



GAM Orientation 2025 Gender in Humanitarian Action

2024

Rohingya
Refugee
Response
Bangladesh

ISCG
INTER SECTOR
COORDINATION
GROUP

Gender with Age Marker GAM code

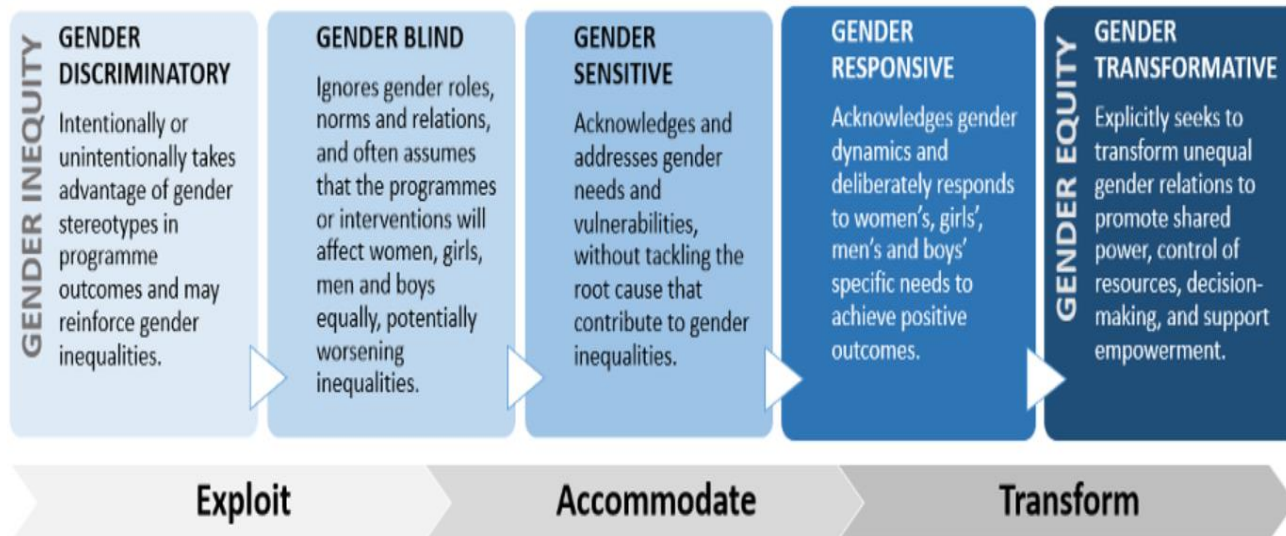
Each project will need to include **Gender with Age Marker (GAM)** code and reference number

Gender Responsive Humanitarian Programming for JRP 2025

Aim

- **Design, implement and monitor** programmes that respond to gender, age, disability differences
- Demonstrate relevance, responsiveness, accountability, to the different **needs, experiences, capacities, roles of women, girls, men, boys, gender diverse population in different age, disabilities** in the Rohingya Refugee Response

Gender Responsive programming for JRP 2025: Towards transformation



Gender responsive approaches aims to **design, implement and monitor** programs that respond to gender, age, disability differences & can demonstrate relevance, responsiveness, accountability to the different needs, experiences, capacities, roles of all genders of different age and disabilities in the Rohingya Refugee response.

Why?

*The goal is to reach **transformation**.*

How to develop a gender responsive proposal for JRP 2025?

Reflections from the latest gender analysis:

- Sector-specific practical guidance/ briefs/ reports etc
- Reference to the Sector specific Latest Gender Tip sheets.
- FOUR YEARS ON: SHIFTING GENDERED PERCEPTIONS AND EXPERIENCES Comprehensive Gender Analysis within Rohingya and Host Communities in Cox's Bazar, Bangladesh, Sept 2022.
- ISNA 2024 Analysis

Example | Gender analysis (max. 150 words)

Gender inequalities in education in the Rohingya refugee context are characterized by limited access to education for girls due to cultural norms and economic constraints. Early marriage and safety concerns further hinder girls' education. Shortages of female teachers and inadequate facilities exacerbate these challenges.

Preliminary data from ISNA 2024 indicated 9.5% of girl children as doing 7 hours or more of domestic & care work per day compared to just 4.6% among boys.

According to XYZ study, efforts to address these inequalities may involve community engagement, recruiting and training female teachers, creating safe learning environments, policy changes, and flexible learning opportunities for girls.

Based on the examples of short data analysis, are we able to identify:

- Gender inequalities that the project/intervention intends to address?
- Measuring the gender equality results?
- Indicators?

What's new in the GAM?

- Shorten the questionnaire
- Make it easier to fill out (10- 15 minutes)
- **Include and capture** diverse gender and disability-related information
- Better identify **targeted and transformative** actions for gender equality

GAM Structure

Project Phase: Select project phase

OPTION 1: Design phase ([select this option as for all JRP 2025 submissions](#))

GAM structure

- Contact details
- Project details
- GAM relevance
- Need analysis
- Adapted phase
- Adequate participation

OPTION 2: Monitoring phase

Gender with Age Marker (GAM) step by step and code of 4-0



What's New in the GAM?

