### Food Security Needs assessment and analysis

1. Conduct a **participatory gender analysis, using sex-, age- and disability-disaggregated data (SADDD)**, to understand different food security needs, capacities, barriers and aspirations and identify populations with special food security support needs
   - Gender roles and power dynamics. *E.g.* role and time spent of women, girls, men and boys in food production, procurement, preparation, and storage; decision-making over food expenditure; food sharing among household members.
   - Cultural norms and practices. *E.g.* mobility and freedom of women and girls to engage in self-reliance activities; what food assistance do women and men prefer; type of cooking fuel used.
   - Knowledge and skills. *E.g.* food hygiene knowledge of women and men.
   - Intersectional issues. *E.g.* food security support needs of pregnant or lactating mothers, children or elderly.

2. Conduct a participatory gender analysis to identify the gaps in the food security response
   - Distribution modalities. *E.g.* do targeting criteria take into account gender, age, disability and other vulnerability factors; who receives food aid on behalf of the household; are timings and location of distributions gender-, age- and disability-friendly; which distribution modalities (i.e. in-kind, transfers, e-vouchers) do women and men prefer.
   - Food and assistance distributed. *E.g.* culturally appropriate food and materials; adequate amount of food and materials; gender-, age-, disability-friendly packages (weight and size).
   - Self-reliance assistance modalities. *E.g.* culturally appropriate for both women and men; provisions for women to participate (breastfeeding corners, childcare); skill development support; equal pay for work of equal value.
   - Food security staff. *E.g.* specific training needs; knowledge of gender issues; existence of code of conduct for food security staff/volunteers on PSEA; training and support for female staff.
   - Food security policy/plan. *E.g.* specific gender considerations in the food security policy/plan

3. Ensure gender analysis is done by analyzing SADDD, and by consulting with women, girls, men and boys in an inclusive and participatory way. *E.g.* Sex-disaggregated focus groups, ensure time/location/facilities ensures participation from all (i.e. child-care facilities for women with young children)

### Strategic Planning

1. Reflect gender analysis in the planning documents and situation reports, using SADDD.
2. Consult with women, men, girls, boys, including from at-risk groups (LGBTQI*, elderly, persons with disabilities, female-headed households, etc) to design these activities to ensure they meet their needs.
3. Ensure equal and inclusive access to food and livelihoods assistance that address the specific needs of women, girls, men, boys and other at-risk populations (LGBTQI*, persons with disabilities, etc) as well as the socio-cultural context (Do No Harm).
   - Distribution is gender- and disability-responsive, conducive and safe. *E.g.* acceptable distance of distribution points from shelters; safe and well-lit roads; accessible to persons with disabilities; convenient and safe timing of distributions; women registered as primary household recipient of food assistance; provisions
to ensure access to assistance by vulnerable groups; gender-segregated
distribution lines monitored by same gender staff.

- Food baskets, materials and other assistance distributed is appropriate. E.g.
culturally appropriate; sufficient amounts; appropriate (i.e. water containers can
be carried by main water collector); considers the needs of at-risk groups
(pregnant or lactating women, children, elderly, etc).

- Self-reliance assistance is gender responsive. E.g. flexible timing; provision of
gender-specific and age-specific support (breastfeeding corners, childcare); skill
development training for women and men.

- Gender-balanced food security staff/volunteers/ committees. E.g. recruit, train
and retain female staff; set up women-led food security committees; proper
reference check for hiring new staff.

4. Work with other sector to holistically plan interventions that address the barriers to
quality food security for women, girls, men and boys. E.g. education, nutrition, health,
PSEA, GBV SS, GiHA WG

- Community awareness and social norm changes. E.g. community awareness
raising on sharing food related household chores; gender sensitization of family
members, community and other economic actors; awareness raising initiatives on
the importance of women’s economic empowerment; community awareness on
the importance of women’s participation in food security initiatives and its impact
on family and society.

