

Checklist for integrating cross-cutting issues (CCIs) into programme activities

The aim of this checklist is to support the integration of the cross-cutting issues (CCIs) of gender equality, Human Rights (HR), environment and climate change considerations in the planning, delivery and evaluation of IPA CARE programme activities, such as training, exercise, workshops, conferences and study visits. Further guidance and more tips can be found in the section on training and exercises in the PPRD East 3 [Practical Guidelines for integrating gender, human rights and environmental issues in DRM](#).



How to use the checklist

Step 1. Decide your level of ambition

When planning an activity, consider what resources and capabilities you have to include gender equality, HR and environmental and climate change perspectives in the activity. The checklist consists of several aspects and all may not be applicable for all events. It may be relevant to focus only on a few, several or go for the whole list. Discuss and decide your level of ambition!

Step 2. Using the lists in your planning

Go through the two checklists. Fill in *Yes*, if this is applicable for the activity and write in the comment field what you aim to do. Fill in *No*, if this is not possible for your activity and write in the comment field why not.

Step 3. Follow up – how did it go?

After the activity, go through the list again and reflect upon how well you followed the plan. In the activity report under the section *Cross-cutting issues*, present what the result and effect from integrating the perspectives were in the activity. For example, what worked well and what did you do that was successful? Did you face any challenges or had to change your plan? If you answered *No* to certain points or did not achieve what you aimed to, reflect on what could be done in future activities to achieve this.

Checklist - Gender equality and HR aspects	Yes	No	Comment <small>What do you aim to do? If not possible, why?</small>
Gender balance and diversity <ul style="list-style-type: none"> We take actions to promote gender balance and diversity among participants and stakeholders <p><i>Examples: Invitations include a note on the aim for gender balance and diversity in backgrounds among participants and encourage both women and men and apply. If expecting less women will apply or be considered for nomination, encourage female candidates. If sharing invitations externally, ensure a broad representation of actors and networks are reached, incl. stakeholders representing women, girls, boys, men, youth, elderly, people with disabilities and other minority groups.</i></p> <ul style="list-style-type: none"> We take actions to promote gender balance and diversity among speakers, trainers and facilitators. <p><i>Example: Invitations are shared with both female and male candidates and. If sharing invitations externally, seek to reach actors and networks representing male and female professionals with diverse backgrounds.</i></p>			
Facilities, accommodation and timing of the activity <ul style="list-style-type: none"> We consider safety and accessibility for female and male participants, including people with disabilities. <p><i>Examples: Event facilities are accessible for people with physical, hearing and visual impairments; Toilets, changing rooms and sleeping facilities are segregated for women and men; Locks on doors and adequate lightning are ensured; both female and male staff are working in the facility; Safe transportation is provided.</i></p> <ul style="list-style-type: none"> We consider the timing and place of the activity to promote that both female and male participants can attend. <p><i>Examples: Activities outside of office hours are avoided to ensure staff with family responsibilities can join.</i></p>			
Content of the activity <ul style="list-style-type: none"> We integrate a gender and HR perspective in the design of the event <p><i>Examples: Participants' awareness of gender, age and disability aspects of the topic are included in training needs assessments and learning objectives for strengthening such awareness are identified; Sessions/modules strengthen awareness of how different groups may be impacted by crises differently and how to adapt DRM actions to meet their diverse needs; Gender, age and disability aspects are included in scenarios, case studies, and injects for exercises.</i></p> <ul style="list-style-type: none"> We use gender-aware and inclusive pedagogy and facilitation techniques <p><i>Examples: Training methods are varied to meet diverse learning techniques; Gender balance is organised in group discussions; Used case studies, images, and videos represent a diversity of people; Gender-sensitive language is used; If noticing that some participants are less engaged, seek to give them extra space.</i></p>			
Setting the rules <ul style="list-style-type: none"> We emphasize participants/trainers/facilitators personal responsibility to promote a safe, respectful and inclusive learning environment for all <p><i>Example: Ground rules are established and expected behaviours communicated to participants emphasising mutual respect and awareness of diversity within the group.</i></p>			
Feedback and complaints <ul style="list-style-type: none"> We share information about how to report feedback and complaints with participants. We know how to act if a case of misconduct is reported to them. <p><i>A resource package and training of programme staff related to this will be launched for the programme during early 2025.</i></p>			
Evaluation <ul style="list-style-type: none"> We include gender equality and HR aspects in the evaluation of participants' experiences of the event <p><i>Examples: Evaluation methods guaranteed anonymity; Replies are disaggregated by sex and age. However, note that this not recommended if jeopardising the anonymity of respondents; Questions assess participants' feelings of safety, respect, and equal opportunity to participate in the activity e.g., did you feel safe during the event? Did you get to speak as much as other participants? Did the organiser/facilitator set rules for an inclusive environment for all?</i></p> <ul style="list-style-type: none"> We include gender equality and HR aspects in the evaluation of participants' learning <p><i>Examples: Learning objectives related to gender equality and HR aspects are assessed and evaluated.</i></p> <ul style="list-style-type: none"> We evaluate how gender equality and HR aspects were integrated in the activity <p><i>Examples: Review the CCI checklist and reflect upon successes and challenges related to each box. A summary of this is included in the activity report (same for environment).</i></p>			

