

Gender analysis checklist for food security 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 into the Pacific: A practical guide* (PACC, 2014).

Phase 1: Preparatory

Institutions and governance

- Describe the current bodies or committees that deal with food security (agriculture or fisheries). How gender sensitive are the people/groups represented here? Have participants received any kind of gender training?
- 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 information about the impacts of climate change on food security. How will these mechanisms ensure that all groups have access to information that targets their specific information needs?
- 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 and status of groups) promote or impede the ability of men and women to access resources and information critical to supporting food security.

Phase 2: Situation Analysis and Phase 3: Problem Analysis

Policies, plans, strategies

- Are gender issues in relation to food security clearly identified and addressed in current policies, programmes and institutional arrangements? How?
- What development and food security 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 food security and managing climate and disaster risks?

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

- Identify who (women or men) is responsible for food production (agriculture, livestock production, coastal and offshore fisheries, harvesting of wild nuts).
- Identify who (women or men) is responsible for food-processing activities (e.g. drying, smoking etc).
- Identify the traditional forms of food storage and management. Who is responsible for each of these activities?
- Identify relevant employment and income-generating activities. Who (women or men) does what?

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

- Identify what resources men and women use (e.g. agricultural land, forest resources, water resources, medicinal plants, particular fish or sea products among coastal and oceanic resources)? Who (men or women) have particular knowledge of these resources, e.g. where they are located, their seasons? Identify who has control over these resources.
- Describe what knowledge and skills are used by men and by women to reduce the potential impacts of extreme events (e.g. knowledge of specific plant varieties with climate-resilient properties such as drought or heat tolerance; specific food processes to conserve food; good animal husbandry skills).
- What fishing or hunting techniques (including coastal fishing) are used? Who (women or men) uses what?

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

- What are the different levels of access to each of the following, for women and for men? Who has access to: agricultural and fisheries inputs (seeds, equipment, fertiliser, bait, nets, freezers); advisory services of extension, agriculture or fisheries officers; local NGOs or other community members; traditional knowledge of agricultural and fisheries practices; land; coastal fisheries; transport?
- Who has control over: land, forests, traditional fishing grounds, oceanic fisheries, transport, and finances for accessing credit to purchase inputs, advisory services, access to markets?

Climate risk – who face which impacts?

- Identify the specific climate change risks to food security in particular contexts. On the basis of their roles and responsibilities, who (keeping both men and women in mind) bear each of these risks? What risks do men identify as the most serious? What risks do women identify as the most serious?

Gender analysis checklist for food security and climate change within a programme or project cycle

Knowledge gaps

- Are sex-disaggregated data or indicators available for food security? 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 needs what and for what?

- Describe how project objectives and activities adequately address the food security needs and priorities of men and women? What mechanisms are used to identify these food security needs and priorities? How do these mechanisms ensure that men and women contribute equally? (Note: this is especially relevant if one group is perceived as having the main role in the activity.)
- What resources do men and women need to manage foreseeable climate risks to food security? How might current differences in the ability of men and women to access these resources affect adaptation options and design?
- What may be the consequences of lower access to resources needed for women and men to manage climate change impacts on food security? (E.g. reduced income, increased time spent working etc)
- What are the expected benefits and opportunities that the project will generate? Indicate ones that may be more accessible for women than men and vice versa.(e.g. agricultural and fisheries training; increased time available etc)

Knowledge and skills – who needs to know what?

- What capacity building needs in relation to food security were identified? For each one, indicate whether it was identified by men, women or both groups.
- 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 a particular aspect of food security.)

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 it planned to carry out such an analysis?
- 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 the skills and capacity to implement programmes using gender-sensitive approaches? If not, include capacity building for partners at the outset.
- Describe the mechanisms that are being used to ensure the full and active participation of men and women at all stages of the implementation process.
- Have any specific measures to address gender issues been identified during the planning phases? If so, describe how they 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 has addressed women's and men's food security needs.
- How the programme or project has affected women's and men's workloads in food production, preparation and sale.
- What additional resources have been made available for women and for men to manage climate risks to food security, e.g. crop varieties, agricultural inputs, training, improved access to extension services, improved access to credit? Has this included any shifts in knowledge and skills?
- Capacities and knowledge developed by women and men relating to food security and how they are using this to strengthen resilience at the national, community or household levels.
- Reduction in gender inequalities, for example in terms of access to or control over agriculture and fisheries resources, participation in food security governance mechanisms, rights, discrimination etc.
- The overall impact of the programme or project on women's and men's vulnerability to climate change.

