

# The GESI (gender and social inclusion) bingo game

## Facilitator/trainer instructions

Please look through the following play cards (scroll to the pages below with the game play cards). Each card describes different **'measures we can take to deliver climate projects and programmes that are inclusive for everybody'**.

The intention is to cut out these rectangles – each one individually – as little cards for the 'GESI bingo' game. Please review the content of the suggested cards very carefully.

Before you distribute the cards, please remove any cards whose content is contextually irrelevant or inappropriate for your group of trainees.

For example, if your trainees are going to be implementing climate projects or programmes in rural villages where parents always carry infants in a sling on their front or back, and do not use pushchairs/prams, then please remove the card that says 'make meetings pushchair-friendly' from the set, as it would be irrelevant to the participants' context.

But only remove cards if it's completely irrelevant for the project implementation context – you want some of the measures to be 'stretching' for the participants and to touch on measures that could be relevant in the delivery of their climate projects and programmes, but they didn't think about yet.

If you have a very mixed group of participants, e.g. from a range of different countries or urban/rural locations, or very different job responsibilities, then err on the side of including all cards or as many as possible and don't be too selective.

Furthermore, the cards are provided as a Word document so that the facilitator/trainer can translate or edit the words for appropriateness where needed.

Please note that the cards are focusing on measures that a project manager for a climate project/programme would have the authority to take, and which are largely voluntary or discretionary in a project context. The actions don't focus on enforcement of employment law in a formal employment setting – e.g. as when a company or organisation is legally required to provide its workers with maternity and paternity leave, sick leave and benefits, etc.

A full set of appropriate cards needs to be printed one-sided on paper or card for every pair of trainees – they should ideally be playing this game in pairs or possibly, in threes.

## The game play instructions

### Version 1 (slower version, players stay seated):

Players organise themselves into pairs or groups of three ideally – but if the overall number of participants is very large (e.g. over 30), you may wish to make larger breakout-groups. It also depends how participants are seated. If they are in large round tables, then up to ten people could make a group sitting around a table.

Position one set of cards, face down in a pile, between the players (in their groups of two or three).

Each player should have an answer sheet, and have a pen ready to write their answers explaining which three actions they will take and how they will do it (what are the circumstances in which they could take this action).

Players take turns to pull a card from the central pile, one at a time.

Turn over the top card on the pile and read out the action described. The action is for them, the player who drew the card, and they must answer from their perspective, speaking aloud to the rest of their pair/group.

Answer the question: is this an action/a measure I am already taking in my climate project, programme or organisation? OR is this an action/a measure that my organisation and I could take?

If it's a 'yes', then keep the card, and write briefly on the answer sheet what the action is, and how you are applying the action in your project/team or how you could apply the action in your project/team – ie, what are the contexts or circumstances. For example, if you draw the card 'in key decision-making processes, ensure that women are as well represented as men' and if you are running a committee to advise your climate project on key aspects, you could say: 'we don't currently have good gender balance on our project advisory committee but this is something that we could address by recruiting more women in the near future'.

If it's a 'no', you are not applying this action in your project/team, and you cannot think of any way to apply the action usefully or feasibly in your project/team, then put the card back, face down, at the bottom of the central pile. Skip your turn, the turn goes to the other person. Do not fill in the answer sheet this time.

The way this game has been conceptualised, each individual player is playing on their own and is trying to be the first one in their group to come to a total of three 'bingos'.

As soon as one of the players in the group accumulates three cards, representing measures they are already taking or could take, then they shout 'bingo!' (Tip: if this happens too fast, and doesn't give enough time for discussion by each group or pair of players about the action cards they drew and the answers they gave, then the facilitator can extend it to five cards before anyone can shout 'bingo!')

At this point, when somebody has shouted bingo, the facilitator can end the play for everyone in the room and invite the person who shouted 'bingo!' to read out their three (or five) cards and the explanations they gave out their answer sheet for how they are applying these actions in their project/organisation, or how they could apply their actions.

Other participants are invited to volunteer their answers, if they wish.

The facilitator can also ask players to 'fill in the gaps' and mention measures to take in the delivery of climate projects and programmes, for greater inclusiveness, that were not listed on the cards but should have been.

*Another way of playing this game (slightly different option) is that the small groups or pairs try to fill out the bingo sheets collectively – every time they pick a card, it is for the whole group to respond on whether they are already implementing that action or would be able to implement that action. Then, when the whole group scores three bingos, they can call out, and can report their achievements to the rest of the room.*

## **Version 2 (faster version, with movement around the room):**

This version of the game is only suitable with small groups or 20 or less. Do not use with a larger group. The facilitator puts a big poster or draws on a whiteboard on the wall of the room a large picture of a tree with lots of branches or – if you feel less artistic – just write in large letters at the top of the sheet or board 'Our commitments to be inclusive'.