Do you have questions or want to discuss further?

Please contact IPA CARE Gender and HR Advisor via ipacare@msb.se.

Checklist - Environmental aspects	Yes	No	Comment <small>What do you aim to do? If not possible, why?</small>
Facilities and accommodation <ul style="list-style-type: none"> Hotels and other accommodations/facilities that we use during programme activities have an active environmental work <p><i>Example: When in contact with a hotel we ask if they have an environmental policy or how they work with saving water and energy (note if there are procurement regulations!).</i></p> <ul style="list-style-type: none"> We plan to optimize the energy consumption from the event <p><i>Example: We have a routine for turning off electrical devices like AC, computers, lightning whenever not used</i></p>			
Transportation <ul style="list-style-type: none"> We have taken actions to optimize transportations to/from and within an event <p><i>Example: Public transportations is used when applicable</i></p> <ul style="list-style-type: none"> We chose the most emission smart option for travel. Meaning that public transportation such as bus and train is prioritised. If we travel by air, we chose the best available trip e.g., direct flights <p><i>Example: We have a routine to decide who should travel and always examine if public transportation could be used for the specific event.</i></p>			
Meals and drinks <ul style="list-style-type: none"> Meals and drinks that we serve during the activity is chosen with an environmental perspective in mind. <p><i>Example: Vegetarian food is the default choice and actions to minimize food waste is implemented</i></p> <ul style="list-style-type: none"> We serve meals and drinks with the ambition to produce as little waste as possible <p><i>Example: No single use bottles is used</i></p>			
Material usage <ul style="list-style-type: none"> We consider the environmental perspective when we produce or purchase activity material. <p><i>Example: We favour online material before printed material. Colour free and double printed is the default choice. We always strive for reusable options.</i></p>			
Content of the activity <ul style="list-style-type: none"> We have integrated an environmental perspective in the design of the event <p><i>Examples: If applicable, we have specific learning objectives regarding environmental perspective, e.g., on environmental drivers of disasters; We support trainers/ facilitators on how to apply an environmental perspective in their training event; We have included (local, regional or national) environmental stakeholders to the training event</i></p>			
Setting the rules <ul style="list-style-type: none"> We emphasize participants/trainers/facilitators personal environmental responsibility and provide examples on how they could act accordingly <p><i>Example: Ground rules are established and communicated. MSB Code of conduct as well as IPA CARE CCI policy could support this.</i></p>			
Online meetings <ul style="list-style-type: none"> During online events we plan regular breaks and encourage participants to shut off cameras when suitable (preferably during breaks) <p><i>Example: Every hour we have at least 10 minutes break when cameras should be shut off</i></p>			
Evaluation <ul style="list-style-type: none"> We evaluate how environment was integrated in the activity <p><i>Example: Reviewing this checklist and reflecting upon successes and challenges related to each box. A summary of this is included in the activity report (same for gender equality and HR). Measurement and communication of the environmental footprint could also be a way of evaluate an activity. The environmental advisor could support in this work.</i></p>			

Do you have questions or want to discuss further?

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