

Gender analysis checklist for water resource management and climate change 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 dealing with water, particularly sustainable water resource management. Are the genders 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 and share equally within the community information about water resource management and climate impacts on water availability.
- Identify the types of scientific information and socio-economic analysis needed to inform the water 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 and status of groups) promote or impede men's and women's ability to access and manage water resources and infrastructure.

Phase 2: Situation Analysis and Phase 3: Problem Analysis

Policies, plans, strategies

- Are gender issues in relation to water resource management clearly identified and addressed in current policies, programmes and institutional arrangements? How?
- What water and drought management plans and policies already exist? To what extent do they reflect climate risks and gender equality commitments? Do these policies and plans contribute to addressing gender issues in relation to access to water, control of water infrastructure and participation in the decision-making process?

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

- Identify who (women or men) manages, collects and uses water at the national, local, community, household and individual levels.
- Identify who is responsible for maintaining water infrastructure and monitoring water resources.
- Identify who (women or men) pays for water when there is a cost involved.

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

- Who (women or men) uses water for which needs, for example cooking, cleaning, livestock, gardening?
- What knowledge and skills associated with these resources are used by men and by women for water resource management purposes?

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

- What are the different levels of access to and control over water resources for women and for men? Who has access to and control over water supply and sources such as piped water, desalinated water, wells, rivers, boreholes; land where water sources are located; water infrastructure, for example cisterns, tanks, gutters and pumps; training in use and maintenance of water resource infrastructure and monitoring? Who makes decisions relating to how water is used, and where water infrastructure is installed or managed?

Climate risk – who face which impacts?-

- On the basis of roles and responsibilities, identify the specific water resource management priorities and challenges aggravated by climate change. Who (men and women) 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 water resource 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?

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Phase 4 Solution Analysis and Phase 5: Design

Needs – who needs what and for what?

- How do project objectives and activities address the water resource management 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 impacts to water resources? 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 lower access to resources necessary for managing climate change impacts on water resources? For women and men, what might be the consequences of having lower access to resources necessary 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? Are some (e.g. water resource management training; increased time availability) more accessible for 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 water resource management were identified? Who identified them, men, women 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 water resource management.)

Inputs from social scientists

- How and to what extent have social scientists, including gender specialists, been involved in the design process? Has a gender analysis of proposed policies and interventions been undertaken? If not, when is this planned? What resources are allocated to ensure that gender considerations are acted upon?

Phase 6: Implementation, Monitoring and Evaluation

Implementation

- Do the implementing partners already have commitments to achieving gender equity? Do they have skills and 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 each stage 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

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 water resource management, access and use.
- Capacities and knowledge developed by women and men in water resource management 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 water resources, participation in water resource governance mechanisms, rights, discrimination etc.
- The overall impact of the programme or project on women's and men's vulnerability to climate change.