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Research Report - Gender Transformative Climate Change Action in the Pacific

PREPARED FOR:
Plan International Australia
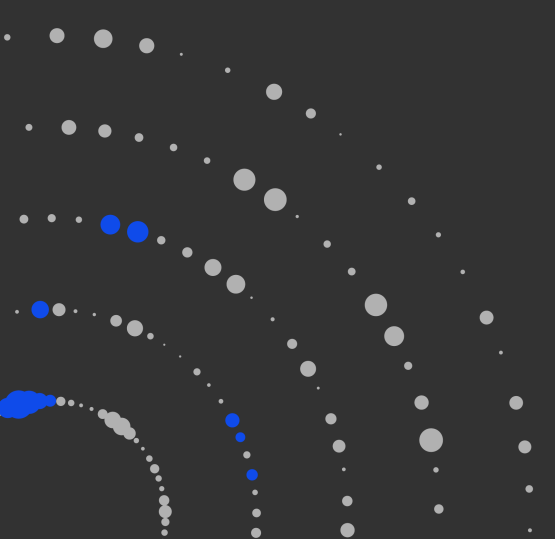
About the authors

The Institute for Sustainable Futures (ISF) is an interdisciplinary research and consulting organisation at the University of Technology Sydney. ISF has been setting global benchmarks since 1997 in helping governments, organisations, businesses and communities achieve change towards sustainable futures.
We utilise a unique combination of skills and perspectives to offer long term sustainable solutions that protect and enhance the environment, human wellbeing and social equity.

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Executive Summary

Background

Gender inequality, unequal power relations and discrimination are barriers that often prevent women, girls and people of diverse sexual and gender identities from equal representation and participation in many aspects of society. Addressing these issues in climate change programming is crucial, given the ways in which climate change can amplify existing gender inequalities. Pacific Island Countries (PICs) are already experiencing the impacts of climate change. Although the diverse cultures of the Pacific have adapted to severe weather over the millennia, the broad range of climate change impacts require new interventions to ensure their livelihoods are protected. All sectors and all levels of society – from local to national, rural to urban – require new ways of working to adapt to climate change. These new ways need to ensure that marginalised segments of society, including women, children, people of diverse gender and sexual identities, disabled people, and indigenous people, are considered. These new ways of working can be considered as 'gender transformative climate change action'.

This research

Plan International Australia (PIA) commissioned the Institute for Sustainable Futures at the University of Technology Sydney (ISF-UTS) to undertake research on "Gender Transformative Climate Change Action in the Pacific" between March-June 2018. The research aimed to define what gender transformative climate change action looks like, in order to inform future programme design of Plan's climate resilience projects that aim to be gender transformative. The research sought to inform the development of a framework or model for PIAs' gender transformative climate change programming, as well as user-friendly tools to inform this programming.

Research approach

The research employed a strengths-based approach to reveal positive practice and opportunity for future improvements. Recognising that questions engage research participants in a change process, the research was designed to motivate gender transformative practice and climate change action by offering space for reflection on past experiences, identifying success stories and their enablers, and revealing preferred future actions. Primary (in-country field work) and secondary (document review) research methods were drawn upon to answer the four research questions:

Question 1: What are the enablers of effective gender transformative climate change action, particularly in the Pacific?

Question 2: To what extent could gender-focused climate change programming be gender transformative?

Question 3: To what extent can enablers of success be replicated to other Pacific Island contexts and elsewhere?

Question 4: What are the aspirations of women and girls in relation to climate change action which can be supported in future programming?

A case study approach was used to gain learnings on gender transformative climate change action from real world examples, and primary research was carried out in Fiji and the Solomon Islands.

Considerations for gender transformative climate change action

Recognising current programming is often gender-aware or gender-focused, the research considered the potential to shift or stretch existing programming to achieve transformative outcomes. Summary of findings are presented below and have informed the development of a

framework for guidance on gender transformative climate change action, which is included as an Annex to this report.

In order for climate change programming practice to move along the continuum towards a gender transformative approach, a shift in organisational and staff practice is needed. Increased staff capacity to reflect on gender, as well as consideration of facilitation and community engagement practices which best support a gender transformative approach to climate change programming is required. Importantly, a localised and contextualised foundation which is led by Plan partners is required.

Strengthened expertise in understanding how to respond to climate change, and how it is likely to impact on men, women, boys and girls is also required in order that Plan and partners best contribute to climate change action. This can be supported by strengthened partnerships with government agencies and specialist organisations working in climate change. Plan and their partners need to be equipped in knowledge and practice relevant to climate change such as uncertainty, adaptive pathways, advocacy and action-learning activities which respond to changing contexts.

Organisational commitment and capacity to operationalise Plan International's commitment to child rights and its child-centred approach in the Pacific is required. Following Plan's Child-Centred Climate Change Adaptation (4CA) project, partners in Fiji and Solomon Islands have not continued child-centred programming which is potentially indicative of lack of interest, lack of capacity to carry out such an approach or limited funds to support this approach. We recommend that PIA have honest conversations with existing partners about interest to employ a child-centred community development approach and investigate options to extend partnerships with other local organisations who have skill and interest in this area.

Adaptive programming is required for both climate change action and gender transformative change. This is due to the underlying uncertainty surrounding both change processes, and that both are influenced by multiple external factors. Outcomes must be specific, designed locally, informed by local contexts and require engagement from multiple stakeholders at multiple levels within any given country context. The non-linear complex change process needs to be recognised and navigated well in order to make the best contributions through development programming.

Changing underlying cultural norms and practices around gender will take time. Findings in the Solomon Islands highlight that while some progress is being made with regards to women's rights, people of diverse sexual and gender minorities face challenging barriers of discrimination. In Fiji, progress is being made with organisations such as FemLINK and DIVA representing women and people of diverse sexual and gender identities, however more is required to ensure their equal participation.

This research provides Plan and their partners with an understanding of the current landscape around gender and climate change action in the Pacific. Existing enablers of success provide entry points for effective gender transformative climate change action. Ensuring the perspectives of women and girls are included in climate change decision making and programming is also crucial, and an area Plan and their partners can work to address.

Acronyms

4CA	Child centred climate change adaptation
ADB	Asian Development Bank
CC-CBA	Child-centred community-based climate change adaptation
CCCD	Child Centred Community Development
CEDAW	Convention on the Elimination of All Forms of Discrimination Against Women
COP	Conference of the Parties
CSO	Civil society organisation
DIVA	Diverse Voices and Action
DFAT	Department of Foreign Affairs and Trade (DFAT), Australian government
EVAW	Eliminating Violence Against Women
GAP	Gender Action Plan
GWMT	Gender Wash Monitoring Tool
ISF-UTS	Institute for Sustainable Futures, University of Technology Sydney
LGBQTI	Lesbian, gay, bisexual, queer, transsexual and intersex
NAPA	National Adaptation Programme of Action
NGO	Non-government organisation
PACE-SD	Pacific Centre for Environment and Sustainable Development
PCDF	Partners in Community Development
PIA	Plan International Australia
PIC	Pacific Island Country
SIDT	Solomon Islands Development Trust
SOGIE	Sexual orientations, gender identities and expressions
SPREP	Secretariat of the Pacific Regional Environment Programme
TNC	The Nature Conservancy
UNFCCC	United Nations Framework Convention on Climate Change
WASH	Water, sanitation and hygiene
WEDO	Women's Environment and Development Organisation
WUTMI	Women United Together Marshall Islands

1   Introduction

This document reports on research conducted by the Institute for Sustainable Futures, University of Technology Sydney (ISF-UTS) on "Gender Transformative Climate Change Action in the Pacific", commissioned by Plan International Australia (PIA). The research was carried out March-June 2018 by the ISF-UTS team: Dr Keren Winterford, Tamara Megaw, Associate Professor Joanne Chong and Anna Gero.

The research was informed by the PIA strategy that aims to have 90% of its programmes gender transformative by 2019. "While PIA has a long history of climate change programming, with some good gender-focused interventions, none of the climate or resilience projects implemented to date have yet been considered gender transformative by the annual internal Gender Equality and Self-Assessments (GESAs)"[1][2].

The objective of the research was "to define what gender transformative climate change action looks like, in order to inform future programme design of Plan's climate resilience projects that aim to be gender transformative"[1], in the Pacific and elsewhere. The research sought to inform the development of "a framework or model for PIAs' gender transformative climate change programming, as well as tools to inform this programming"[3], which has been included as an annex to this report.

Climate change in the Pacific

Pacific Islanders have developed traditional approaches to live productive and sustainable livelihoods and have adapted to living with severe weather events over the millennia (Campbell 2009). However, climate change is rapidly altering natural weather systems and Pacific environments at an alarming rate, requiring new interventions to ensure communities can continue to live in their island homes. Pacific Island Countries (PICs) are already experiencing the early impacts of climate change. Rising sea levels, increasingly warmer weather and changing rainfall patterns are disrupting marine ecosystems and threaten the viability of climate-reliant livelihoods. Pacific communities are already being displaced and relocated due to climate change, for example, the residents of Vunidogoloa in Fiji (COP 23 2017).

PICs experience the impacts of climate change to a greater degree than numerous other countries because many are low-lying islands susceptible to rising sea-levels, they are more exposed to severe tropical weather patterns, as well as being remote and lacking the necessary capacity and infrastructure to cope with the impacts. Gender inequality is inextricably linked as a cause and consequence of poverty. The impacts of climate change will therefore be far reaching across the Pacific, affecting all sectors and exclusion all people. Marginalised segments of society such as women, children, people of diverse gender and sexual identities, disabled people, and indigenous people are usually more vulnerable to climate change impacts because they are likely to have less access to resources, information and decision-making processes (Habtezion 2013). Therefore to address these challenges a gender transformative approach to climate change action is necessary, which also incorporates consideration of how different forms of exclusion (based on disability, sexual orientation, gender identity and ethnicity, to name a few) intersect with gender to create greater barriers to rights, and how these can be addressed through climate change action.

Gender transformative approach

Plan International defines a gender transformative approach through its global policy: to "*tackle the root causes of gender inequality, particularly unequal gender power relations, discriminatory social*

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[1] Terms of Reference – Gender Transformative Climate Change Action in the Pacific
[2] The self-assessment has been updated, June 2018, Gender Equality and Inclusion Self-Assessment (GEISA)
[3] Terms of Reference – Gender Transformative Climate Change Action in the Pacific

norms and legislation, in all our work. In this way we aim not only to improve the daily condition of girls but also to advance their position and value in society" (Global Policy – Gender Equality and Inclusion, 2017, p.4)

A gender transformative approach will go beyond individual self-improvement or equal representation of women and girls in climate change programme activities. It aims to transform power dynamics within organisations and communities, and address attitudes, behaviours, social systems and institutional practices which underlie gender inequality and other forms of exclusion.

Why promote a gender transformative approach to climate change action?

There are several reasons why a gender transformative approach to climate change action is proposed:

1. Women are more vulnerable to climate change because of unequal power relations. In the Pacific islands, women face discrimination in access to land, housing, property, credit and other productive resources. In patrilineal societies women cannot own land but they have use rights of land from their male relatives, while in matrilineal societies women can own and inherit land but control still rests with men (CARE 2017, p. 3).

2. Disasters and the impacts of climate change often exacerbate existing gender disparities due to different gender roles. For example, there may be inequality in access to climate forecasts, early warning information and emergency and post-disaster services and resources. Women may also be tasked with full responsibility for childcare and other caregiving duties prior to and during a disaster. This has implications for their ability to participate in the response, and importantly, their own safety and safety of their children (Lane 2009, p. 92). Evidence also shows women and girls are at much higher risk of gender-based violence during disasters (CARE 2017, p. 3, CEDAW 2018). Documented evidence of violence and vulnerabilities experienced by people with disabilities (especially women and girls) is also lacking.

3. There remains a gap in documented evidence on the vulnerabilities experienced by people with diverse sexual and gender identities. Emerging research in this space documents instances of violence and discrimination towards people of sexual and gender minorities during and in post-disaster settings (Dwyer and Woolf 2018). A gender transformative approach to climate change action will contribute to protecting the needs of people with diverse sexual and gender identities during such times.

4. Girls are often removed from education first following a disaster. In areas affected by conflict and disaster, girls are 2.5 times more likely to be out of education than boys (ODI 2016). This increases the risk of girls being forced into early marriage and potentially puts an end to girls' education.

5. Restrictions on women's mobility and low involvement in decision-making has a detrimental influence on policy and programme design for climate change adaptation. Although women often take primary responsibility for particular sectors such as food security and clean water supplies, they are often excluded from consultation on policy and programmes in those domains due to gendered cultural norms which exclude women from decision-making especially at the village level. There is growing recognition that by supporting women's empowerment in climate change policy and programming, climate change action will become more successful, sustainable and equitable.

6. All individuals deserve equal opportunity to benefit from climate change programmes. Women, girls and people of diverse sexual and gender identities can be agents of change for more inclusive climate change programming.

There has been some recent research (focused on developed country context) on the gendered effects of particular areas of climate change action, such as transport systems and urban planning, but there remains a knowledge gap on how climate change mitigation and adaptation policy might influence gender relations, particularly in the Pacific (Röhr 2018). The dimensions and requirements for a robust, gender-transformative approach to climate change is an area for contemporary research.

The gender dimensions of climate change have been recognised in international policy, such as in the Lima Work Plan on Gender at the United Nations Framework Convention on Climate Change (UNFCCC) Conference of the Parties (COP) 20 in 2012, reinforced at the COP 22 in Marrakech (2016) and the Gender Action Plan approved during COP 23 (2017). While initial discussions at international forums mainly emphasised gender-sensitivity through equal representation of women and men in dialogue, more recently a gender transformative perspective has been proposed (Röhr 2018). Development practitioners are now considering how to implement gender transformative approaches in programming.

The report is structured as follows: after this introduction, the report describes the research approach and scope of the research carried out. We then present research findings and a conclusion with an overview of recommendations to Plan International and partner organisations based on the research findings. A framework to guide gender transformative climate change action in the Pacific is set out in Annex 4.

2   Research Approach

2.1   Conceptual framework

Conceptual perspectives for this research were informed by Plan International policies and programming related to the areas of gender transformative programming and climate change action, and also drew upon literature in the broader development sector.

Climate change

The research dealt with concepts of climate change relevant to Plan International in the Pacific.

- **Climate change adaptation** - Plan International's climate change programmes typically involve working with children and their communities at the grassroots level. Plan's activities often involve improving education and awareness around climate change, increasing the ability of children and their communities to advocate on local climate change issues, and implementing local programmes, often in partnership with government, that address key vulnerabilities relating to climate change. Gender transformative climate change action can improve such activities to ensure equal opportunity to participate in, and benefit from, such programmes. Programme examples include Child-Centred Climate Change Adaptation (4CA) Programme which was implemented in Asia and the Pacific and also Child-centred community-based climate change adaptation implemented in the Philippines (CC-CBA).

- **Climate justice** particularly intergenerational justice - recognising that those who are least responsible for the causes of climate change are those most at risk to its consequences.

- **Climate change advocacy** - teaching others about climate change or advocating action for mitigation and adaptation and receptiveness of decision-makers to this advocacy.

- **Child-centred climate action** - advocacy for climate change action by children and young people, recognising that are often most affected by climate change, therefore have a right to participate in actions to reduce its impacts.

Gender

Concepts of gender and gendered relations are constructed by social, historical and geographical factors. The research situates notions of gender within the Pacific context. Conceptions of gender in Plan International's *Global Policy – Gender Equality and Inclusion (2017)* provided the overarching conceptual perspective on gender for the research. Recognition of continuum of programming practice in relation to gender is described below.

