THE PACIFIC GENDER & CLIMATE CHANGE TOOLKIT

TOOLS FOR PRACTITIONERS

SPC Secretariat of the Pacific Community

SPREP PROE

giz Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH

german cooperation DEUTSCHE ZUSAMMENARBEIT

UN WOMEN United Nations Entity for Gender Equality and the Empowerment of Women

PACC Building Resilience to Climate Change in the Pacific Communities

Australian Aid

UNDP Empowered lives. Resilient nations.

Supported by: Federal Ministry for the Environment, Nature Conservation and Nuclear Safety based on a decision of the Parliament of the Federal Republic of Germany

gender cc women for climate justice

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About the Toolkit

Gender equality is central to achieving a sustainable and resilient future for Pacific islands. This toolkit is designed to support climate change practitioners working in national governments, non-governmental organisations, regional and international organisations, integrate gender into all aspects of policy, programming and project work.

Many of us are aware that gender does matter for sustainable development and climate change adaptation and mitigation. However, the challenge is to understand why and how it matters, and most importantly what tools and strategies are available to enhance equality between men and women within the context of climate change. By applying this knowledge in a practical way, we can incorporate gender considerations in all phases of the climate change policy, programme and project cycle; from design and implementation, through to monitoring and evaluation. This toolkit does exactly this by drawing on many decades of experience in the integration of a gender perspective in sustainable development, natural resources management, disaster preparedness, food security, health and other key sectors.

The toolkit is divided into four modules, which can be read in conjunction or used as standalone documents for practitioners seeking guidance on a specific topic. The modules are also supported by checklists and tools (found at the end of the toolkit. The toolkit is comprised of the following modules:

- **Module 1** - This introductory module explains why gender is a critical consideration in climate change programmes, projects and strategies, defines the key approaches and concepts, and clarifies some common misconceptions.
- **Module 2** - Introduces the different phases of a typical climate change programme/project cycle, identifies potential entry-points for integrating gender perspectives in each phase and also includes a generic gender checklist that may be applied to programmes and projects.
- **Module 3** - Focuses on the links between gender and climate change in specific sectors and uses sector relevant case studies to demonstrate how gender perspectives can be applied in the identification and assessment of climate change problems and solutions. Key gender indicators are also provided to support monitoring and evaluation.
- **Module 4** - This final module examines gender in relation to climate change governance. It discusses how to integrate gender considerations in institutional arrangements, policy coordination and negotiations, and climate change finance.

This toolkit alone will not make you a gender expert. Rather, it will provide guidance along with links to other resources that can help strengthen your knowledge about gender and climate change. The toolkit will also be supported by training and technical assistance to further build capacity in the Pacific region to effectively integrate gender in all climate change initiatives.

We encourage you to work closely with gender experts in your field to strengthen the gender component of your climate change policy, programme and/or project. By working together, we can turn our knowledge into practice and ensure everyone – men, women, boys and girls – benefits from the climate change initiatives implemented in the region.

This Toolkit is a Living Document

We encourage you to share your experiences of using this toolkit, including what modules and tools you found useful, and what worked and what didn't. Your ongoing feedback will help us ensure the Toolkit remains a living document and a useful resource for climate change practitioners in the region. Please send your comments to *nicollette.goulding@giz.de*

[1] Practitioners working at the community level may also find useful the following "Toolkit to Mainstream Gender into Energy and Climate Change Community Based Adaptation Projects in the Pacific" (SPC, 2013).

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Icon Description

Boxes within the toolkit are labelled with various icons for ease of reference

Icon	Description
	Definitions of common terminology used by experts working in the field of gender and climate change. A collection of these terms can found in Annex 1 of the toolkit.
	Illustrative examples from around the region, which detail lessons learnt or best practice experiences in mainstreaming gender considerations into climate change initiatives.
	Checkpoints that reiterate important points to consider when mainstreaming gender into climate change initiatives.
	Common pitfalls or hidden difficulties that project and programme managers may come across when trying to mainstreaming gender perspectives into their initiatives.
	Useful tools and checklists. These can be found at the end of the toolkit.
	Quotes from Pacific and international practitioners and organisations illustrating their experience of mainstreaming gender and climate change

Acronyms

CBA	Cost Benefit Analysis
CEDAW	Convention on the Elimination of all forms of Discrimination against Women
DRR	Disaster Risk Reduction
GIZ	Deutsche Gesellschaft für Internationale Zusammenarbeit
IPCC	Intergovernmental Panel on Climate Change
JNAPs	Joint National Action Plans
M&E	Monitoring and Evaluation
NAPs	National Adaptation Plans
NAPAs	National Adaptation Programmes of Action
PACC	Pacific Adaptation to Climate Change
PCCAPHH	Pacific Climate Change Adaptations to Protect Human Health
PCCFAF	Pacific Climate Change Finance Assessment Framework
PIGGAREP	Pacific Islands Greenhouse Gas Abatement and Renewable Energy Project
SPC	Secretariat of the Pacific Community
SPREP	Secretariat of the Pacific Regional Environment Programme
UN	United Nations
UNDP	United Nations Development Programme
UNEP	United Nations Environment Programme
VCA	Vulnerability and Capacity Assessment
WHO	World Health Organisation

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Module 1: Introduction

Key message

This Module provides an introduction to gender and why it matters to climate change. It explores the common misconceptions relating to gender and gender equality, and provides a brief overview of key climate change and development priorities from a gender perspective.

- An individual's vulnerability and capacity to adapt to climate change varies according to their age, sex, gender, education, social status, wealth and access to other strategic resources (e.g. information, finance, land, etc.). There is a high degree of diversity between and within groups, making some people more vulnerable, and some more adaptable, than others.
- Gender refers to the socially constructed roles and responsibilities of women and men. Gender equality refers to the equal enjoyment by males and females of all ages of rights, socially valued goods, opportunities, resources and rewards.
- A gender-responsive approach proactively seeks to introduce interventions that take into account the power relations between men and women, and supports positive changes that allow both men and women to enjoy and exercise their rights. Gender-responsive approaches include gender-sensitive, gender-specific and gender-transformative methods.
- There are many misconceptions about gender and gender equality. If these are not examined in detail, they can hinder the effectiveness of a climate change programme or project. Misconceptions need to be debunked by involving gender experts and social scientists early in the project planning process.
- Integrating gender perspectives into climate change and development priorities is vital for addressing underlying inequalities between men and women.
- Engaging both men and women at all levels of the programme and project cycle ensures that they are able to decide on strategies that are appropriate for their local context. Men and women have different abilities, knowledge, skills and talents to contribute to adaptation solutions.

Mainstreaming gender by carrying out gender analyses to inform critical stages in programme, project and policy development will ensure that the needs of all groups are considered, ultimately strengthening community resilience to climate change.

Module Objectives

1. Introduce key concepts and definitions related to gender, climate change, vulnerability and adaptive capacity, and the linkages between these concepts.
2. Explore common misconceptions about gender, gender equality and climate change.
3. Provide a brief overview of key climate change and development priorities from a gender perspective.
4. Explain various gender responsive approaches in relation to climate change initiatives.

Climate change is a growing threat to the people of the Pacific islands. Rising sea levels and extreme climate events – such as floods, droughts and cyclones – are already evident and are affecting livelihoods, food security, water availability, and stability of communities. Climate change is likely to affect all people living in the Pacific islands, however it will affect some individuals more than others because people have different vulnerabilities and capacities to cope with climate change.

Source: SPC, 2013

An individual's vulnerability and resilience to climate change varies according to their age, sex, gender, education, societal status, wealth and access to other strategic resources (e.g. information, finance, land, etc.). Gender and existing social inequalities may affect whether women and men can make the same choices and act upon these choices. A demographic survey conducted in the Solomon Islands (SPC, 2009) found that 40% of women surveyed did not have a say in one or two of the following household decisions: how their family's money is spent in regard to major household purchases, daily needs, their own health care, and visits to their family. A further 6.4% said they have no say in any decisions made for the household. If women are not able to participate in or make decisions about how to invest household income, or how to adjust livelihoods based on climate change impacts or where to go to get assistance to manage these changes, they are less able to adapt and are more vulnerable to climate change impacts. However, gender should be considered in the wider context of other factors that determine vulnerabilities. For instance, a female village chief is more likely to be able to rebuild her home after a cyclone than a single mother living in an urban settlement. However, the mother may be less vulnerable than a girl with a disability living in the same settlement. There are differences between individuals, as well as within the gender groups.

Sex and gender

Sex refers to biological differences between women and men. These differences exist for reproductive purposes and are essentially fixed.

Gender refers to the socially constructed roles and responsibilities of women and men. The concept of gender includes expectations about the characteristics, abilities and behaviours of women and men - what people believe women and men can and should do, and what they consider as 'feminine' or 'masculine'.

Gender is learnt through social institutions such as family, church, school, government and community, and varies across different cultures. The roles expected of women in a rural community in the Solomon Islands may be different from those expected of women in a city in Samoa. The responsibilities of a man in Kiribati may be different from those of a man in Palau. Transgender groups and individuals should also be considered, as they may identify their gender role as being different to that expected of their sex.

Gender roles and expectations can change over time and can be affected by changes in economics, politics, technology, education, environment, the influence of other cultures and the mass media, public advocacy, crisis and conflict.

See Annex 1 for a full list of key concepts and definitions.

Tanna men building fruit dryer Source:SPC-GIZ,2013

Gender and climate change vulnerability

Gender is a critical determinant of climate change vulnerability. Along with other characteristics such as age, education and social status, gender determines a person's vulnerability to climate change, as well as their capacity to adapt. Differences between men and women in terms of their power, rights, relations and roles mean that their vulnerability (and adaptive capacity) to climate change is not the same; men and women are differently affected by climate change. It is generally acknowledged that greater vulnerability is experienced by women because they have less power and rights, and fewer choices and opportunities than men.

To illustrate the relationship between gender, vulnerability and adaptive capacity to climate change, we can use the following examples:

- Opinions on climate change priorities are often sought from community leaders and household heads. In this context, women may be excluded because they are usually not considered as being the head of households. In some cases, they may miss the opportunity to contribute their skills and knowledge because cultural norms assign decision making responsibility to men. This reduces the capacity of women to adapt to climate change because they lack access to information and may not be engaged in decision making and training opportunities.
- Another example is the expectation within a society that a man's role is to provide for his family. If a natural disaster causes major losses in the main cash crop that men produce, they may feel significant stress, burden and social pressure to find another way to make money and support their families.

In both cases, these roles and behaviours are not 'natural'; they are based on the society's expectations of what men and women can and should do and their respective 'place' in the society. Despite these differences, among the many adaptation and mitigation initiatives under way in the Pacific region, few integrate gender dimensions across their design and implementation, and yet overlooking gender can greatly weaken the outcomes of these initiatives for the resilience of the whole community.

Differences between men and women exist at multiple levels, including:

- **Roles and responsibilities** – men and women have different roles and responsibilities assigned to them (or expected of them), which can influence their vulnerability as well as capacity to cope with and adapt to climate change.
- **Access to and management of strategic resources** – the ability to access and manage information, training, land, finance, technologies, social networks and support and other strategic resources necessary for wellbeing and long term resilience varies between men and women.
- **Participation and decision making** – men and women may not have the same opportunities when it comes to economic and social participation and political representation. They also have different decision making powers at the household, community and societal levels. These differences need to be considered to ensure men and women are able to make choices about their safety, livelihood options and adaptation measures.

Gender, inequality and vulnerability

Social norms reinforce the gender power imbalance, impacting on all aspects of women's and men's lives, including:

- their access to education, employment, economic assets, justice;
- their participation in decision making;
- the management of household assets and natural resources;
- their relationships, the spaces they can occupy and their mobility.

As a result women are more likely than men to be vulnerable to poverty, exploitation, oppression, violence and to the adverse impacts of climate change (UNEP, 2011).

Adaptive Capacity

Adaptive capacity refers to attitudes, behaviours, knowledge and skills that enable individuals and communities to anticipate, cope with, resist or recover from, and reduce their susceptibility to climate-related hazards. Adaptive capacity extends beyond the technical knowledge of climate change impacts. It also requires people to be able to make choices, fully exercise their rights, and utilise their knowledge and skills.

Examining gender in the context of climate change helps to identify how men and women will be affected and what interventions are needed to reduce, rather than reinforce, the inequalities between them (as well as reduce vulnerability). Failing to examine gender considerations can greatly weaken the outcomes of climate change initiatives, and may even result in maladaptation or men and women being worse off than before the initiative was introduced. In short, gender does affect a person's vulnerability and adaptive capacity to climate change.

The Solomon Islands National Disaster Risk Management Plan takes note of a lesson learnt from recent disasters: several cases of misappropriation and abuse of power by men were reported in relation to the distribution of relief supplies. It is often the case that men use their power in such situations and deprive women and children of equal access to assistance and aid provision. This led to the recommendation that women should be put in charge of the distribution process.

In Fiji, the gender assessment of the response to flooding in 2012 found that women were more vulnerable to violence when they distributed relief supplies alone without the presence of men. It was therefore recommended that in future men and women should work together in distributing the relief items.

Recognising and responding to these differences will support more effective climate change adaptation and mitigation programmes, projects and policies. This may mean working differently. In the context of disaster risk management the early and meaningful engagement of all stakeholders in deciding how response efforts are planned, managed and how relief supplies should be distributed will ensure better access to support to those who need it most . We need to look carefully at how priorities are set, who is involved in decision-making processes, how resources are managed and allocated and who has access to these. Monitoring this requires the use of gender indicators (refer to case studies in Module 3).

Failure to consider existing gender dynamics can undermine sustainable development efforts. Mainstreaming gender in response efforts in Fiji involved changing human resource management practices to take into account women's personal security. This ensured that both men and women could fully contribute to the distribution of relief items. Gender mainstreaming ensures that women and men equally access and benefit from resources and services provided by climate change and disaster risk reduction initiatives and is likely to make a significant difference in building resilience to climate change.

Common Misconceptions

There are many common misconceptions about gender and gender equality. These misconceptions often affect the way programmes are developed, what actions are prioritised, and who is involved in implementation. If these misconceptions are not recognised or dealt with at the start of climate change initiatives, they can play an important limiting role on the project, affecting the ability of men and women to contribute their skills and expertise to strengthening the resilience of all members of society.

