

Gender analysis checklist for disaster risk reduction within a programme or project cycle

Ensuring that gender considerations are accounted for throughout the programme or project cycle requires consideration of key issues and questions at each stage. Reflecting on the results of this checklist will indicate if and where the programme or project cycle's proposals (for objectives, activities and mechanisms for engagement and analysis) should be modified and improved to maximise the participation of men and women and thus the effectiveness of the programme or project. The programme or project cycle described below aligns to the seven steps suggested in 'Mainstreaming climate change into development in the Pacific: A practical guide' (PACC, 2014).

Phase 1: Preparatory

Institutions and governance

- Describe the current bodies or committees that deal with disaster risk reduction. Is gender fairly balanced in these bodies? How gender sensitive are the people and groups represented here?
- Describe the mechanisms that exist to ensure balanced representation of different groups (men, women, youth, elders, people with disabilities) within these structures.
- Describe the mechanisms that will be used to raise awareness of and share information on disaster risks equally within the community.
- Identify the type of scientific information and socio-economic analysis needed to inform the programme or project. What expert support may be needed to ensure that gender considerations are addressed adequately?
- Identify how social structures (such as traditions, governance, religion, rights, status of groups) promote or impede men's and women's disaster preparedness and ability to cope with natural hazards and disasters.

Phase 2: Situation Analysis and Phase 3: Problem Analysis

Policies, plans, strategies

- Are gender issues in relation to disaster risk reduction clearly identified and addressed in current policies, programmes and institutional arrangements? How?
- What disaster risk reduction plans and policies already exist? To what extent do these reflect climate risk and gender equality commitments? Do these policies and plans contribute to addressing gender issues in relation to access to and control of critical resources for achieving disaster risk reduction?

Conduct an initial stocktake of roles and responsibilities – who is doing what in the following areas?

- Identify the local employment and income-generating activities. Who does what?
- Identify the historical and predicted impact of disasters on women's and men's activities and way of life.
- Identify what activities are usually carried out by men and women to reduce the risks associated with natural hazards.

Knowledge and skills – who know what and who can do what?

- Identify and describe what knowledge and skills men and women possess and use to reduce the potential impacts of natural hazards.

Access to (use rights) and control of (decision-making rights) resources – who controls what?

- What are the different levels of control over resources for women and for men? For example, who has access to and control over financial resources to prepare for and cope with disasters; technology and communication resources used in early warning systems (such as mobile phones, radios); training to operate and repair early warning systems; and vehicles that can be used for evacuation purposes?

Climate risk – who faces which impacts?

- On the basis of roles and responsibilities for men and women, identify the specific disaster risks aggravated by climate change.
- Who bears these risks? What risks do men identify as most serious? What risks do women identify as most serious?

Knowledge gaps

- Are sex-disaggregated data or indicators available for disaster risk reduction? If so, what information do they provide?
- What information is needed to complete a gender analysis? How will these information gaps be filled during the planning phase?

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Phase 4 Solution Analysis and Phase 5: Design

Needs – who needs what and for what?

- Describe the ways in which project activities and objectives address the risk reduction priorities and needs of men and women? What mechanisms were used to identify needs and priorities?
- What resources do men and women need for managing climate-related disaster risks? How might current differences in the ability of men and women to access these resources affect options and design?
- For women and men, what might be the consequences of having lower access to critical resources for managing disaster risks? For example, could it lead to such things as a reduction in income; increased time spent working?
- What are the expected benefits and opportunities that the project will generate (e.g. the availability of improved information relating to disaster risks; training; increased time availability)? Would some of them be more accessible to women than men and vice versa?

Knowledge and skills – who needs to know what to reduce disaster risk?

- What capacity building needs in relation to disaster risk reduction were identified? Who identified them, women, men or both?
- Will the project provide training, awareness and education to enhance the current skills and knowledge of men and women? What mechanisms will be used to ensure that men and women contribute and benefit equally? (Note: this is especially relevant if one group is perceived as having the main role in disaster risk reduction.)

Phase 6: Implementation, Monitoring and Evaluation

Implementation

- Have the implementing partners expressed their commitment to achieving gender equality?
- Do they have skills, resources and capacity to implement programmes using gender-responsive approaches? If not, include capacity building for partners at the outset.
- Describe the mechanisms being used at each stage of the implementation process to ensure the full and active participation of men and women.
- Describe how any specific measures to address gender issues identified during the planning phases will be resourced and their implementation tracked.

Monitoring and evaluation

Through the use of sex-disaggregated indicators and specific tools, the monitoring and evaluation framework should allow us to track the following issues:

- How the programme or project addressed women's and men's needs.
- The impact on women's and men's workloads in relation to reducing disaster risk or managing early warning systems.
- Capacities and knowledge developed by women and men to reduce disaster risks and how they are using this to strengthen resilience at the national, community and household levels.
- Reduction in gender inequalities, for example in terms of access to or control over resources necessary for disaster risk reduction, participation in disaster risk governance mechanisms, rights, discrimination etc.
- The overall impact of the programme or project on women's and men's vulnerability to climate change and disasters.