Inclusive framings of gender

The research considered how people with diverse sexual orientations, gender identities and expressions (SOGIE) experience exclusion and vulnerabilities in particular ways and how programming approaches could respond to their needs.

Intersectionality

Plan International's definition of intersectionality was adopted in the research: "Each individual can have many identities that impact on how they interact with and are viewed by society. Unpacking these intersecting identities is key to understanding discrimination and exclusion because a person's experience of exclusion is often greater than the sum of all parts." (2017, p.5)

> "**Gender equality** means that all persons, regardless of their gender, enjoy the same status in society; have the same entitlements to all human rights; enjoy the same level of respect in the community; can take advantage of the same opportunities to make choices about their lives; and have the same amount of power to shape the outcomes of these choices." (p.4)
>
> "**Empowerment** is a strategy to increase girls', boys' and young people's agency over their own lives, and their capacity to influence the relationships and social and political conditions that affect them… Gender-based empowerment focuses on promoting simultaneous change in: norms, attitudes, and behaviours; social and economic resources and safety nets; as well as policy frameworks and budgets. It is a core strategy of any effective work promoting gender equality and inclusion. While empowering girls and young women is key in promoting their rights, it is also essential to engage boys and young men as partners and co-beneficiaries in the realisation of gender equality".
>
> (Plan International 2017, pp.3-4)

Continuum of gender-responsive approaches

Whilst the research objective was to identify dimensions of gender transformative climate change programming, a broad perspective was taken to capture lessons learned from a continuum of gender-responsive programming (Vunisea et al. 2015).

Gender blind	Gender sensitive	Gender specific	Gender transformative
Projects that create, exacerbate or ignore gender inequalities in pursuit of project goals	Projects that maintain existing gender dynamics and roles in pursuit of project goals	Projects that support and improve outcomes for a specific gender group in pursuit of project goals	Projects that actively reduce gender inequalities to enhance achievement of project goals

Source: Vunisea et al. 2015 p 13.

Practical and strategic gender needs

The Moser Framework of Gender (Moser 1993) distinguishes between the practical needs of women (short-term material needs mainly arising from and reinforcing women's reproductive and productive roles) and the strategic needs of women (long-term needs arising from women's subordinate position, leading to transformation of gendered division of labour and increasing community leadership roles). Advancing strategic gender interests leads to changes in existing roles for more equitable decision making and control of resources.

Child Centred Community Development (CCCD)

The CCCD Standards (2013) of Plan International set out how the organisation works with others to enable more children to realise more of their rights: working with children and communities; tackling

exclusion and gender inequality; engaging with civil society; influencing government; and strengthening Plan International's accountability. This provided the conceptual perspective how Plan International wishes to engage with children and enable realisation of child rights through their programming.

2.2 Methodology

Strengths-based approach (Appreciative Inquiry)

The research employed a strengths-based approach to reveal positive practice and opportunity for future improvements. A modified version of Appreciative Inquiry was used to discover past success and their enablers, visions for preferred futures and actions to take as part of gender transformative climate change programming and influencing. This framing was used to guide design of data collection tools and analysis.

Learning and Transformation

Recognising that questions engage research participants in a change process, the research approach was designed to motivate gender transformative practice and climate change action by offering space for reflection on past experiences, identifying success stories and their enablers, and revealing preferred future actions. Questions were positively oriented, to generate positive reflections that focused on the strengths of individuals and communities, were also future focused, motivating gender awareness and action in response to climate change. Furthermore, research processes that privilege marginalized perspectives, validate different ways of knowing and promote critical examination of gender norms can themselves be transformative. Such practices can contribute to social transformation and build the skills to question, analyse and act on the structures of social constraints in their lives.

2.3 Methods

This research used combined methods of document review (secondary data) and stakeholder interviews and participatory group processes (primary data). Fiji and Solomon Islands were selected as cases for in-depth learning, therefore primary data was collected in these countries by the ISF-UTS research team.

Document review

Existing documentation on climate change and gender-aware policies and programmes was reviewed in line with the agreed scope of work and agreed research questions (see Section 2.4 for research questions). In line with the agreed scope of services of the research, and guided by PIA, ISF-UTS researchers reviewed over 40 documents, both supplied by PIA and sourced independently. [4] Types of documents included PIA, as well as other Plan office research, publications and programming approaches, as well as other agencies previous and current programming primarily in the Pacific, from a gender inclusive perspective, in addition to few academic sources which provided theoretical frameworks. The list of documents reviewed is included in Annex 1.

Analysis of documents was conducted using Nvivo software and framed by the research questions. In order to inform research findings, documents were categorised into two categories in terms of best learning: (1) theories of a gender transformative approach but no evidence it had been tested in practice; (2) theories of gender a transformative approach and evidence it had been tested in practice. Thematic coding was used to identify perspectives in response to the research questions,

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[4] 8 documents and 11 web sources supplied by PIA were not included in the review due to their lack of relevance and depth in relation to demonstrating a gender transformative approach.

and researchers compared perspectives ranging from different practitioners engaged in Pacific country contexts to global theoretical perspectives.

The document review informed the focus of the field work, supported the development of preliminary findings in relation to the research questions, recommendations and development of the gender transformative climate change action framework. Prior to the field work a synthesis of learning was generated outlining dimensions of gender transformative climate action, including: training and advocacy; participatory community-led action; multi-actor engagement; emphasis on equity; and monitoring, evaluation and learning that considers complexity of gender transformative change. This broad working model informed by the document review was built on by learnings gained through primary research in the field.

Case study / Primary research

A case study approach was used to gain learnings on gender transformative climate change action from real world examples, and primary research was carried out in Fiji and the Solomon Islands. Fiji and the Solomon Islands were selected since PIA has previously conducted climate change focused programmes in partnership with local partners and the two different country contexts meant that replicability of findings was tested and cross-case conclusions could be drawn.

Case studies in each country involved:

- *Interviews and focus group discussions with stakeholders*

Stakeholders were sampled purposively due to their interest with environmental or climate change programming or focus on gender or women's empowerment. A list of key stakeholder consultations is provided in Annex 2 and included representatives from government, regional organisations, and non-government organisations, PIA and partner organisation staff who had experience implementing climate change programmes in the past. The following tables also summarise this information.

National level consultations:

Summary				
Country	Individuals	Females	Males	Organisations
Solomon Islands	7	4	3	6
Fiji	17	9	8	11
Total	24	13	11	17

Village level consultations:

Location	Individuals	Females	Males
Hulavu village, West Guadalcanal, Solomon Islands	32	17	15
Lambi and Tasiloki village, West Guadalcanal, Solomon Islands	12	3	9
Nasau village, Ra province, Fiji	22	10	12
Total	66	30	36

The areas of inquiry focused on identification of gender-responsive practices, enablers for success, and insights to build on past successes for gender transformative practices.

- *Participatory group process at village level (Fiji - in Nasau village, Ra Province, Solomon Islands – Hulavu Village, West Guadalcanal Province)*

Both villages had participated in climate change adaptation projects in the past.

Partner organisations provided facilitator support to the ISF-UTS researchers. Adults and youth were invited to participate in the group process.

The areas of inquiry included participation of various community groups and individuals in climate change adaptation activities, changes and impacts of programming, and visions for future climate change adaptation programming.

Three qualitative and quantitative methods were used in the village consultations detailed below.

1. A qualitative method of small group work, sharing in plenary and then inviting open discussion was used. The pictures show positive changes (fruits) achieved through past climate change programming and enablers of change (root causes).

2. A quantitative method of pocket voting was used to measure individual perceptions of changes as a result of programming and draw out learning from groups of women and groups of men.

3. A qualitative method of visioning preferred futures of climate change action and getting specific voices of men and women through small groups and then sharing in plenary

These methods supported feminist practice, as space was intentionally provided such that women could give voice to their knowledge, values and capabilities, and audience ensured for their view to be listened to and potentially have influence with men in local cultural settings.

Children were included as participants in the research in Fiji through a visit to Navitilevu District school, though this was unscheduled (see limitations section below for more details). A small number of girls (2 boys) and boys (2 girls) representing the school shared their lived experiences of climate change and their knowledge in relation to climate change adaptation. Male and female students, together with their teachers sat in a small group with the ISF-UTS researchers. Following brief speeches by each student, the ISF-UTS researchers discussed climate change action in the children's' villages with the teachers and students.

In the Solomon Islands youth were identified as a sub group within community consultations, and worked in small groups to respond to key questions. They reported back to the whole group their unique perspectives.

During data collection, notes were taken systematically and ISF-UTS researchers conducted periodic reflections during the field research to build a strong evidence base in response to the research questions. Thematic data analysis was conducted in Nvivo through coding the notes in relation to the research questions. Comparative analysis was undertaken to compare different perspectives and experiences of gender responsive climate change action from different stakeholders.

Research ethics

Ethics approval was sought through the Institute for Sustainable Future's standard ethics approval process. Research participants were provided with an information sheet regarding the research, and informed consent was gained from all participants.

2.4   Research questions

Four research questions were explored as part of this research:

Question 1: What are the enablers of effective gender transformative climate change action, particularly in the Pacific?

Question 2: To what extent could gender-focused climate change programming be gender transformative?

Question 3: To what extent can enablers of success be replicated to other Pacific Island contexts and elsewhere?

Question 4: What are the aspirations of women and girls in relation to climate change action which can be supported in future programming?

Responses to the research questions can be found in Section 3.

2.5 Limitations

Limitations of this research need to be acknowledged since they will influence the readers' interpretation of findings.

First, the scope of the research meant that the document review was limited and document review was prioritised on documents provided by PIA and what essential literature sources would produce the most useful findings towards the research questions.

The importance of policy review was highlighted as central to gender transformative climate change action, but was not included in the research activity due to limited scope. As noted in the Guidance Framework (Annex 4) policy review is described as a key activity of gender transformative climate change action.

Also informed by the limited scope, sampling of stakeholders for primary research in Fiji and the Solomon Islands was not exhaustive but focused on those who could provide best learning and response to key research questions. Stakeholders who were not available on the days the ISF-UTS researchers were in-country were not included in the consultations.

Secondly, whilst concerns for gender-based violence are prominent in PICs, a specific focus on this issue as part of the research was beyond scope and was not identified as a key question in the literature review or primary research. As described in the Guidance Framework (Annex 4), gender transformative climate change action will need to be cognisant to ensure 'do no harm' principles are central to community-based actions.

Thirdly, timing of the research did not allow for in-depth engagement of children and youth, which was expected as per the Terms of Reference. Children were in school term at the time of in-country research which meant that access was limited since local Departments of Education require specific agreements to take children out of normal class, and after school activities were not appropriate with lack of teacher input.

Fourthly, research planning of group processes at village level meant there were uncertain conditions working in the context and limited opportunities to control which participants were invited. Moreover, there was limited engagement of people with disabilities and people with diverse gender and sexual identities and expressions at the community level. At present PIA partners in Fiji and the Solomon Islands do not have dedicated focus to identify and work with marginalised groups in villages they work with. Further research is needed to better understand their perspectives in relation to gender transformative climate change action.

Fifthly, due to language barriers, translation of community consultations was carried out by Partners in Community Development (PCDF) and Solomon Islands Development Trust (SIDT) staff, which was immensely helpful. And whilst there was enormous benefit from this (trusted relationships between staff and community members enabled open discussion; familiarity with the context of past climate change action programming provided ability to surface important issues; and cultural familiarity ensured that local protocols were carried out), it is important to recognise that nuanced meanings may have been missed in translation. Briefing and debriefing with local staff about the community consultations sought to reduce this limitation.

3   Research Findings

This section provides a response to the four key research questions (see section 2.4 above), drawing on learning from the document review and in-country field work in Fiji and the Solomon Islands.

Question 1: What are the enablers of effective gender transformative climate change action, particularly in the Pacific?

The research found a range of enablers for gender transformative climate change action, particularly in the Pacific, within different types of relationships at the community level;[5] in government policies and institutions; and in development programming approaches. These enablers are described in detail below.

Strong understanding of climate change impacts in the Pacific

Responding to climate change with a gender transformative approach requires a strong understanding of how it will impact on men, women, boys and girls. Adaptation and advocacy at the local level (both in rural and urban settings) and national level will therefore ensure gender issues are considered.

Many of the specific and localised impacts of climate change are uncertain, particularly looking further into the future as the non-linearity of climate change becomes more pronounced. A strong enabler of gender transformative climate change action is understanding the complexity of this uncertainty, and the ability to implement effective programmes that reduce risk and improve resilience of communities. Plan and their Pacific partners therefore need strengthened expertise to understand how to respond to climate change effectively, and avoid maladaptation.

Side-by-side (women-men)

Programming approaches which prioritise women and men working collaboratively (side-by-side) and benefiting together is an enabler of gender transformation. This approach involves men valuing roles and contributions of women, especially in relation to women having a space to express their views, being listened to, and influencing decisions in family and community life.

Support for this approach was found amongst national-level government and NGO stakeholders and at community-level in both countries. NGO stakeholders in Fiji described how women became members of village committees through Plan's 4CA programme. Women were more involved in decisions about prioritising activities within the village development plan, alongside those of men.

> *'Participation of all brings equality into the community. It goes beyond training for women. (Women's) membership of committees is really important for developing gender equality'* *(Fiji NGO representative).*

Stakeholders also identified that communities which involved men and women in disaster preparedness activities were more resilient and able to recover better from Tropical Cyclone Winston (2016) independent of outside assistance. Stakeholders identified that these communities were more self-reliant in activating response and recovery activities themselves, they better communicated to external actors and able to continue regular development activities (such as planting) quicker than other communities. This provides some evidence supporting the idea that women and men working together can lead to more sustainable and resilient outcomes.

As part of the community consultation process in Fiji, a small men's group reported their request for a response to climate change which included continuous training and awareness-raising for all community members (women and men), and that both men and women are part of the process.

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[5] Different types of relationships include: between men and women, among women, among children, and between children and adults.

With this equal level of knowledge, all members could be involved in decision-making and work together cohesively. One male community member explained:

> 'Women speak in their homes but are not necessarily listened to by their husbands. Their ideas need to reach the committee to be heard by a bigger audience' (Male, village representative).

In the Solomon Islands a view expressed by some male stakeholders was that women's empowerment should not be to the detriment of men and that climate change programming should benefit both. For example:

> 'This is a male dominated society. This is not about undermining the rights of men, but involving women in decision making… It's not about competition (we don't want to create competition between men and women' (Solomon Island NGO representative).

Another key aspect of men and women side-by-side is recognition of the unique contribution that women provide to action on climate change. Stakeholders interviewed for the research described the importance of getting women's perspectives since they have unique knowledge based on their gendered roles and responsibilities. The unique knowledge set of women was demonstrated during our consultations in Nasau village, where women identified different future priorities to men: water security and protection of children, highlighting the importance of involving women together with men in climate change action. Hillenbrand (2017) also describes the need for women's involvement in programming, noting that understanding local visions for gender transformative change from the groups most affected by gender oppression is a critical first step to inform programming and measurement. Similarly, the World Bank (2017) notes that "*while women have a higher vulnerability to natural hazards, they also play an important role in community level efforts to minimize the risks, including in community early warning and preparedness*" (p.26). Recognising the role and contribution of women importantly recognises their agency rather vulnerability which is critical to the gender transformative agenda. Morioka (2012) goes further to note that adaptation projects that do not consider gender differences are at risk of implementing measures that are maladaptive, meaning they may exacerbate rather than reduce vulnerability.