Misconception 1: Gender equality is all about women and projects focusing on women.

Gender equality is about women and men. It is important to remember that:

- There are differences as well as similarities between men and women in terms of their roles, responsibilities, access to resources and decision making. Understanding this will help to identify the types of inequalities that can act as barriers and equalities that can be used as opportunities towards developing strategies for adaptation and resilience.
- Some programmes and projects may focus specifically on women because women may already be disadvantaged and require additional support. For example, women subsistence farmers may require targeted training and support because existing agricultural extension services may have targeted only men in the past.

Fact: A gender-responsive program targets both women and men and recognises their different needs, skills and priorities.

A proverb from the Marshall Islands talks about three parts of a canoe which are taken from the structure of the family – both marital relations and the relationship between a mother and her children. Rojak means 'boom,' and rojak äaan and rojak kôrâ are the names of the upper and lower booms, respectively, which support the edges of the sail. Literally, rojak äaan means 'male boom' and rojak kôrâ means 'female boom.' Ejnar Aerōk explained the meaning of these names by saying, "Jerbal ippân doon bwe en maro§ äaan wa e," which means "They work together so the boat can move forward" (Aerōk 2009). Just as a husband and wife must work together to have a happy and successful life, so are both booms necessary to support the sail that in turn propels the canoe (Miller 2010; Aerōk 2009; Waan Aelōñ in Majel 2004).

Misconception 2: We should not question women's roles and men's roles, as this is part of our Pacific culture and traditions.

Cultures change and evolve over time. Women's and men's role today are not the same as 50 years ago.

- Cultural change is happening everywhere, including in the Pacific Island countries. For example, as a result of globalisation, urbanisation, and education, many island women are engaged in paid employment and some have moved away from their traditional roles (e.g. child rearing, looking after the elderly, etc.) or have reallocated domestic chores to paid housekeepers.
- Exposure to climate change may alter traditional gender roles. Women may need to venture out on canoes to go fishing instead of staying closer to the shore, and men may need to be involved in processing and selling crops, not just preparing the land for farming. Since culture is always changing in response to broader social, economic and political factors, men's and women's roles are also changing.

Fact: Understanding the dynamic context in which culture shapes the roles of men and women can help us identify opportunities to strengthen the engagement of men and women. By doing this, we can strengthen climate change initiatives.

"In Ugi community in Makira Province, Solomon Islands we started with some of the risk assessment tools with the community with regard to awareness and information sharing. The initial DRR [disaster risk reduction] activity involved a fair cross section of representation from men, women and youths. As a result, men in the area now seem to consult with women most especially when it is something to do with disasters... As a follow on to the project activities, further awareness and information dissemination on climate change was conducted with the children as the focus group. It is very fascinating to see the involvement of women in these follow up activities with the children. We therefore realised that the involvement of women in child-focused activities will definitely contribute positively to the sustainability and ownership of project activities. The women are also very helpful in interpreting concepts and ideas in the local language for the children. I personally feel that this might not be the case if women were not involved at the initial stages."

Fred Talo, Disaster Risk Management, Private Practitioner, Solomon Islands. Contribution to Climate Change & Development (CCD) Community of the Pacific Solution Exchange Query: Gender and Climate Change.

Misconception 3: Climate change is a scientific matter, so it has nothing to do with gender issues.

Climate change impacts on people and their well-being and way of life.

- Science allows us to understand and predict the impacts of climate change more accurately. We then need to apply this knowledge to examine how climate change might affect different people, including women, men, girls and boys.
- Even the most technical aspects of climate change – such as scenarios for modelling the impact of climate change on Pacific fisheries – have gender implications. We can identify these when we think about the way this information will be used. For example, men and women use fisheries resources in different ways; women tend to fish closer to the shore, while men tend to fish out in the deeper waters. In order for scientific information to protect livelihoods, it must reach the right people involved in managing these resources.

Fact: Scientific information such as climate science needs to be packaged, presented and communicated effectively to different audiences so that they can make informed decisions about how they manage the changes they are facing.

Source: Talo, 2013

A climate change project had the following project objective: To improve the capacity of the community to adapt to climate change through a community based ecosystem approach to fisheries management. Initial assessments found that, aside from climate change impacts, other environmental issues such as unsustainable land practices were also affecting coastal fisheries.

The project officer invited the whole community (men and women) to a meeting to identify possible adaptation options. However, only men attended because in this community fishing is the traditional role of men, while women are tasked with agricultural activities. Consultations for the project continued with only men present and as a result it was decided that the project would focus on supporting fishermen to better access off-shore fisheries, and reduce the pressure on coastal fisheries and provide the men with an alternative source of income.

Given the above case consider the following questions: Were the concerns of the whole community addressed in this case? Who was left out?
Including social scientists can greatly benefit a climate change project. A social assessment of this project could have identified women's roles in agriculture and land management which contributes to impacts on coastal fisheries downstream. A result of this information a more effective approach towards including all members in the community could have been devised and may have led to the introduction of adaptation options that addressed the multiple causes of the project problem, and have benefitted a wider cross section of the community.

Misconception 4: Women are vulnerable to the adverse impacts of climate change.

In some circumstances, some groups of women are more vulnerable to climate change impacts. Some groups of men, however, are also particularly vulnerable, such as those whose livelihoods depend on agriculture, who are unemployed, have a disability or are elderly and living alone. It is not always the case that women are more vulnerable than men. This means that the skills and knowledge that women possess and the powerful role they can play as agents of change within society are often overlooked.

- We need to understand why and how different groups of people may be vulnerable to climate change. Identifying and assessing the determinants of vulnerability will pinpoint where we need to direct our focus and interventions to reduce vulnerability and increase people's capacity to adapt.
- Women and men have different but complementary abilities, knowledge, skills and talents for adapting to climate change.

Fact: Women play a pivotal role in natural resources management and in other productive activities at the household and community levels. This puts them in a position to contribute to livelihood strategies adapted to changing environmental realities. Their extensive knowledge and expertise – that can also be used in climate change mitigation, disaster reduction and adaptation strategies – make them effective actors and agents of change (UNDP, 2013).

"I remember that during the development of the National Climate Change Policy [in Tuvalu] it was really interesting to learn how both men and women responded as to how we can address the impacts of climate change, including sea level rise. In some cases the men folk seem to be more traditionalists, especially the older men, while women tended to think about the future of their children."

Loia M. Tausi, Project Co-ordinator Pacific Adaptation to Climate Change (PACC), Tuvalu Contribution to the Climate Change & Development (CCD) Community of the Pacific Solution Exchange Query: Gender and Climate Change

Misconception 5: The best way to ensure gender equality is by having women attend meetings when decisions about climate change are being discussed.

Making sure men and women participate equally in decision making requires much more than meeting attendance. Moving away from making women's 'tokenistic' representation in decision-making processes means encouraging them to speak, contribute, and freely express their opinions. By considering the viewpoints and perspectives of both men and women, a climate change initiative will benefit from this holistic understanding of what the community needs are and possible ways of addressing them.

Numerous studies show that women's empowerment leads to gains in productivity, environmental sustainability and in confronting the ill effects of climate change (UNDP,2011)

Fact: Including women in consultation is a good first step; however it is also necessary to make their participation meaningful. This may mean holding separate discussion groups for men and women, or having a female facilitator with whom women may be more comfortable.

"Initial consultations for the projects were held with both women and men from all the communities in Shefa province, however we saw that only a select few were speaking – mainly men and the community elders. When we looked back at the results of these consultations we saw that information was one sided, that is it was focused mainly on issues concerning men such as crops and impacts of climate change and lack of infrastructure.

Taking note of this we decided to carry out another consultation and with this we brought in a 3D model of the island and ensured that community members were divided into groups of men, women and the youths. This was done to ensure that all were able to voice their opinions. For the first time in this project, women were allowed into the meeting house and this made discussions more lively as the men's group would always look over curiously at the women to see or hear what they were saying and doing." Ian Ierect Project Officer, PACC Vanuatu

Misconception 6: It is sufficient to address gender issues in projects by addressing the differences in the immediate needs of women and men.

Many climate change programmes and projects consider the practical, more immediate needs of women and men, such as access to food, water and technologies. Whilst this is a good first step towards addressing the needs of communities, to ensure the overall sustainability of a project it is important to also consider longer term or strategic needs. This is because gender inequalities such as differences in men's and women's access to resources and their participation in decision making are deeply embedded in social practices and thus require long-term interventions.

Gender inequalities intersect with climate risks and vulnerabilities. Women's historic disadvantages – their limited access to resources, restricted rights, and a muted voice in shaping decisions – make them highly vulnerable to climate change (UNDP, 2007)

We often shy away from dealing with these issues as they can be sensitive and we would rather leave them to be addressed by the communities themselves. Even though climate change initiatives may not be 'gender equality or empowerment programmes', addressing and consciously integrating gender issues can increase the effectiveness and success of initiatives.

"When we introduced our project we had some challenges in our pilot communities. Firstly, it was acceptance of the project in communities – mostly on the part of the men who had doubts about if the women could do such training. Once we had convinced the communities that allowing the women to participate in the training at the Barefoot College would benefit their community they were more receptive. However upon returning, one of the women faced an issue where a male figure in the family did not give her access to the key to open the venue therefore she could not begin her consultations and training. We realised that though we had provided the women with the necessary training and materials to implement the solar project, social acceptance of the project still hadn't fully being achieved. To deal with these issues we had to carry out gender training and highlight rights and roles of men and women.

Also as the women had to leave their village and their homes to attend the training, their husbands began to notice how much work their wives did around the house and they are now more appreciative of the work that they do. Also seeing the increased confidence in the women after acquiring their new skills has made the community realise just how much women do and can contribute to the community. Not only will this project provide communities with a source of renewable energy that will ease the burden from buying other forms of energy, it also enables women in communities to be better empowered and emphasises their ability in contributing to community development."
Katalaine Duaibe, UN Women

Addressing strategic needs requires a good understanding of the specific gender relations and decision-making processes in a particular country or community. It is recommended to work with gender experts to support this process and to help the programme or project find entry points to address both practical and strategic needs of women and men.

"Often when you go to communities women usually are preparing the refreshments for the consultations and because of this they either are not able to attend the consultations or they missed out on different sections of the consultations. From a 'community consultation' perspective, this meant that we really were not involving the community as a whole and because of this we potentially were missing out on vital information and vice versa for these women. So to ensure the active participation of men and women in community consultation our team made an active decision to cater the community consultations ourselves to ensure that women were properly engaging in discussions."
Alita Goneva, Fiji Red Cross Society, 'Climate Change Adaptation to Protect Human Health' Project

Misconception 7: Both men and women will benefit from the interventions so there is no need to differentiate.

Many climate change strategies focus on technological solutions and infrastructure, which are designed based on the assumption that everybody will benefit. However, technology and infrastructure are used by people, and failure to take into account the way they are used and by whom may lead to interventions that are not viable or useful for all.

- Men and women have different roles, responsibilities, access to resources and decision making so they might not benefit from a programme or project in the same way.
- Men and women have different needs and priorities. For example, construction of a wharf benefits the traders (men and women), but it may adversely impact on marine resources, especially in the coastal zones where women collect many sea products for food and for handicraft production. The solution is not necessarily to avoid building the wharf, but to pay greater attention to aspects that might mitigate the gender impacts, for example, the location of the wharf, or finding alternatives for women's livelihood.
- There is a high degree of diversity within gender groups. An intervention that benefits older women may not benefit girls. Similarly, a project that is beneficial to male workers may be detrimental to unemployed men.

Misconception 8: Gender-based violence has nothing to do with climate change.

Climate change may increase the intensity of disasters such as tropical cyclones, floods and droughts. Both women and men experience higher stress levels immediately before disasters because they need to protect their family members, and after disasters as a result of the loss of their homes and possessions.

Evidence shows that during and after disasters, levels of gender-based violence often increase. After two tropical cyclones hit Tafea Province in Vanuatu in 2011, the Tanna Women's Counselling Centre reported a 300% increase in new domestic violence cases.

Fact: It may not always be possible to establish a direct cause and effect between gender-based violence and climate change. However, as demonstrated by this example, climate change impacts can intensify levels of emotion and tension among people. If these conditions are not properly managed, or if there is lack of law and order, it can lead to conflict and violence, which in turn increases the vulnerability of women, children, the elderly and people with disabilities. Attention needs to be given to gender relations within the context of climate-related stresses.

Misconception 9: "I'm a woman so the gender perspective is covered."

Although women often have an insight into gender issues, being a woman does not qualify someone to be a 'gender expert'.

"From my experience, some women belittle other women or they are not supportive of empowering other women. Therefore, being a woman does not mean better outcomes will be achieved for all women."
Comments from a participant attending the Gender and Climate Change Training of Trainers, Fiji

Fact: Integrating gender perspectives into a project, programme or policy requires skills and training in gender analysis and other gender tools. It is important to do it right by working with gender specialists and social scientists who have this specialised expertise. Gender specialists and social scientists can be women or men.

Taking a gender-responsive approach

To adapt, countries must reduce the causes of climate change vulnerability and build the resilience of all people, and everyone must contribute to the effort. The implication of existing gender inequality when designing and implementing a climate change initiative is that women may face constraints due to their unequal social status. Gender inequality contributes to people's vulnerability and limits their capacity to adapt. It is important for climate change initiatives to adopt an approach that will empower women and men, and to build in actions that will contribute to the reduction of gender inequality.

A gender-responsive approach proactively seeks to introduce interventions that take into account the power relations between men and women, and to support positive changes that allow both men and women to enjoy and exercise their rights. There are varying degrees to which projects, programmes and policies may address gender, as shown in the box below. Being aware of these approaches can allow us as climate change practitioners to evaluate how gender responsive our programmes are. This information can also help with the adjustment of project approaches to ensure that they are benefiting from the full advantages of integrating gender.

Gender-responsive approaches

A gender-sensitive policy or programme recognises gender inequality as an obstacle that may deprive women of the same opportunities as men and prevent them from getting equal benefits from development initiatives. The focus is on identifying and responding to the different needs of men and women, but not actually challenging the discriminatory attitudes, behaviours, stereotypes and practices that may result in gender inequality in the first place.

