Gender is central to the purpose, delivery and results of WFP’s Food Assistance for Assets (FFA) programming.

This is because gender is a key factor in determining:
- food security status and consumption needs
- priority and valued household and community assets because gender governs individual and group needs, priorities, roles, responsibilities, decision-making authority, capacities and vulnerabilities
- the extent to which contextualised implementation of WFP’s 3-Pronged Approach – Integrated Context Analysis (ICA), Seasonal Livelihood Planning (SLP), Community-Based Participatory Planning (CBPP) – is empowering
- the preferred and most empowering food assistance transfer modality – in-kind, cash, voucher – and delivery mechanism/s.
- work arrangements and norms that are mindful of women’s and men’s needs and constraints

Gender is also present in the awareness, capacities and commitments of the persons and organisations who participate in the FFA initiatives: community members, WFP staff and contractors, cooperating partners, government counterparts.

In order for WFP to fulfil its FFA commitments to “meet the consumption gap of the most vulnerable” and “build household and community assets that reduce the risk of disaster, strengthen livelihoods and build resilience over time”, gender must be an explicit consideration throughout programming, with gender equality integrated into planned and realised results.

Understanding the lives of women and men (and girls and boys) – food security and nutrition status, livelihood challenges, capacities, vulnerabilities, power etc. – in their particular socio-economic, political, environmental etc. contexts is critical to designing, implementing and adapting FFA initiatives that are inclusive, participatory, empowering and foster transformative outcomes. The Seasonal Livelihood Programming and Community-Based Participatory Planning consultations of the WFP 3-Pronged Approach is a key means of obtaining such an understanding.

Concrete measures are needed to address the inequalities that are detected through the gender analyses and protection analyses (that are incorporated into the 3-Pronged Approach), and so promote equal sharing of power, control of resources and decision-making by the diverse women and men in all communities. For example, quotas for the minimum representation of women may be required. The content and deliver of education and training sessions may need to be tailored to the particular needs, interests and circumstances of the different women and men. Accommodating and redistributing the unpaid care and domestic work may require establishing specific work norms and responsibilities. Creating water points or woodlots close to villages may help to reduce workloads and protection risks.
Failing to assess and address gender roles and relations risks causing harm to women, men, girls and/or boys and reinforcing inequalities that prevent all persons from exercising their human rights; including having access to adequate, nutritious and safe food at all times. For example, if conscious attention is not given to ensuring equal representation in seasonal livelihood planning, community-based participatory planning and committees for women and men (a) their needs and interests may be overlooked; (b) work norms may be established that undermine their nutritional status; (c) opportunities to develop knowledge and skills, supporting economic empowerment, may be denied, and/or (d) inequities in the command of natural resources, like water, supported.

WHEN & WHERE

Gender should be mainstreamed into all stages of WFP’s asset creation programme cycle. Gender equality results should be reflected in the objectives of all asset creation initiatives and, accordingly, in the theory of change. In order to advance gender equality through FFA, gender must similarly be integrated in programme implementation and monitoring.

WHO

All WFP staff, contractors and partners involved in asset creation should:
• be aware of, understanding and addressing gender in their particular roles
• contribute to achieving the four objectives of the WFP Gender Policy (2015-2020)

Key Functional Areas & Roles:
• Asset Creation and Livelihoods
• Resilience and Prevention
• Rural Resilience
• Climate Change and Disaster Risk Reduction
• Social Protection
• Protection
• Regional and Country Office Programme and Policy Advisers
• Regional Gender Advisors
• Country Office Programme

HOW

1. Needs & Context Assessment: Integrate Gender

Integrate participatory gender analysis into the needs and context assessment; such as the Integrated Context Analysis, Seasonal Livelihood Programming and Community-Based Participatory Planning of the 3-Pronged Approach.