The importance of learning from women's unique knowledge was also described by an NGO representative in the Solomon Islands:

> 'Context of the village, women are the ones who interact a lot with the environment on a daily basis we should learn from them the women' (Solomon Island NGO representative).

Engaging women and men together importantly ensures that gender transformative programming for climate change builds from and is informed by local cultural contexts. Care (2017) identifies the need for engagement of men and boys in disaster risk reduction: "*Engage men and boys in strategies to increase women and girls' empowerment Men and boys have to be engaged in any program that is challenging traditional structures and gender norms in order to increase women and girls empowerment. Their engagement will increase men's acceptance of the changed and more empowered role of women when building resilience* (p.69). Likewise, the recent Plan International document *Getting It Right: Gender Transformative Programming and Influencing (2018)*, notes the importance of men and boys engagement which is described further below.

Space for women's dialogue and empowerment

Women can empower each other through dialogue and working collectively to address climate change, grounded in the traditions of their Pacific island contexts.

The research revealed that women sharing with other women and building networks enables them to take action on climate change. Such practice of women's only groups is common in the Pacific, with Women's Committees forming part of traditional village level governance structures in many

PICs. Furthermore, offering research participants with women-only spaces is common to ensure they feel confident to freely share their views on gendered issues. For example, regional women's forums such as The Nature Conservancy (TNC)'s workshop in March 2018 which a report describes brought together women (civil society representatives, community-based women leaders) from different Pacific countries for learning exchanges on gender and climate change adaptation. During this meeting, women discussed common threats they faced from climate change and adaptation strategies they could implement in their own communities such as replanting and using local vegetation to deal with coastal erosion. Women emphasised the relevance of traditional roles and practices that gives them responsibility and authority to care for their environment and their families' livelihoods. In a workshop conducted by The Nature Conservancy in 2017, Kathryn Relang, Executive Director Women United Together Marshall Islands (WUTMI), described the value of women's dialogue:

> "We want a collective approach to issues, so we need to sit together and listen to each other. It is an opportunity to see the similarities we have and learn from our differences. It brings us together when we have a common issue, it makes us stronger" (TNC 2018).

Efforts to strengthen women's role in global climate change negotiations have been occurring in the Pacific to encourage women's leadership. For example, 22 women from across the Pacific representing civil society and government attended a training for international climate change negotiations in August 2017. The training was supported by the Women's Environment and Development Organisation (WEDO), the Pacific Islands Forum Secretariat and the Department of Foreign Affairs and Trade (DFAT).

Learning from the 4CA Project in the Pacific also highlights the value of separate conversations to enable active participation. The programme evaluation highlighted that working through the local women's groups in the Pacific, and having separate conversations with women and girls, and men and boys, have been effective means to ensure a gender sensitive approach to 4CA implementation. Activities included community-based vulnerability and capacity assessments conducted in separate groups for women and men. Efforts in the Solomon Islands also included strategies such as using small groups of women and girls, and advocacy to promote the voice of women and girls (ISF-UTS 2014).

Importantly, as noted below, the connection of women only spaces with conversations in other spaces such as women-men together in assessment, design and decision-making is critical to ensure that women influence decisions for climate change action, and that this has potential to influence transformative change.

Male champions

Women's involvement in decision-making is more likely when active participation is promoted by (male) leaders.

Stakeholders in both Fiji and the Solomon Islands described the importance of finding champions (male or female) who promote gender equality in all types and levels of institutions and governance structures. With training and support, these champions can promote changes across their organisations. The importance of male champions was described by a NGO representative in the Solomon Islands:

> 'We are wanting to promote male champions. Not just women championing for themselves. We want to increase participation. In Solomon Islands women themselves accept to be submissive, that's the culture, so we need men as well to champion' (Solomon Island NGO representative).

The value of promoting male champions is also described in various documents. As already described above, Care (2017) highlights the importance of including men and boys in gender

transformative programming. Similarly, Plan (2018) describes one of "six key elements to our gender transformative approach" as, "work with and support boys, young men and men to embrace positive masculinities and to promote gender equality, while also achieving meaningful results for them" (p.2)

Girls and boys model a gender transformative approach

Girls and boys in the Pacific have experienced the impacts of climate change in the course of their lifetime and hold knowledge and potential leadership skills to address climate change.

Children have important perspectives to contribute on how to address climate change. Past programmes such as 4CA demonstrated that building the capacity of children to make decisions about climate change adaptation now and in the future is an important area of focus. Given that children (particularly girls, and those with disabilities) are a large and vulnerable group which are usually excluded from climate change adaptation programmes, and they are the region's future leaders and decision-makers, there are considerable benefits in investing in them (ISF-UTS 2014). During our research consultation in Nasau village, women described the role of children in advocating on climate change action resulting from the 4CA project:

> *"children are more aware of climate change. The older children will be able to inform the younger children and help them to understand climate change"* (Female, village representatives).

Children and youth also demonstrate an openness to relating as equals regardless of gender identity which provides a valuable enabler to transforming gender relations within climate change action. The research identified the Kids Link programme of Save the Children Fiji as a positive example of actively promoting the participation of children in meetings and activities. Kids Link began as a child-led initiative for children aged 12 – 17 years. Facilitators took a gender transformative approach, challenging gender norms and creating a safe space for inclusion of individuals with diverse gender identities and expressions. According to NGO representatives, in the child-friendly space participants come to appreciate the value of all individuals participating and are empowered to demonstrate leadership skills. A similar approach was reported in Disaster Risk Reduction (DRR) clubs which were established through schools in the villages most vulnerable to climate change. In the DRR clubs, children build their knowledge of disaster preparedness, environment and hygiene and sanitation. As described by Save the Children workers, children have championed the importance of equal representation of boys and girls within leadership roles, demonstrating transformative change in roles of males/females. Child and youth friendly spaces which enable inclusive and meaningful participation is an enabler for action to be taken on climate change.

Legal frameworks for gender transformative climate change action

International and national legal frameworks, policy, plans and monitoring mechanisms provide a mandate for a gender transformative approach across development programming in the Pacific, including climate change initiatives.

At an international level, many Pacific nations are signatories to the UN Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW) (1979) which provides a mobilising framework for gender equality. Countries have also developed gender equality policies to guide government practice. Many countries have dedicated ministries or agencies to operationalise their gender equality policies and protect the interests of women and girls. This concern with gender equality is linked with climate change action through a range of policy mechanisms. At the annual Conference of the Parties (COP23) held in Bonn in November 2017, member states adopted a Gender Action Plan (GAP) that promotes an increase in women's participation in international climate change delegations and negotiations, as well as women's

participation in government agencies dealing with climate change at a national and subnational level:

> 'The GAP, created under the Lima work programme on gender, seeks to advance women's full, equal and meaningful participation and promote gender-responsive climate policy and the mainstreaming of a gender perspective in the implementation of the Convention and the work of Parties, the secretariat, United Nations entities and all stakeholders at all levels. Gender-responsive climate policy requires further strengthening in all activities concerning adaptation, mitigation and related means of implementation (finance, technology development and transfer, and capacity-building) as well as decision-making on the implementation of climate policies' (UNFCCC 2017).

Many Pacific island countries submitted National Adaptation Programmes of Action (NAPA) to the United Nations Framework Convention on Climate Change (UNFCCC) to identify their most urgent needs to adapt to climate change and propose projects to be funded by the Least Developed Country Fund. In recent times, international agencies have promoted a gender-aware approach to climate change projects and required some funds to be directed to gender-focused initiatives. For example, in Kiribati's NAPA, activities were designed to promote equal participation of women and men. Consultations with communities took into account of gender roles, and were held at times when both women and men could attend.

In the two focus countries for this research (Fiji and the Solomon Islands) national mandates have been established for gender transformative approaches. In Fiji, the National Adaptation Plan Framework drew alignment between the NAPA with CEDAW, its National Gender Policy (2014) and the Women's Plan of Action (2010-2019), recognising that gender should be "adequately integrated into adaptation projects across the planning, implementation, and monitoring and evaluation stages" (Government of Fiji October 2017). Actions taken are the inclusion of a representative from the Ministry of Women, Children and Poverty Alleviation on the National Steering Committee for the NAPA and seeking consultation with representatives from civil society organisations with gender expertise. In the Solomon Islands, there have been important legislative and policy reforms in gender equality. Milestones were the establishment of the Family Protection Act (2014) and inclusion of gender equality performance indicators for Permanent Secretaries and Gender Focal Points for Ministries. In 2017 the Solomon Islands launched their revised Gender Equality and Women's Development policy, the revised Eliminating Violence Against Women (EVAW) Policy and the new Women, Peace and Security National Action Plan (Kernot March 2017). Within the EVAW there is only one mention of girls in the policy, in the goal statement: "The goal of Solomon Islands' national EVAW policy is to eliminate violence against women and girls in all its forms." A footnote makes mention that 'whenever the term women is used in this policy it refers to women of all ages from girl children to adult women' (p.8). This highlights lack of specific policy relevant to the unique interests and needs of girls. Solomon Islands' National Climate Change policy makes no mention of the specific needs and interests of women and girls. Lack of coherence between policies is also described in documents reviewed for the research. Morioka (2012) and Asian Development Bank (ADB) (2014) describe the value of legal frameworks, but they fall short. The ADB (2014) notes: "The widespread institutional disconnect between gender and climate change units within and across institutions such as MDBs translates into a lack of dialogue to develop common baselines and counting mechanisms" (p.11

In Pacific countries such as the Solomon Islands, global and national commitments to gender equality could enable changes at the community level if there is local contextualisation and if a rights-based approach is taken to climate action programming. In addition, regional agency stakeholders consulted during the research stated that Pacific governments are now recognising the importance of collecting sex-disaggregated data on their programmes, and that more can be done to use the data to monitor and inform learning about gender and climate change. The international

recognition of gender as crosscutting issue at forums such as COP23 can be used to leverage change in the Pacific for gender transformative climate change action.

Cross-sector action for climate change and gender equality

The research identified a growing appreciation by government and NGOs carrying out climate change policy, planning and implementation of community-level projects, of the need to promote gender equality across sectors and to integrate climate change action into sector practice.

The need for improved practice was informed by the view that gender concerns tend to be siloed and sidelined unless a conscious gender mainstreaming effort is made across all policy and planning work. As described by one stakeholder interviewed, '*concerns for gender are tokenistic in climate change programming*' (Regional organisation representative). This view was also cited in documents reviewed for the research. Morioka (2012) noted that "existing community-based adaptation projects funded by institutional donors like UNDP and AusAID have limited focus on women and, therefore, the extent to which these projects benefit women and/or consider gender dimensions of climate change is unknown" (p.80). ISF-UTS (2014) noted "there are institutional and cultural challenges [regarding gender] – these are beyond the scope of programs to make change. Large scale changes are needed - individual program can't take it on, so we end up with tokenistic inclusions" (p.32). The Pacific Gender and Climate Change toolkit (2015) highlights that an assessment of needs and interests of women is often not included in designing climate change action, therefore there is no understanding of the positive or negative impacts / differences for sub groups in the community.

Stakeholders interviewed in the research identified the need to strengthen integration of gender and social inclusion considerations in climate change policy and planning. For example, in the Solomon Islands, government stakeholders identified the need to include gender and social inclusion in the governments climate change policy. A government led task force on climate change which meets regularly and includes membership from government and civil society can provide an important platform for gender transformative climate change action.

There is also evidence of cross sectoral collaboration that can be utilised to promote action for gender equality. In Fiji, a newly formed cross-sector task force, led the Department of Women is aiming to promote stronger cross-sector collaboration between government and civil society. At the time of this research the Task Force was only in its infancy, a draft Terms of Reference was being circulated for stakeholder input.

Local gender-focused organisations can support and advocate for gender transformative climate change action at multiple levels

Partnering with local organisations and supporting their existing work will add value to the future work of PIA and its partners in the Pacific.

The research identified that for many NGOs and government agencies carrying out climate change action, there is a lack of expertise in gendered programming. However, there are numerous local gender-focused and women's organisations who could provide necessary support and training to strengthen capacity. Bringing together different skill sets and expertise will be essential for gender transformative climate change action. For example, a particular skillset is required in gender analysis, and design and monitoring of interventions to achieve inclusion and equity.

Importantly, local gender-focused expertise strengthens contextualisation of both gender and climate change. CARE (2017) identified that to ensure DRR and climate change projects are locally owned and consider the social context in which women in the Pacific live, agencies must meaningfully engage with local organisations including women-led organisations. This means that that programmes include targeted interventions that are culturally appropriate and are addressing context specific issues. Additionally, local organisations have the relationship with marginalised

women and girls at the community level leading to stronger programme impacts. Morioka (2012) similarly identifies the value of strengthening the role of gender focused organisations in climate change action.

The research found that in Pacific countries there are existing gender-focused and women's organisations that have identified the priority issues and operationalise understandings of gender and climate change grounded in the local contexts and traditions. In Fiji, this was particularly strong. For example, FemLINK Pacific is a feminist media orgqanisation based in Fiji (but works in other PICs) focused on overcoming the imbalances around women's participation in decision-making. FemLINK programmes include Women's Weather Watch, which addresses women's exclusion from planning and coordination in times of disaster by providing early warning information on tropical cyclones through the media such as radio. Another example is Diverse Voices and Action (DIVA) for Equality in Fiji, which is an NGO active in advocating for greater gender and social inclusion, including within climate change action. DIVA for Equality was active in the Pacific Partnerships to Strengthen Gender, Climate Change Responses and Sustainable Development. In the Solomon Islands, Vois Blong Mere Solomon Islands is an NGO active in promoting women's education on climate change. Vois Blong Mere aims to provide the means for women across the Solomon Islands to connect with each other and produces two women's radio programmes with informative and empowering messages for women.

The research highlights that progress towards equality for LGBTQI persons is still limited in the Pacific. In Fiji laws are in place to ensure anti-discrimination such as for employment, provision of goods and services and hate speech. The 2013 Constitution bans discrimination based on sexual orientation and gender identity or expression. However, both civil society and government stakeholders interviewed during the research acknowledged the lack of programming to address inequalities for LGBTQI persons and experiences of discrimination especially in rural areas. In the Solomon Islands homosexuality is illegal with imprisonment as punishment.[6] Recognising lack of legal provision for equalities as well as social norms, action towards stronger inclusion and equalities for LGBTQI persons needs to be done sensitively and in line with existing civil society actions which are culturally relevant and ensure safety and protection in local country contexts.

In addition to partnerships for including gender issues into programming, Plan and their Pacific partner organisations also require additional support to boost expertise in climate change science and effective communication of climate change scenarios, uncertainty and adaption options within the communities (ISF-UTS 2014). Partnering with local and regional organisations with strong skills in these areas would enable a skills transfer and capacity building for local staff. Pacific organisations with climate change skills include the University of the South Pacific's Pacific Centre for Environment and Sustainable Development (PaCE SD), Secretariat of the Pacific Regional Environment Programme (SPREP), or NGOs such as the Pacific Islands Climate Action Network.

Seeing is believing

Gender transformative change in climate change action is enabled when men, women, boys and girls and people with diverse identities see tangible benefits from changes in gendered norms, roles and responsibilities as part of programming initiatives.

Our research identified examples where perceptions of both men and women about the role of women in the village had changed as a result of women and men's involvement in development programmes. For example, a bee-keeping project (as an alternative livelihood to logging) initiated by Live and Learn Fiji had changed women's roles at the village level. Since men were out of the village for weeks at a time, women took on roles of managing hives and started to have leadership roles in bee-keeping committees and then were representing these committees at clan meetings.

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[6] https://www.equaldex.com/region/solomon-islands

Taking on these new roles in the village increased the confidence of women and also changed men's perceptions of women's capabilities.