A gender-specific policy or programme explicitly focuses on one group – usually women – in order to address inequalities and bring women on to an equal playing field with men. An example is a women's empowerment policy or a programme on women's rights.

A gender-transformative policy or programme directly seeks to change – or as the name suggests, transform – conditions and practices that unfairly treat men or women. A strong emphasis is placed on women's empowerment and men's engagement to achieve equality between the two sexes.

The table below provides examples of gender-sensitive, gender-specific and gender-transformative approaches, as well as gender blind, within the context of a climate change programme or project.

Table 1. Gender approaches continuum

Gender blind	Gender sensitive	Gender specific	Gender transformative
Description: Projects that create, exacerbate or ignore gender inequalities in pursuit of project goals	**Description:** Projects that maintain existing gender dynamics and roles in pursuit of project goals	**Description:** Projects that support and improve outcomes for a specific gender group in pursuit of project goals	**Description:** Projects that actively reduce gender inequalities to enhance achievement of project goals
Example: A project that consults with only men about the potential impacts of climate change on agriculture (assuming that men are the target group because women stay at home and have nothing to do with agricultural processes).	**Example:** A project that provides training on climate-resilient farming practices to men, while women receive training in tasks such as cooking and processing of garden food to increase food security.	**Example:** A project that provides information, training, equipment and finance to women to improve their knowledge and capacity to undertake climate-resilient farming.	**Example:** A project that trains women and men in climate-resilient farming methods. Consultation activities support the full participation of women in decision-making responsibilities, and alternative livelihood opportunities are established.
Outcome: The project is beneficial to men because they gain knowledge and information. This increases their control over agricultural technologies, and women are excluded from using the technologies, which mean they have to find other sources of livelihood.	**Outcome:** The project recognises the different roles men and women play in agriculture and food security. However, it maintains the existing gender norms and divisions of labour. The deeper inequalities between men and women are not examined or addressed.	**Outcome:** The project recognises the disadvantages faced by women and focuses on delivering specific resources so they have the same opportunities as men.	**Outcome:** The project is effective in challenging gender norms about women's role in decision making, and in transforming relationships between men and women so they can work together in adapting to climate change.

Gender mainstreaming

Climate change mainstreaming is about integrating climate risks into development planning processes and decision making. This means incorporating risk considerations into every aspect of policy and project development processes (PACC, 2014).

Similar to this, gender mainstreaming refers to the process whereby needs and interests of both women and men are taken into account systematically across all programmes, projects and organisational structures. It actively engages men and women in defining goals and priorities that are to be addressed by development interventions.

Mainstreaming gender into climate change initiatives requires linking goals and priorities articulated in the national gender equality policy with those stated in the national climate change policies and strategies. It also requires paying constant attention to gender equality and how this translates into policies, strategies and interventions for sustainable development and climate change adaptation.

In the same way that climate change is a crosscutting issue, gender equality should be embedded in all sector development plans – not just climate change – in order to strategically promote gender equality across the entire spectrum of development needs and issues. For gender mainstreaming to be effective, it requires long-term commitment because it involves both technical and political dimensions of organisational change, institutional capacity building and reflective learning.

Applying a gender lens to key climate change and development priorities

In this section, we extend the concepts, approaches and information presented thus far to identify some of the gender issues that need to be considered as part of the design and implementation of climate change initiatives. The section provides a brief overview of how a gender lens can be applied to key climate change and development priorities in the Pacific islands. More detailed discussions relevant to the specific development sectors are presented in Module 3.

Food production and food security

Climate change will affect food production all along the food chain, from direct impacts on primary production which may lower crop yields, to indirect impacts such as damage to infrastructure (for example roads) from extreme events, making transport of food difficult. Climate change impacts, such as temperature and rainfall changes, more intense flooding and droughts, saltwater intrusion and ocean acidification, will compound existing threats to food security, for example unsustainable fishing and land use practices and declining biodiversity.

Men and women are often involved in different aspects of food production and preparation:

- In some countries men are often involved in commercial forms of agriculture and will face the pressure to cope with damage to crops and reduced productivity due to the impacts of climate change.
- Women are often involved in subsistence agriculture, but in many countries women are playing an increasing role in commercial agriculture and value addition. Despite this, not all agricultural extension services target women.
- Women are often responsible for food preparation and have traditional knowledge that can contribute to identifying successful adaptation strategies.
- Women and men often have differentiated roles in fisheries activities. Women are more likely to carry out near shore activities, whereas offshore fishing is usually undertaken by men.
- While women often make decisions about what crops to plant, men usually make decisions about how much money will be spent on purchasing seeds and materials, or which land will be used for farming. Similarly, women are often responsible for going to the markets to sell their produce but they do not have a say in how the earnings will be spent.

Water

Water is already very scarce in some island countries and territories like Kiribati, Nauru, Niue, the Republic of the Marshall Islands, Tokelau and Tuvalu. Atolls are particularly affected, due to heavy reliance on rainwater and a slender groundwater lens. The causes of water scarcity and reduced water quality are not solely climate related, and include unsustainable use of water, lack of maintenance of equipment, and pollution of underground water from activities like livestock production and poor sanitation and waste management. Climate change impacts such as saltwater intrusion and changes in rainfall patterns will likely add to these problems and further reduce the availability of safe drinking water in most Pacific island countries.

Men and women use and manage water resources in different ways:

- Men are more likely to use and manage water for agriculture and livestock production, while women are often responsible for household water usage and its management.
- Water-borne diseases affect everyone, but children and the elderly are most at risk. When a community experiences an outbreak of disease, women are usually tasked with caring for the sick in addition to their usual day-to-day activities.
- Sanitation programmes tend to target women because of their roles in care and household water management. As men play an important leadership role within their families and communities, it is also vital that they be engaged, so that they understand and actively contribute to ensuring household sanitation practices and appropriate management.
- In some cases, women's traditional knowledge about water resources is critical. During a drought in the Federated States of Micronesia, women's knowledge about the islands' hydrology allowed them to easily find places to dig wells for drinking water. Women are not normally involved with decision making. however the information they provided benefited the entire community (Anderson, 2002).

Energy

Many Pacific island countries and territories are remote, isolated, and scattered over large areas of ocean. Coupled with small populations and markets, this leads to relatively high per unit energy costs. This limits the ability of everyone to access energy.

Men and women both need and use energy, but the main differences include:

- Men and women perform different roles and activities, and therefore they have different energy needs. For example men may prioritise fuel for fishing boats and women may prioritise fuel for cooking.
- In some communities, men are responsible for chopping timber for firewood while women are responsible for carrying it back to the house.

- The decision to purchase solar panels and generators may rest with male heads of households, rather than women. This may also affect how such technologies are used and who uses them.
- National governments often prioritise energy policies that focus on transport and large-scale energy infrastructure to maintain and expand the overall energy supply network. The success of these policies is often measured by the existence of the energy infrastructure. In some cases this fails to recognise other issues that can hinder access such as affordability, social status and governance issues.

Disaster risk reduction

Climate change is likely to lead to an increase in the intensity of disasters such as cyclones, floods, droughts and severe storms. Communities in the Pacific use many diverse strategies to cope with and respond to disasters and extreme weather events.

Both men and women play critical roles in the preparation phase and recovery process but there are some notable differences:

- Men, particularly those with greater levels of power and authority, are usually the ones informed and consulted by response agencies, including governments, and they directly participate in the decision-making and management processes for disaster risk management. This could mean that women's needs and priorities are not properly addressed in early warning systems, preparedness and during the recovery process.
- Men often make decisions about what to do in times of disaster and women may have little influence in decision making.
- Women may not have the same capacity to evacuate or react to disasters as men, as they may have limited mobility because they are looking after children, the elderly, people with disabilities and other vulnerable members of the family.
- Men and women have different knowledge and roles in processing and storing food, which can be useful in times of drought, cyclones and disaster events.
- Women may not have access to or own resources they need to rebuild their homes and recover from a disaster.

Policies and strategies

Many climate change strategies are gender blind and do not take into account the differences in terms of roles, knowledge and priorities of women and men. Greater vulnerability of women is acknowledged in some strategies related to climate change (for example the Samoa National Adaptation Plan of Action, the Solomon Islands National Climate Change Policy, and the Fiji Climate Change Policy) but very few propose strategies to directly address the causes of vulnerability.

"Leaders understand that gender inequality is imposing a high personal, social and economic cost on Pacific people and nations, and that improved gender equality will make a significant contribution to creating a prosperous, stable and secure Pacific for all current and future."
Pacific Leaders Gender Equality Declaration, 30 August 2012, Rarotonga, Cook Islands

Gender equity is a process that empowers women so they have equivalent rights and opportunities to men. It is paramount to the realisation of sustainable development. This process includes the formulation of policies, strategies and legislation that removes discrimination against women. Gender equality is not a matter confined to the Convention on the Elimination of all forms of Discrimination Against Women (CEDAW), nor is it only a matter to be dealt with by the Ministries of Women. It is an important development priority for all national governments and is relevant to all sectoral policies, including climate change.

Gender analysis

Gender analysis is a process of examining the roles, knowledge, capacity and assets of women and men, as the first step in planning efficient development strategies, programmes and projects that address both men's and women's needs, and reduce the inequalities that exist between them. Gender analysis is used to design, implement, monitor and evaluate programme interventions and policy decisions to make sure the diverse needs of women and men are addressed, that gender inequality is tackled, and that programmes do not exacerbate gender inequality.

In the case of climate change programmes, a gender analysis contributes to a better understanding of the social dimension of climate change impacts, including how men and women differ in their experiences of and vulnerability to climate change. It also contributes to the identification of the diverse capacities and knowledge within communities and households to support adaptation to climate change, and to help develop adaptation strategies that are more responsive to the capacities, needs and priorities of all members of society.

Climate change practitioners often turn to colleagues or staff responsible for the gender portfolio to review and comment on policy or programming documents from a 'gender perspective' without having a clear understanding of what this entails. In addition, comments are often sought in the final hour, giving very little time for a proper assessment to be conducted. To avoid falling into this trap, consider the following questions:

1. Will gender issues be considered at all stages of the policy, programme or project cycle, from planning and design through to implementation and evaluation?
2. Is a gender specialist or a social scientist included in the project management team? Have they been properly briefed about the project?
3. Have you allowed enough time for the gender specialist to review and comment on the project documents?
4. When you ask for comments from a 'gender perspective', consider asking for:
   (a) How the policy, programme or project could be improved or strengthened to ensure it is gender responsive;
   (b) Identification of potential issues, gaps, opportunities and risks that may promote or hinder the achievement of gender equality;
   (c) Recommended strategies for effectively communicating and engaging with a diverse representation of men, women, boys and girls in the consultation activities;
   (d) Recommended strategies for gathering and analysing age and sex disaggregated data;
   (e) Development of gender indicators for monitoring and evaluation;
   (f) How the policy, programme or project aligns with the priorities set in the national gender equality and women's empowerment policies.

What will you do with the comments and information provided through the gender assessment? How will they be integrated into the development and/or finalisation of the project documents? What time have you set aside to do this?

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Module 2: Mainstreaming gender into climate change projects, programmes and policies.

Key messages

- Gender mainstreaming follows a similar process to climate change mainstreaming by systematically integrating a gender perspective into every phase of the programme, project and policy cycle.
- Phase 1: Preparatory – It is crucial that a gender perspective is integrated into this early phase of the climate risk management cycle to ensure the success of any climate change initiative. The institutions responsible for coordinating and steering the programme, project or policy should be able to identify and plan for the type of support they require in integrating gender throughout the various phases of the cycle.
- Phase 2: Situational analysis – An assessment of the differences in men's and women's roles, responsibilities, access to and management of strategic resources, and participation in decision making should be undertaken to contribute to a better understanding of vulnerability and capacity to adapt to climate change impacts.
- Phase 3: Problem analysis – Gender perspectives are applied to uncover root causes of inequality, including any discriminatory attitudes, behaviours and practices that may prevent women from realising their rights and opportunities. By examining the underlying causes in detail, it is possible to identify risks that need to be avoided, minimised or managed.
- Phase 4: Solution analysis – Solutions or intervention options are assessed through a gender lens to make sure they contribute to the reduction in vulnerability and inequalities, and identify strategies for enhancing capacities and opportunities necessary for achieving both climate resilience and gender equality.
- Phase 5: Design – Design documents and M&E frameworks should incorporate a gender perspective, and include indicators and processes to measure the effectiveness of the programme, project or policy in addressing gender inequalities that hinder resilience to climate change.
- Phase 6: Implementation and M&E – Gender perspectives must be consciously examined and integrated in implementation, M&E and reporting.
- Phase 7: Adaptive management – Ongoing review and feedback from key stakeholders are sought to ensure climate change initiatives are adjusted and improved to increase their effectiveness in achieving resilience and gender equality outcomes. Programme results and lessons learnt in mainstreaming gender into climate change initiatives should be communicated to relevant stakeholders to influence political decisions and the formulation of climate change adaptation and mitigation policies.

Source: SPREP, 2014

Introduction

Climate change mainstreaming is about integrating climate risks into development planning processes and decision making (PACC, 2014). Gender mainstreaming follows a similar process by systematically integrating gender into every step of the process: from defining the problem to identifying potential solutions; in the methodology and approach to implementing the project; in stakeholder analysis and the choice of partners; in defining the objective, outcomes, outputs, and activities; in the composition of the implementation and management team; through the budgeting process; in monitoring and evaluation (M&E); and in policy dialogue.

This Module provides guidance for climate change practitioners to recognise where and how gender considerations should be taken into account as part of the process of mainstreaming climate risk in policies, plans, and on-the-ground activities. To do this, it uses the programme/project/policy cycle used in Mainstreaming Climate Change into Development in the Pacific: A Practical Guide (PACC, 2014).

Note the recommendations on applying a gender-responsive approach throughout this Module may be repetitive; this is by intention to assist climate change practitioners to embed gender equality into all stages of the climate change programme/project/policy.