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?

Gender analysis checklist for water resource management and climate change within a programme or project cycle

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.

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?

Gender analysis checklist for energy within a programme or project cycle

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.

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?

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

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.

Gender analysis checklist for health 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 health management. Is there gender balance in these bodies? How gender sensitive are the people or groups represented here?
- Describe the mechanisms that already 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 on health (including climate-sensitive diseases) equally within the community.
- Identify the type of scientific information, epidemiological data 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 health and well-being, and their ability to cope and recover from illnesses and injuries.

Phase 2: Situation Analysis and Phase 3: Problem Analysis

Policies, plans, strategies

- Are gender issues in relation to climate-sensitive diseases and health clearly identified and addressed in current policies, programmes and institutional arrangements? How?
- What existing health plans and policies exist? To what extent do these reflect climate risk, health equity and gender equality commitments? Do these policies and plans contribute to addressing gender issues in relation to access to resources necessary for responding to climate-sensitive diseases (e.g. access to doctors and nurses public/private/community-based health care, hospital, medicine, specialist medical services, etc.)?

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 (women or men) does what?
- Identify the historical and predicted impact of climate-sensitive diseases 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 climate-sensitive diseases.

Knowledge and skills – who knows 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? Who has access to and control over such things as financial resources to pay for medication and treatment, technology and communication resources used to seek medical assistance and to obtain information about health, and vehicles that can be used to transport sick or injured people?

Climate risk – who faces which impacts?

- Identify, on the basis of roles and responsibilities, the specific health risks sensitive to 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 climate-sensitive diseases (e.g. malaria, dengue fever, diarrhoea, typhoid fever, leptospirosis)? If so, what information do they provide?
- What information is needed to complete a gender analysis? How will the information gaps be filled during the planning phase?

Gender analysis checklist for health within a programme or project cycle

Phase 4 Solution Analysis and Phase 5: Design

Needs – who needs what and for what?

- How do project activities and objectives adequately address the health priorities and needs of men and women? What mechanisms were used to identify these needs and priorities?
- What resources do men and women need to anticipate and respond to climate-sensitive diseases? How might current differences in the ability of men and women to access these resources affect options and design?
- What might be the consequences of lower access, for women and men, to resources needed for managing health risks, for example lack of income, limited decision-making powers, increased time spent working?
- What are the expected benefits and opportunities that the project will generate? Are some more accessible for women than men and vice versa (such as improved information relating to health risks, training, increased time availability)?

Knowledge and skills – who needs to know what to reduce health risks?

- What capacity building needs in relation to health management were identified? By whom?
- 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 health management at household or community level.)

Phase 6: Implementation, Monitoring and Evaluation

Implementation

- Did the implementing partners express 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 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

- 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 health management and caring for sick or injured family members.
- Capacities and knowledge developed by women and men to reduce health risks and how they are using this to strengthen resilience at the national, community and household levels.
- Reduction in gender and health inequalities, for example in terms of access to health services and information, necessary for people's holistic health and well-being.
- The overall impact of the programme or project on women's and men's vulnerability to climate change and climate-sensitive diseases.

Gender analysis checklist for governance and climate change

Ensuring that gender considerations are accounted for throughout the policy cycle and governance structures requires consideration of key issues and questions at each stage of the process. Reflecting on the results of this checklist will indicate if and where the policy cycle or governance structure's proposed objectives, activities and mechanisms for engagement and analysis should be modified and improved. Such improvement could maximise the participation of men and women and thus the effectiveness of climate change policy, governance, negotiation and finance mechanisms and institutions.