For women and men separately, make sure to consider:
• needs, interests, priorities
• health status – acute and chronic malnourishment, chronic illness, disability, pregnancy, physical strength
• mobility (ability of women and men to move around their community freely and without financial cost)
• safety and security risks and concerns, within and outside of the home
• personal dignity and risks of stigmatization
• food security and nutrition of dependents (children, elderly persons, persons with chronic illnesses)
• power and empowerment – choice and autonomy for individuals and groups

For detailed guidance on gender analysis, including key questions, follow this link [Gender Analysis]

Gender in the 3-Pronged Approach (3PA)

Integrated Context Analysis (ICA): At the national level, the ICA helps identify areas of intervention and programme strategies. A gender-informed ICA (i.e. an ‘ICA+’ mapping that identifies key gender issues that should be taken into account when designing programmes) may include information that pertains to household structures and functioning, ownership and access to assets, literacy rates, and harmful practices (e.g. early, child and forced marriages).

Seasonal Livelihood Programming (SLP): At the sub-national level, SLP is useful in identifying complementary interventions that are context and target-specific, and address the particular need, interests and priorities of the diverse women and men, by:
• mapping the gender division of labour (e.g. collection of water and fuel)
• mapping income sources
• mapping coping strategies
• keeping track of women’s and men’s preferences with regard to participation in FFA programmes throughout the year so as to avoid the (a) creation of barriers to participation, and (b) implementation of labour-intensive activities during the busiest periods
• keeping track of women’s and men’s preferred transfer modality (food, cash, voucher, combination)

Community-Based Participatory Planning (CBPP): At the local level, the CBPP helps understand, address and prioritise community needs, finding local solutions that address the priorities of women and men, by:
• understanding the local socio-economic and agro-ecological contexts
• addressing gender-based disparities in land tenure, access to and control of assets
• ensuring equal participation of women and men in decision-making and in the selection of activities
• fostering community dialogue to encourage innovation and strengthen community cohesion
• prioritising activities in ways that reduce women’s and men’s environmental, social and economic hardships within their communities
• considering vulnerability, trends and exposure to shocks, financial wealth/poverty, coping strategies and targeting from a gender perspective

2. Participatory Planning & Design

The specifics of FFA programme design are informed by the 3-Pronged Approach; primarily the Seasonal Livelihood Programming and Community-Based Participatory Planning. Through the 3PA relevant assets, asset creation/management/maintenance modalities, implementation period and timing, transfer modality preferences, work arrangements and targeting are identified.

Ensure Equal Participation of Women & Men in FFA planning:
Including in:
• selecting the assets
• deciding on the different activities needed to build or restore, and manage, the asset
• choosing the food assistance transfer modality and delivery mechanism/s
• determining criteria for unconditional transfers

Integrate Gender Equality into FFA Design:
Integrate gender equality into the design of FFA interventions, addressing both process and results. For the different women and men separately, make sure to:
• schedule (period of the year, times of day) FFA activities – labour, committees, training – to enable equitable participation of diverse women and men; accommodating existing workloads, including unpaid care and domestic work, and physical capacities
• identify assets that can meet the specific livelihood needs of women and men, as well as minimize exposure to gender-based violence (such as fuel-efficient stoves and woodlots or water points close to the homes)
• locate FFA activities so that they are accessible in terms of distance / time, travel cost and safety
• adopt fair work norms – accommodating existing workloads, physical capacities and caring responsibilities, including for pregnant and lactating women
• implement measures that uphold dignity, safety and integrity
• implement measures that prevent any nutritional harm, especially for pregnant and lactating women
• combine conditional and unconditional transfers (using modalities that are appropriate for, and correspond to the preferences of, both women and men), in accordance with the gender and protection analyses
• integrate measures so there is equitable command of assets created and rehabilitated, including land

Example Activities:
• reduce the time women and girls spend collecting fuel and water
• facilitate the redistribution of land, so that it is equitably owned and managed
• empower women’s rights groups, such as through production of cash crops and improved access to markets
• disseminate messages about shared decision-making,
• equip women and men with non-stereotypical knowledge and skills; such as in construction, technology and public leadership for women and in nutrition, cooking and gardening for men (either through FFA if directly related to the assets built or rehabilitated, or through FFT otherwise).