Module Objectives

1. Introduce the framework for integrating a gender perspective into the climate risk management cycle.
2. Provide guidance and checklists for incorporating a gender perspective into each stage of the cycle.
3. Identify useful checklists, tools and resources to support gender mainstreaming (refer to the end of this toolkit)

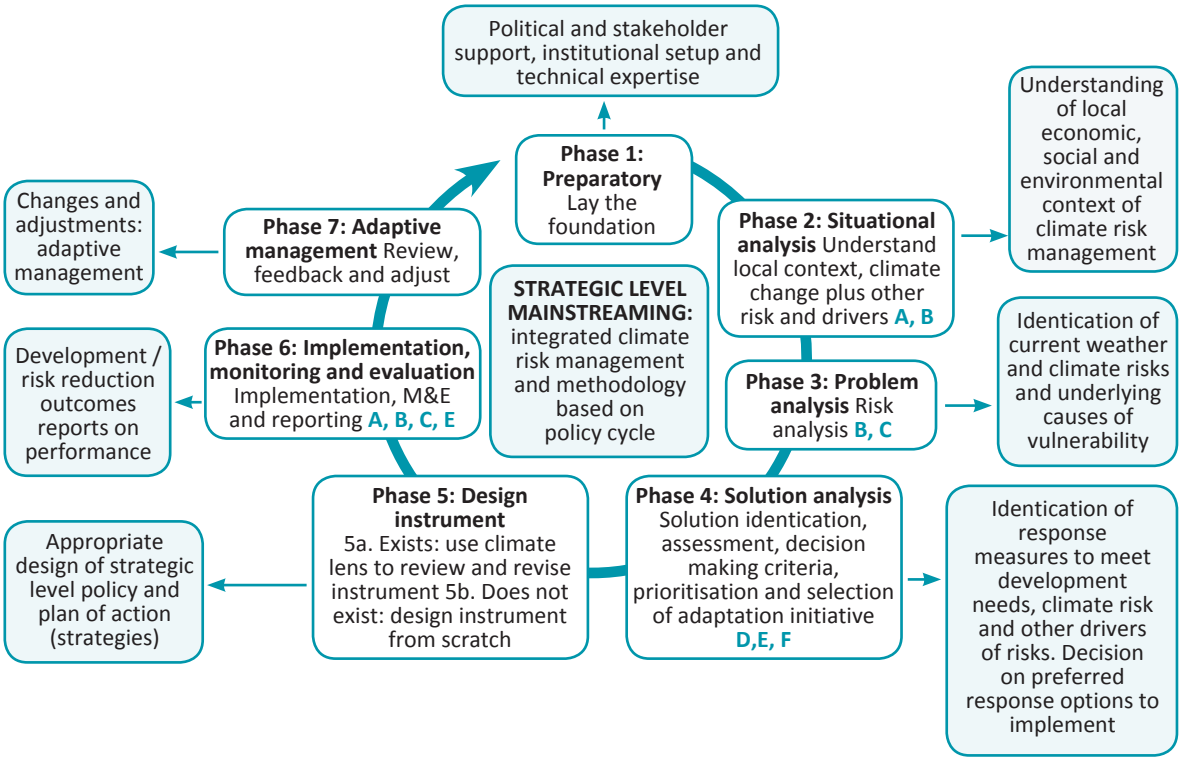
Women and men differ in their roles, responsibilities, access to and management of resources, and participation in decision making. Because gender inequality contributes to people's vulnerability and seriously hampers a country's capacity to adapt to the adverse impacts of climate change, it is vital that climate change programmes and projects are gender responsive: they need to include strategies and actions that directly address the causes of gender inequality.

Source: Goulding, 2014

Mainstreaming gender throughout the policy, programme and project cycle

Figure 1 illustrates the key stages of an integrated climate risk management process, taken from Mainstreaming Climate Change into Development in the Pacific: A Practical Guide (PACC, 2014). It is based on a policy formulation cycle, however it can also be applied to climate change programmes and projects. The red letters represent various tools that underpin key technical analyses associated with climate risk management .

Figure 1. Strategic level climate risk mainstreaming methodology based on a combined CRM and policy cycle: key phases, and respective decisions and outputs. Source: PACC (2014).



We can apply a gender lens to each phase of the integrated climate risk management cycle. To do this, we need to ask the following questions at each phase:

- How have men and women participated in the decision-making and priority-setting process?
- Do men and women have equal access to information, opportunities and other resources necessary to participate and benefit fully?
- Are their respective needs and priorities being met?
- Are their specific knowledge and skills being utilised to contribute to outcomes and solutions?
- Have the needs of specific sub-groups been taken into account (e.g. boys, girls, women with disabilities, male labourers)?
- What strategies are in place to achieve gender equality and bring about positive and respectful relations between men and women?

[1] A Weather and climate hazard assessment; B Vulnerability assessment; C Disaster risk analysis; D Identification of climate change adaptation strategies and measures; E Risk reduction analysis; F Cost benefit and other analysis of measures and selection of preferred measure.

This Module discusses in detail how to integrate gender considerations into each phase of the climate risk management cycle. It also contains gender analysis checklists and identifies specific tools to guide the mainstreaming of gender into climate change programmes, projects and policies.

Climate change mainstreaming and gender mainstreaming

Climate change mainstreaming is about integrating climate risks into development planning processes and decision making. This means incorporating climate risk considerations into every aspect of the policy and project development process. This applies to all key government agencies and sectors (e.g. finance, planning, health, agriculture and environment), and all levels of government (i.e. national and sub-national). This can be thought of as applying a 'climate lens' to the work the government is already doing, that is, analysing each stage of policy and project formulation from a climate risk perspective.

Similarly, **gender mainstreaming** is a systematic process of integrating the needs and interests of both women and men across all stages of programmes and projects, and in an organisation's structure and management. It encourages the participation of men and women in defining objectives and planning so that development actions satisfy the priorities and needs of both sexes. Therefore it means applying a 'gender lens' to government policies and projects to achieve gender equality and other key development outcomes.

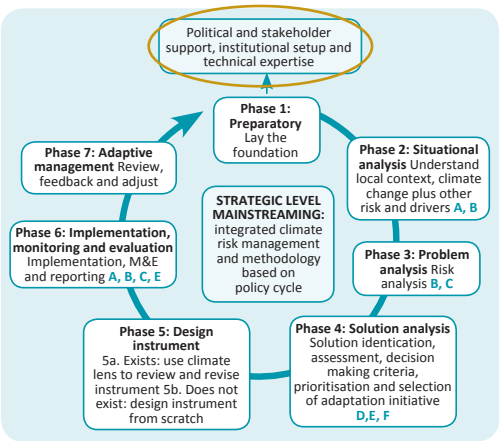
Gender analysis

Gender analysis is a process of examining the roles, knowledge, capacity and assets of women and men, as the first step in planning efficient development strategies, programmes and projects that address both men's and women's needs, and reduce the inequalities that exist between them. Gender analysis is used to design, implement, monitor and evaluate programme interventions and policy decisions to make sure the diverse needs of women and men are addressed, that gender inequality is tackled, and that programmes do not exacerbate gender inequality.

In the case of climate change programmes, a gender analysis will help identify the multiple causes of vulnerability, including gender inequality. It also contributes to the identification of the diverse capacities and knowledge within communities and households that can be tapped to adapt to climate change and to help develop adaptation strategies that are more responsive to the capacities, needs and priorities of the local people.

Phase 1: Preparatory phase

The preparatory phase helps to lay the political, organisational, and institutional foundation to integrate climate risk management into policies, plans and on-the ground actions.



Integrating gender into this early phase of the climate risk management process is crucial for the success of any climate change initiative. The institutions responsible for coordinating and steering the programme, project or policy should identify and plan for the type of support they require in integrating gender throughout the various phases of the cycle. Partners should be chosen that can provide that support. If necessary, awareness raising and training should be provided to stakeholders to ensure that from the outset, there is a common understanding about gender equality and its relevance within the climate change context.

Preparatory steps	Expected outputs	How to apply a gender perspective	Key guiding questions
1.1 Raise Awareness	Improved understanding and secured political support	Ensure from the beginning that awareness materials produced explain that climate change affects everybody but gender inequality is a factor of vulnerability and an additional constraint to adaptation; women and men are differently affected because of their roles, responsibilities, access to and management of resources, and participation in decision making	• How does climate change affect men and women? • Are there differences in men's and women's vulnerability and adaptive capacity to climate change? • Are there existing gender inequalities that may be exacerbated by climate change impacts?
1.2 Establish stakeholder support, including political support	Secured cross-agency and other stakeholder engagement and support	Institutional arrangements for coordination of climate change programmes should include the ministry responsible for women, civil society organisations, and non-governmental organisations responsible for human rights/ women's rights	• Are key stakeholders engaged in the project? What type of support can they provide?
1.3 Establish appropriate institutional arrangements, including government and non-government stakeholder engagement in the decision-making processes	Interagency committees and stakeholder groups established to guide and support mainstreaming		• What role/resources will key stakeholders bring to the project?

Preparatory steps	Expected outputs	How to apply a gender perspective	Key guiding questions
1.4 Identify types of scientific information, analysis and expert support that may be relevant	Technical committee established to help access and analyse data, and provide technical inputs	This must also include the identification of socio-economic information and analysis; and who holds this information, and if there are any information gaps	• Are there existing socio-economic data that may be relevant for the project? How can the data be accessed or obtained? • What additional data need to be gathered by the project?
1.5 Identify strategic level for mainstreaming	Establish appropriate institutional arrangements, including government and non-government stakeholder engagement in the decision-making processes	Interagency committees and stakeholder groups established to guide and support mainstreaming	

Gender and climate change checklist
Tool 2: Vulnerability and adaptation assessment – integrating gender

There is often a tendency to think about gender only in relation to on on-the ground initiatives, and not how gender perspectives can be addressed in policy, planning, institutional, and governance arrangements. Addressing gender in a holistic way requires thinking about how governance mechanisms, policies and plans frame the way in which initiatives are undertaken. This is why it is important to incorporate gender from the very beginning of the climate risk management cycle, to establish a solid foundation for all stakeholders.

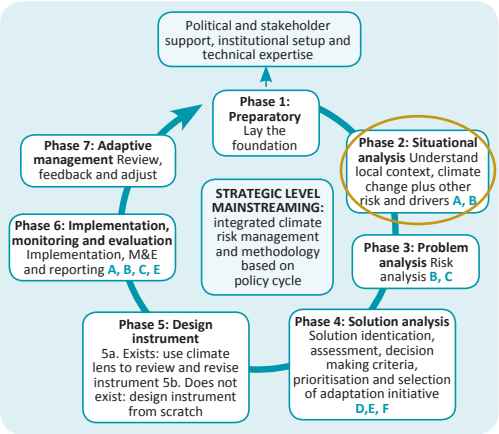
In recognizing that men and women face different social, economic and environmental situations gender issues are to be considered in all planning and implementation processes. A better understanding of the vulnerabilities and capacities of different gender groups to deal with climate change is to be promoted.

Fiji Climate Change Policy – Policy Principle 10

Phase 2: Situational analysis

The purpose of this phase is to understand the development context, current weather and climate risks, and projected climate change scenarios.

The initial analysis of the development situation will often start by examining the relevant climate change scenarios, their impact on physical infrastructure and ecosystems, and the resulting consequences for people and communities. It is also likely to include a stocktake of existing policies, strategies, institutional arrangements, and proposed priority actions to deal with these impacts.



As part of this initial analysis it is important to include an assessment of gender roles in general, and the sector specific roles, knowledge, capacity and assets of men and women where a programme will be implemented. This analysis contributes to a better understanding of the social dimensions of climate change impacts by identifying the social inequalities and gaps which contribute to individual vulnerability, as well as the assets and capacities which will help people to cope with environmental stresses.

In many cases, information relating to gender issues is lacking. However, national gender equality policies and plans are a useful source for providing a broad overview of key gender issues and priorities. This information can then be applied to inform the development situation; any information gaps or potential risks or impacts specific to particular groups within society can be flagged for further research and analysis.

Situation analysis steps	Expected outputs	How to apply a gender perspective	Key guiding questions
2.1 Understand the country's development context	**A status report on:** - **Economic, social and environmental context, together with institutional and political environment** - **Current weather and climate context** - **Projected climate change scenarios**	A gender analysis must form a key component of a situational analysis and be included in the status report Gender inequality, within the broader socio-economic context, may be a driver of vulnerability as it influences roles and responsibilities, access to resources and information, participation in decision-making processes, and barriers to the realisation of human rights	• What are the inequalities that exist between different groups? • How do the inequalities affect climate change vulnerability? • How do the inequalities affect people's capacity to adapt to climate change?

Situation analysis steps	Expected outputs	How to apply a gender perspective	Key guiding questions
2.2 Understand current weather and climate risks	**A status report on:** **- Economic, social and environmental context, together with institutional and political environment** **- Current weather and climate context** **- Projected climate change scenarios**	**Different people may highlight different risks and impacts of weather based on their particular roles, knowledge, and experiences. It is important to consider and include these different perspectives because it gives a broader picture of the issues and the capacities Local knowledge, in addition to scientific information, must be considered in assessing climate risks as it may indicate groups that are more vulnerable or have greater capacity to adapt than others**	• How do the identified risks affect different groups?
2.3 Understand projected climate change scenarios			• Based on the projected climate change scenarios, what impact will they have on different groups in the community? • What knowledge and/or coping strategies are currently used by the different groups?

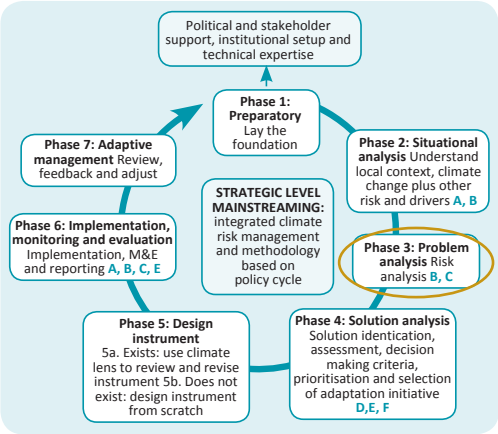
Gender and climate change checklist
Tool 1: Weather and climate hazard assessment – integrating gender
Tool 2: Vulnerability and adaptation assessment – integrating gender
Tool 2.2: Division of labour and activity matrix

Climate change strategies or programmes are often assumed to be gender neutral – benefitting everyone equally. However, when programmes do not acknowledge the differences between people, and the social, economic, cultural and political inequalities that exist between men and women, there is a high risk of inducing discrimination and or exacerbating vulnerability (i.e. maladaptation).

