

Gender equality and social inclusion bingo game

- What are you doing already? (make a tick)
- What do you commit to doing? (make a heart)
- What can you not manage to do (pass)

This is meant to be a combination of strategic and structural measures, along with more tactical or daily operational measures. Jump right in and see how you do and where you could do better! Discuss with your conversation partner, in pairs.

At the scoping or feasibility stage of a project/programme, do a gender-disaggregated assessment, to establish a baseline for differences in women’s and men’s status and wellbeing.	Set up a gender-responsive Theory of Change for the project/programme (which may also call out objectives and outcomes for other groups too).
At the scoping or feasibility stage of a project/programme, do a disaggregated assessment by age, (dis)ability and if relevant, by socioeconomic status, ethnic group, LGBTQI or other variables, to establish a baseline for differences in people’s status and wellbeing.	Ensure that indicators for monitoring progress are set to measure changes for significant sub-groups of the community or population, like gender, (dis)ability, age and (if relevant) socioeconomic status, ethnic group, etc.
Develop a gender equality or equity strategy for the project or programme.	Employ a gender and social inclusion advisor to drive inclusivity across planning and implementation of the project/programme.
In key decision-making processes, ensure that women are as well represented as men, and that participating women and men are representing a diversity of experiences from relevant, affected social groups (by geography, ethnicity, age etc).	Ensure that people, particularly women and girls (who are most affected), have information about and access to services for sufferers of domestic violence. Ensure that information is openly available to everyone that says ‘domestic violence or intimate partner violence is not okay’.
Accommodate the needs of people who need sign language interpretation, braille or other forms of interpretation in order to communicate fully with others in a project or programme context.	Follow good practice guidelines to make websites easily accessible for people with visual impairments, e.g. make it easy to read (responsive) when the text size is increased.

<p>Accommodate the needs of people who don't read well or don't hear well and need to receive communications in a project context and/or join forces with their carers to improve communications.</p>	<p>Follow good practice guidelines to make publications easy to read and understand in a project context, e.g. very clear visual guidance, high contrast/readability of texts against the background colour, large print for older readers.</p>
<p>Target micro-credit for climate compatible technology / equipment specifically to women to ensure they are fairly included.</p>	<p>Target skills training for climate compatible activities specifically to women and girls to – taking appropriate further or compensatory measures beyond 'business as usual' to ensure they are fairly included.</p>
<p>Provide facilities or equipment that can be used by people of diverse physical strength, abilities, body size and shape (e.g. farm or food processing equipment that is suited to and safe for women, men, older people, younger people, pregnant women, left-handed, right-handed).</p>	<p>Provide facilities or equipment that can be used by people wearing diverse types of preferred/culturally appropriate clothing, e.g. saris, skirts, trousers, dhoti, etc.</p>
<p>Provide any necessary facilities and a safe, supportive environment for breastfeeding mothers in a project delivery context.</p>	<p>Provide any necessary facilities and a safe, supportive environment for menstruating women and girls in a project delivery context.</p>
<p>Schedule meetings at times that optimise people's participation and are least likely to conflict with moments of heavy workload, religious duty, etc for certain groups of people.</p>	<p>Provide physical facilities and equipment for the safety and comfort of the participation of people with diverse health needs, in project activities (e.g. chairs for people who are elderly/injured/pregnant in a workshop setting if you want others to stand).</p>
<p>Make sure that project communications use gender-neutral or gender-inclusive language and are not accidentally discriminatory or exclusive.</p>	<p>Make sure that project communications with imagery (photos, video etc) are respectful of diverse people and treat people with dignity, and that they do not perpetuate harmful assumptions or negative stereotypes about any</p>

	group of people (women or girls, people of different ethnicities, abilities, etc).
Make sure there is supportive environment for people to express their opinions without being talked over or dismissed. If needed, arrange meetings separately e.g. for women, marginalised ethnic groups etc.	Provide washing and sanitation facilities that respect people's privacy and are safe and secure for women, men and people with other gender identities.
Provide safe, secure childcare facilities when appropriate for project activities and/or create an environment where it is safe and supportive for children to attend activities with their parents. (Take account of organisational safeguarding policies.)	Make meeting venues accessible for pushchairs and wheelchairs, and people of differing abilities who may use canes or encounter difficulty on uneven ground or negotiating steps/stairs.