- Address barriers to women’s, girls, men’s and boys’ participation in food security.
E.g. Equal participation of women and men in community food security committee
or separate committees; provision to ensure women’s participation (i.e. childcare).

5. Develop indicators to measure change for women, girls, men and boys

- Use SADD indicators so gaps between groups can be identified and assessed

6. Use the IASC Gender with Age Marker (GAM) to assess program planning

*The context and legal framework must be taken into account. Do No Harm and protection
principles must be applied to not identify/expose LGBTQI persons to risks.

| Resource mobilization | 1. Provide SADD, information and key messages on the specific needs of women, girls,
| | men and boys in food security to the sector so that priority areas are funded |
| | 2. Engage in advocacy with donors and government, and regularly report on the gender
| | resource gaps in food security |
| | 3. Apply the GAM to food security program design to assess and highlight its contribution
| | to GEEWG |

| Implementation and monitoring | 1. Involve women and men equally and meaningfully in decision-making, implementation
| | and monitoring of the food security programs/projects. |
| | - Ensure greater gender-balance in the implementation and monitoring of the project
| | E.g. involve community groups such as women’s rights, youth, and LGBTQI
| | organizations in program implementation and monitoring; ensure equal participation
| | of women and girl-mothers by providing childcare services. |
| | - Ensure gender balance in the implementing and monitoring staff of the project. |
| | - Ensure the safety of staff and volunteers, especially female staff/volunteers. E.g.
| | put measures in place to respond to potential threat, intimidation and harassment of
| | female staff. |
| | - Ensure women, girls, men and boys are aware of the available services, how to
| | access those, the agency providing them and ways to influence their design and delivery |
Develop and maintain feedback and complaint mechanisms that are child- and adolescent-friendly, gender-responsive, inclusive and confidential (including for SEA reporting). E.g. provide feedback and complaint boxes, provide hotline services, do gender and age segregated FGD.

2. Regularly monitor for any changes, including in risks, access or social norms and roles, that may limit the participation of women, girls, men and boys in the program.

3. Monitor access to food security services by women, girls, men and boys and their levels of satisfaction. E.g. lead satisfaction surveys by age and gender to assess whether women, men, girls and boys are satisfied with the services provided, their quality and the way they are distributed.


5. Apply the GAM to assess and improve gender equality programming

### Operational peer review and evaluation

1. Share information, SADDD and key messages to others on the specific needs, capacities and aspirations of women, girls, men and boys in food security.
   - The Gender Hub can support in reviewing and disseminating information, reports, case studies, studies, and other.
   - Information should also be disseminated back to beneficiaries.

2. Share good practices and lessons learned on using gender-responsive approaches in food security

3. Review project in the food security sector and assess if all women and girls, men and boys from affected populations were reached and identify possible gaps.

4. Use the GAM to assess the program’s contribution to GEEWG

More information can be found here:
- Gender profiles 1 (December 2017) and 2 (March 2019).
- Gender briefs 1 (March 2018), 2 (March 2018), 3 (April 2018), 4 (June 2018), and 5 (July 2018).
- Review of gender mainstreaming.
- Definition of gender-related terms.
- Gender with Age Marker online tool.

### ACRONYMS

<table>
<thead>
<tr>
<th>FGD</th>
<th>Focus group discussions</th>
<th>JRP</th>
<th>Joint response plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>GAM</td>
<td>Gender with Age Marker</td>
<td>LGBTQI</td>
<td>Lesbian, gay, bisexual, transgender, queer and intersex</td>
</tr>
<tr>
<td>GBV</td>
<td>Gender-based violence</td>
<td>PSEA</td>
<td>Prevention of sexual exploitation and abuse</td>
</tr>
<tr>
<td>GiHA</td>
<td>Gender in Humanitarian Action</td>
<td>SADDD</td>
<td>Sex, age and disability disaggregated data</td>
</tr>
<tr>
<td>GEEWG</td>
<td>Gender equality and the empowerment of women and girls</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>