It is often the case that a gender analysis is not conducted at the beginning of the project, and if it is done, it is tagged on as an afterthought. This misses a good opportunity to gather information and knowledge to help strengthen project design and make outcomes more effective. The analysis should be conducted in the early phases of the climate risk management cycle.

Phase 3: Problem analysis

The purpose of this phase is to understand the hazards and risks posed by current climate and by projected future climate, and gaps in current disaster risk management. This helps to better understand the nature and extent of the climate risk and to provide a foundation for decision making.



In this phase, gender perspectives can be applied to uncover root causes of inequality, including any discriminatory attitudes, behaviours and practices that may prevent women from realising their rights and opportunities. By examining the underlying causes in detail, it is possible to identify risks that need to be avoided, minimised or managed, and the potential for the climate change initiative to bring about positive change for women and men and the long-term resilience of households, communities and countries.

Gender and climate change checklist
Tool 2: Vulnerability and adaptation assessment – integrating gender
Tool 2.1: Problem Tree Analysis – digging deeper
Tool 2.2: Division of labour and activity matrix

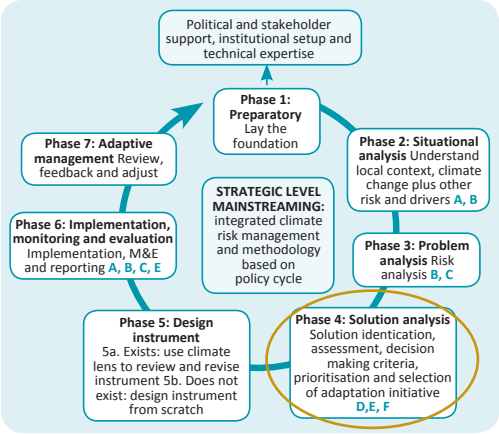
Assessing vulnerability to climate risks is not just about assessing scientific information nor is it about the location of people or infrastructure. The underlying causes of vulnerability may be rooted in social issues such as a lack of access to information due to exclusion from decision-making processes. A detailed situation and problem analysis that examines social structures can help to identify these underlying causes. In this case the issue to address would be why certain groups are excluded from accessing information they need to make informed decisions – and how can we devise strategies to ensure the information reaches them?

Source: SPC/GIZ, 2013

Problem analysis steps	Expected outputs	How to apply a gender perspective	Key guiding questions
3.1 Analyse current weather and climate risks, other drivers of risks, including root causes	A status report on: • Current weather and climate risks and other drivers of risk and root causes • Gaps in disaster risk management • Projected climate risks and vulnerability Decisions about priority risks to target through the project, programme or policy	Existing social inequalities may be an underlying driver of risk and should be highlighted as part of a vulnerability assessment	• Are existing inequalities between different groups included in the vulnerability assessment?
3.2 Assess gaps in current disaster risk management		Attention should be paid to ensuring that all relevant stakeholders participate in the process of identifying gaps and assessing risks. Existing coping strategies should be documented. Different people may identify and prioritise different risks. They may have different knowledge and skills to respond to these risks. A gender analysis can help uncover these differences	• Are all groups involved in identifying and assessing risks? • Are knowledge and coping strategies of different groups documented and assessed? • What gaps exist in current coping strategies and development needs?
3.3 Assess projected weather and climate risks, and other drivers of risks		Sex-disaggregated data should be collected to provide a detailed assessment of differences in risks, experiences and coping strategies between men, women, boys and girls	• What gaps exist in current coping strategies and development needs?

Phase 4: Solution analysis

The purpose of this phase is to identify options to reduce the identified climate risks. The options can be interventions applicable to national strategy, sector policy and/or on-the-ground activities. There is more than one way to solve a climate change or development problem. It is important that all possible options are identified and properly considered so that the most effective option is selected.



For the integration of gender in this phase of the climate risk management cycle, 'options' will include strategies to reduce vulnerability to climate change, as well as strategies for enhancing capacities and opportunities necessary for achieving both climate resilience and gender equality. Therefore, options need to be developed to fulfil this dual purpose to ensure the interventions contribute to positive development outcomes.

Option identification steps	Expected outputs	How to apply a gender perspective	Key guiding questions
4.1 Select adaptation pathway	Brief report outlining process followed and basis for identifying main options	Ensure that both men's and women's abilities, knowledge and skills are considered in the identification of risk reduction options Ensure that there are suitable opportunities for the genuine participation of all members of society in identifying and prioritising options Ensure appropriate attention is paid to the social context (in addition to physical science) in identifying feasible options Avoid reinforcing traditional gender stereotypes. Actively seek new opportunities for both men and women that may challenge these stereotypes and other inequalities, to establish positive gender relations	• Have men's and women's abilities, knowledge and skills been documented? • Are all groups involved in identifying and prioritising options? • Is the broader social context considered in the identification of options? • What specific social conditions will affect the feasibility of options? • Are there opportunities to challenge gender stereotypes and increase positive gender relations through the identified options?

Option identification steps	Expected outputs	How to apply a gender perspective	Key guiding questions
4.2 Identify relevant adaptation strategies and measures	Key adaptation and development measures identified for further analysis	Include criteria for equality to ensure proposed measures are assessed in terms of their effectiveness in addressing inequalities between and within groups. The consequences of selecting options that are gender blind or gender sensitive should be considered and assessed	• Is gender equality included in the criteria for assessing the effectiveness of options?
Solution analysis steps	**Expected outputs**	**Gender perspective**	**Key guiding questions**
4.3 Prioritise strategies and select preferred adaptation measures	Key adaptation measures analysed using cost-benefit analysis and / or other assessments, and preferred option (s) selected	Costs and benefits should be disaggregated according to various social groups where possible, including women, men, girls and boys Qualitative information about the distribution of costs and benefits across social groups should be recorded, and used to support the quantitative analysis Clear documentation should be provided regarding the process of selecting the preferred options including whether there were any gender-based differences in priorities expressed by stakeholders, and how they were taken into account	• Are the outcomes of the cost–benefit analysis assessed for each social group? • Are age and gender considered in the distribution of costs and benefits? • Is the process for selecting the preferred options properly documented? • What decisions are made in relation to addressing gender-based differences in priorities?

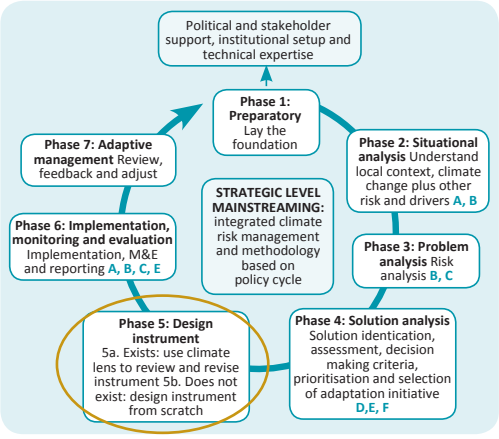
Gender and climate change checklist
Tool 2: Vulnerability and adaptation assessment – integrating gender
Tool 2.3: Adaptive capacity assessment matrix
Tool 2.4: Adaptation planning – needs assessment matrix
Tool 3: Feasibility assessment – integrating gender
Tool 4: Cost–benefit analysis (CBA) framework – integrating gender

When considering options it is important to reflect on who is providing input into the identification and selection of options. As individuals we often approach a problem with preconceived ideas about what the solutions should be. It is therefore important to get a wide range of views into this stage to ensure valid options are not overlooked.

Source:SPC,2013

Phase 5: Design

The purpose of this phase is to produce a strategic level document that clearly articulates the country's policy and/or plan of action. The design document should include objectives and outcomes, expected outputs, inputs and a budget. It should also include specific indicators and targets for inclusion in a monitoring and evaluation (M&E) plan.



Design documents and M&E frameworks need to take into account gender perspectives. They need to include indicators and processes to measure the effectiveness of the programme, project or policy so that it benefits women and men equitably and supports gender equality.

For example, within the overall results matrix for the SCP/GIZ Coping with Climate Change in the Pacific Island Region (CCCPIR) programme, several indicators make explicit reference to men and women and gender equality. These ensure that everyone involved understands that addressing gender issues is central to the achievement of programme results. Examples of indicators include:

- 50% of men and women in ten rural communities in five countries indicate that they are more resilient as a result of adaptation measures implemented through the project.
- Multi-sectoral adaptation approaches incorporating principles of gender equality and ecosystem-based adaptation are implemented in ten communities in eight countries.
- One jointly developed REDD+ project incorporating the principles of gender equality is implemented in Fiji.

Phase 5 steps	Expected outputs	How to apply a gender perspective	Key guiding questions
5.1a 'Climate-proof' an existing strategic document based on the results of Phases 2, 3 and 4 5.1b Develop a national climate change policy or other strategic climate change document using the results of Phases 2, 3 and 4	'Climate-proofed' strategic document (NSDS, sectoral plan/programme of work, policy, and/or corporate plans) A clearly designed strategic document that shows vertical linkages across NSDS, climate change policy, national action plan, and sectoral programme of work, and/or corporate plans	The design of the relevant initiative should be guided by the information from previous steps and should incorporate the results from the gender analyses	• Are the results of the gender analysis incorporated into the design document?

Phase 5 steps	Expected outputs	How to apply a gender perspective	Key guiding questions
1. 5.2 Develop an implementation strategy, including governance arrangement, financing strategy and monitoring and evaluation (M&E) strategy	Document with clearly articulated implementation strategy	The implementation strategy should be informed by a situational analysis that incorporates gender analysis Gender should be integrated into the proposed implementation mechanisms (e.g. technical assistance support, procurement rules and processes, steering structures). If the implementing organisations require additional training and capacity building, this should be carried out at the beginning of the implementation process, and continue throughout the life of the initiative A specific gender action plan with defined stakeholder roles and responsibilities should be developed to ensure identified activities are delivered and are reported against Job descriptions/ consultancy contracts should clearly include the scope, outputs and outcomes specific to integrating gender perspectives in the programme, project or policy implementation. Within the M&E strategy and plan, ensure gender equality is explicitly stated as part of the overall goals, objectives, and activities. This way, it will be monitored and reported on during programme implementation. Indicators must be disaggregated by age and sex, and should measure the impacts on women and on men.	

Gender and climate change checklist

Tool 3: Feasibility assessment – integrating gender

Tool 4: Cost–benefit analysis (CBA) framework – integrating gender

Tool 5: Policy, programme and project screening matrix

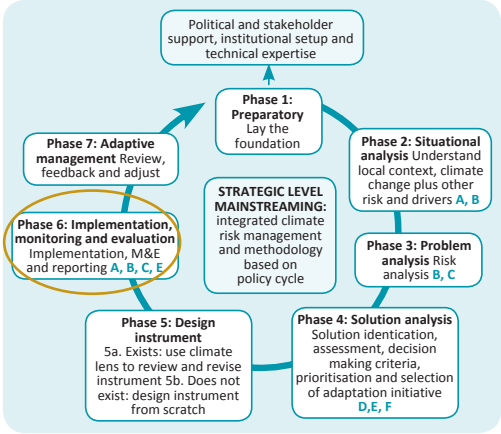
Tool 6: Gender action plan

Gender specialists are often asked to contribute late in the process of designing a project. When this happens the gender perspective is often seen as an 'additional' component instead of being considered as part of the programme. In some cases, sufficient resources may not have been allocated towards the cost of conducting gender analyses. Where specific gender expertise will be required, ensure that this is planned early and is budgeted for to support the project design process.

Source: SPC-GIZ, 2013

Phase 6: Implementation, and monitoring and evaluation

The purpose of this phase is to implement, monitor, evaluate and report on progress against the stated objectives of the policy and plan of action and with respect to the country's development goals.



As with all phases of the climate risk management cycle, gender must be fully integrated into implementation and M&E. If the gender perspective is not embedded at every step, there is the possibility of exacerbating, rather than reducing, vulnerabilities and inequalities, which can have serious implications on the effectiveness of a programme, project or policy. Integrating gender in the implementation process requires capable and skilled individuals, who take conscious steps to make sure gender perspectives are identified, assessed and acted on.

Similarly, gender equality should be a key focus of all stages of M&E. Gender experts should be engaged in the initial stages of a project to help design the monitoring and evaluation systems and to conduct gender training with M&E specialists. This can help ensure that the M&E outcomes clearly articulate how the programme, project or policy is performing in achieving gender equality.

Phase 6 steps	Expected outputs	How to apply a gender perspective	Key guiding questions
6.1 Implementation • Confirm sector/ cross-sectoral programme of actions identified in Phase 5 • Identify appropriately sequenced set of activities to be implemented, including lead agencies and collaborating partners • Secure funding	Linked NSDS, climate change policy, national action plan, and or sectoral programme of work	The involvement of both men and women at all stages of implementation is crucial to ensure the initiative is effective, and draws on all available knowledge and skills Particular attention should be paid to ensure that women are actively involved in decision-making processes, and have equal access to benefits, for example, training or income-generating opportunities In some cases, interventions may need to be adapted to overcome cultural constraints that restrict women's participation in decision making.	• Do all groups have opportunities to participate in decision-making processes throughout all stages of implementation? • Are there specific strategies in place to ensure women's participation in decision making?

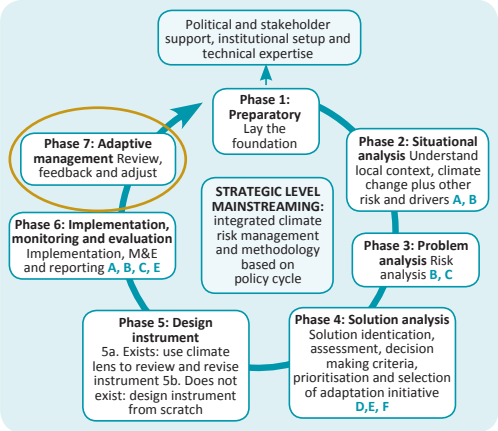
M&E steps	Expected outputs	Gender perspective	Key guiding questions
1. Monitoring and Evaluation, and reporting	Regular M&E reports across different stakeholders and all levels of government, Reflecting vertical relationship between project, programme, sector climate change policy goals, objectives and strategies and NSDS	Sex- and age-disaggregated data are collected and analysed regularly to assess progress against gender indicators and targets A gender specialist should be part of the independent evaluation committee to assess: • The roles of women and men in contributing to the achievement of the outcomes • How the programme has affected women and men, and the direct benefits • How the programme empowered women and men and challenged existing power relations and stereotypes • Sharing challenges, successes and best practice in integrating gender perspectives into climate change initiatives supports continued learning among stakeholders, climate change practitioners and gender experts	• Is sex- and age-disaggregated data collected for the project? How will the data be used for M&E? • Is there a gender specialist on the evaluation committee to assess how the programme contributes to the achievement of gender equality outcomes? • How will the key outcomes and lessons learnt be documented and shared with internal and external stakeholders?