Take into Account Women’s & Men’s Roles & Responsibilities: Ensure programme design accommodates women’s and men’s roles and responsibilities in a manner that is empowering, rather than reinforcing discriminatory practices.

To participate in FFA activities, women and men change their daily schedules. If a woman or man is spending time on FFA activities, s/he is not spending that time on household chores, childcare, education, income-generation activities or other responsibilities. Make sure that the timing of FFA activities – labour, meetings, training etc. – does not exclude particular women or men (who would like to) from participating and benefiting from the FFA programme.

While FFA activities can lead to gender equality outcomes, shifts in gender roles and relations can be associated with temporary increases in violence, mostly against women and girls. Make sure measures are put in place to prevent threats and acts of violence occurring; and to address them when they do occur.

When Establishing Work Norms, Promote Inclusion and Equity:
• Working hours: take into account existing work and care commitments and schedule activities at times that enable the different women and men to participate.
• Workers: include adult women and men (inclusion does not refer to inclusion of children, which is strongly discouraged for girls and boys less than 18 years of age and banned for children below 14).
• Type of Work: align with the preferences, capacities and vulnerabilities of women and men.
• Safety: provide a safe work environment for women and men, and any children that may be cared for near or in association with the FFA programme; ensure safe access to work sites (travel).
• Work Demand: establish work expectations and requirements that are reasonable and appropriate, given health and wellbeing (physical strength, chronic illness, disability, pregnancy, nutrition etc.).
• Equal Assistance: ensure that men and women receive equal levels of food assistance as they participate to FFA programmes.
• Childcare: whether directly or indirectly, ensure that appropriate, safe childcare is available, thereby supporting equitable participation and the well-being of dependent children.
Transfer Type: ensure that the transfer (food, voucher, cash or a combination) corresponds to what is preferred and empowering.

Control mechanisms: take appropriate measures to ensure that all of the above considerations are being applied consistently throughout programme implementation.

3. Implementation

Ensure Equitable Participation: Ensure that both women and men have equal opportunities to participate in the implementation and management of FFA programmes (including access to and control of the assets created); that they are equally represented in leadership and decision-making roles; and that they both benefit from their communities’ enhanced livelihood asset base.

Provide Training: Provide tailored training to the different women and men participating in the FFA programme. Include opportunities for women (and men) to strengthen their confidence and abilities for inclusive leadership.

Establish & Manage Feedback & Complaint Mechanisms: In a participatory manner, design, establish and manage feedback and complaints mechanisms that are accessible to the diverse women and men, and their organizations, in the communities covered by the FFA programme. Make sure to document and respond to the information provided;

- recording the sex of the persons who provide feedback and submitted complaints
- analysing any trends in information provided by women and by men
- reaching and engaging the diverse women and men when sharing information about the actions taken in response to the feedback and complaints

Communication Between Stakeholders: Promote communication between all FFA programme stakeholders; ensuring that information is conveyed to, and received from, the diverse women and men (and girls and boys, as applicable) in the community.

Food Assistance Transfer: Transfer the food assistance – in-kind, voucher, cash or a combination or seasonal variation – as informed by the gender and protection (and other applicable) analyses and agreed by the representative management committee/s.

Considerations:

- Flexibility: Is it necessary or desirable to specify who from each household works? Or is it preferable for the household to determine who contributes their labour? What are the implications for women and men, and for dependent girls and boys?
- Workloads: Are work norms adapted to the different circumstances of the different individuals and the different households in the community, so that no woman, man or household is burdened with excessive demands?
- Work Type: Are different types of work available so that the diverse women and men in the community can participate?
- Unconditional Transfers: Keeping in mind the different circumstances of the women, men, girls and boys in the community, in what circumstances are unconditional transfers needed?
- Education & Training: what learning opportunities are provided to the different women and men that contribute, to transforming discriminatory and restrictive gender roles and norms in favour of equality in rights and opportunities? For example, child nutrition and cooking instruction for men and older boys. Financial literacy and sexual and reproductive health and rights for women (and men).
- Childcare: to facilitate participation (mostly of women) and to prevent older children (mostly girls) from being withdrawn from school, facilitate provision of safe childcare. Community organisations can assist or a supportive cooperative established for the duration of the FFA programme.
Pregnant & Lactating Women