NEW CODING DEFINITIONS:

Code	Gender Mainstreaming Targets everyone (M)	Targeted Action For Gender Equality (T)	Not Applicable
4	Intends to contribute to gender equality, including across age groups AND/OR people with disabilities	Main programme purpose is increasing gender equality, including across age groups AND/OR for people with disabilities	
3	Intends to contribute to gender equality, but without attention to age groups AND/OR people with disabilities	Focused on promoting gender equality, but without attention to age groups or people with disabilities	Does not engage with or affect people in need
2	No attention to gender equality, though intending to address age AND/OR disability differences	Intends to address differences of age AND/OR for people with disabilities, but lacks attention to gender	
1	Does not respond to differences based on gender, age or disability; does not consistently pay attention to specific groups of concern	Does not consistently respond to differences based on gender, age or disability	
0	Does not systematically link programming actions		

Key Gender Equality Measures (GEMs) in the Design Phase

- **Gender Analysis:** Describes the needs of different gender, age, and disability groups (GEM A).
- **Tailored Activities:** Adapt activities to address group-specific needs (GEM D).
- **Influence:** Ensure all groups participate in project design (GEM G).
- **Benefits:** Ensure different groups experience distinct benefits (GEM J).

Supporting GEMs in the Monitoring Phase

- **Disaggregated Data:** Collect and use data disaggregated by sex, age, and disability (GEM B).
- **Protection from GBV:** Ensure actions address or prevent GBV risks (GEM E).
- **Feedback & Complaints:** Establish safe and accessible feedback processes (GEM H).
- **Satisfaction:** Measure how different groups are satisfied with project outcomes (GEM K).

Gender Equality Measures (GEMs)

Project Design	<i>Monitoring elements</i>	
A. Gender Analysis	B. Disaggregated Access data	
D. Tailored Activities	E. Gender-based Violence	
G. Influence (Participation)	H. Feedback & Complaints	I. Communicating with Communities
J. Benefits	K. Satisfaction	L. Problems

IASC Gender with Age Marker

▼ Design Phase | Needs Analysis

▼ » GEM A: Analysis

* Briefly describe gender inequality in this context (and age and/or other inequality): who is disadvantaged and why? (Do not write about your policy or project plans)

less than 150 words

This field is required

* There is a written needs analysis in the proposal which discusses:

Please select the most accurate one

- The needs of different groups in the affected population
- The needs, issues and barriers faced by different groups in the affected population
- No needs analysis yet

→ Next

[Back](#)



Return to Beginning

Go to End



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▼ Design Phase | Adapted Assistance

▼ » GEM D: Tailoring

* The proposed assistance will be tailored to address:

Please select the most accurate one

- The needs of different groups in the affected population
- The different needs, issues and barriers faced by different groups in the affected population
- Project is solely focused on / intended to address gender-based discrimination
- The assistance is standard, the same for all

→ Next

[Back](#)



Return to Beginning

Go to End



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▼ Design Phase | Adequate Participation

▼ » GEM G: Influence (Participation)

***The proposal documents how affected people will participate in and influence the following processes of project management:**

Please select all that apply

- Assessing needs
- Designing activities
- Delivering assistance
- Monitoring and revising projects
- Not involved in project management

FOR REFLECTION: Discuss how different groups of affected people will participate in and influence the project. Recording your response is recommended for reference in monitoring.

less than 150 words

→ Next

[Back](#)



Return to Beginning

Go to End



Project GAM Reference Number

Your Project GAM Reference Number is:

H7354-3833-0312

Please write this reference number down. You will need it to be able to access your GAM report, and to be able to complete the monitoring phase of the GAM tool when you are implementing your project.

Please write this reference number down. You will need it to be able to access your GAM report, or to be able to complete another round of monitoring in the future.

<https://surveys-kobo.unocha.org/ljGGFawE>

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IASC Gender with Age Marker

Your practice session is complete.

You do not need to submit your practice data - you can simply close this window. Even if you do click on 'submit', your data will be ignored. You will not be able to access it again.

Submission

Thank you for completing the IASC Gender with Age Marker (GAM). Remember that the GAM should be completed both as part of the design of the proposed project, and as part of the monitoring of the project during its implementation. Please submit this form in order to save it.

Gender Responsive Humanitarian Programming using Gender with Age Marker tool (GAM)

ISCG support

- GiHA WG /Sector Gender Focal Points briefing (27 October 2024)
- Sector and Partner meetings on GAM ongoing
- Sector Gender Focal Points' participation during the Peer Review process

Resources

<https://www.iascgenderwithagemarker.com/en/home/>

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