Gender and climate change checklist
Tool 2.4: Adaptation planning – needs assessment matrix
Tool 3: Feasibility assessment – integrating gender
Tool 4: Cost–benefit analysis (CBA) framework – integrating gender
Tool 5: Policy, programme and project screening matrix
Tool 6: Gender action plan

Gender and climate change M&E is not only about sex-disaggregated indicators. A key objective of any M&E framework, particularly for climate change, must be about shared learning. The framework should provide a way to evaluate qualitatively how men and women have benefitted from the programme and provide examples of where women's involvement (or lack of) has strengthened (weakened) the project outcomes

Phase 7: Adaptive management

Integrating a gender perspective is not optional; it is an essential element of every climate change programme, project or policy process. Whether failing to adopt appropriate technology or consulting only with people who turn up to meetings, an oversight of gender perspectives – or being gender blind – can have significant implications on intervention outcomes. Therefore, gender mainstreaming is a continuous process which requires ongoing review and feedback from key stakeholders to ensure climate change initiatives are adjusted and improved to increase their effectiveness.



At a policy level, communicating programme results and lessons learnt from mainstreaming gender into climate change initiatives can influence political decisions and the formulation of climate change adaptation and mitigation policies. Identifying champions who can be advocates for gender equality at national and provincial government levels is important for keeping gender equality on the political agenda.

Phase 7 steps	Expected outputs	How to apply a gender perspective	Key guiding questions
7.1 Review and adjust or change adaptation pathway and specific instruments	Adjustments in strategic level instrument as relevant. Revised strategies and plans of actions at the national and associated provincial/area action plans, sectoral plans of action, and corporate plans etc.	Ensure the strategic instrument is reviewed by someone with gender expertise, preferably someone with knowledge of the local context.	• Has the instrument been reviewed by a gender specialist or a social scientist?

Gender and climate change checklist

Tool 2.4: Adaptation planning – needs assessment matrix
Tool 4: Cost–benefit analysis (CBA) Framework – integrating gender
Tool 5: Policy, programme and project screening matrix
Tool 6: Gender action plan

References

PACC (Pacific Adaptation to Climate Change). 2014. Mainstreaming Climate Change into Development in the Pacific: A Practical Guide. SPREP, Samoa.

Module 3: Applying a gender lens to climate-sensitive development sectors

Introduction

In this Module, we examine gender issues specific to climate-sensitive development sectors. Whether it is a programme on food security or a policy on disaster risk management, applying a gender lens helps to uncover factors that contribute to differences in men's and women's vulnerability and their capacities to adapt to climate change.

The module aims to help practitioners design and implement adaptation responses in accordance with the gender responsive approach and improve the overall effectiveness of climate change initiatives. For each climate-sensitive development sector, case studies and gender analysis tables are provided to illustrate how a gender lens can be applied to the problems and solutions analyses of climate change impacts, and to the development of recommendations and indicators. At the end of each section, summaries are provided in the form of key messages.

The case studies in this Module are provided for illustrative purposes only – climate change practitioners are encouraged to follow the steps outlined in Module 2 to integrate gender considerations into their own specific programmes, projects and policies.

Module Objectives

1. Provide an overview of the gender perspective in climate change impacts relating to specific development sectors
2. Highlight key messages to guide the integration of gender perspectives into programming, project and policy practice
3. Present case studies to illustrate relevant gender issues and insights
4. Apply a gender lens to analyse climate change problems and solutions, suggest recommendations and indicators that align with the gender transformative approach
5. Provide a gender analysis checklist and a list of useful resources relevant to each sector (found at the end of each Module)

Key Points from Module 2:

Integrating gender perspectives is not optional; it is an essential element of any climate change programme, project or policy process if we want to effectively adapt and build resilient communities and nations. Gender considerations must be part of all stages of the climate risk management cycle.

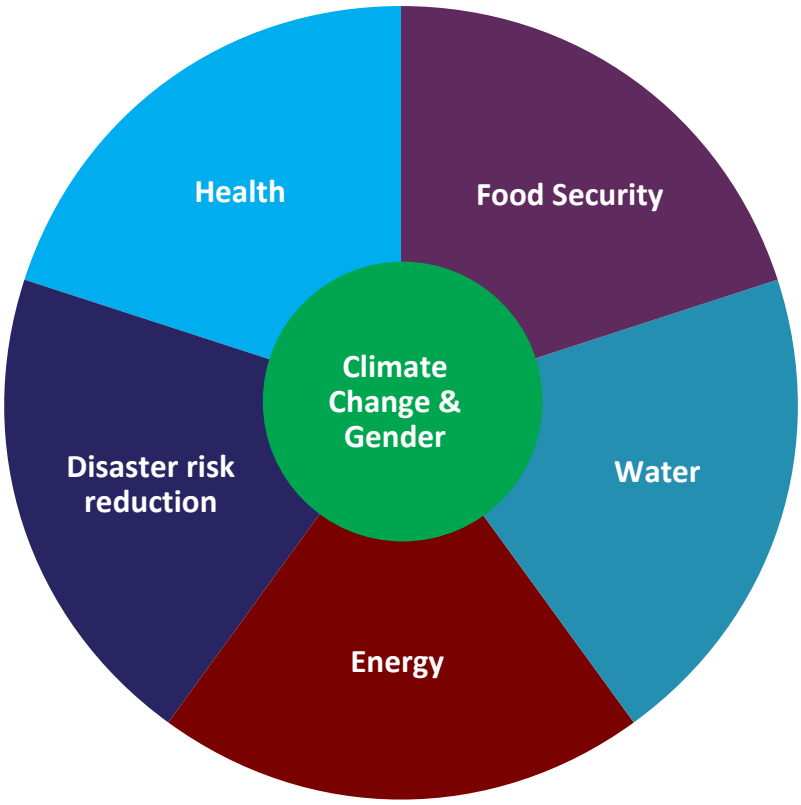
Climate change and cross-sectoral links

Climate change impacts are multifaceted; a prolonged drought can have an impact on food security, water supply and health, while a severe cyclone may trigger emergency response and shut down electricity, water, roads and other essential infrastructure. Climate change may directly impact a specific development sector and indirectly affect others.

Climate change should be addressed holistically by examining its effect on different sectors and whether there are cross-sectoral relationships. This also applies to addressing gender issues associated with climate change; factors contributing to men's and women's vulnerability in one sector may be exacerbated in others or coping strategies used in one sector may be replicated across other sectors. Stepping back to look holistically at climate change will help identify the cross-cutting nature of climate change as well as gender, and the inter-linkages between the development sectors.

The figure below illustrates the links between the climate-sensitive development sectors discussed in this Module.

Figure 1. Climate change and gender: cross-sectoral links



Module 3.1 Food security, climate change and gender

Key messages

- Women and men are both involved in food security, but have different roles and responsibilities, and therefore also different needs and priorities for managing climate and disaster risks.
- Women's contribution to subsistence food production and income generation is critical for food security, and is as important as men's contribution.
- Women and men have different and complementary skills and knowledge about food production and food security that can be used to adapt to climate change.
- Gender inequality – reflected in participation in decision making, control over financial resources, land ownership, distribution of tasks within the household, and access to technology and information – poses a critical obstacle to food security and climate change adaptation.
- Programmes that are aimed at strengthening food security and building resilience to climate change must allocate resources that are equitably accessible for women and men, and should be customised to address their respective needs.

Source: SPC/GIZ, 2013

Introduction

The majority of Pacific island people depend on land and marine resources for their food. These resources are already under threat from issues such as land degradation, overfishing and pollution. Climate change impacts such as coastal erosion, sea level rise and drought will exacerbate existing threats to food security. Food production will be affected all along the food chain, from primary production to the sale at the market.

Men and women differ in their roles and responsibilities relating to food security, and their access to land, finance, information, agricultural training and other strategic resources relative to food production systems. This means that climate change will impact them differently. In addition, climate change may require changes in current food production systems, and changes in the roles of men and women in these systems.

Over many generations, Pacific island communities have developed an in-depth knowledge of their land and marine resources, which provides them with a strong basis for coping with and adapting to the changing climate. Men and women hold different sets of knowledge, information and skills for managing these natural resources. It is important to draw on these assets to develop adaptation strategies that deliver sustainable and equitable outcomes for all.

Useful tips

Designing and implementing effective adaptation responses to climate change and its impact on food security requires:

1. A holistic understanding of food security and its links to health and nutrition, agriculture and fisheries, disaster risk management and climate change.
2. A good understanding of the impacts that climate change will have on food production systems.
3. A social assessment that analyses the underlying gender roles, responsibilities and access to and ownership of strategic resources within the food security sector, and their role in determining adaptive capacity and vulnerability.
4. Integrating information obtained from this assessment into programme and project planning, implementation and M&E frameworks.

Gender analysis checklist for food security within a programme or project cycle
Annex 2: Additional resources – Food security

Projected impacts of climate change on food security in the Pacific

- Warmer temperatures could benefit some crops, for example by extending fruiting seasons, but wetter or drier conditions may offset any gains.
- Climate change will affect availability of water for agricultural uses.
- Climate change will alter agro-biodiversity across the Pacific and change pest and disease regimes, both of which will most likely adversely impact on agricultural production.
- Important cash crops (for example sugar, coffee, copra and cocoa) are likely to experience decline in yield and quality.
- Rising sea levels are likely to affect food security, particularly in low-lying atoll countries and coastal areas of high volcanic islands, through erosion of land and salinisation. Such effects are already being seen, and could have a major impact on regional food production later this century.
- Coastal fisheries harvests could be reduced by 50% by 2100. This decline is anticipated as the result of the direct effects of global warming and ocean acidification on fish and invertebrate species, and the indirect effects on their habitats (coral reefs, mangroves, seagrasses and intertidal flats), all of which will exacerbate underlying challenges from overfishing and coastal pollution.
- Freshwater fisheries and aquaculture may benefit from warmer and wetter conditions.
- Offshore fish stocks are expected to increase in the medium term and move east due to changing ocean currents.
- Further along the food chain, climate change impacts may damage infrastructure, such as roads and transportation systems, which will negatively affect trade, delivery and distribution.

Source: SPC/GIZ, 2013

Case Study 1. Strengthening food security in Fiji

Climate change impacts such as coastal flooding and erosion are exacerbating existing challenges to food security on the remote island of Totoya. Coupled with unsustainable land use management practices, these impacts have led to a reduction in available arable land and a decline in crop productivity. Many men have emigrated to the mainland to seek employment which is also contributing to the reduction in agricultural productivity. These factors have added to an increased reliance on imported food such as noodles and tinned fish which are low in nutrition and expensive to purchase. In addition, traditional knowledge on the production of locally grown and nutritious food is being lost.

In order to address these issues, community members now living in Suva, including Dr Jimaima Lako who is a professor at the University of the South Pacific, are assisting their community by promoting the use of traditional knowledge in combination with modern technology to improve food security. The project is supported through the United Nations Development Programme (UNDP) and Global Environment Fund (GEF) Small Grants Programme.

Traditionally, men in Totoya are responsible for planting and cultivation of crops. Women are responsible for processing and conserving crops once they are harvested. There is a common perception that 'you are not a man until you plant yams', indicating the prestige and status associated with yam.

Dr Lako believes "If men are not planting, we have to encourage women to plant. This requires attitudinal change however, as it implies significant social stigma." One observer noted "If a woman goes out to plant, the husband will never hear the end of it until the day he dies." There is even a popular local song about this.

The project works with the local women's group (Soqosoqo Vakamarama) to promote sustainable practices such as the planting of peanuts, cabbage and tomatoes in small vegetable gardens near their houses and the production of virgin coconut oil to substitute the use of imported soybean oil.

In the past, communities on the island used to conserve crops to use in times of food shortage, by smoking, direct sun drying and salting. The project seeks to draw upon women's knowledge of processing and conserving foods, while factoring in the convenience of modern technology. Two solar dryers have been shipped to the island, and women are being taught how to make flour from cassava and breadfruit, to replace costly imported wheat flour. The dryers will also be used for drying other crops such as sweet potato and mango, and eventually for drying seafood.

Initially, the main use of the dryer was for yaqona (kava) which is grown and sold by the men but is unrelated to the food security objectives of the project. When alerted to this issue during the project implementation stage, the facilitators held a community meeting to reaffirm the food security aims of the project. This highlights the importance of engaging men and women early in the project planning process to ensure the project objectives are clearly communicated and that both groups have the opportunity to contribute to and benefit from the project.