- Set clear, supportive policies for pregnant and lactating women so that:
  - the rights and well-being of the women are protected
  - the welfare of to-be and newborn infants, as well as dependent children, are protected
  - PLW can participate in the FFA programme, in ways that are safe and empowering (considering types of work, duration of work, travel required etc.)
- Advocate for, and actively promote, supportive and healthy attitudes and practices around pregnancy and lactation.
  - Through targeted messaging and tailored delivery, sensitise women, men, girls and boys about the nutrient requirements during pregnancy and lactation and the risks associated with hard physical work.
  - Build awareness around the time required to adequately breastfeed babies.
- In a participatory manner, set work norms that protect the rights and health of pregnant and lactating women and their infants.
- Put mechanisms / checks in places so that pregnant women do not do heavy, physically demanding work.
- Where a ‘proxy’ (another adult household member) cannot be sent in place of a pregnant or lactating woman, or is not preferred, provide unconditional transfers, including supplementary nutrition as indicated, to women who are:
  - in the final trimester of pregnancy (6 to 9 months)
  - breastfeeding, during the ‘exclusive breastfeeding’ period, up to when the infant is six-months old
  - pregnant or breastfeeding and experiencing ill-health
- For women who join the FFA programme after their infants are six months old and are still breastfeeding, reduce work norms to ensure that adequate time is allocated for the women to breastfeed their children; as well as safe, private spaces for women to breastfeed.
- Ensure the safety, health and well-being of infants and young children who may be near or present at work sites, through the provision of adequate childcare.

Pregnant & Lactating Girls

- Put screening and monitoring measures in place to ensure that pregnant and lactating girls – females less than 18 years of age – do not take part in work programmes (as this risks engaging in child labour and their health).
- As determined by the gender and protection analyses, provide pregnant and lactating girls with unconditional transfers, including supplementary nutrition where required.
- Where pregnant and lactating girls are not receiving adequate and integrated support, refer them to appropriate:
  - health services
  - social services, whether provided by the government or civil society organisations
  - programmes offered by other humanitarian and development actors, including UN agencies (e.g. UNDP, UNFPA, UNICEF, UN Women, WHO) and women’s rights organizations
  - WFP programmes that do not involve work, such as Food Assistance for Training (FFT) or complementary training provided as part of FFA programmes
- Develop and/or participate in campaigns to end all forms of violence against women and girls, including harmful practices such as early, forced and child marriage.

4. Monitoring & Reporting

Ensure that monitoring of FFA programmes is gender-responsive.

Formulate and track indicators that assess changes (or not) in the food security, nutrition, decision-making authority and empowerment of:
- individual women, men, girls and boys
- households
- community groups
For the diverse women and men make sure to assess:

- equitable participation
- equitable access to the different activities and decision-making bodies
- health and well-being of participating community members, including of pregnant and lactating women
- protection / safety threats and risk (within households, in the community and in public spaces)
- satisfaction with the FFA programme

Regularly share the – analysed and summarised – qualitative and quantitative information gathered from the monitoring with the target beneficiaries, their communities and the authorities; making sure that the diverse women and men are reached, understand the information shared and have the opportunity to provide feedback.

Respond to the findings of the ongoing monitoring, addressing any issues that are preventing:

- equitable, safe and empowering participation for the targeted women and men
- achievement of the planned gender equality results.
International Food Policy Research Institute, Gender and Assets, [https://www.ifpri.org/program/gender-and-assets](https://www.ifpri.org/program/gender-and-assets)