Another example of how changes in attitudes are realised through practical actions relates to changes in the perception of the role and capability of children. A Save the Children Fiji programme invited adult chaperons to an event where young people were delivering public speeches. By seeing children in these different roles, the adults valued the children with a new and more positive view and appreciated children's right to participation. According to NGO stakeholders, *"Children are capable to express their points of view. They need confidence, self-esteem and knowledge to make a contribution. Parents, teachers and others should have an appreciation of the contribution that children can make".*

Examples were also offered by stakeholders interviewed in the Solomon Islands. For example, savings and credit schemes set up by Live and Learn and World Vision were described as creating new attitudes towards women as capable and contributing to family and community life. Importantly, and in line with the enabler of 'men as champions', changes in attitudes to women's role was described for both men and women in the village.

Focus on practical needs of women and their potential to enact strategic changes

Programming which focuses on addressing women's practical needs and encourages engagement and participation of women, in turn provides the potential to address women's strategic needs such as decision-making and control of resources. However, caution must also be raised to ensure that this theory of change or influence does not entrench existing gendered norms.

The research found that gender-focused programming in the Pacific frequently targets women's practical needs such as water, sanitation and hygiene (WASH), access to reliable energy sources and food security. Multiple actors in government and civil society described the need to focus on 'women's issues' as a means of encouraging their participation. For example, one NGO representative in Solomon Islands noted that they focused on agriculture since women are active in this productive role.

In addition to addressing practical needs these projects also addressed women's strategic needs by mandating / encouraging women's participation in community-based committees. For example, NGO representatives described how WASH programmes involved women in water management committees, ensuring they are able to give voice to the particular needs of women related to WASH. This also encourages women's participation in decision-making especially in the public sphere, which supports women's strategic needs to be addressed.

During community consultations in Solomon Islands, women in Hulavu village stated how their involvement in climate change programming had strengthened their self-esteem and confidence as they were participating in decision-making processes for the first time, and also learning new information that they were able to share with friends and family. As described by one woman:

"Women are gaining knowledge and we feel more confident, and we have the courage to speak to others, to talk and to discuss in our community. We learnt so much through this process about climate change and also about traditional knowledge" (female village member).

Informed by their experience of past programming of the 4CA Programme, some men in Nasau village expressed the need for women to be more involved in decision-making than in the past. As part of a visioning exercise for the future a small group of men identified one part of their vision, increased role of women in decision-making, because of the value women with specific knowledge sets bring community-level processes.

Another example of how focus on addressing the practical needs of women can provide the potential to address women's strategic needs was provided during stakeholder interviews in Fiji.

The Markets for Change (M4C) Project implemented by UN Women in Fiji, Solomon Islands and Vanuatu aims to provide a safe, inclusive and non-discriminatory workplace and enhance women's capacity to earn and control personal income. It is based on findings in its piloting phase that marketplace improvements in physical infrastructure and governance improve the economic and social lives of women market vendors (UNDP 2018). Importantly women were consulted by local government, listened and responded to and informed decisions about infrastructure upgrades. This demonstrates changes in both practical and strategic needs for women and creates potential for transformation.

Programmes such as these indicate that addressing practical needs of women is an enabler to strengthen women's empowerment and gender equality in relation to climate change in the Pacific, however caution should also be raised that this approach can potentially reinforce existing gender inequalities such as unequal division of labour and women's burden of responsibility in triple roles (reproductive, productive, community management). Focusing on what are considered 'women's issues' may further entrench gender norms and attitudes in the community. Therefore, a more nuanced and intentional approach than what is currently practiced is required to enable gender transformative climate change action. Vunisea et al (2015) similarly highlight this caution noting that there is a need to:

> "*ensure appropriate attention is paid to social context, avoid reinforcing stereotypes (in addition to physical science) in identifying feasible options by assuming that men and women will be doing specific roles that relate to their traditional gender roles. To actively seek new opportunities for both men and women that may challenge these stereotypes. reinforcing traditional roles will likely reinforce unequal power relationships, which is an important cause of women's vulnerability*" (p.62).

Build and strengthen existing gender-aware and gender transformative programming to be gender transformative.

Plan International partners in the Pacific already have gender-aware and gender-focused elements in their programming which can be strengthened to include future gender transformative focus.

The research found that PIA's partners demonstrate gender awareness in their discourse and programming practice. For example, SIDT describes the use of 'a gender lens'. PIA partner staff have participated in gender-sensitivity training and continue to do so.[7] A range of gender-focused initiatives are currently included in programming such as inclusion of women and men in project activities (for example information sharing and education about climate change and needs assessments), women and men are included in community-based committees related to projects, and collection of sex-disaggregated data. The research revealed the use of gender analysis tools across a wide range of sector projects, not just by Plan's partners, but also other civil society organisations in Fiji and Solomon Islands. Importantly, these tools were viewed as valuable since they contributed to effective situational assessment for scoping and planning purposes and also provided a better understanding of gendered roles in the community throughout the project's implementation. For example, the use of the Gender Wash Monitoring Tool (GWMT) and Power Analysis in Solomon Islands by Live and Learn was described as providing insights into gendered divisions of labour and the roles of women and men in making decisions about water. Though their use is only in the early stages, and monitoring change over time has not happened, their use was perceived by NGO staff as providing new forms of knowledge and potential for improved equality:

> 'The Gender Wash Monitoring Tool (GWMT) helped to make villagers aware of roles and responsibilities, and to question 'can the roles be shared?' 'Why is that women collect water,

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[7] During fieldwork PCDF indicated that 2 staff members were attending training the following week.

are men able to collect water to?' The GWMT helped to change mindsets. The activities of the GWMT helped people in the village to see men can support women – women can support men' (NGO representative, Solomon Islands).

Another example revealed during the research was the use of the 24-hour-clock to survey women and men's daily activities and division of labour (reproductive and productive) in an agriculture project implemented by PCDF. The tool highlighted the role that both men and women played in agriculture, and the need to include for PCDF to include both men and women in project activities. How the tool influenced changes in gender equality was not determined by the research. The research highlights that whilst the use of gender analysis tools is not routine, ad hoc examples and use across a variety of projects, provides the basis and potential to build on this practice. Existing tools from PIA, such as the Project Design Gender Equality & Inclusion Self-Assessment, could also be used by Plan partner staff as well as a means of reflecting on their own practice.
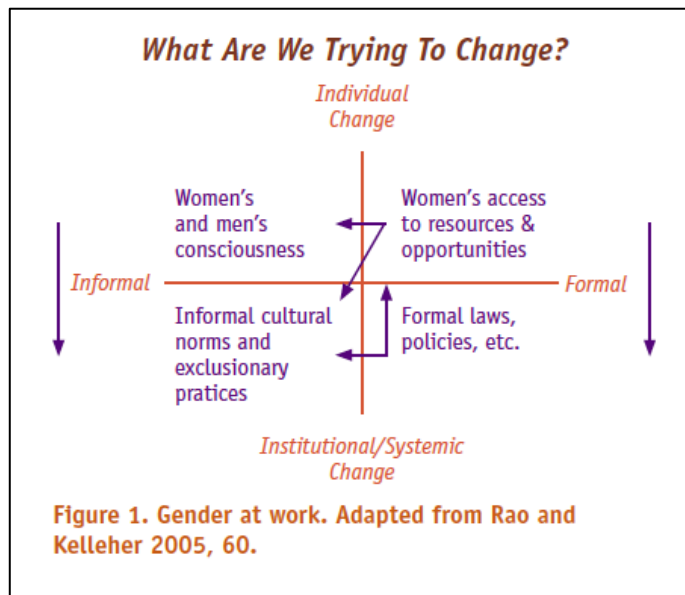
Question 2: To what extent could gender-focused climate change programming be gender transformative?

Based on the enablers reported above, there is potential for gender-focused climate change programming to be gender transformative.

Response to this research question is formulated with several elements of a gender transformative approach considered, as defined by Hillenbrand (2015, p. 11):

- Gender transformative change is <u>multidimensional</u> because interventions engage with dynamic, not static societies, which are affected by many institutions and factors.

- Gender transformative change operates at <u>multiple levels and multiple scales</u>, for example household, community, organisation, groups, market, subdistrict government, national government.

- Gender transformative change is <u>long-term</u>. In most cases, the impacts of implementing a gender transformative approach will be felt after the project term finishes.

- Gender transformative change is <u>non-linear</u>. Progressive shifts toward greater gender equality in one dimension may be accompanied by setbacks in another.

The relevance of these elements is that multiple factors and actors are involved, which suggests the need for a systems approach in design and measurement of gender-transformative change (Narayan 2005). In order to monitor risks and setbacks and make positive interventions, development practitioners should take a broad view of change (Martinez 2006). Rao and Kelleher (2005) offer a frame that illustrates different areas and actors which can be targeted in a gender transformative approach in regards to changes relating to women:

What Are We Trying To Change?

Individual Change

Women's and men's consciousness | Women's access to resources & opportunities

Informal — *Formal*

Informal cultural norms and exclusionary pratices | Formal laws, policies, etc.

Institutional/Systemic Change

Figure 1. Gender at work. Adapted from Rao and Kelleher 2005, 60.

Each quadrant of this framework is explored below in order to consider the extent to which enablers (described above) can be employed by PIA and Partners in the Pacific to move gender-focused climate change programming along the continuum to be gender transformative.

Shifts in 'informal cultural norms and exclusionary practices' are present in Pacific Island Countries and provide a foundation for gender transformative change.

The research identified shifts in attitudes towards the role of women and girls in development which can be harnessed to support transformative outcomes. For example, there is strong support for men and women working together (side-by-side) to address development needs. Working together was valued not only in the practice of implementation but also in decision-making. In past programmes, women have been valued for their unique contribution to climate change programming, recognising the knowledge they have specific to their gendered roles and responsibilities (particularly in the home, food, water, energy) and bringing this into spaces of decision-making which they had not been invited to earlier. Importantly gender transformative programming works towards transforming gendered roles.

Another example of shifts in informal cultural norms is acknowledgement of the role and contribution of children and youth in climate change programming and also in transforming gendered norms. The research revealed examples where civil society organisations (CSOs) prioritised leadership roles of children/youth in climate change action which had resulted in shifts in attitudes towards gendered roles and also adults' perceptions of the role of children. Importantly shifts in informal cultural norms demonstrate that transformation happens through engagement and relationships between these different groups: men/women/boys/girls.

A multi-actor (multi-dimensional) approach is critical to extending gender-focused programming to be gender transformative. While it is sometimes assumed that initiatives aimed to increase gender equality outcomes should focus only on women, effective outcomes are only achieved when all different actors are engaged. An enabling and supportive environment is required for gender equality and women's and girls' empowerment. It is important to work with leaders, often male, who influence family and community settings. Similarly, girls and boys equal participation must be supported by engaging with adults. Staff consulted from INGOs who have a child-centred approach (Plan and Save the Children) consulted during the research, noted that while children are enabled to actively participate within NGO programming; to have agency, voice and influence decisions, care must be taken to promote safe spaces for these empowered children/youth in school/out of school

youth, family and broader community settings. Programmes should work with adults (especially men) as well as children to promote children's active participation. Approaches which engage all community members in initiatives have the potential for gender transformative change. This is important for climate change programming as it is for other development programming in the Pacific.

A multi-actor specific must be inclusive and prioritise safe spaces for marginalised groups such as women and children, and is necessary to shift informal norms for transformative change. As noted above, the research identified women, as a traditionally excluded group, benefit from women-only spaces to increase their knowledge about climate change and build individual confidence and solidarity with other women. These women-led, safe spaces should be complemented with women's membership and active contribution to broader community (men and women) governance committees. Safe spaces which enable children/youth-led activities are also important to enable their active participation in governance and implementation processes with adults. Importantly as part of a multi-actor approach to influence informal norms, other actors in the community such as local government, churches, other NGOs need to appreciate the need for and prioritise women-only spaces as a complement with other spaces for community engagement/participation.

It is also important to note that changes with regards to inclusion of people of diverse sexual and gender identities are likely to happen slowly. As previously mentioned, homosexuality is illegal in the Solomon Islands. In Fiji, more progress has been made and organisations exist to support the participation of people of diverse sexual and gender minorities. Shifting informal cultural norms and exclusionary practices need to be taken in context with the underlying cultural landscape, and working with organisations experienced in working in these spaces.

Another dimension in shifting attitudes towards the role of women and girls in development which can be harnessed to support transformative outcomes, is staff (Plan and Partners) attitudes. Hillerband (2015) notes "organizations are increasingly recognizing the need for internal reflection and reform to mirror gender equity among staff and partners as individuals as well as within organizations. This is grounded in the recognition that the idea of gender-neutral development—is a myth. All of us hold specific perceptions and values related to gender, and all community programming—whether it has a specific gender focus or not—interacts with gender relations" (p.15). The importance of reflective practice for staff was also described by other guidance materials (Cole et al 2014) and Care (2017). These guidance materials note the importance of "a constant and sustained investment in strengthening gender capacities, skills and fostering of new gender-aware ways of viewing the world among staff and partners" (Cole et al 2014, p.11). Staff need to have specialist expertise to promote safe spaces for women and women's empowerment and safe spaces and child-centred approaches for children and youth. Equally important is working in a way that promotes engagement and strengthened relations with others groups in the community to ensure no 'push-back'. All community members can participate in shaping development priorities and opportunities, all community members are able to benefit from an initiative and the development outcomes may be greater because barriers for less powerful groups are removed (Lawless 2017). As Hillerband (2015) notes "to be able to undertake robust gender analysis and programme design, programme staff and partners themselves must be sensitive to norms, relations and power—in terms of gender as well as other axes of power and social relations"(p.15)

Another area which can be targeted in a gender transformative approach is 'formal laws, policies and institutional structures', and in the Pacific context, these are present and could be influenced to provide a stronger platform for gender transformative climate change action.

Whilst PICs are signatories to international frameworks relevant to a gender transformative approach to climate change, there is a need to strengthen the operationalisation of these, including national policy and planning which brings together climate and concerns for gender and social

inclusion. Pacific national governments have developed gender equality policies that articulate the structural barriers that contribute to women's vulnerability in their specific country contexts. Although these policies contribute to transforming government practices towards gender-awareness, more can be done to recognise the relationship between discrimination and vulnerability to climate change (Morioka 2012). To avoid the siloing of gender initiatives in a women's empowerment or gender equality department, government agencies tasked with implementing gender policies need to foster connections with other agencies and embed themselves in all programmes, whether it be climate change and environment, infrastructure or economic development. This integration is necessary for gender transformative outcomes.

Cross-sector collaborative practice should be leveraged to influence change. An example of this is the government-led climate change and gender cluster planned in Fiji, which has the potential to be transformative. At the time of conducting this research, the cluster had not yet met and NGO stakeholders expressed concern to us that an insufficient number of individuals with climate change and gender expertise were involved to progress the discussions. The research found that there were very few initiatives or organisations in Fiji or Solomon Islands who are working to address both climate change and a gender transformative approach in an integrated way and future practice should prioritise action in this area.