Source: Karen Bernard, UNDP Pacific Centre and Katarina Atalifo, GEF Small Grants Programme, Fiji

Table 1. Applying a gender lens to Case Study 1: Strengthening food security in Fiji

Climate change impact: Coastal flooding and erosion leading to reduced arable land availability and decline in crop productivity						
Problem: Reduced local food production and loss of traditional knowledge		**Solution:** Encourage crop diversification, food preservation and value adding to increase income and compensate for reduced crop production		**Recommendations**	**Gender indicators**	**Outcome**
Applying a gender lens to the problem		**Applying a gender lens to possible adaptation options**				
Men	Women	Men	Women			
Men are traditionally responsible for agriculture, and reduction in productivity of agricultural land will increase their workload Men are emigrating from the island to secure alternative livelihoods, adding social hardship to families Men have traditional knowledge on growing local crops, which may be lost as they emigrate Men may have to accept alternative work with low income and bad working conditions	Women are traditionally involved in processing and conserving food, and hold the traditional knowledge on how to do this	Community perceptions of gender roles will be challenged if women take over the primary role as farmers Men may prioritise different uses for equipment, such as the solar dryer for kava	Women have traditional knowledge of food preparation techniques that can contribute to adaptation strategies for food security Women need an equal say in decisions such as use of equipment	When introducing adaptation solutions it is important to look at roles in the community and ensure that the project is not adding to existing workloads of women and men Promote opportunities to involve all community members and share responsibilities for activities Involve women in the design of the project and establish a mechanism to ensure shared benefits arise from the use of equipment such as solar dryers Document the division of work in project activities between men and women to make women's contribution to food security visible	Number of hours a week (and by season) spent by women and by men in agricultural activities, including all production activities for all crops (harvesting processing, conservation and marketing) Income generated through project activities by age and sex Number of men and women using the solar dryer and the types of crops dried	Men and women are aware of their own and each others' roles in agriculture and workloads, and how these may change if the adaptation solutions are introduced Men and women of all ages have opportunities for income generation Increased availability of locally grown nutritious food for household consumption Increased capacity in food preservation for long-term food security

Case Study 2. Coastal fisheries management in the Federated States of Micronesia

In the Federated States of Micronesia fish provides the main source of protein. However, communities have noticed a gradual decline in their catches. Over-fishing and unsustainable land management practices are key contributing factors to this decline. Climate change projections indicate that sea surface temperature increases and ocean acidification will place additional pressures on already degraded coastal zones.

One of the measures being taken to address current and future pressures is the implementation of a 'ridge to reef approach' to resource management, that is, looking at both land and sea practices and how they affect each other, and addressing both to promote healthy coastal fisheries.

During initial consultations for the coastal fisheries management project in Yap, men stated that fishing is primarily their responsibility and therefore women in the community did not have to be involved in the discussions. However, it was found that women are involved in agricultural activities, which have a downstream impact on the reef as they increase sedimentation. Hence it became clear that women should be involved in the discussions to develop effective 'ridge to reef' solutions for fisheries management.

A key lesson learned from this project was to ensure everyone is involved in the problem and solutions analyses, and that they have the opportunity to contribute to the project design. Future activities will engage with both men and women to ensure their needs and priorities are addressed, and that they equitably benefit from the project intervention.

Source: Fenno Brunken, SPC/GIZ Coping with Climate Change in the Pacific Region Programme, Northern Pacific

Source: SPC/GIZ, 2013

Table 2. Applying a gender lens to Case Study 2: Coastal fisheries management in the Federated States of Micronesia

Climate change impact: Sea surface temperature increases and ocean acidification will put additional pressure on coastal fisheries						
Problem: Declining coastal fisheries catches		**Solution:** Introduction of sustainable land use management practices		**Recommendations**	**Gender indicators**	**Outcome**
Applying a gender lens to the problem		**Applying a gender lens to possible adaptation options**				
Men	Women	Men	Women			
Men are traditionally responsible for fishing Declining fish stocks may result in an increase in men's workload to maintain catches	Women are traditionally responsible for agriculture, and their land use practices are having a downstream impact on fisheries Women may face pressure to find ways to supplement diets and incomes due to declining fish catches	Men predominantly decide how land is used and managed	Women are the traditional landowners and are responsible for agriculture, however men make decisions about land use	Conduct a gender analysis to assess gender differences in roles, responsibilities and decision making, and to understand the dynamics and relations between men and women Facilitate dialogue between women and men to broaden the scope of ideas and solutions for protecting coastal marine resources. Document their respective knowledge and experience in fisheries resources and land use management Engage both men and women in discussions about sustainable land use Ensure women are represented on the project steering committee	Number of men and women participating in consultations and implementation of project activities Number of men and women involved in decision making at all stages of the project Number of men and women aware of and practising sustainable land use management Number of men and women on the project steering committee	Greater engagement of women in decision-making processes Enhanced understanding of sustainable land use management and its benefits to food security Increased decision-making capacity of local people

Case Study 3. Improving resilience of food systems through a 'land-to-sea' approach in Palau

As part of the Pacific Adaptation to Climate Change (PACC) Project in Palau, communities in Ngatpang State are looking at different options for addressing saltwater intrusion and flooding in taro patches, to sustain the supply of this important crop. These options include growing saltwater-tolerant 'wetland taro' varieties and improving dyke systems in low-lying areas.

In Palau, taro is traditionally cultivated and managed by women, who are also the landowners.

The project carried out a socio-economic assessment survey to obtain baseline information on current sources of vulnerabilities, livelihoods and coping strategies. The survey targeted the head of the household and therefore men were more likely to be the primary respondents. In some instances, even though women were encouraged to participate in the discussion, they chose not to respond and instead turned to their male counterparts to respond on their behalf.

This raised important questions about the accuracy of the information generated through the survey and its usefulness in informing the project – did it capture the scope and diversity of skills and knowledge the community held? Did it adequately represent the different priorities and vulnerabilities of women as well as men?

Further consultations revealed that women had in-depth knowledge of the hydrological systems of their taro patches and had mechanisms to deal with drainage and to manage risks from high rainfall events. However, over time, some women farmers had adopted technologies and approaches recommended by agronomists, and some of these were not adapted to the local conditions and were contributing to some of the problems they were now facing.

This provided additional evidence that projects need to draw on and build on the traditional knowledge of the experts – in this case, women – to maximise the chances of designing effective adaptation responses. A key lesson learned from this project was the importance of engaging women in the early stages of the project planning cycle, and helping them to overcome barriers they face in contributing their ideas, skills and knowledge.

Source: Madelsar Ngiraingas, PACC Steering Committee Member, Palau

Table 3. Applying a gender lens to Case Study 3: Improving resilience of food systems through a 'land-to-sea' approach in Palau

Climate change impact: Saltwater intrusion affecting productivity of agricultural land						
Problem: Reduction in taro productivity because of saltwater intrusion		**Solution:** Introduction of salt-tolerant taro, and improved dykes and drainage		**Recommendations**	**Gender indicators**	**Outcome**
Applying a gender lens to the problem		**Applying a gender lens to possible adaptation options**				
Men	Women	Men	Women			
Palauan men are not engaged in taro production but provide physical labour to prepare the land for taro planting Reduced taro production places pressure on men to seek other livelihood options	Women are the traditional producers of taro Women have specific hydrological knowledge about production systems Women may try to compensate for low productivity by planting more taro, increasing their workload	Men may need to assist with maintaining dykes and drainage systems and therefore need to be engaged as part of the consultations from the outset This adaptation option may present an opportunity to engage local men in supporting women in taro production	Women may need to adjust planting and preparation methods for new crop varieties This could involve an increase in their workload.	Attention should be paid to the active and genuine participation of groups that hold specific knowledge and skills Ensure equal access to consultations, training, decision making, information and technology for both women and men regardless of their current role in taro production	Numbers of men and women engaged in income-generating activities Number of hours men and women are engaged in subsistence agriculture Numbers of men and women participating in consultations about adaptation activities related to agriculture production Numbers of men and women involved in training and decision making about dykes, drainage and agricultural production	Men and women have opportunities for income generation Increased awareness of men's and women's roles and workloads in subsistence agriculture Greater participation of men and women in project consultation activities Men and women have increased agricultural knowledge and skills Women's specific hydrological knowledge is recognised and built on by the project

Module 3.2 Water, climate change and gender

Key messages

- Women and men are both involved in food security, but have different roles and responsibilities, and therefore also different needs and priorities for managing climate and disaster risks.
- Women's contribution to subsistence food production and income generation is critical for food security, and is as important as men's contribution.
- Women and men have different and complementary skills and knowledge about food production and food security that can be used to adapt to climate change.
- Gender inequality – reflected in participation in decision making, control over financial resources, land ownership, distribution of tasks within the household, and access to technology and information – poses a critical obstacle to food security and climate change adaptation.
- Programmes that are aimed at strengthening food security and building resilience to climate change must allocate resources that are equitably accessible for women and men, and should be customised to address their respective needs.

Source: SPC, 2012.

Introduction

Most climate change projection scenarios predict that water resources on small islands in the Pacific will be seriously compromised by climate change (IPCC, 2014). Several Pacific island countries have no significant surface water resources and limited groundwater resources, and rely heavily on rainwater, making them extremely vulnerable to changes in rainfall patterns (UNEP, 2012). Climate change will exacerbate existing development challenges affecting water availability, such as increasing population densities and poor water management.

While there is still uncertainty about how rainfall patterns will change for the Pacific region (Bureau of Meteorology and CSIRO, 2011), it is likely that the impacts of climate change will affect the quality and quantity of clean drinkable water. For example, a 10% reduction in average rainfall has the potential to reduce the volume of freshwater on Tarawa in Kiribati by 20%, and this would be further compounded by sea level rise, potentially reducing the supply of freshwater by a further 29% (IPCC, 2007).

There is often a clear division of labour between men and women in water resources management. These different roles and responsibilities vary within and between Pacific island countries. Men and women also use water in different ways. Understanding gender differences in use and management of water is important in identifying how climate change will impact on water supply for different groups within the community.

Some progress has been made in the region to try to include both women and men in water management and sanitation plans and projects. However, a critical issue that needs to be addressed is the under-representation of women in decision making for water management, development, and productive use. Opportunities for men and women to contribute their skills, knowledge and capacities in the development of effective water management plans, policies and programmes will ensure interventions are appropriate for the local context and deliver positive social and economic benefits to the community.

Tuvalu's Te Kumete: Sustainable and Integrated Water and Sanitation Policy 2012–2021 acknowledges that women are excluded from decision making about local water and sanitation issues. It recognises the important role that women have in the management of water and sanitation, and encourages women's participation in local planning and decision making. It also refers to the participation of women and people with disabilities in awareness activities relating to water and sanitation.

Useful tips

Designing and implementing gender-sensitive adaptation responses in the water resources sector involves:

1. Understanding the impacts that climate change will have on water resources and water systems.
2. Carrying out a gender assessment that analyses gender roles and responsibilities, access to and decisions about the use and management of water resources, and how these factors determine adaptive capacity and vulnerability for different people.
3. Integrating information obtained from this assessment into water management project objectives, work plans and M&E frameworks.

Gender analysis checklist for water within a programme or project cycle
Annex 2: Additional resources – Water

Projected impacts of climate change on water resources in the Pacific

- Increased rainfall variability is very likely, and will lead to unpredictable water availability.
- More frequent and/or more intense floods are very likely, with potential to damage water infrastructure and add to pollution problems; but could also contribute to increasing water availability in areas where it is currently limited.
- There is likely to be an increase in areas affected by drought, which will contribute to reduced water availability, depleted groundwater, reduced water quality and increased risk of water-borne diseases.
- More intense tropical cyclones are also likely, which will damage water systems as well as power systems affecting water supply, and will contribute to water pollution and increase in water-borne diseases.
- Sea level rise will cause saltwater intrusion in coastal areas and salinisation of groundwater, as well as possible damage to water systems.
- Changes in river flow and discharge may lead to changes in seasonal water availability, increased risk of flash floods, impact on groundwater recharge, and may affect hydropower generation where used.

Adapted from IPCC Fifth Assessment Report, 2014

Source: Capper, 2013

Case Study 1. Improving water storage systems in Tuvalu

With limited groundwater, the people of Funafuti atoll depend heavily on rainfall to supply their water needs. A period of 2–3 weeks with no rainfall can cause serious water shortages, affecting livelihoods, fishing, and agricultural production.

The Pacific Adaptation to Climate Change (PACC) project in Tuvalu focuses on improving water infrastructure to assist men and women to better cope with drought. The initial project assessments showed that it is men's role to collect water from the main government cisterns. In times of drought however, men, women and children collect and buy desalinated water from water collection centres. The assessments also showed that women have a larger share of responsibilities that involve the use of water, for example preparing and cooking food, preparing salt fish, gardening, cleaning, and caring for children and the elderly. Key activities that men require water for are drinking, cooking and washing whilst out fishing in the ocean and lagoon, working at pulaka pits, building and maintenance, and cleaning rain gutters.

The PACC project installed a 700,000 litre cistern to supply freshwater to the community of Lofeagai, which has 97 households. The design did not, however, consider the different physical abilities of men, women, people with disabilities, and the elderly. There was an assumption that that the cistern would be accessed almost entirely by men. There are many female-headed households in Lofeagai, including widows and families where the husband or father is away from the island for work, but their access to the cisterns was overlooked. Not considering gender implications resulted in faulty design; the cistern lid was too heavy for many women to lift.

For the second phase of the project, it has been proposed to install a solar pump and train members of the water committee (who are predominantly men) in its operation. The pump will allow easy access to water for all members of the community, including women, children, the elderly, and people with physical disabilities.

This example shows the importance of understanding the differences in roles, responsibilities, abilities and needs of men, women and other groups within the community.

Source: Peniamina Leavai and Sarah Whitfield, Pacific Adaptation to Climate Change (PACC) Project, Climate Change Division, SPREP

Source: PACC, 2012

Table 1. Applying a gender lens to Case Study 1: Improving water storage systems in Tuvalu

Climate change impact: Increased rainfall variability and increased intensity of drought periods						
Problem: Reduced water availability for households during drought periods		**Solution:** Increase water access by providing a community cistern with solar pump		**Recommendations**	**Gender indicators**	**Outcome**
Applying a gender lens to the problem		**Applying a gender lens to possible adaptation options**				
Men	Women	Men	Women			
Less water available for livestock and fishing activities, which will impact on livelihoods and food availability More household income spent on imported food and on desalinated water could lead to increased stress and conflict at the household and community levels	Less water for domestic and gardening activities Prolonged periods of water shortages increase mental and physical stress Increase in water-borne diseases will increase time needed to care for the sick Stress due to water shortages may increase conflict and domestic violence, to which women are generally more vulnerable	More likely to receive training in use of the solar pump Men often migrate to find work on the main atoll or overseas. If only men are trained this can results in a skills shortage in the community. Men will need to spend less time and effort collecting water from government cisterns	Women will have access to more water for their domestic and livelihood needs More access to water may increase their workload Less likely to receive training to operate the solar pump Women often stay and work within their communities. Targeting them for training may result in a higher skill retention rate.	Conduct gender analysis of water use and management patterns Ensure both men and women are informed and receive training on the use and maintenance of solar pumps Facilitate equal opportunities for men and women to participate in water management committees and in making decisions about water management	Number of men and women who have been trained in operating and maintaining the solar pump Number of women and men accessing water from the cistern Number of men and women involved in village water management committee Number of men and women who express satisfaction with the solar pump and cistern	Increased number of men and women trained in solar pump operation and maintenance Men and women have improved access to water Increased participation of men and women in committees and decision making Improved access to water supply, including during periods of drought

Case Study 2: The importance of women's participation in integrated water resource management in Tuvalu

The Global Environmental Facility (GEF) Pacific Integrated Water Resources Management (IWRM) demonstration project in Tuvalu aims to improve sanitation technology and practices that can provide protection of primary and secondary water resources, marine biodiversity, livelihoods and food security. Rainwater harvesting is the primary source of water supply in Tuvalu but this was not always the case – groundwater was utilised until the introduction of western technologies.