Climate Change Policy and Adaptation Plans

Policy planning

- Who is involved in the policy planning committee or taskforce?
- Is a gender specialist or a social scientist represented on the committee? Is the Ministry of Women included on the committee?
- Are men's and women's specific knowledge and skills recognised? How will these skills be utilised or enhanced within the committee structures?
- What are the linkages of the policy to other national, regional and international policies?
- Does the committee require gender training? What additional support do they require?
- Has a gender action plan been developed to support the integration of gender in the formulation and review of climate change policies and plans?
- How will civil society organisations, including those working on gender equality and women's rights, be consulted on the policy?
- What communication strategies need to be in place to facilitate the sharing and distribution of information required to develop or review the policy?

Policy and Plan Content

1. Introduction and country context background

- What are the major gender inequality issues for the country? How are these linked to climate change vulnerability?
- What are the vulnerabilities, needs and capacities of different groups in society?

2. Summary of existing plans and policies on vulnerability and adaptation

- What are the key gender priorities for the country? Are these priorities linked or recognised in the climate change policy?
- Is gender equality integrated into other national and sectoral policies and plans?
- Are the identified climate change vulnerabilities analysed by age and gender? How are vulnerabilities of specific groups within the country identified and addressed by the policy?

3. Assessment of main vulnerabilities

- What are the main climate change vulnerabilities for the country and how will they affect different groups in society?
- What cultural and social factors make certain groups more vulnerable to climate change impacts than others?

4. Framework for adaptation programme

- Is the adaptation framework considerate of the knowledge, skills and coping strategies held by men and women?

5. Implementation activities

- Are roles and responsibilities for implementation of policies clearly defined? Is the ministry responsible for women's affairs included in the policy taskforce?
- Do the activities support the realisation of gender equality?
- Is there a sufficient budget allocated to policy implementation, including activities that will result in gender equality and women's empowerment?

6. Identification and ranking of priority adaptation needs

- Is the Ministry of Women involved in the prioritisation process?
- Are men's and women's adaptation needs and priorities taken into account?

Gender analysis checklist for governance and climate change

7. Detailed adaptation activities and projects

- Will the activities disproportionately benefit or affect men or women?

8. Monitoring and Evaluation (M&E) Framework

- Do the M&E frameworks include gender equality indicators? How will these be measured?
- How will the M&E outcomes be reported?

9. Implementation plan

- Do climate change policies recognise the role of communities, private sector, civil society and other stakeholders?
- Are National Councils of Women and women's organisations recognised as key partners in the implementation of the policy?

National Steering Committee

- What is the gender composition of the national steering committee? If women's participation is lacking, what strategies will be put in place to resolve this?
- Are men's and women's specific knowledge and skills recognised and utilised by the committee?
- Are there gender inequalities in decision making and political representation? If so, what additional support or capacity building is required to empower women?
- Is the link between gender inequality and climate change vulnerability understood and recognised by the committee? What are the barriers and opportunities?
- How will gender issues be considered in the coordination and implementation of climate change programmes across the country? Who will be responsible for monitoring the progress?
- Are there gender champions who can advocate for women's needs and priorities at the national level?

Climate Change Negotiation

- Have you developed a gender quota for the national delegation? What processes and strategies do you have in place to achieve the quota?
- Do national women's organisations, such as a National Council of Women, already exist? How can they be supported to facilitate women's participation in climate change dialogue?
- Are there gender champions who can advocate for women's needs and priorities? Are there similar champions who can shape the policy agenda and influence decisions at the regional and/or international levels?
- Are there specific climate change issues or needs affecting women that should be tabled and discussed in high-level discussions?
- Have you properly assessed the matters presented for negotiation from a gender perspective? Are there any gaps or issues that need to be investigated before negotiation can commence?

Climate Change Finance

- Are gender considerations taken into account in all aspects of climate finance mechanisms, including governance structures, procedures, processes and operations?
- Do the goals of climate change finance complement the goals of gender equality, sustainable development and the Millennium Development Goals?
- Are women represented in climate finance bodies and structures?
- Do market-based and non-market based climate finance mechanisms adequately consider women's needs and priorities, and engage them in decision making?
- Are existing large- and small-scale projects funded through climate finance mechanisms designed to provide economic and social co-benefits to men and women?
- Can a small grants facility or a special programme be established to support women-led climate change adaptation and mitigation initiatives?
- Is gender mainstreamed in national accounting and financial management systems?
- What M&E frameworks and procedures are in place to ensure climate finance benefits both women and men