Importantly gender transformative climate change action requires collaborative practice of multiple levels or scales of policy, planning and programming. On the one hand, local development NGOs usually work at the village level and address climate change through fragmented projects, for example focusing on climate change adaptation in agriculture or disaster risk reduction as a particular need. On the other hand, climate change is responded to at the national level by technical agencies and policy makers. Sometimes environmental NGOs contribute to climate change discussions but approach it from a scientific perspective rather through social and gendered dimensions of climate change. There is also the issue that climate change action is often situated within the remit of sub-national governments who are ill-equipped to lead. As noted by Morioka (2012), "the dissemination of information on climate change and implementation of national climate change policies fall within the responsibility of provincial governments but they significantly lack human and financial capacity to carry out this role" (p.80). This leaves a gap in terms of women and men at the community-level being able to access information related to climate change or influence decision-makers who work at a national level. This gap is one in which Plan and their local partners can help to fill. Lane and McNaught 2009 also highlight the value of collaborative practice in the context of climate change action in the Pacific. They write of the value of "strengthening existing partnerships between communities, meteorological services, development practitioners who specialize in the areas of climate change and disaster risk-reduction, and the wider development community. This would have the dual advantage of enhancing shared understanding of the risks posed by climate change, and widening the spectrum of adaptation options available to address vulnerabilities (p.97)

At present there are limited avenues for organisations to connect across policy, planning and programming (Morioka 2012). Gender transformative climate change action requires strong partnerships between government, environmental and gender-focused organisations to leverage combined expertise and learnings.

In relation to change in 'women's access to resources and opportunities', the research identified a range of activities and achievements to date which can be extended to influence gender transformative outcomes in climate change action.

First, there are numerous projects which have shifted gender norms, roles and responsibilities of men and women, and have resulted in benefits within the community. Programming initiatives that demonstrate changes in gender norms, roles and responsibilities include inclusion of women in

savings and loans collectives, water management committees, areas which are traditionally male domains. These examples of past programming provide strong gender transformative potential, since women are gaining increased resources and opportunities and men are realising the tangible benefits of changes for women.

Second, programming which effectively addresses women's practical needs with regards to climate change has potential to result in transformational outcomes if a clear theory of change is defined. This research identified examples of strategic needs being met through changes in physical infrastructure or improved access to resources. For example, construction of an evacuation centre, and women being involved in decision-making about its management and use in the community. However, the research also found cases where climate change programmes are gender-blind or reinforce gender roles, and in so doing reinforce existing structural inequalities. For example, focusing on identifying and enriching women and men's knowledge about agriculture practice, without also considering how gendered roles could be shifted.

For transformative potential to be realised, a theory of change to guide programming can articulate choices and debates that shape how organisations see change happening, and relationships between practical and strategic needs of women. A theory of change can help staff to debate, identify their assumptions, track what is changing and improve their practice. As supported by CARE's gender transformative approach, programmes need to have a gendered programme logic, with a theory of change informed by gender analysis and specific gender goals and objectives, and integrate gender transformative interventions into activity design (CARE 2017). This means that organisations will have articulated the change envisaged by their programming and develop stepping stones progressing towards their vision, recognising the connection but unique aspects of practical and strategic changes for women and men.

A participatory process for developing a theory of change is also important. Batliwala and Pittman (2010) in Hilenbrand (2015) describe the value of a participatory process to developing a theory of change in order to ensure shared understanding, and to strengthen accountability and transparency across all stakeholders. The theory of change then also provides a basis for an M&E system. Hillenbrand also notes that because change is so complex "it is best to get those most affected to decide their own indicators" (p.17).

The notion of 'stepping stones' is described by the ADB (2013) who recognise that process of change involved in empowering women are complex, "change is rarely linear: breakthroughs in one dimension may be followed by setbacks in others" (p.14). In this context, it is important to select gender equality outcomes that are realistic within the time frame of programme and project cycles, and that change is sustainable over the long-period and beyond NGO programming. It is also essential to identify immediate and intermediate results and indicators that are stepping-stones to transforming gender relations and achieving gender equality outcomes. (p.14)

Hillenbrand (2015) also notes that the theory of change, especially for transformative change needs to consider the systemic structural issues, and take a multidimensional perspective, otherwise "a narrow view of change may represent a missed opportunity for understanding the true impact of interventions or blind spots for monitoring risks and setbacks" (p.12).

Thirdly, the research identified that Plan staff and partners in the Pacific have gender-aware and gender-focused elements in their programming which can be strengthened, to enable gender transformative outcomes. A gender transformative lens is new in the Pacific and it will take time to embed understandings and operationalise programming practice, particularly taking into account local cultural practices and norms (see next section). Stakeholders consulted during the research stressed the importance of going past a "tick box exercise" in gender compliance to having genuine commitments to transformative change. This means Plan and their partners must have strong organisational commitments to ensure the benefits of climate change action reach men, women,

boys and girls. Organisational commitments to a gender transformative approach and willingness to reflect on current norms and structures is a key foundation to gender transformative change. Reflective organisations and individual staff are key translating concepts to community development. Sustained training and coaching over a long period of time is required to support this practice.

The research identified that while there is potential to extend gender-focused programming to be transformative, shifts in thinking and practice are required at individual staff level, within organisational practice, programming design, and also how NGOs engage with other stakeholders beyond the village. Whilst building on past activities and achievements, gender transformative programming requires a significant shift for multiple actors and at multiple scales of singular and collaborative practice.

Question 3: To what extent can enablers of success be replicated to other Pacific Island contexts and elsewhere?

Some enablers of gender transformative climate change action can be replicated across the Pacific, building from similar governance structures, national commitments to climate change action and also gender equality, whilst other enablers are unique to local social and cultural contexts. The research highlights that it is important that programming for gender transformative climate change action in the Pacific is appreciative and responsive to the dynamic and complex nature of gendered relations and societal changes in the Pacific, unique to each country context.

International and national commitments to gender equality, as a foundation for gender transformative programming, are replicable since they are present across multiple country contexts. International frameworks such as CEDAW and the Gender Action Plan under the Lima work programme on gender (UNFCCC 2017) provide a mobilising framework for governments and civil society to use as a foundation for gender transformative approach to climate change action. In addition, most Pacific Island Countries have national gender-focused frameworks, plans and policies. Though, at present there is little evidence of practice, development practitioners wishing to implement a gender transformative approach can draw on these international and national legal and policy frameworks as a foundation of their practice and use them to hold duty-bearers accountable to their commitments. However it is also important to appreciate that some countries have made more progress than others. For example, the levels of discrimination against people of diverse gender and sexual identities in the Solomon Islands as compared to Fiji – as mentioned earlier. Programming activities with regards to gender transformative climate change action therefore need to be culturally appropriate.

Cross-sector collaborative practice, as enablers of successful gender transformative climate change are replicable across the Pacific and will be dependent on the nature of partners in each country context. For example, a newly formed gender and climate change task force in Fiji is replicable, since the range of actors are also present in other Pacific countries, i.e. national government agencies and civil society organisations focused on climate change and gender. There is strong potential for gender-focused organisations to form partnerships with governments and environmental organisations.

Programming activities which enable successful gender transformative climate change, such as applied gender analyses as a precursor to any effective programming, are replicable across multiple Pacific Island Countries but require a high level of gender sensitivity of programme staff which varies between and within organisations. It is important that gender analysis activities such as those which explore gender division of labour are contextualised and relevant to social and cultural contexts and are facilitated by highly trained facilitators who can situate the findings within broader change

processes. For example, in some contexts gendered division of labour and roles will be very entrenched and difficult to change. Potential to leverage climate action programming activities to support gender transformative change will be dependent on capacities and interests of organisations and staff.

A robust theory of change unique to local cultural contexts helps to inform programming, which builds from a broader assumption that programming which addresses women's practical needs can lead to opportunities to address women's strategic needs. The research revealed this common programming approach across both Fiji and Solomon Islands[8], however replication of this approach without a clear pathway and monitoring to assess progress results in poor transformational outcomes for women. As noted above, there is a need to ensure staff are highly skilled and work within broad theories of change that intentionally bring together focus on both practical and strategic needs of women, achievement of rights for girls and boys, and equality outcomes for other marginalised groups in community such as LGTBQI persons.

Whilst gender programming has been implemented in the Pacific by various agencies as a cross-cutting theme and linked to climate change action, stakeholders noted that this is tokenistic for a range of reasons. For example, whilst training has been conducted, often only 1-2 staff attend, and capacity is not embedded within DNA of local organisation; training is often instrumentally focused and doesn't address core issues of norms and attitudes related to gender equality; gender and social inclusion is viewed by some as a western concept and not appropriate for Pacific context; gender analysis tools are used ad hoc and are not routinely practiced across all programming; and broader systemic / structural society and cultural issues maintain inequalities.

Whilst cultural similarities within the Pacific provide potential for some replication of successful enablers of a gender transformative approach to climate change action, the research identified a need to caution against a one approach fits all. There are significant cultural differences within one country. For example, differences in matrilineal and patrilineal societies, and even within matrilineal societies in Solomon Islanders there are different practices. In Fiji, differences within urban rural settings are stark. In Suva there is wide awareness of gender equality principles, and women working in similar professional roles to men, and having key roles in decision-making, different to rural settings.

Due to their connection to customs and traditions in their own communities, Pacific island people are best placed to design and implement gender transformative climate change initiatives rather than external agencies. It is very important that gender concepts are understood in the context of local culture and traditions. Local CSOs might facilitate peer-to-peer exchanges across Pacific countries within their network, to support a culturally-sensitive and bottom-up approach to transformative change. As noted earlier, the gender transformative approach is new in the Pacific. And skills around programming for climate change action are also limited. Thus, capacity development of Plan and Plan partners is a critical first step in starting-up gender transformative climate change action.

Question 4: What are the aspirations of women and girls in relation to climate change action which can be supported in future programming?

Future climate change action programming should be driven by both the practical and strategic needs of women and girls. Through stakeholder interviews and participatory group processes (see

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[8] Whilst this approach of carrying out activities which meet practical needs and which offer potential to meet strategic needs of women was identified by the researchers, it was not described or articulated as an intentional practice or theory of change by those consulted.

Methods) at village level the research found that climate change programmes in the Pacific are addressing some needs of women in both domains, but it is not yet an area of adequate focus.

As described in the research limitations section (see Section 2.4), the ISF-UTS research team did not have the opportunity to engage girls to find out their aspirations in relation to climate change. Defining girls' perspectives and needs is an area that needs further research.

Consultations with women in both Fiji and Solomon Islands revealed aspirations for climate change action and were also noted by stakeholders interviewed.

In the Solomon Islands, as part of community consultations women in Hulavu village identified multiple types of aspirations, which are primarily related to building on past practice of climate change adaptation programming and achievements already achieved. Women identified that whilst they had received increased knowledge about climate change, they wanted more information and awareness raising on climate change, and how the specific, localised changes to weather and climate would affect their livelihoods.

Women also expressed aspirations to continue to participate in decision-making roles in community-wide committees for climate change action, and for these committees to be better connected to the broader community.

In the Solomon Islands, the research at community level revealed that more is required to enable women's active participation in community-level spaces. This included men valuing the role and contribution of women in the public sphere, and active facilitation for women's participation. Whilst women indicated that they appreciated their increased role in decision-making as a result of their participation in the climate change programme, this was not equally valued by men, who recognised the primary role of men in community-level decision making. Similarly, observations during the consultations highlighted that women were more passive and often talked over by men, and that women's voices were not often heard or responded to. Discussion that acknowledges gender, and the need to create space for men, women, boys and girls to voice their concerns is required to work towards active and equal meaningful participation of both men and women.

Stakeholders interviewed in the Solomon Islands identified concerns for water, food and energy security (practical needs) as issues relevant for women's future needs relating to climate change. These issues / aspirations for future climate change action are in line with women's primary responsibility within the home, especially related to food production. Importantly, for transformative change, there is a need to consider how climate change action could shift gendered roles.

In Fiji as part of the community consultations in Nasau village, women expressed aspirations for climate change programming primarily focused on practical needs but also related to their role in decision-making (strategic needs). This included reclamation of land and reinforcing the shoreline to provide agricultural land located close to the village; identifying a secondary source of potable piped water; equipping and furnishing the evacuation centre; and awareness-raising for children to understand climate change and be better prepared to protect themselves and younger siblings. These concerns align with gendered roles women are primarily responsible for in the community: food production, water management in the home and childcare. During the community consultations women also expressed a desire for women in the village to be involved in local (village level) decision-making and be encouraged to actively participate, as well as have their views be listened to and acted upon.

In summary, the research identified that future climate change programming should focus on addressing practical needs for women, skilling women to realise their strategic needs, and also create an enabling environment for this realisation, including ensuring that men are active in championing equality for women. It is important that future programming identify needs in each specific location through detailed community-led visioning and gender analysis.

Access to information is key to women's strengthened role in climate change action. The research found that when women are provided with more information about climate change, their self-confidence increases and they are more confident and capable to take up decision-making roles. Specific women only training provides a safe space for learning.

The research highlighted that women have different perspectives and bring unique knowledge different to men that provides an essential contribution to climate change programming. Therefore, supporting women's' active participation (realisation of strategic needs) in decision-making processes, that their voices are heard and responded to as part of climate change action, should be prioritised.

4   Conclusion

The objective of the research was "to define what gender transformative climate action looks like, in order to inform future programme design of Plan's climate resilience projects that aim to be gender transformative"[1], in the Pacific and elsewhere. The research sought to inform the development of "a framework or model for PIAs' gender transformative climate change programming, as well as tools to inform this programming[9]" which have been included as annexes to this report.

Informed by a strengths-based approach, key research questions guided the research to consider existing enablers, and what more is required to support gender transformative climate change action. Recognising current programming is often gender-aware or gender-focused the research considered the potential to shift or stretch to achieve transformative outcomes. Summary of findings are presented below and have informed the development of a framework for guidance on gender transformative climate change action, which is presented in Annex 4.

In order to move climate change programming practice along the continuum towards a gender transformative approach, a shift in organisational and staff practice is needed. Increased staff capacity to reflect on gender, as well as consideration of facilitation and community engagement practices which best support a gender transformative approach to climate change programming is required. Importantly, a localised and contextualised foundation which is led by Plan partners is required.

Strengthened expertise in understanding how to respond to climate change, and how it is likely to impact on men, women, boys and girls is also required in order that Plan and partners best contribute to climate change action. This can be supported by strengthened partnerships with government agencies and specialist organisations working in climate change. Plan and their partners need to be equipped in knowledge and practice relevant to climate change such as uncertainty, adaptive pathways, advocacy and action-learning activities which respond to changing contexts.

Organisational commitment and capacity to operationalise Plan International's commitment to child rights and its child-centred approach in the Pacific is required. Following 4CA, partners in Fiji and Solomon Islands have not continued child-centred programming which is potentially indicative of lack of interest, lack of capacity to carry out such an approach[10] or limited funds to support this approach. It is recommended that PIA have honest conversations with existing partners about interest to employ a child-centred community development approach and investigate options to extend partnerships with other local organisations who have skill and interest in this area.

Adaptive programming is required for both climate change action and gender transformative change. This is due to the underlying uncertainty surrounding both change processes, and that both are influenced by multiple external factors. Outcomes must be specific, designed locally, informed by local contexts and require engagement from multiple stakeholders at multiple levels within any given country context. The non-linear complex change process needs to be recognised and navigated well in order to make the best contributions through development programming.

Changing underlying cultural norms and practices around gender will take time. Findings in the Solomon Islands highlight that while some progress is being made with regards to women's rights, people of diverse sexual and gender minorities face challenging barriers of discrimination. In Fiji, progress is being made with organisations such as FemLINK and DIVA representing women and people of diverse sexual and gender identities however more is required to ensure their equal participation.

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9 Terms of Reference – Gender Transformative Climate Change Action in the Pacific
10 The evaluation of 4CA in the Pacific (ISF-UTS 2014) highlighted the need for more capacity development in child-centred approaches

This research provides Plan and their partners with an understanding of the current landscape around gender and climate change action in the Pacific. Existing enablers of success provide entry points for effective gender transformative climate change action. Ensuring the perspectives of women and girls are included in climate change decision making and programming is also crucial, and an area Plan and their partners can work to address.

