What does it mean:
Mainstreaming and Targeted action

A twin track approach where you do mainstreaming and also targeted action

Actively include gender equality & disability in cross cutting manner in all humanitarian policies, programmes and activities

Support specific initiative for Gender Equality & disability in strengthening these groups capacity and resilience

Separate activities targeted based on expressed needs and then ensuring the group is less marginalized and joins the community with greater resilience and empowerment
10 Indicators of good programming:
Gender Equality Measures ("GEMs")

**Design Phase**

- **Gender Analysis**
  The issues facing females, males and LGBTI in different age and/or disability groups are understood and described.

- **Tailored Activities**
  Females, males, all gender groups of different ages and/or disabilities get the assistance they need.

- **Influence**
  Females and males in appropriate age and/or disability groups influence decisions throughout the project.

- **Benefits**
  Different groups of concern (gender, age, disability) get different benefits; no one will be left behind.

**Monitoring Phase**

- **Disaggregated Access Data**
  Different groups of people with diversity are able to access assistance.

- **GBV Protection**
  People are safer.

- **Feedback & Complaints**
  People with diverse communication needs, can complain and be heard.

- **Communication with Communities**
  People with diverse communication needs, get the information they need.

- **Satisfaction**
  Different people are satisfied.

- **Project Problems**
  Problems are known and addressed.

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### What’s New in the GAM?

**NEW CODING DEFINITIONS:**

<table>
<thead>
<tr>
<th>Code</th>
<th>Gender Mainstreaming</th>
<th>Targeted Action</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Intends to contribute to gender equality, including across age groups AND/OR people with disabilities</td>
<td>Main programme purpose is increasing gender equality, including across age groups AND/OR for people with disabilities</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Intends to contribute to gender equality, but without attention to age groups AND/OR people with disabilities</td>
<td>Focused on promoting gender equality, but without attention to age groups or people with disabilities</td>
<td>Does not engage with or affect people in need</td>
</tr>
<tr>
<td>2</td>
<td>No attention to gender equality, though intending to address age AND/OR disability differences</td>
<td>Intends to address differences of age AND/OR for people with disabilities, but lacks attention to gender</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Does not respond to differences based on gender, age or disability, does not consistently pay attention to specific groups of concern</td>
<td>Does not consistently respond to differences based on gender, age or disability</td>
<td></td>
</tr>
<tr>
<td>0</td>
<td>Does not systematically link programming actions</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## GAM Coding Summary

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Addresses GENDER &amp; AGE along with disabilities differences in key programme actions</td>
</tr>
<tr>
<td>3</td>
<td>Addresses only GENDER differences in key programme actions</td>
</tr>
<tr>
<td>2</td>
<td>Addresses only AGE differences in key areas</td>
</tr>
<tr>
<td>1</td>
<td>Key programme actions do not address gender or age differences</td>
</tr>
<tr>
<td>0</td>
<td>Key programme actions are not present</td>
</tr>
</tbody>
</table>
Key GEM G: Influence on the Project

The project engages affected people in the following processes of project management:

Please select all that apply

- ✔ Assessing needs
- ✔ Designing activities
- ✔ Delivering assistance
- ✔ Reviewing and changing projects
- ☐ Not involved in project management, or suggestions/requests not used

The following gender groups directly influence project management:

Please select all that apply

- ☐ Women
- ☐ Girls
- ☐ Boys
- ☐ Men
- ☐ Diverse gender
- ☐ Gender not specified
The following age groups of women, girls, boys and men directly influence project management:

Please select all that apply

- Young children
- Children
- Adolescents
- Young adults
- Middle-aged adults
- Older adults
- Age not specified
Supporting GEM H: Feedback and Complaints Processes

The agency has ways for affected people to tell them there is something wrong with the project or the way that it is delivered:

Please select all that apply

- There is at least one way complaints can be made
- Changes are made to the project as a result of complaint
- Complaints processes are not working as expected
- No complaints made
- Procedures keep people who complain safe from being punished or stigmatized
- No complaints processes

There are different procedures for receiving and investigating complaints that depend on which gender group is making the complaint:

Please select all that apply

- Women
- Girls
- Boys
- Men
- Diverse gender
- Gender not specified
- All procedures are the same
GAM PROJECT CODING LOGIC

2 to 4 Key GEMs = 0

YES

0

NO

3 or 4 Key GEMs are same

YES

Common GEM

NO

3 or 4 Key GEMs are mixed, codes '3' & '4'

YES

3

NO

GEM Codes are mixed

YES

1
If your priority is..
Accountability to Affected Populations

You will want to monitor,

- Which gender and age groups participate in and influence decisions, from needs assessment, project design, assistance delivery, through project monitoring (GEM G)
- Existence & responsiveness of feedback and complaints mechanisms (GEM H)
- Project and agency transparency and information-sharing with different groups (GEM I)
If your priority is...
Protection Mainstreaming

You will want to track whether,

- Intended target groups are reached (GEM C)
- GBV risks are reduced or mitigated (GEM E)
- A safe & responsive complaints mechanism exists (H)
- Different people benefit from the tailored activities (J)
- Different groups are satisfied with the assistance (K)
- Steps are taken to mitigate unintended consequences or barriers (GEM L).
Better programs do not come from the CODE. . . They come from REFLECTING on the questions:

It’s about the PROCESS, which will give you better RESULTS! Hence a better GAM 4T