livelihoods assets of women and men, coping strategies of women in men in absence of livelihoods, etc.
D	DESIGN services to meet the needs of women and men equally. Agriculture actors should review the way they work to ensure that girls and boys, women and men can benefit equally from their services, e.g. the operation is designed to address the different effects of the disaster on women and men and to build on existing/available capacities of women, girls, boys and men in the community.
A	Make sure that girls and boys of all age groups can ACCESS agriculture/livelihoods services, including distributions of productive resources equally. For example women’s, girls’, boys’ and men’s access to services, as well as to their control over productive resources, is routinely monitored through spot-checks, discussions with communities.
P	Ensure women, girls, boys and men PARTICIPATE equally in the design, implementation, monitoring and evaluation of agriculture/livelihoods projects, programmes and strategies, and that women are in decision-making positions.
T	Ensure that women and men benefit equally from TRAINING or other skills development initiatives, including all job opportunities, offered by the project

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A	Make sure that the project takes specific ACTIONS to prevent risks of GBV. For example, programmes are in place to ensure income-generation activities for women and girls so that they do not have to engage in unsafe sex in exchange for money, housing, food or education – or are exposed in other ways to GBV because of being economically dependent on others.
C	COLLECT, analyse and report sex- and age-disaggregated data - analyse and develop profiles on the different needs and realities of males and females in at-risk populations and how and whether their needs are being met by the response. For example, sex- and age-disaggregated data on programme coverage are regularly collected, analysed and reported on.
T	Based on the gender analysis, make sure that women, girls, boys and men are TARGETED with specific actions when appropriate. E.g. a project recognises women’s key role in household food security and their disadvantage in terms of access to productive resources and, therefore, focuses on and promotes women’s access to training/skills development, seeds and tool distributions, micro-credit, etc.
C	Ensure COORDINATION and gender mainstreaming in all areas of work. E.g. partners in the Agriculture/Livelihoods sector liaise with actors in other sectors – including Protection, Food Assistance, Shelter & NFIs, WASH, Health and CCCM – to coordinate on gender issues, including participating proactively in meetings of the gender network.

DESIGNING MINIMUM GENDER COMMITMENTS FOR AGRICULTURE/LIVELIHOODS PROGRAMMING:

In order to translate the cluster and organisational commitments to gender-responsive agriculture projects into reality, minimum gender commitments can be developed and applied systematically to the field response. The commitments must be articulated in a way that can be understood clearly by all, both in terms of value added to current programming and in terms of the concrete actions which need to be taken to meet these commitments. They should constitute a set of core actions and/or approaches (maximum five) to be applied by all partners in the cluster. They should be practical, realistic and focus on improvement of current approaches rather than on drastic programme reorientation. Finally, they should be measurable for the follow-up and evaluation of their application.

The commitments should be the product of a dialogue with cluster members and/or within the organisation. A first list of commitments should be identified and then discussed, amended and validated by the national cluster and sub-clusters and/or organisation's staff working in the sector. It is important to note that commitments need to reflect key priorities identified in a particular setting. *The commitments, activities and indicators below are provided as samples only:*

1. Consult women, girls, boys and men at all steps in assessment, design, implementation and monitoring of agriculture/livelihoods projects, programmes, policies and strategies.

Sample Activity	Sample Indicator
<i>Conduct focus group discussions with women, girls, boys and men of diverse backgrounds on needs, constraints, concerns and capacities related to agriculture/livelihoods activities.</i>	<i>All programming on agriculture/livelihoods is informed by participatory consultations with women, girls, boys and men in the affected population.</i>

2. All agriculture/livelihoods strategies and projects include a gender analysis, i.e. an identification of the gendered division of labour and of women's and men's different needs and capacities in the project's focus area

Sample Activity	Sample Indicator
<i>Conduct a gender analysis, which includes an understanding of women's, girls', boys' and men's productive roles (in key crops, livestock, fishing/aquaculture and natural resource harvesting), access to services, as well as access to and control over land and other productive resources.</i>	<i>Project's design is informed by a gender analysis.</i>

3. Establish confidential complaints mechanisms to receive/investigate allegations of sexual exploitation and abuse (SEA) experienced by women, girls, boys or men in seeking/receiving assistance through agriculture/livelihoods programmes.

Sample Activities	Sample Indicators
<i>Develop (in written, verbal and illustrative formats) and display the Code of Conduct on SEA and where and how people may make reports confidentially.</i>	<ul style="list-style-type: none"> ✦ <i>The Code of Conduct is displayed in public areas throughout the camp in written and illustrative formats.</i> ✦ <i>A confidential complaints mechanism has been established</i>
<i>Ahead of planned distributions (of seeds, tools etc.), a communication on distribution entitlements (written, verbal and illustrative formats) is disseminated widely.</i>	<i>All distribution recipients are fully informed of their entitlements ahead of the distribution.</i>

4. Explore women's, girls', boys' and men's protection risks and concerns in travelling to/from and at the site of agriculture/livelihoods activities.

Sample Activity	Sample Indicator
<i>Consult women, girls, boys and men on their protection risks and concerns.</i>	<i>A 'risk assessment' for women, girls, boys and men has been undertaken and informs project activities and specific counter-measures.</i>

5. Equal numbers of females and males are involved in agriculture/livelihoods training and skills development initiatives.

Sample Activity	Sample Indicator
<i>Routinely collect, analyse and report sex- and age-disaggregated data on all agriculture/livelihoods training and skills development initiatives.</i>	<i>All data on agriculture/livelihoods training and skills development initiatives is disaggregated by sex and age.</i>

For more information on the **Gender Marker** go to www.onereponse.info

For more information on Food Security (Agriculture/Livelihoods), see **The Sphere Handbook 2011** and *SEAGA Passport to Mainstreaming a Gender Perspective in Emergency Programmes* at <http://www.fao.org/sd/seaga/downloads/En/passporten.pdf>

For the e-learning course on **"Increasing Effectiveness of Humanitarian Action for Women, Girls, Boys and Men"**, see www.iasc-elearning.org