Annexes

1. List of documents reviewed
2. Stakeholder consultation
3. Fiji and Solomon Islands case studies
4. Gender Transformative Climate Change Action Guidance Framework

Annex 1: List of Documents Reviewed

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Annex 2: In-country consultations

NATIONAL LEVEL CONSULTATIONS:

Summary				
Country	Individuals	Females	Males	Organisations
Solomon Islands	7	4	3	6
Fiji	17	9	8	11
Total	24	13	11	17

Solomon Islands

Stakeholder Type	Organisation
Local NGO	Live and Learn
Local NGO	Solomon Islands Development Trust (SIDT)
INGO	Plan International Solomon Islands
Government	Ministry of Environment, Climate Change, Disaster Management & Meteorology (MECDM)
Government	Ministry of Women, Children and Youth

Fiji

Stakeholder Type	Organisation
Local NGO	Live and Learn
Local NGO	Partners in Community Development Fiji (PCDF)
INGO	CARE International
INGO	Plan International - Pacific
INGO	Save the Children Fiji
Government	Climate Change Unit, Ministry of the Economy
Regional	Pacific Islands Forum Secretariat
Development Partner	Department of Foreign Affairs and Trade (DFAT), Australian government
Development Partner	Ministry of Foreign Affairs and Trade (MFAT), New Zealand government
Development Partner	United Nations Development Programme (UNDP)
Development Partner	United Nations Women

VILLAGE LEVEL CONSULTATIONS

Location	Individuals	Females	Males
Hulavu village, West Guadalcanal, Solomon Islands	32	17	15
Lambi and Tasiloki village, West Guadalcanal, Solomon Islands	12	3	9
Nasau village, Ra province, Fiji	22	10	12
Total	66	30	36

Annex 3: Fiji and Solomon Island case studies

Fiji Case Study

Nasau village, Fiji, demonstrates that programming for climate change action contributes to transformation of gender relations and stronger voice of women in community decision-making.

Pacific island communities are already feeling the early impacts of climate change. Vulnerability to climate change impacts varies between countries across the Pacific region and demographics. Marginalised social groups – children, women, people of diverse gender and sexual identities, people with disabilities – are usually more vulnerable to climate change impacts because they are likely to have less access to resources, and less access to policy and decision-making processes[11]. This vulnerability affects their capacity to adapt to climate change.

Climate change is a major concern in Fiji, a Pacific country with a population standing at around 884,887[12] spread over around 110 inhabited islands of 332 islands in total. Tropical cyclone and floods force an average of 25,700 people into poverty every year in Fiji[13]. Rare disasters could have a much more severe impact, and scientific models suggest these severe disasters will become much more frequent in Fiji in the coming decades. Rising sea levels threaten low-lying coastal communities, with some considering relocation. In addition, climate change will affect public health, and key sectors of the economy, including tourism and the agricultural sector, which is crucial to food security.

Gender inequality is a key driver of vulnerability to climate change in Fiji[14]. Due to their reproductive roles and role as primary caregivers, women are more exposed to health risks and vulnerable in disaster situations. A significant number of women in Fiji work within informal sectors that are vulnerable to climate change such as subsistence agriculture and fishing. In addition, there is unequal participation of women in policy and decision-making forums which limits their ability to influence priorities for climate change action. Gender-based violence puts women and girls at significant risk and cuts across all domains of gender inequality.

Significant actions need to be taken in Fiji to address vulnerability to climate change, taking into account the particular needs of women and girls. Women and girls have an important contribution to make in terms of their knowledge of changes in their climate and appropriate adaptation responses for their local context. Therefore, their inclusion will support climate change action to be more successful and equitable.

Plan International works in the Pacific region with the core organisational objective: "Achieving gender equality, promoting gender justice, realising girls' rights and fostering an inclusive society"[15]. Since 2011, Plan International has been working in partnership with Partner in Community Development Fiji (PCDF) to implement projects with a focus on climate change adaptation. One of these projects was 4CA that worked with children and their families to raise their awareness and empower them to implement locally appropriate, climate smart solutions.

Plan's 4CA programme supported Nasau village to build their awareness and knowledge of climate change, strengthen community decision-making and identify future pathways for adaptation. Women were encouraged to participate in 4CA and as a result of seeing their contribution, women's capabilities and knowledge was recognised by men in the village. This lays a foundation for future gender transformative work, women's priorities being acted upon in climate change projects and women being valued and treated equally as men.

Two researchers from Institute of Sustainable Futures, University of Technology Sydney, together with two programme staff from PCDF, visited Nasau community to find out about the impact of the 4CA program on gender equality[16]. Over two days 12 males and 10 females participated in three community consultation processes. First, in small groups the participants identified the changes in climate change adaptation which had

[11] Habtezion, S. 2013, 'Overview of linkages between gender and climate change (Training module 1)', in J. Stern (ed.), *Capacity development series - Asia and the Pacific*, Global Gender and Climate Alliance, United Nations Development Programme.

[12] Fiji Bureau of Statistics, 2017 Census.

[13] Government of Fiji, World Bank and Global Facility for Disaster Reduction and Recovery. October 2017, 'Fiji Climate Vulnerability Assessment: Making Fiji Climate Resilient', World Bank, Washington, DC, <www.ourhomeourpeople.com>.

[14] ibid, p.123

[15] Plan International, June 2017, *Global Policy Gender Equality and Inclusion*, <https://plan-international.org/publications/policy-gender-equality-inclusion>.

16 This research was carried out by ISF-UTS researchers in May 2018 with Plan International Australia for the scope of work "Gender Transformative Climate Change Action in the Pacific".

happened as a result of 4CA programme and what were the enablers of these changes. Second, participants voted no changes, a little change, or a lot of change and described reasons why. Third, participants described their visions for the future for climate change action. During these processes, men and women had the opportunity to reflect and learn from each other.

Child Centred Climate Change Adaptation (4CA) Programme
Plan International Australia partnered with local organisations to implement the Child Centred Climate Change Adaptation (4CA) Programme in Fiji, 5 other Pacific countries and 4 Asian countries from 2011 to 2014. The program focused on creating awareness and building capacity amongst children and their communities in order to design and implement locally appropriate, climate smart solutions. In the Pacific, the 4CA project with unique in its investment in children – the largest and most vulnerable group which is usually excluded from CCA programmes. (Final Project Evaluation, p.6)

Nasau community, Fiji
Nasau is a small village of approximately 20 households situated on the coast of Navitilevu Bay in Nakorotubu district, Province of Ra. The main sources of income for the village are remittances, root crops, seaweed and fishing, handicrafts and livestock. Children from this community attend Navitilevu District School 5 kilometres from the village. Nasau village has experienced major cycles and widespread damage on average once every 20 years. Drought is experienced around every 4 years, and flooding is a new phenomenon in recent years. Nasau village have a source of drinking water, but during the last severe climate events that water source was affected. Nasau community participated in 4CA programme, implemented by PCDF (Nasau community development plan, 1 January 2013, p.2)

Climate change programming builds the capabilities of women to identify locally-appropriate strategies of climate change adaptation.

Women described their knowledge of climate change impacts and the actions they had taken in Nasau village. Through 4CA training they had developed climate change adaptation strategies in planting mangroves, adapting agricultural practices and disaster preparedness. According to the women:

- In the past, erosion had affected the beach, soil fertility for farming and decreased fish stocks that they relied on as a food source. The community did land reclamation and restoration by planting mangroves and virtivir grass.

- Climatic changes meant they needed to adapt their agricultural practices. Due to an increase in rainfall, they planted new varieties of root vegetables which diversified their diet. Past slash and burn land clearing had been damaging their environment, so they now cleared their land manually.

- After participating in disaster risk reduction training, they identified the need for an evacuation centre, which was later built with assistance from the New Zealand government. One family's safety had been at risk because their house was too close to the shoreline and vulnerable to storm winds and waves. The community had taken action by relocating the family to another house on the hill.

Women felt that as a result of their participation in climate change programming, their community had access to significantly better sources of food. In addition, having improved knowledge about climate change impacts increased their confidence and self-esteem.

Future programming in climate change should value the particular roles that women play in their local community such as in agriculture, fisheries and caregiving. Through their knowledge and actions taken women make an important contribution to climate change adaptation.

Equal representation of women and men in committee meetings is an important platform for all voices to be heard and decisions to be made together.

A growing support for involvement of women in decision-making on climate change actions was demonstrated in Nasau village. Women and men participated together in village-level committees on education, business and other issues. There were also women and youth committees. A minimum of two female participants in each of these committees was mandatory. In addition, 50% representation of women on village development committees

is required by the government of Fiji. 4CA provided access to information on climate change for women so they could confidently participate in decision-making, and facilitated spaces for sharing perspectives between women and men.

> "Women were actively participating in the discussions. The (4CA) trainings which had happened before in the communities built their confidence…PCDF encourages women's participation. We wait until there are enough women to join meetings before we start. It is really a positive change in Nasau" (Program Staff, PCDF)

In their vision for future adaptation to climate change, some men in Nasau village expressed the need for women to be more involved in decision-making than in the past. They called for continuous training and awareness for all groups so that everyone will have an equal level of knowledge in relation to climate change. Their traditional practice is for the village to work together cohesively, so both women and men need to be fully participating in committee meetings and planning. Representatives of the woman's committee supported these changes for women to be involved in decision-making, and hoped that in the future their voices would be listened to and acted upon.

This experience in Nasau village demonstrates that while representation quotas do not achieve a gender transformative approach alone, they do provide a space for changes in the perception of women's capabilities. Future programming should put in place stepping stones to greater participation of women in decision-making forums and leadership positions.

Climate change programming which builds children's climate change awareness and voice is valued by women and their communities.

Women of Nasau village identified that children are particularly vulnerable to the impacts of climate change, especially disasters. They were very concerned about the safety of their children. According to the women, the 4CA training triggered a lot of change in decision-making. After the training, decision-makers considered children's concerns and welfare. The research suggested children's concerns were mostly conveyed through women representatives rather than children themselves. Children from Nasau village boarded at their school Monday to Friday, only returning to their families on weekends, which may have limited the extent children could have voice in decision-making forums.

Women appreciated the 4CA program in schools which had taught children about climate change and to be alert and respond to disaster warning signs. For instance, during strong winds children know they need to stay away from trees and unsecured buildings and go to the evacuation centre. According to the women, their older children are able to inform the younger children and help them understand climate change.

Children and youth were described as "assets of their community" by men of Nasau village. Men considered it very important that children are informed about climate change and receive education. Their vision for the future was that children are able to complete secondary education and learn trades that could be brought back to support the community. School fees were being raised through selling farm produce, with support from the Nasau village business committee, and parents are expected to give their children time to do school homework.

A previous evaluation of 4CA program found limited experience of partner organisations in the Pacific with the child-centred approach and climate change science and adaptation measures prevented the program from reaching its full potential of fostering children to be advocates for change on climate change[17]. However, involving children in climate change programming is consistent with Plan' PCDF's 'whole of community approach' to community development to ensure inclusive and sustainable impacts. Future programming would be more effective if Plan International provided partner organisations with more training, guidance and support, particularly with the child-centred approach.

4CA program established that building the capacity of children to make decisions on climate change adaptation now and in the future is an important area of focus. Child-centred programming approaches can support communities to value the voice of children in action on climate change.

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[17] ISF-UTS 2014, *Final Project Evaluation of Child Centred Climate Change Adaptation Project (4CA) Evaluation Report*, University of Technology Sydney.

Solomon Islands CASE SUDY:
Climate change action strengthens gender equality in Solomon Islands

This case study describes how Plan International Australia (PIA) and their partner, the Solomon Islands Development Trust (SIDT), together with other non-government and government agencies in Solomon Islands are working to respond to climate change, ensuring equal participation and benefit for men and women.

> **The Republic of the Solomon Islands,** in the South Pacific Ocean, consists of more than 900 islands, six of which are continuously inhabited with a population of 642,000 people. The main drivers of the economy are tourism, subsistence agriculture, fishing, and resource exports. Most people are subsistence farmers, and live remotely, though there is a growing trend of urbanisation to the capital Honiara. Low human development indices are categorised by poor access to health services, sanitation, clean water and limited years of education.[18]

> **Climate change** is a key concern for Solomon Islanders who are affected by temperature increase, sea-level rise, warming seas, and overexploitation of natural resources, especially timber. Temperature increase threatens agriculture and for the majority subsistence farmers, their food security. Sea level rise threatens the majority of Solomon Islanders since they live near the coastline at sea level. Warming seas and acidification threaten coral reefs, fish stocks and again food security for remote island villagers who depend on the ocean for their daily meals. Overexploitation of timber may alter local watersheds and increase the risk of flooding for local communities.[19]

> **Gender inequality** is a major issue in Solomon Islands, documented through multiple reports.[20][21] Whilst the country has signed up to multiple international human rights commitments, such as the Convention on the Elimination of all Forms of Discrimination Against Women (CEDAW), women and girls are yet to experience equal rights. There are currently low levels of women in leadership roles, including national and sub-national parliaments and government agencies, low rates of paid employment compared to men and high rates of sexual violence with approximately two-thirds of women experiencing intimate partner violence and one-third of women sexually abused before the age of 15.[4]

PIA, SIDT and others are working to promote equal participation of women and girls in action to respond to climate change. This case study explores this action to date and considers what more can be done to promote gender equality in the Solomon Islands.

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[18] UNDP – Human Development Reports. 2018. [Last accessed on 2018 1 July]. Available from: http://hdr.undp.org/en/countries/profiles/SLB
[19] COP23 – Current forecast: Solomon Islands and a changing climate 2018. [Last accessed on 2018 1 July]. Available from: https://cop23.com.fj/solomonislands/
[20] WHO – Gender Based Violence in the Solomon Islands: Translating Research Into Action on the Social Determinants of Health. 2013. [Last accessed on 2018 1 July]. Available from: http://www.wpro.who.int/topics/gender/solomon_country_case_vaw.pdf

[21] SPC - Solomon Islands Family Health and Safety Study: a study on violence against women and children / report prepared by the Secretariat of the Pacific Community. 2009. [Last accessed on 2018 1 July]. Available from: http://pacific.unfpa.org/en/publications/solomon-islands-family-health-and-safety-study

The Gender Equality and Women's Development Policy of Solomon Islands provide a framework to promote women's greater participation in decision-making roles, yet the government lacks technical capacity, skilled staff, and adequate resources to implement major policy changes.

Gender analysis of climate change measures is identified as an action area in the government's 2012–2017 National Climate Change Policy. However, the lack of sex-disaggregated data to demonstrate women's and men's distinct roles in resource management and mitigation of climate change prevents greater engagement in this area.

PROGRESS TO DATE

Increased access to information and growing confidence of women resulting from participation in climate change adaptation

SIDT worked in Hulavu village, Guadalcanal in 2017, to support community members develop a plan of action to adapt to climate change. The community are experiencing coastal erosion, heavy rainfalls and associated flooding, affecting soil erosion, food and water security. The process involved a series of workshops involving men and women to consider risks of climate change to future well-being in the village. Building on indigenous and local knowledge, they identified adaptation actions to address or mitigate the impacts of climate change they are currently experiencing. Hulavu village now has a documented adaptation plan which sets out key priorities for funding and implementation.

