

Gender analysis checklist for energy 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 sustainable energy and climate change mitigation. Is there gender balance in these bodies? How gender sensitive are the people and groups represented here?
- Document 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 and share information equally within the community about energy policies, sources and costs.
- Identify the type of information and socio-economic analysis needed to inform the programme or project. What expert support may be needed to ensure that gender considerations are adequately addressed?
- Identify how social structures (such as traditions, governance, religion, rights, status of groups) promote or impede men's and women's ability to access and manage energy sources and infrastructure.

Phase 2: Situation Analysis and Phase 3: Problem Analysis

Policies, plans, strategies

- Are gender issues in relation to energy clearly identified and addressed in current policies, programmes and institutional arrangements? How?
- What energy, climate change and disaster risk management plans already exist at the national, sub-national and local levels? Do these policies and plans contribute to addressing gender issues in relation to access to energy and energy infrastructure?

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

- Identify who (women or men) uses energy for which needs, such as cooking, cleaning, using appliances, lighting and transport.
- Identify who collects and manages energy sources, such as fuel for cooking and fires, and lighting. Who pay for energy when there is a cost involved?
- Identify the employment and income-generating activities that may require energy or electricity.

Who do what?

- Identify who makes decisions within a household about how money is spent on energy. Who pays the bills, and who is likely to make decisions on major purchases, such as buying a car or solar panels?

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

- Identify and describe what resources men and women use for energy, for example coconut husks, mangroves, generators, diesel fuel. Where are these located, and do they need to be purchased? How long does it take to collect and process those resources into energy, and who is responsible?
- Identify what are the roles of men and women in reducing the environmental impacts of their energy use (for example preserving mangrove plantations to ensure sustainable use, using solar panels, or reducing energy consumption through efficient use)? Who knows where to collect or grow energy sources, such as wood, coconuts, or other biomass? Are these sources used in a sustainable way?

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

- What are the different levels of access to each of the following, for women and for men? Who has access to: grid electricity, small-scale power generation, transport modes that use energy (for example boats run with petrol-fuelled outboard motors, cars)?
- Who has control over: land where energy sources are located, decision-making processes relating to how energy resources and technologies are used, and where energy-using appliances (e.g. lights) are installed, decisions about the kinds of energy sources used in the community, or training for operation of energy systems?

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Climate risk – who faces which impacts?

- Identify the specific climate and disaster risks affecting the energy sector. Based on roles and responsibilities, who (men and women) bears these risks? What risks do men identify as most serious? What risks do women identify as most serious? Which energy sources are used and available in the project location?
- Identify what infrastructure in relation to energy, for example electricity cables or fuel tanks, may be at risk in case of a major disaster.
- How would damage to energy sources and infrastructure affect the activities of women and men (e.g. impacts on workload, time use, effects on normal household and community functions)?

Knowledge gaps

- Are sex-disaggregated data or indicators available for energy use and management? If so what information do they provide?
- What information needed to complete a gender analysis is missing? How will these gaps be filled during the planning phase?

Phase 4 Solution Analysis and Phase 5: Design

Needs – who need what and for what?

- How do project activities and objectives address adequately the energy priorities and needs of men and women? What mechanisms were used to identify needs and priorities?
- What resources do men and women need to manage climate-related risks to energy resources? How might current differences in the ability of men and women to access these resources affect options and design?
- What might be the consequences (e.g. reduction in income, increased time spent working) of lowering women's and men's access to critical resources for managing energy resources?
- What are the expected benefits and opportunities that the project will generate? Are some more accessible for women than men and vice versa, for example improvements in working conditions and health, having more time available, having more decision-making power related to energy?

Knowledge and skills – who need to know what?

- What capacity-building needs in relation to energy were identified? Who (men or women) identified each one?
- 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 energy management.)

Phase 6: Implementation, Monitoring and Evaluation

Implementation

- Do the implementing partners already have commitments to achieving gender equity and skills?
- Do they have capacity to implement programmes using gender-sensitive approaches? If not, include capacity building for partners at the outset.
- Describe the mechanisms being used to ensure the full and active participation of men and women at all stages of the implementation process.
- Describe how any specific measures to address gender issues identified during the planning phases will be resourced and their implementation tracked.

Monitoring and evaluation

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

- How the programme or project has addressed women's and men's needs.
- The impact on women's and men's workloads in relation to sustainable energy management, access and use.
- Capacities and knowledge developed by women and men in sustainable energy management and how they are using this to improve well-being at the national, community or household levels.
- Reduction in gender inequalities, for example in terms of access to or control over energy resources, participation in energy governance mechanisms, rights, discrimination etc.
- The overall impact of the programme or project on women's and men's well-being.