



**Sector39 Ltd.**

**Permaculture training and project development**

**www.sector39.co.uk**

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## Gender Equality considerations checklist

### Introduction

Sector39 aims to promote gender equality through all of its project and teaching work. Inclusivity across all project work is essential for its success and this should be considered at all stages of planning and implementation. Below are a set of guidelines to ensure these factors are considered at both the planning and implementation stages of all projects

To promote gender equality and the empowerment of women, S39 projects must explicitly integrate gender issues and/or address gender related concerns into the design, implementation, monitoring and evaluation phases. It is a requirement for all S39 project proposals to consider how the project will take into account and integrate gender issues, giving special attention to any differences between men and women with respect to: access to and use of resources, means of production and credit, generation and use of income, participation in decision making. A thorough social and gender analysis is therefore recommended. This will ensure S39 existing gender dimensions in communities are considered in the design of projects and that equitable benefit sharing of coastal resources amongst men and women results. The impact of S39 projects and programmatic interventions can also be assessed through subsequent analysis and gender aware monitoring and evaluation.

### A list of gender equality considerations

This list of gender equality considerations is designed as a general starting point to assist S39 practitioners in implementing S39 objectives on gender equality and development in national level projects.

#### **Promoting gender equality in project participation**

**\*\*Questions to consider**

- Do men and women have equal roles in decision making at the individual, household and community levels (e.g. regarding environmental management practices and sustainable income generation etc)?
- Do men and women have equal roles in liaising with government and influencing government decision making (e.g. regarding conservation of natural resources for community use etc)?
- Are there cultural, social, religious or other constraints on women's participation in the project, such as:
  - restrictions on attendance or speaking at community discussions (e.g. women may not be able to voice their opinion in the presence of male family members)?
  - time availability (e.g. women may be unavailable due to domestic duties)?
  - mobility (e.g. women may need to stay close to the home where the children are)?
  - ability to contribute organizational resources (e.g. provide labour or money for the project)?



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- If there are constraints on women's participation in the project, how can these constraints be overcome (e.g. home visits to meet with women in the community)?
- Are there local women's organizations that can be consulted with?

**\*\*Strategies for mainstreaming gender equality for project participation**

- Ensure women's participation in the project design and planning of project objectives.
- Ensure women's participation in the implementation, monitoring and evaluation of the project.
- Set targets and indicators to measure women's participation in the project (e.g. percent of women to consult with).
- Include strategies and targets in the project design to promote and facilitate women's participation in the project.
- Consult with, or support the formation of, local women's organizations.
- Ensure that project communication channels are accessible to women.

### **Social and gender analysis**

**\*\*Questions to consider**

- Do men and women have equal ownership, control over and access to resources targeted by the project for conservation or sustainable management?, such as:
  - land, water, mangrove forest products, fisheries, tambaks, shelter?
  - capital, credit, banking services, insurance, savings in cash or in kind (including money obtained from informal sources such as friends or the sale of crafts)?
  - labor (other kin, informal work groups, hired labor)?
  - fisheries inputs (nets, hooks)?
  - implements for production, postharvest, household tasks?
  - raw materials for artisan and craft production?
  - transportation (boats, vehicles)?
- Do men and women have equal access to basic services, including:
  - health care?
  - water and sanitation?
  - education programs and skills training?
  - cooperatives or similar government or nongovernment associations?
  - information networks and communication media?
  - coping strategies?
- What are the constraints on men and women's ownership, control over and access to resources and basic services?
- Do men and women have different roles, workloads and time spent in production or subsistence activities?
- How dependent are men and women on the resources and environment that have been targeted by the project for conservation or sustainable management (e.g., for food, housing, water, medicinal purposes)?
- How does poor natural resource management, environmental degradation, climate change and disasters differentially affect the health and livelihood of men and women?

### **Gender equality considerations in the project design, implementation, monitoring and evaluation**

**\*\*Questions to consider**

- How might/does the project differentially impact on men and women's:
  - Ownership, control over and access to resources and basic services?
  - Roles, workloads and time spent in production / subsistence activities?
  - Livelihoods?
- Do men and women have different perceptions about natural resource management and the environment being targeted by the project?
- Do men and women have different priorities or motivations for the project?
- How might/do these differences impact on the project?
- How can/does the project promote gender equality and empower women?





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**\*\*Strategies for mainstreaming gender in the project design**

- Include strategies and targets in the project design to overcome constraints on, and strengthen women's ownership, control over and access to resources and basic services.
- Ensure the project does not negatively diminish women's: ownership, control over and access to resources and basic services; roles, workloads and time spent in production or subsistence activities; and livelihoods.
- Ensure that women will directly benefit from all project components, particularly skills training and income generation.
- Set targets and indicators to measure progress in achieving benefits for men and women.
- Ensure that the project utilizes women's perceptions about natural resource management and the environment.
- Include strategies and targets in the project design to strengthen women's resilience to environmental degradation, climate change and disasters.
- Include strategies and targets in the project design to promote gender equality and empower women.
- Ensure that the project uses and strengthens existing areas of cooperation and reciprocity between men and women.