Both men and women described to ISF researchers their appreciation of these activities, but women were more enthusiastic, for whom these activities were a new experience. During our research, women told us that through the training they were able to get new information and share with others in the community. As part of an individual voting exercise within our consultations, women described 'a lot of change' in self-confidence and pride growing from their involvement in the training and workshops. This was compared to only 'a little bit of change' for men. One woman explained this change:

"Women are gaining knowledge and we feel more confident, and we have the courage to speak to others, to talk and to discuss in our community. We learnt so much through this process about climate change and also about traditional knowledge".

Women from Hulavu village consulted during the research also described 'a lot of change' in relation to decision-making, resulting from their participation in the climate change adaptation planning, compared to 'a little bit of change' for men. This was because women don't normally have

a role in decision-making within traditional village life. Following the individual voting exercise men and women discussed together the voting results.

Female: "Before this training, decision-making was by men, but women should be involved in decision making. Through this training we gained a lot since decision-making should include women, decision-making inside the family and also the community. This is right since women have rights over the land in this village (matrilineal society)"

Male: "Thank you women, we are sorry. For men there is no real change since men have responsibility for decision making under the traditional structure."

MORE FOR THE FUTURE

Our research identified a commitment by government, civil society and communities themselves to work together for improved gender equality outcomes. Future priorities described by those we met with are described below:

- Government stakeholders identified the need to strengthen gender and social inclusion considerations within the Solomon Islands Climate Change Policy.

- Government, civil society and community representatives alike, prioritised the need for women's active participation in decision-making in climate change adaptation activities.

- Civil society representatives highlighted the need for broad and deep conversations about societal attitudes and norms about gender and gender equality and to ensure a localised response, situated within Solomon Islands historical and cultural contexts.

- Current activities to respond to climate change highlight the importance of champions for gender equality, especially male champions in communities and also within local and national level governments.

- Women's empowerment is constrained by the enactment of legislation and regulation. Weaknesses in legal, judicial, and protection mechanisms undermine efforts by the government and civil society to end violence against women.

- There is a need to address development needs in community such as water and sanitation in addition to climate change and to prioritise with communities action.

Climate change action which contributes to gender equality, and transformative change, will only be successful when women and men work together at the community-level, and are supported by civil society and government at different levels, to deliver on their locally defined priorities and actions. An enabling environment for gender transformative change is required with clear commitments to action by local stakeholders, government at local and national levels, for change.

Annex 4: Guidance Framework

Note: it is expected that this Guidance Framework would be a stand-alone document separate to the Research Report.

GUIDANCE FRAMEWORK
Gender Transformative Climate Change Action in the Pacific

This document sets out guidance to inform gender transformative climate change action in the Pacific.

The framework is informed by research carried out March-June 2018, including (a) document review of existing resources and materials relevant to climate change and gender equality; and (b) research carried out in Fiji and Solomon Islands with Plan and Plan partner staff, NGO, government and community representatives.

The document sets out:

1. principles which inform the framework
2. key definitions
3. dimensions of the guidance framework
4. tools to support framework implementation
5. proposed next steps for Plan International Australia (PIA) to pilot the framework

Further guidance is also available in the Plan International resource: Getting it right: Gender Transformative Programming and Influencing (2018)

PRINCIPLES which inform the guidance framework

The Framework is informed by key principles which guide thinking and practice on gender transformative climate change action. The principles define key values and ideas on which the Framework is founded.

Gender transformative climate change action is:

1. Multidimensional, long term and uncertain

Gender transformative climate change approaches aim for ambitious, context-specific changes that rarely progress in a linear fashion, which requires an openness to what success looks like, and to capture multiple dimensions of change and impact. There are also multiple factors and actors involved.

Transformative change can be measured by the uptake of gender equality principles and actions by a broad range of actors, within multiple settings, over a long period of time.

Although the endpoint is unknown, programming can focus on achieving discrete immediate and intermediate results that are stepping stones to longer-term transformation of gender relations, and adaptation to climate change. Change can be both incremental and transformative, addressing immediate needs now and enabling long-term societal change.

Gender transformative change involves changes at the individual level in social norms and values, and in structures such as laws, policies and formal institutions. Therefore, programming should pay attention to changes in gender relations in households, markets, communities and governments across local, national and international scales.

2. Respectful of marginalised groups and ensures non-discrimination, empowerment of marginalised groups

Gender-transformative climate change programming should treat people with respect of their rights and capabilities. Programming should also be free of discrimination, particularly addressing the needs of marginalised groups e.g. LGBTIQ community, women and girls with disabilities, women from ethnic minorities, single mothers etc.

3. Locally defined and situated in cultural contexts

Communities are best placed to understand their specific social and environmental contexts and take ownership of outcomes. Visions for change, to respond to climate change, and strengthen gender equality, should be locally defined and situated in cultural contexts. In particular, given that women are most vulnerable to climate change, they need to have voice in programming design and decision-making processes.

Change is best achieved when it recognises and builds from broader societal transitions and transformations. Taking a strengths-based approach and building from what is already happening, strengthens local autonomy and leadership for change.

DEFINITIONS which inform the guidance framework

It is necessary to define key terms and provide Plan and Partners with common language and ways to make sense of and reflect on their work. Definitions will build from existing concepts and frameworks in the sector.

- Plan International Gender transformative approach

To this end, we use a gender transformative approach. This means that we explicitly tackle the root causes of gender inequality, particularly unequal gender power relations, discriminatory social norms and legislation, in all our work. In this way we aim not only to improve the daily condition of girls but also to advance their position and value in society. We work together with girls, boys, women, and men to achieve these objectives. While our projects benefit both girls and boys, adopting this transformative approach ensures that our work results in positive changes and sustainable outcomes for girls. We work strategically at three dimensions of change: norms, attitudes and behaviours; social and economic resources and safety nets; and policy frameworks and budgets. This might involve promoting and applying, where necessary and useful, affirmative action for girls and women so that long standing gender gaps are closed and inequalities are overcome. We make global, regional and national efforts to influence and programme for adequate protection of girls' rights and the promotion of measures and strategies that (Plan 2017, p.4).

- Practical and strategic gender interests and needs

Practical gender interests and needs arise from gendered divisions of labour, and include the needs women identify in their socially accepted role in society (European Institute for Gender Equality 2018[22]).

Strategic gender interests and needs are the things women or men need to improve their status and remove restrictions. For example, increasing women's participation in decision making, or giving rights to land, inheritance or credit (European Institute for Gender Equality 2018[23]). Plan notes that strategic gender needs include: girls' political empowerment; girls' freedom from violence/bodily integrity; girls' sexual and reproductive choice; gender transformative education; equal opportunities for decent; and fairly paid work (Plan 2017).

- Climate change adaptation

Adaptation' is defined by the Intergovernmental Panel on Climate Change as 'the process of adjustment to actual or expected climate and its effects' (IPCC 2014[24]). Adaptation can take place within human systems (e.g. through policy or governance changes, or changes made to infrastructure) or natural systems (e.g. protecting specific ecosystems or species, growing climate-resilient plants) – or a combination of both. Examples of climate change adaptation activities include:

- *Educating children on the types of weather changes expected in their communities as a result of climate change, and how it may affect their families*

- *Developing a strong community-led disaster response committee which represent the diverse needs of their communities*

- *Planting mangroves to boost the natural buffer to sea-level rise and coastal erosion*

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[22] See http://eige.europa.eu/rdc/thesaurus/terms/1323
[23] See http://eige.europa.eu/rdc/thesaurus/terms/1397
[24] IPCC, 2014: Summary for policymakers. In: Climate Change 2014: Impacts, Adaptation, and Vulnerability. Part A: Global and Sectoral Aspects. Contribution of Working Group II to the Fifth Assessment Report of the Intergovernmental Panel on Climate Change [Field, C.B., V.R. Barros, D.J. Dokken, K.J. Mach, M.D. Mastrandrea, T.E. Bilir, M. Chatterjee, K.L. Ebi, Y.O. Estrada, R.C. Genova, B. Girma, E.S. Kissel, A.N. Levy, S. MacCracken, P.R. Mastrandrea, and L.L.White (eds.)]. Cambridge University Press, Cambridge, United Kingdom and New York, NY, USA, pp. 1-32.

- *Consideration of alternative livelihoods where changing weather patterns threaten the viability of past agricultural practices*
- *National governments ensuring climate change, and the uncertainty around climate change, is considered across all sector policies*

- Pathways

An adaptation pathways approach is designed to keep options open— some actions are to be taken now, some actions may be taken in the future— and to build flexibility into planning. A pathways approach also takes into account diverse (and sometimes contested) interests, and social and cultural contexts in which change takes place. It also ensures a decision-making approach which is flexible and responsive to changing contexts and uncertain futures.

What this means in practice is ensuring climate change adaptation activities are implemented in such a way that they periodically reflect, or 'check in', on their effectiveness. Learning and adapting the adaptation approach along the way may be necessary in the face of high levels of complexity and changing conditions.

- Incremental change

Incremental change refers to small, sometimes discrete changes that do not take into account the system in which they are situated. Incremental adaptation therefore refers to actions where the aim is to maintain existing approaches e.g. technological, institutional, governance, and value systems. Examples include adjustments to cropping systems via new varieties, changing planting times, or using more efficient irrigation (IPCC 2014).

- Transformational change

Changes in the fundamental attributes of a system are referred to as transformational change (IPCC 2014). Such transformations can occur at multiple levels (e.g. local, regional, national). Transformation is considered most effective at the national level, as it reflects systemic change, taking into account the country's approach and priorities to achieving sustainable development.

- Uncertainty

Uncertainty means how well something is known. In climate change science, this is linked to the presence of rapidly changing conditions and information – and how to respond at local, regional, national and global levels (IPCC 2014). Uncertainty in climate change science is also closely linked to the complexity of weather systems, and how they change in non-linear and often unpredictable ways. To help deal with uncertainty, climate scientists devised terminology to define levels of uncertainty. See Table 1 below.

| IPCC terminology	What this means – level of certainty
Very high confidence	At least 9 out of 10 chance of being correct
High confidence	About 8 out of 10 chance
Medium confidence	About 5 out of 10 chance
Low confidence	About 2 out of 10 chance
Very low confidence	Less than 1 out of 10 chance

SOURCE: IPCC, 2007[25].

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[25] IPCC. 2007. Climate Change 2007: Synthesis Report. Contribution of Working Groups I, II and III to the Fourth Assessment Report of the Intergovernmental Panel on Climate Change, Core Writing Team, R. K. Pachauri, and A. Reisinger, eds. Geneva, 104 pp.

DIMENSIONS of the guidance framework

This section describes the elements of a programming approach of gender transformative climate change action in the Pacific. In summary there are four elements:

1. Pre-conditions for action: organisational commitments and competency and contextualisation of the framework guidance to local country contexts

2. Multiple spaces for inclusive active participation, prioritisation of marginalised groups in decision-making and action, and connections across different groups

3. Community-led action-learning pathways for climate change action and gender transformative approach

4. Locally defined outcomes and stepping stones to adaptation and gender transformative approach

Note that dimensions of the guidance framework should not be employed in isolation but employed together as building blocks for gender transformative climate change action.

Pre-conditions for action
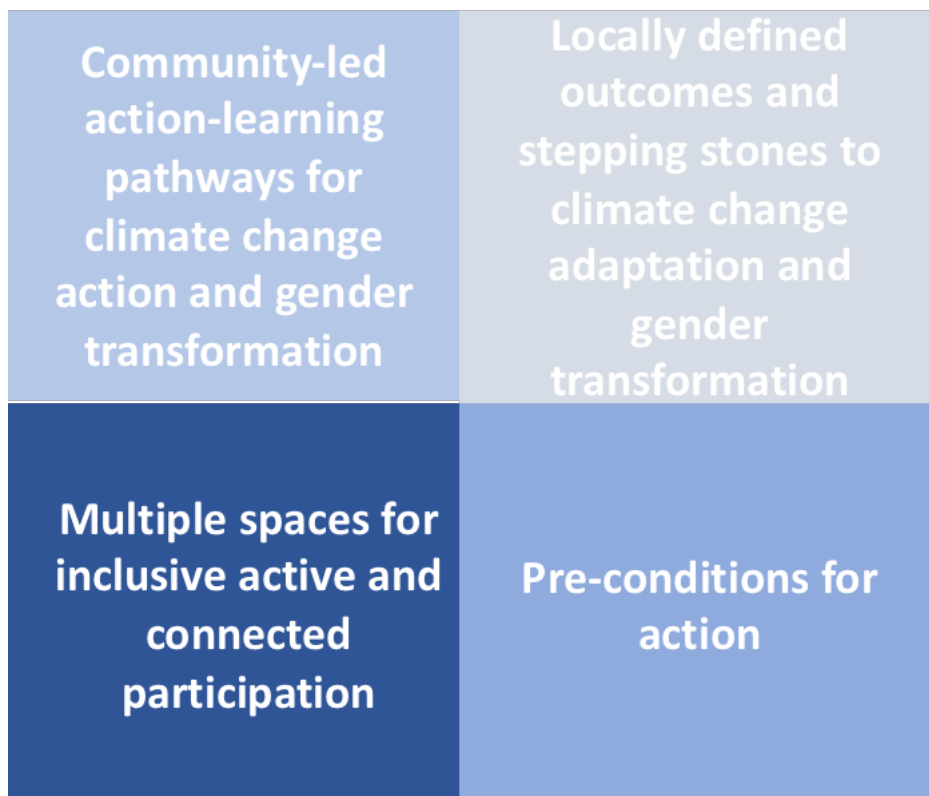
1. Organisational commitments of Plan and Partners
2. Strengthen staff competency
3. Recognise and support local social movements for change
4. Contribute to national government mandates
5. Contextualise to country and local cultures and co-design for action

These are necessary pre-conditions for programming, to ensure that Plan and partners are equipped to carry out programming and that programming is situated within and contributes to local contexts.

1. Organisational commitments of Plan and Partners

- ensure strategic and organisational planning includes commitment to gender equality
- ensure use of guidance framework builds from, and is complementary to current Partner programming

A co-design process strengthens organisational commitment of Plan and Partners and ensures that the guidance framework is informed by Partner strategy and existing programming approach

2. Strengthen staff competency

- strengthen competency which builds from existing Partner competencies, and recognition of current skills, expertise and experience
- strengthen appreciation of why gender equality matters and skills to effectively facilitate concern for gender in climate change action across all programming and at all levels of the organisation
- increase knowledge of climate change science, where to get information (nationally and internationally) and how to translate into community contexts

TO DO / RESOURCES:

- *Organisation and staff mapping of commitments and competencies*
- *Stakeholder mapping to identify local organisations who can build staff competency*
- *Staff training resources*

3. Recognise and support local social movements for change

- recognise existing local social movements such as women's organisations nationally and locally and work to partner with, and complement existing actions
- encourage women's agency and leadership for change

TO DO / RESOURCES:

- *Stakeholder mapping to identify local organisations, social movements for change and potential involve in design / complement / partner existing actions*

4. **Contribute to national government mandates**

   - identify national and local government policies and commitments for gender equality and social inclusion and climate change which gender transformative climate change action contributes to (legitimize role and contribution of civil society organisations)
   - influence local mandates for integration of gender equality and climate change action – demonstrate in practice where integrated policy exists / advocate for integrated policy and action where it doesn't exist

   TO DO / RESOURCES:

   - *Review government policy to identify extent to which relevant gender and climate change focused policy, extent of integration and potential for stronger integration (need for advocacy / influence)*

5. **Contextualise to country and local cultures and co-design for action**

   - Decide entry points, connected participation and action-learning pathways which are relevant and appropriate to local cultural contexts
   - Prepare a localised theory of change for gender transformative climate change action
   - Define language and terminology that is relevant to local contexts
   - Recognise and value local cultural norms and customs as a means of enabling incremental and transformational changes to climate change action and gender equality and women's empowerment

   A co-design process enables contextualisation and translation of the guidance framework to the local contexts, including use of appropriate language of key concepts and terms

   TO DO / RESOURCES:

   - A co-design process which enables detailed design of entry points, connected participation
   - translation of the Framework to local contexts, including appropriate local language of key concepts / practice

1. In community

    Women together

    Women and men side by side

    Girls and boys as models of transformation

2. With government at multiple levels
3. With civil society and the private sector

Gender transformative climate change action involves:

- Multiple entry points for inclusive active participation
- Prioritizes participation of marginalised groups in decision-making and action
- Strengthens connections / relations across different groups (within community, and community to other stakeholders such as government, private sector, other communities or broader social movements)
- Seeks partnership with government and to promote leadership and ownership of gender transformative climate change action of government

Gender transformative climate change action is a holistic approach which enables inclusive and complementary participation of all different types of groups in communities to influence and reinforce change.

