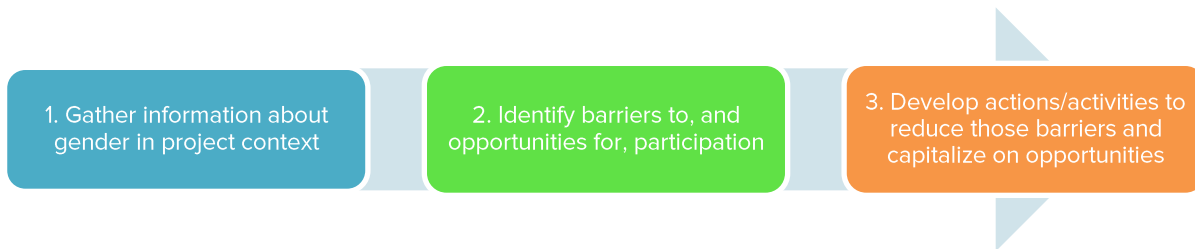


Checklist for integrating gender into conservation programming



STEPS	SAMPLE QUESTIONS
<p>Step 1: Gather information about gender in the project context through review of project documents, focus groups, and interviews with stakeholders</p>	<p><i>General socio-economic gender information</i></p> <ul style="list-style-type: none"> • How do men and women access and use the resources that the project impacts? Might there be negative or unequal outcomes for men or women based on their separate resource needs and uses? • How might the project affect the daily lives (and workloads) of men and women? • Who has the power to make decisions at the community level? Are both men’s and women’s contributions sought out and respected? • How do men and women access project information? Is information available in the language and medium most appropriate? • What does the law say about men’s and women’s rights with respect to project resources (e.g. land tenure, livestock or agricultural products)? Do formal laws differ from customary laws? • What benefits does the community receive from this project? How are the benefits decided upon and shared among men & women? • Are there equal opportunities for men and women to participate in the project decisions and receive benefits? <p><i>Project design & implementation</i></p> <ul style="list-style-type: none"> • Which community members are consulted and how are men and women involved in the project’s design, implementation and monitoring? • Do documents refer to men and women specifically or only “community members” as one homogeneous group? • What targets, if any, are set for women’s (or men’s) participation in activities? • Are sex-disaggregated data (separate data on men and women) collected? If so, what can/do the data show when analyzed? • Are there project components that could potentially make life harder for either men or women? Are any measures currently being taken to address those?

	<ul style="list-style-type: none"> • Is there any funding in the budget for activities specific to men or women, or funding to reduce gender inequalities? • Do planned activities involve both men and women? • Are measures incorporated to ensure women’s inclusion and participation in project planning and implementation?
<p>Step 2: <i>From the information collected above, Identify barriers to, and opportunities for, women’s and men’s participation in the project</i></p>	<ul style="list-style-type: none"> • What are some of the main barriers (e.g. cultural, social, and political) identified above that limit men’s or women’s participation? For example, related to: <ul style="list-style-type: none"> ○ Attendance at meetings/trainings ○ Participation in decision making forums ○ Access to information about the project ○ Ability to participate in, and benefit from, project activities ○ Cultural norms are uphold inequalities • Are there opportunities for further encouraging participation in the project? Do men or women have particular interests in becoming more engaged?
<p>Step 3: <i>In collaboration with stakeholders and project implementers, develop actions/activities to reduce or eliminate barriers and capitalize on opportunities</i></p>	<ul style="list-style-type: none"> • Develop creative, culturally-appropriate solutions to barriers identified, for example: <ul style="list-style-type: none"> ○ Time activities for the time of day or month when men and women may have more free-time to attend ○ Provide childcare during meetings or trainings ○ Provide transportation to events that are difficult to get to ○ Ensure that communication materials are developed in languages and mediums (e.g. radio, print, etc.) that everyone can understand, regardless of literacy levels ○ Hold separate events with women to allow them to become familiar with the issues and have a safe space to share ideas ○ Specifically invite both men and women to events, explaining that everyone’s participation and contributions are valuable ○ Discuss the importance of inclusive decision-making with all stakeholders and find male supporters of women’s participation • Provide basic gender training to project staff members so that they are aware of, and can respond to, inequalities within the project • Be aware of sensitive social issues such as violence and alcoholism • Consult with local women’s organizations, gender-focused governmental entities, or gender consultants to provide input to project decisions • Create well-defined requirements, channels, and schedules for reporting on implementation and progress on gender integration and clearly designate responsibility

For more information, see CI’s Gender Integration Guidelines:
http://www.conservation.org/publications/Documents/CI_Gender-Integration-Guidelines-EN.pdf