

# Gender and climate change checklist

Ensuring that gender considerations are accounted for throughout the programme/project cycle requires consideration of key issues and questions at each stage. Reflecting on the results of this checklist will indicate if and where in the programme/project cycle proposed 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/project cycle described below aligns to the 7 steps suggested in “Mainstreaming climate change adaptation in the Pacific: A practical guide” (SPREP and UNDP, 2013).

## Phase 1: Preparatory

### Institutions and Governance

- Describe the current bodies or committees that deal with climate change coordination. Is there gender balance within these bodies? How gender-sensitive are the people/groups represented? Describe the mechanisms that exist to ensure balanced representation of different groups and organisations that represent them (men, women, youth, elders, people with disabilities) within these structures.
- Document the experience, skills and capacity that members have had in addressing gender issues. Are there specific people (men and women) that can act as gender champions within these structures?
- Describe the mechanisms that will be used to raise awareness and share information equally about the impacts of climate change and the different impacts on men and women.
- Identify the scientific information and socio-economic analysis needed to inform the programme or project. Describe the strategies that will be used (e.g. contracting a gender specialists, developing a gender action plan) to ensure that gender considerations are adequately addressed.
- Identify how existing social structures (traditions, governance, religion, rights, status of groups) promote or impede men and women’s ability to access resources and decision-making processes necessary to support climate change adaptation and mitigation.

## Phase 2: Situation analysis and Phase 3: Problem analysis

### *Policies, plans and strategies*

- Are gender issues in relation to climate change clearly identified and addressed in current policies, programmes and institutional arrangements? How?
- What existing measures exist to promote equitable access to resources from existing policies, programmes, and institutional arrangements (e.g. gender equality policies, micro-finance for agriculture targeting women, rural electrification schemes that emphasise women’s participation)?

### *Roles and responsibilities – who is doing what?*

- Identify the participation and roles of men and women in relation to key sectors that relate to climate change adaptation and mitigation. How do these roles influence differences in vulnerability to climate change impacts?

### *Knowledge and skills – who knows what and who can do what?*

- Identify existing knowledge and skills held by men and women that can contribute to managing climate change impacts.
- Describe who has access and control over relevant resources (land, physical and biophysical assets, finance, training and information) necessary to support climate change adaptation and mitigation.

### *Climate change risks*

- Identify differences in risks faced and prioritised by men and women. Identify how women’s social status (including existing inequalities, discrimination, different rights, exclusion from decision making processes) influences these risks? Describe how these factors may influence approaches to strengthen resilience to climate change.

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## *Knowledge gaps*

- Are sex disaggregated data or indicators available in the area of interest (e.g. coastal fisheries, energy, land use planning etc)? If so, what information do they provide?
- What information needed to support a complete gender analysis is missing? How might we fill some of these information gaps within the planning phase?

## **Phase 4: Solution Analysis and Phase 5: Design**

### *Needs: who needs what and for what?*

- How do proposed project objectives and activities address the needs and priorities of men and women? What mechanisms were used to identify needs and priorities? Were men and women able to fully participate?
- What are the expected benefits and opportunities that the project will generate? Are some more accessible for women than men and vice versa? (e.g. training, information)
- What resources do men and women need to manage climate-related impacts? How might current differences in the ability of men and women to access these resources affect options and design? Knowledge and skills: who needs to know what to manage climate change impacts?
- What capacity building needs in relation to managing climate change impacts have been identified? Who identified them?

### *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? How did the results of the analysis influence the design? If a gender analysis has not been conducted, when is this planned?
- What resources are allocated to ensure that gender considerations are acted upon?

## **Phase 5: Implementation– gender analysis checklist**

- Do the implementing partners identified already have commitments to achieving gender equity and skills and capacity to implement programmes using gender-sensitive approaches? If not, include capacity building for partners at the outset.
- Describe the mechanisms to be 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.

## **Phase 6: Monitoring and evaluation – gender analysis checklist**

Through the use of sex-disaggregated indicators and specific tools the monitoring and evaluation framework should track the following issues;

- How the project/programme has addressed women's and men's needs
- How the project/programme has affected women's and men's workload
- Capacities and knowledge developed by women and men and how they are using this to strengthen resilience of their household and/or community
- Reduced gender inequalities, for example, in terms of access to or control over resources, participation in decision-making, rights, discrimination etc.
- The overall impact of the project/programme on women's and men's vulnerability to climate change