It is important to recognise there is opportunity to cause harm where entry points are used in isolation (e.g. women only focused activities and no interest in involving men may cause harm; e.g. enabling child and youth participation and children's' rights without involving adults may cause harm to children)

1. **In community**
- **Women together**

Women only in meetings, forums, training, events etc in order to:

- Ensure women have their own space to share and learn together
- Strengthen women's solidarity, women's confidence
- Ensure women gain knowledge on climate change and adaptation options, so that they can contribute to community-wide activities (be valued equally for their contribution)
- Enable women to have safe space for voice, recognising in many contexts unfamiliarity of women's participation in activities in the public sphere, including decision-making processes

- **Women and men side by side**

Women and men together in meetings, forums, training, events etc in order to:

- Create collective commitment and action for gender equality
- Promote men as champions of gender equality
- Ensure women are active participants in community-wide action and decision-making processes – women are heard and responded to
- Strengthen relationships in family and community life

- **Girls and boys as models of gender transformation**

There are two spaces for participation of girls and boys:

i. Children/youth only spaces - to enable safe space for participation and voice

ii. Children/youth and adults together - to ensure children/youth have space to influence decisions that affect their lives, to be heard and to be responded to by adults

There are two ways in which participation of girls and boys (children/youth) can influence change in gender transformative climate change action:

i. Girls and boys model gender equality as they work together in climate change actions = this will translate to transformed gender relations as adults

ii. Girls and boys model gender equality and influence adults now = this will translate to transformed gender relations of adults now

2. **With government at multiple levels**
   - Promote local government ownership of gender transformative climate change action at village, sub-national and national levels
   - Promote use in community, especially by women and marginalised groups, of climate change science and information available from government
   - Promote links between community and national level policy, planning and funding

3. **With civil society and the private sector**
   - Engage with other civil society organisations - to draw on local expertise and contextualisation of climate change technical expertise, adaptive action and gender transformation and develop partnerships/coalitions for action

TO DO / RESOURCES:

- Design a program of multiple entry points and connected participation between different groups in specific communities and with government, civil society and private sectors

A gender transformative climate change approach needs to work across multiple actors and spaces to influence change.

1. Community-led
2. Action-learning
3. Pathways

Community-led action-learning pathways are at the heart of an approach for gender transformative climate change action.

Establishing pre-conditions and also multiple and connected entry points of inclusive participation provide the basis for action by the community.

Programming guidance aims to facilitate qualities of this approach. The section below describes qualities of this process.

1. Community-led
- Inclusive process of different groups in community and with outside stakeholders
- Encourages inputs of diverse knowledges
- Enables knowledge exchange – within a community itself and also external with expertise of CSO/government (especially in relation to climate change)
- Recognise contested values within communities themselves and also with external stakeholders

2. Action-learning
- Learning-action-learning are part of same process (assessment, planning, action, monitoring, review, evaluations are not separate)
- Focus is on community-led reflection
- Focus on supporting process of action-learning (plan-do-reflect) not on achieving set outcomes
- Enables adaptation and response to changing conditions and uncertainty

3. Pathways
- Assessment of climate change vulnerability and capacity + analysis of gender
- Community defined strategic visions for climate change action and gender equality
- Incremental and transformational actions (experimental actions) + work at multiple scales – local and systemic
- Monitoring / decision triggers / monitoring / feedback
- Decision-making which is flexible and responsive to changing contexts

Locally defined outcomes and stepping stones to climate change adaptation and gender transformation

Whilst gender transformative climate change action is outcomes orientated – we can't define these outcomes as they will be set by communities themselves as part of cycles of learning – action – learning. Communities will define their desired outcomes depending on their specific geographical, social, cultural and financial contexts. Such outcomes may also depend on the extent to which climate change will impact on the community.

We can conceive of outcomes in relation to different domains of change linked to transformational change:

Improved daily condition of women and girls (practical needs)

Advanced position and value in society of girls and women as defined through social norms and legislation (strategic needs)

Adaptive capacity – resilience - the capacity of social, economic and environmental systems to cope with a hazardous event or trend or disturbance, responding or reorganizing in ways that maintain their essential function, identity and structure, while also maintaining the capacity for adaptation, learning and transformation

GUIDANCE TOOL for gender transformative climate change action

This section ensures that Plan and Partners demonstrate that pre-conditions are in place.
This sheet should be completed by Plan and Partners.

Examples of how the Guidance Tool can be used/completed are provided below, but should be deleted – and Plan and Partners include their own actions.

Guidance Framework	Process carried out to complete *What activity did you carry out to achieve this pre-condition?*	Process completed *Who was involved? When completed?*	Demonstration that completed *What evidence do you have that pre-condition is in place?*	Comments / Notes *Do you want to add any comments about the process completed?*
PRE-CONDITIONS FOR ACTION				
1. Organisational commitments of Plan and Partners	*Joint review and update of Partner organisational strategy and planning* *Inclusive approach to planning- all staff have the opportunity to contribute to the strategy* *A question-answer session where staff can feel open to ask any questions about what gender transformative climate change action looks like in practice*	*A workshop with senior Partner staff and Plan to discuss how gender transformative climate change action aligns with and contributes to Partner organisational objectives*	*Partners' strategy and planning documents outline commitment to gender transformative climate change action* *and/or* *Plan and Partners have documented commitment to gender transformative climate change action and commitment to broader gender transformative outcomes*	*This process identified that Partner objectives for climate change action included support for equal participation of men and women but it didn't consider contribution to broader gender equality outcomes and didn't consider systems and structures for equality*
2. Strengthen staff competency	*Assessment of existing staff capacity to build on (take a strengths-based approach)* *Capacity development program, including 'start-up' training, mentoring, periodic reflection, conversation/debate*	*Whole of organisation training on gender equality, gender transformation (first week May)* *Monthly reflection meetings with all program staff*	*Capacity development Plan – inclusive of program of planned events* *Report on training activity* *Reflection meeting minutes/notes* *All staff can articulate what gender transformative climate change action looks like in their own words, relative to local context*	*In the Plan we made sure to build on existing knowledge within Partners and ensure that knowledge was across the whole organisation and conversations enabled staff to consider implications of new gender transformative focus to programming* *As part of the capacity development program we provided space for discussion about what gender, and what gender equality means in the local cultural context*
3. Recognise and support local social movements for change	*A stakeholder analysis was carried out – identifying organisations whose work is relevant to gender*	*Workshop carried out with list of identified stakeholders (May)*	*Stakeholder map* *Workshop / forum report*	*This activity provided an important learning not just for Plan and Partners but also other organisations, and promoted*

Guidance Framework	Process carried out to complete *What activity did you carry out to achieve this pre-condition?*	Process completed *Who was involved? When completed?*	Demonstration that completed *What evidence do you have that pre-condition is in place?*	Comments / Notes *Do you want to add any comments about the process completed?*
	transformative climate change action *A stakeholder workshop was carried out to verify 'who is doing what', complementary activities and identify how best Plan and partners can support existing work*			*stronger coordination and collaboration between organisations*
4. Contribute to national government mandates	*An analysis of key policy documentation was carried out to identify the existing local mandate for gender transformative climate change and to identify areas to strengthen*	*Partner staff identified the list of documents and then a ½ day workshop was held with Plan and senior Partner staff to discuss strength and weakness of existing government policy etc*	*List of documents (laws, policy, plans) and consideration of each describes a mandate for gender transformative climate change action / or need for revision*	*This activity identified that at present government focus on gender and climate change do not intersect, and there is an opportunity for Plan and Partners and others to advocate for stronger consideration of gender and social inclusion as part of climate change action*
5. Contextualise to country and local cultures and co-design for action	*A co-design workshop with Plan and Partners which built on the information and insights from the earlier activities*	*A workshop with senior Partner staff and Plan to discuss and decide theory of change / specific plan of action for gender transformative climate change action*	*A design document which outlines theory of change / plan of action (action by Plan and Partners in multiple spaces)*	*The Plan defines an iterative approach – which allows forthcoming plans to be informed by learning and action of start-up activities*

This section helps Plan and Partners consider how to support spaces for participation for multiple groups in community, ensure that participation is inclusive of marginalised or vulnerable groups and that spaces for participation are connected to enable transformative change.

MULTIPLE SPACES FOR INCLUSIVE ACTIVE AND CONNECTED PARTICIPATION	What is the active participation of this group within community-led action-learning pathways for gender transformative climate change action? *What activities are planned for active participation of this group?*	How is active participation of this group connected to participation of other groups? *What activities are planned which strengthen connections / relations between this group and others?*	How will connected participation of this group with other groups contribute to climate change adaptation and gender transformation? *How will connected participation of the different groups contribute to gender transformation + climate change action?*	Comments / Notes *Do you want to add any comments about plans for inclusive active and connected participation?*
1. In community				
Women together	*Information sessions about climate change* *Climate change vulnerability and capacity assessment* *Gender analysis* *Action planning*	*Lead women only and men only sessions and then combine with joint activities* *Include local-level government as co-facilitators of activities*	*Women are equipped with knowledge and space provided for women's voice to be heard* *Women have the opportunity to play central roles in their community's response to climate change*	*Ensuring representation of all women (rural-remote, those with disabilities, single mothers, urban) will ensure the diverse needs of women are included in climate change actions*
Women and men side by side	*Information sessions about climate change* *Climate change vulnerability and capacity assessment* *Gender analysis* *Action planning* *Action for climate change adaptation*	*Lead women only and men only sessions and then combine with joint activities* *Include local-level government as co-facilitators of activities*	*The practical and strategic needs of women and men, boys and girls are represented in community- to national level responses to climate change*	*Women and men working side-by-side allows for each group to gain a better understanding of the gendered impacts of climate change*
Girls and boys as models of transformation	*Information sessions about climate change (climate change action clubs)* *Climate change vulnerability and capacity assessment* *Gender analysis* *Action planning* *Action for climate change adaptation* *Girls and boys sharing their knowledge and proposed action to parents and other adults in the community*	*Lead children only sessions and then invite adults to participate with children (in leadership roles)* *Include local-level government as co-facilitators of activities*	*Girls and boys (including out-of-school children and youth and children and youth with disabilities) have roles to play in the community's climate change activities*	*Think about connecting with youth organisations with experience in climate change activities in the Pacific e.g. Project Survival Pacific or 350.org*

MULTIPLE SPACES FOR INCLUSIVE ACTIVE AND CONNECTED PARTICIPATION	What is the active participation of this group within community-led action-learning pathways for gender transformative climate change action? *What activities are planned for active participation of this group?*	How is active participation of this group connected to participation of other groups? *What activities are planned which strengthen connections / relations between this group and others?*	How will connected participation of this group with other groups contribute to climate change adaptation and gender transformation? *How will connected participation of the different groups contribute to gender transformation + climate change action?*	Comments / Notes *Do you want to add any comments about plans for inclusive active and connected participation?*
2. With government at multiple levels	*Local level government leadership with Partners of gender transformative climate change action – ie joint facilitation of activities* *Liaise with gender and climate change focused agencies at sub-national and national levels*	*This activity means that local level government and community members are engaged together in action for GTCCA* *convening meetings with government representatives – demonstrating action*	*Cultural practices are shifted for GTCCA* *Local contributions to national policy will ensure policy reflects community aspirations and needs*	
3. With civil society and the private sector	*Joint submissions to government to amend policy. E.g. strengthen inclusion of gender and social inclusion in climate change policy* *Include church and private sector representatives in community level activities* *Include church as agent of change and delivery of key messages around gender equality / climate change action* *Plan and partners to begin conversations with private sector through Chambers of Commerce and Business Associations on gender and climate change*	*Plan and partners convene a multi stakeholder workshop (CSOs, government) to consider options for revision* *Plan Partners convene multi stakeholder workshops relevant to specific community – engage with church, private sector and local level government in the topic of gender transformative climate change action* *Plan to open a space for dialogue with private sector at national level (e.g. Chambers of Commerce, Business Associations) and government on climate change and the need for a gender transformative approach*	*Changed government policy* *Active leadership of church and local level government in agenda of gender transformative climate change action* *Private sector is provided with the opportunity to contribute to dialogue on climate change and gender and contribute to shifts towards GTCCA*	*With regards to private sector connections: Linking up with Business Councils with a climate change / disaster focus might help fast-track action as their focus is already beyond the immediate needs of businesses e.g. the Fiji Business Disaster Resilience Council.*

This section documents the community-led process and how different groups in community are involved in steps along the way.
The template should be completed progressively once activities are completed.

COMMUNITY-LED ACTION-LEARNING PATHWAYS FOR CLIMATE CHANGE ACTION AND GENDER TRANSFORMATION	Women together	Women and men side by side	Girls and boys as models of transformation	With government at multiple levels	With civil society and the private sector
1. Community-led					
2. Action-learning					
3. Pathways					
Assessment of climate change vulnerability and capacity + analysis of gender	*meeting held 2 August* *meeting held 14 August* *meeting held 20 August* *meeting held 30 August*	*Meeting held 7 August Meeting held 19 August Meeting held 25 August*	*meeting held 3 August meeting held 15 August meeting held 21 August meeting held 31 August*	*Local-level government representative (DO) attended and co-facilitated all meetings with women only and community level*	*½ day planning meeting held with church and local-level government 30 July*
Community defined strategic visions for climate change action and gender equality	*Strategic vision discussed in meetings 20 and 30 August*	*Whole of community meeting held 2 September to draw together women only, children only as well as adult only previous discussions to decide priority vision*	*Strategic vision discussed in meetings 21 and 31 August*	*Local-level government representative (DO) attended and co-facilitated all meetings with women only and community level*	*Local private sector perspectives included via a workshop with local community leaders*
Incremental and transformational actions (experimental actions) + work at multiple scales – local and systemic					*Chamber of Commerce included news item on gender and climate change in monthly newsletter to members Church pastor supportive of women's roles in Community Disaster Council*
Monitoring / decision triggers / monitoring / feedback					
Decision-making which is flexible and responsive to changing contexts					

Locally defined outcomes and stepping stones to climate change adaptation and gender transformation

Monitoring of actions and outcomes of this process should be documented – community-led and within action – learning.

Informed by early planning and visioning – community-led monitoring in order to inform ongoing action-learning.

Change outcomes are defined in relation to different domains of change linked to transformational change:

Improved daily condition of women and girls (practical needs)

Advanced position and value in society of girls and women as defined through social norms and legislation (strategic needs)

Adaptive capacity – resilience - the capacity of social, economic and environmental systems to cope with a hazardous event or trend or disturbance, responding or reorganizing in ways that maintain their essential function, identity and structure, while also maintaining the capacity for adaptation, learning and transformation