1.5 IASC Gender with Age Marker (GAM)

The EiE-GenKit upholds the requirements of the **IASC Gender with Age Marker (GAM)** as an integral part of EiE programming.

The GAM is used by the humanitarian community to assess how gender is incorporated in humanitarian projects. It is for use by programme staff at organizational, cluster, and country levels. The GAM is an important learning instrument for gender equality programming as it reflects how gender and age are considered at key points in programme design.

The GAM uses 12 Gender Equality Measures (GEMs) across four areas: Needs Analysis, Adapted Assistance, Adequate Participation, and Review. Each area contains a series of multiple-choice questions related to gender and age in the project design, monitoring during implementation, and monitoring at the end of the project. Based on the answers to the questions, the tool automatically calculates a GAM code on a scale of 0-4, determining the quality of humanitarian programming with regard to gender.

The tools and guidance provided in the EiE-GenKit support EiE programmes in achieving a GAM code of 4 – meaning that the project will significantly contribute to gender equality including across age groups.

Table 1.2 provides an index of the relevant GEMs that each EiE-GenKit tool supports. The key GEMs are associated with the design phase (**A, D, G, and J highlighted below**). The rest are 'supporting' GEMs, applicable in the monitoring phase to help users reflect on what is working well and what needs to change in a project or programme.

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In 2020, Justin, 11 and Melani, 8 are doing their homework at their house in the Potrero Grande village, Palencia, Guatemala, following the Ministry of Education guidelines. During the emergency caused by the pandemic COVID-19, educational programmes were transmitted on television and radio stations.

Table 1.2: GEMs relevant to EiE-GenKit tools

IASC GAM Gender Equality Measures		
Code	**GEMs**	**EiE-GenKit Tools**
Needs Analysis		
A	**Gender analysis**	2 | 3.2 | 4.2 | 5.2 | 5.3 | 5.4 | 6.1 | 6.2 | 6.3 | 7 | 8.1 | 8.3
B	Collect and analyse SADD	2 | 3.2 | 3.3 | 5.2 | 6.1 | 6.2 | 6.3 | 7 | 8.1 | 8.3
C	Good targeting	2 | 3.2 | 5.2 | 6.3 | 7
Adapted assistance		
D	**Tailored activities**	2 | 3.2 | 3.3 | 4.2 | 5.2 | 5.3 | 5.4 | 7
E	Protected from GBV	2 | 5.2 | 5.3 | 5.4 | 7
F	Coordination with other actors	2 | 3.2 | 4.2 | 5.2 | 5.3 | 7 | 8.1 | 8.3
Adequate participation		
G	**Influence on the project**	2 | 3.2 | 5.2 | 5.4 | 6.1 | 6.2 | 6.3 | 7 | 8.2
H	Feedback processes	2 | 3.2 | 5.2 | 5.4 | 6.1 | 6.2 | 6.3 | 7
I	Transparency	2 | 3.2 | 6.1 | 6.2 | 6.3 | 7
Review		
J	**Benefits**	3.3 | 4.2 | 5.4 | 7
K	Satisfaction	3.2 | 6.1 | 6.2 | 6.3 | 7
L	Project problems	5.3 | 6.1 | 6.2 | 6.3 | 7