Players organise themselves into pairs or groups of three. Position one set of cards, face down in a pile, between the players (in their groups of two or three). Each player takes three post-it notes to write down the three actions they are going to take (or five post-it notes, if the facilitator decides to extend the game to make it more complete). Players take turns to pull a card from the central pile, one at a time.

Turn over the top card on the pile, and read out the action described. Answer the question: is this an action/a measure I am already taking in my climate project, programme or organisation? OR is this an action/a measure that my organisation and I could take?

If it's a 'yes', then keep the card, and write briefly [in short form] on a post-it note what the action is.

If it's a 'no', you are not applying this action in your project/team, and you cannot think of any way to apply the action usefully or feasibly in your project/team, then put the card back, face down, at the bottom of the central pile. Skip your turn, the turn goes to the other person. Do not fill in a post-it note.

As soon as one of the players accumulates three cards, with three corresponding post-it notes, representing measures they are already taking or could take, then they run to the 'Our commitments...!' sheet and post their post-it notes (representing inclusive actions) on to the sheet. See who gets there first! (Tip: if this process happens too fast, and doesn't give enough time for small group discussion, the facilitator can extend it to five cards/five post-its before anyone can have a complete set)

After the play comes to an end, the facilitator invites the person who was first to post their three (or five) commitments to inclusivity to explain to the other players what the actions are, how they are applying these actions in their project/organisation, or how they could make a commitment to apply their actions. Other players can come up and post their post-its on the board/sheet, and everyone can stand around and see which actions the others are doing or feel committed to doing. The facilitator can also spot, and raise for discussion, those actions that people are not taking or committed to taking, and ask why. The facilitator can also ask players to 'fill in the gaps' and mention measures to take in the delivery of climate projects and programmes, for greater inclusiveness, that were not listed on the cards but should have been. Players can fill in new post-its and post them under a new category 'further things we should think about to be inclusive in delivering climate projects and programmes'.

## The answer sheet: GESI bingo game

<b>Proposed action to make the project or programme more inclusive</b>  <b>Please make a brief note of what's on your card.</b>	<b>How am I already using this in my climate project or programme? How could I integrate this action in my climate project, programme or organisation?</b>  <b>Please make a brief note of how you're already using this idea or could use it.</b>

**The cards – to print, on one-sided paper or card, cut out into individual rectangular cards, and distribute a set to each pair or group of three players**

<p>Provide safe, secure childcare facilities for meetings or simply make meeting set-up safe and supportive for children to attend with their parents</p>	<p>Make meeting venues accessible for pushchairs and wheelchairs.</p>
<p>Provide washing and sanitation facilities that respect people’s privacy and are safe and secure for women, men and people with other gender identities.</p>	<p>Make meeting venues accessible for people of differing abilities who may use canes or encounter difficulty on uneven ground or negotiating steps/stairs.</p>
<p>Before a conference or meeting, intentionally brief and prepare participants and speakers who are willing to raise gender-related points and questions during discussions, so that gender concerns are not forgotten.</p>	<p>Appoint two or more trusted ‘point persons’ (mixed gender) with whom anybody can raise their concerns about sexual harassment or bullying they are experiencing, in the context of a conference, meeting or project. Announce the roles to everyone. Announce that complaints will be treated confidentially. Make it clear that if a complaint is made against someone and found to be credible, they will be first warned, then asked to leave after repeated offences.</p>
<p>Ensure that well-intentioned steps to ‘empower women and girls’ in a development project or process are not accidentally burdening them with more work. Discuss and encourage all community members to spread the burden of unpaid work fairly. Look for ways that the project can relieve overall work burdens for women and girls while increasing their empowerment and wellbeing.</p>	<p>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’.</p>

<p>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, etc).</p>	<p>Ensure systems are in place to gather gender-disaggregated data, monitor and evaluate the differential effects of the project on women and men and manage the project adaptively to immediately address any discriminatory effects.</p>
<p>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.</p>	<p>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>
<p>Accommodate the needs of people who don't read well or don't hear well and need to receive communications (e.g. early warning alerts of severe weather) in a project context and/or join forces with their carers.</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 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>

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.	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)
Make sure that project communications use gender-neutral or gender-inclusive language and are not accidentally discriminatory or exclusive.	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 group of people (women or girls, people of different ethnicities, abilities, etc).
Make sure there is safe environment for people to express their opinions in a meeting. If needed arrange meetings separately e.g. for women, marginalised ethnic groups etc.	Putting accountability, institutional structures, and systems in place to accommodate the interests, needs and priorities of different categories of women farmers.
Trying to minimise attitudes that favour men over women, and male dominance, at a systemic level, by improving women's participation and leadership in formal and informal social and economic groups / associations.	Gender-responsive programming and budgeting with gender disaggregated indicators for measuring and reporting on progress and gender equality.
Awareness-raising activities among men and women in communities on intra-household equitable share of workloads, resources, income, food and nutrition and disaster risks, and decision making.	