Gender & Participation
Quick Guide

**Importance of Participation**
Participation is fundamental to programming that meets the food security and nutrition needs, interests and priorities of the women, men, girls and boys WFP serves; wherever we are.

**Inclusion**: Including individuals and organisations that represent particular population groups in WFP’s programmes is important. Stakeholder analysis helps identify different groups within a population to be involved in a WFP programme, including women leaders and women’s rights organisations.

**Participation and Power**
Power, gender, resources, social status, education, access to information, household chores, belonging to a group and physical abilities are some factors that influence who is seen, listened to and has the time to participate.

**Participatory Processes**
Participatory processes create opportunities for women, men, girls and boys to be equitably involved in developing, implementing, monitoring and learning from WFP’s programmes.

**Modallities**: From consultations, we need to ensure that women and men, girls and boys, have access to different ways of participating in all stages of our programmes. Ensure that women and men, girls and boys, can equitably participate.

**How to Ensure Equitable Participation**

**Identify barriers to participation**
Understand the ways, and extent to which, each stakeholder participates in the programme. Identify reasons why different stakeholders are able or not able to participate.

**Address the barriers to participation**
It is important to target women, men, girls and boys, as relevant to the programme objectives, so that they know they can, and are welcome to, participate.

**Make participation meaningful**
Presence is not participation. Create safe accessible environments, where women and men (and girls and boys), separately or together, can confidently contribute.

**Barriers to Women’s Participation**
- **Unpaid care and domestic work**: household chores, water and fuel collection, care for children, elderly or those who are ill
- **Low level of literacy** and perceived lack of knowledge or skills
- **Social norms** that assign decision-making to men or inhibit women from speaking up in public settings
- **Lack of access** to information
- **Lack of self-confidence or self-worth** or opinions not listened to or taken seriously
- **Personal safety and security** concerns or access to transportation

**How to do address barriers to Participation**
- **Communicate** verbally and in writing in language(s), in multiple modalities (posters, meetings, radio etc.)
- **Ensure** programme activity locations are accessible and safe.
- **Schedule** meetings and activities at times when women and men (and girls and boys as applicable) can participate. Consider their commitments and workloads.
- **Use** visual aids and practical examples to enable participation by women, men, girls and boys, with no or minimal literacy.
- **Create** spaces and opportunities for women, and for men, to fully, freely and fairly participate.