The main natural hazards for Tuvalu include cyclones and drought, both of which could be exacerbated by climate change. Human activities also increase Tuvalu's exposure to climate change and disasters, most notably in water supply and waste management practices. Water supply is usually adequate, but water availability quickly becomes an issue during dry spells because of insufficient storage capacity, and poor construction and maintenance of rainwater tanks. The community then relies on the government for water distribution. In terms of waste management, inadequate disposal of human and animal waste poses a serious threat to human and environmental health. On Funafuti, flush toilets are widely used but are not functional during drought periods when water is scarce.

The Tuvalu IWRM demonstration project piloted the use of compost toilets, with the aim of significantly reducing household water use, increasing recycling of human waste, improving safety for women and children, and enhancing water security during drought periods.

Consultations with men and women about the project exposed a number of key concerns for women. Women's groups expressed strong objections to the proposed location of the toilets, stating that having them outside would be unsafe for them and their children to use. During discussions with the women's groups, the findings of technical studies were shared and women were able to learn about how compost toilets function and clarify any misunderstandings. While an outside toilet was strongly recommended by the project, women expressed a strong preference for constructing the toilets inside the houses.

One of the key lessons learned from the IWRM project in Tuvalu was that engaging with women's groups provides opportunities for different perspectives to be considered in the design and delivery of project activities, and ensure their concerns and needs are addressed. The participation of different groups within the community in developing appropriate solutions can increase the uptake of technologies and infrastructure.

Source: Integrated Water Resource Management (IWRM), Secretariat of the Pacific Community (SPC)

Compost toilet, Tuvalu Source: SPC

Table 2. Applying a gender lens to Case Study 2: The importance of women's participation in integrated water resource management in Tuvalu

Climate change impact: Increased intensity of drought periods contributing to increased water scarcity						
Problem: Reduction in availability of water for use in toilets during drought periods		**Solution:** Introduction of compost toilets		**Recommendations**	**Gender indicators**	**Outcome**
Applying a gender lens to the problem		**Applying a gender lens to possible adaptation options**				
Men	Women	Men	Women			
Men are less reliant on flush toilets compared to women	Women have primary responsibility for household sanitation practices and systems	Men provide physical labour for the construction of compost toilets (positive) Men may be consulted about where the compost toilets should be located (positive)	Women are concerned about issues of privacy and safety in using outside toilets Women expressed preference for having toilets built within or connected to their homes	Facilitate open discussion with all stakeholders in the community on the design, use and location of compost toilets Conduct water, sanitation and hygiene (WASH) training and awareness workshops with all groups on compost toilets and how waste is managed Adjust the design and location of the toilet system to address concerns and needs expressed by women Investigate why women are concerned about privacy and safety. It may uncover deeper issues such as risk of violence or the fear of being shamed, which need to be proactively addressed at the community level	Number of men and women participating in different phases of the project Numbers of men and women included in WASH training and awareness workshops Numbers of men and women satisfied with compost toilet design and location Percentage of people reporting increased levels of privacy and safety as a result of toilet construction Number of preventable water-borne diseases (e.g. diarrhoea, cholera) reported before and after toilet construction, disaggregated by age and sex	Increased participation of men and women in project activities Greater awareness among men and women of WASH Increased usage of compost toilet by men and women Increased perception of privacy and safety, particularly for women and girls Reduction in water-borne diseases Increased availability of water, especially during drought

Module 3.3 Energy, climate change and gender

Key messages

- Everyone uses energy, but energy needs vary among different groups because of differences in roles, responsibilities, priorities and daily activities.
- Women are often excluded from the development of energy policy and planning. Understanding their needs is crucial to designing programmes that are equitable and inclusive
- Women and men should work together to identify solutions to address their energy needs
- Gender inequality, reflected in participation in decision making, access to energy, distribution of tasks within the household and community, and access to technology, training and information, should be examined at all stages of an energy project.
- Local governance and management mechanisms should be put in place to ensure shared benefits.

Women in Kadavu Fiji are being trained as solar engineers (Case study 1) Source: UN Women, 2012

Introduction

Access to energy is a critical issue in the Pacific region. Most countries and territories are remote and isolated, made up of scattered islands with small populations. Providing electricity to rural and remote populations is difficult and expensive. Most countries in the region rely heavily on imported fossil fuels such as diesel, motor spirit, dual purpose kerosene and liquefied petroleum gas, which contribute to greenhouse gas emissions. There is often little space to store fuel, which is expensive to ship and takes a long time to arrive. Rising fuel costs have a significant impact on small Pacific economies.

The proportion of the population with access to electricity in the Pacific is on average 70%. However this percentage varies considerably between countries: for example there is nearly 95% access in Niue, compared to 10–15% in Papua New Guinea. There is a growing demand for access to energy across the region.

While everyone uses energy, how it is used and managed varies between communities, households and individuals. Women and men use energy for different activities associated with their roles and responsibilities within the home and their community. They also have different levels of access to energy sources and energy technologies, and different decision-making abilities in how energy will be used. For example, deciding where the lights are located in the house is usually done by men, and in many instances the kitchen is not a high priority for them. While women have specific energy needs, they are often excluded from the development of energy policy, programmes and projects. Gender differences are often overlooked by governments as they focus on energy use at the national level (e.g. large-scale production of energy to increase economic development) rather than small-scale needs that affect individuals and households (e.g. cooking, lighting and heating). However it is important to consider energy needs both at the macro and micro levels to facilitate economic development and poverty reduction.

Useful tips

Designing and implementing gender-responsive sustainable energy projects and programmes involves:

1. Understanding the specific country context of the energy sector, including social structures, household dynamics, current energy practices, and opportunities to reduce reliance on fossil fuels through sustainable and affordable alternatives and energy efficiency measures.
2. Conducting an assessment that looks at how men and women use energy, what kinds of energy sources and services they use, and their different energy needs. This analysis should include practical uses such as lighting, cooking, refrigeration, drying and cleaning as well as for telecommunications, TV and radio, and transportation needs. The environmental impacts of the different energy sources and consumption patterns should also be examined.
3. Integrating information obtained from this assessment into energy-related project and programme planning, policy and strategy priorities, and M&E frameworks.

Gender analysis checklist for energy within a programme or project cycle
Annex 2: Additional Resources – Energy

Lack of access to modern energy services such as electricity and clean cooking technologies is referred to as 'energy poverty'. Women are most affected by energy poverty. For example, in some countries women have the primary responsibility for collecting firewood, which can be labour-intensive and time consuming; in rural areas, cooking with firewood is still widely practised, and many women develop respiratory diseases from smoke inhalation; and women often have to do their household chores with poor quality lighting, including improvised hurricane lamps which are also dangerous.

Lack of modern energy services can also hinder learning opportunities (lack of lighting) and affect the delivery of basic health infrastructure and services (lack of lighting and refrigeration units for vaccines), particularly in rural and remote areas. Furthermore, the use of natural resources such as wood from mangroves and forests as an energy source is generally unsustainable, and has negative impacts on the local environment.

Source: SPC/GIZ, 2014

Case Study 1. A solar energy system in Kadavu, Fiji

Kadavu is a relatively isolated island group of Fiji. Communities in these islands are not connected to the national power grid and are highly dependent on costly and polluting fuels such as diesel and kerosene for their energy needs. Low income levels in these communities severely limit their ability to purchase fuels. As a result, most villagers do not have any lighting, which limits opportunities for work, study, meetings, and other productive and social activities after sunset.

Through UN Women and UNDP's Rural Women Light up the Pacific Programme, women from villages in Kadavu have been trained as solar engineers. They have set up solar workshops where they assemble and install solar panels for households in their community. The engineers also provide maintenance and repairs, and train others to become solar engineers. The engineers include grandmothers and illiterate or semi-literate women, challenging gender stereotypes about the role of women.

Women have been involved in the programme from the beginning and are encouraged to work together with men to manage the solar electricity supply for the community. Both men and women are involved in selecting the community members who are trained as solar engineers. A solar committee is set up, comprised of five community members, three of which are women. Every household pays a small amount of money into a fund managed by the committee. These funds are used to pay the engineers, and for maintenance of the equipment. This ensures that decisions about how the money is used, and where and how the panels and lights are installed, are made jointly by men and women.

Source: Laura Cleary, UN Women / UNDP (GEF-SGP) Rural Women Light up the Pacific Programme, Fiji

Source: UN Women

Table 1. Applying a gender lens to Case Study 1: A solar energy system in Kadavu, Fiji

Climate change issue: Reliance on carbon-based fuels that contribute to climate change						
Problem: Lack of lighting and use of expensive carbon-intensive fuels		**Solution:** Introduction of a community-run solar energy system		**Recommendations**	**Gender indicators**	**Outcome**
Applying a gender lens to the problem		**Applying a gender lens to possible mitigation options**				
Men	Women	Men	Women			
Men have primary responsibility for managing energy needs Pressure to earn more income to pay for fuel costs Less time to do productive activities after dark	Women rely on energy for daily tasks and economic production Reduced safety and security after dark Increased workload to complete tasks during daylight Less time to do productive activities after dark Women may be excluded from decision making and management of community energy supply	Men may feel that energy is too technical and is not something in which women should be involved Training and support may only be provided to men	With training, women can be competent solar engineers Women can challenge gender and age stereotypes Women can play an equal role in decision making	Engage with men and women to make decisions on the selection of technology, the location of energy equipment, and in the management and governance mechanisms to manage energy at the local level Support opportunities for women of all ages to be trained in all aspects of energy technology installation, maintenance and management Ensure structures are in place to support access for vulnerable groups, such as financial assistance or subsidised costs	Number of men and women involved in village decision-making structures, related to energy use and management Number of women and men who have participated in training opportunities Number of women and men who have participated in income-generating activities following the training	Increased participation of men and women in decision-making processes Greater capacity of women in governance structures Men and women have enhanced knowledge and skills in energy technology installation, maintenance and management Increased income generation opportunities for men and women Reduced reliance on fossil fuels

Case Study 2. Hydroelectric project on Maewo Island in Vanuatu

Maewo Island in Penama Province in Vanuatu is not connected to the national power grid. Approximately 95% of households do not have access to electricity. Some households, schools and other community facilities have access to electricity through the use of diesel- and petrol-run generators. Kerosene lamps are used for lighting.

The villages of Talise, Narovorovo and Nasawa have been selected as pilot sites for the International Union for Conservation of Nature (IUCN) Vanuatu's Renewable Energy Project. A hydroelectric system will be installed to provide electricity for households and essential community facilities such as health centres, schools and churches. All households will be supplied with two lights and one power point. The project will support income-generating activities as lights and power tools will be available for making handicrafts, and freezers will enable fish to be frozen and then transported to the mainland to be sold. The use of hydropower is also anticipated to have health benefits for women because they can reduce the use of biomass for cooking, which reduces their exposure to smoke inhalation.

During the problem analysis phase of the programme, household and community surveys were carried out to examine the different roles of women and men, their different electricity needs, the different types of electricity used, and who makes decisions about energy use. The survey found that women collect biomass (such as firewood) for cooking, and would prioritise electricity for cooking if it was available. Men who are involved in fishing activities would prioritise using electricity to freeze fish and make ice. The survey results also indicated that women played key roles in the community through a number of women's groups operating in the three villages. Women were involved in decision making through representation on the village council, and were involved in generating income for their families through a women-only cooperative called Agricol, which was then used to purchase household needs.

As a result of the survey, programme managers established that the Agricol scheme could be used to also generate income for the maintenance of the hydroelectric system and to maintain its long-term sustainability. Through Agricol, women will have the opportunity to decide on how much electricity their household requires and can afford, enabling them to manage the energy needs of the community. The hydroelectric system is currently being constructed.

Anare Matakiviti, IUCN Vanuatu Renewable Energy Project, Vanuatu

Table 2. Applying a gender lens to Case Study 2: Hydroelectric project on Maewo Island in Vanuatu

Climate change issue: Reliance on fossil fuels that contribute to climate change						
Problem: Majority of households do not have access to electricity supply and rely on the use of firewood, kerosene and diesel for basic energy needs		**Solution:** : Introduction of hydroelectric power as a sustainable energy source		**Recommendations**	**Gender indicators**	**Outcome**
Applying a gender lens to the problem		**Applying a gender lens to possible mitigation options**				
Men	Women	Men	Women			
Men carry out most of the fishing and related activities, but lack of power for refrigeration limits potential markets and income	Women and children collect firewood for cooking, which reduces the time they have available to do other tasks Women are responsible for cooking and suffer negative health impacts associated with the inhalation of smoke from cooking fires	Access to electricity may increase men's economic productivity and provide opportunities for social activities at household and community levels Men may be targeted for the construction work and training on maintenance of the hydroelectric system	Access to electricity may reduce (or increase) women's workloads depending on how electricity is used (e.g. some women may spend more time working at night if electricity is available) Women may be excluded from being employed in the construction and maintenance of the hydroelectric system Conversely, women could be targeted for training in construction and maintenance of the hydroelectric system, which would increase their skills and challenge stereotypes Women may be excluded from decision making on the type of electricity system to be developed, and how the electricity will be managed and installed	Conduct a gender analysis to determine the benefits of hydropower for men, women and other groups in the community Ensure both men and women are consulted in the design of the hydroelectric system and the location and type of power points and lights in the homes Ensure men and women have equal access to training and employment opportunities which results from the hydroelectric project 'Linking financing of the hydroelectric power system to the women's cooperative supports women's participation in decision making for power use and management '	% decrease in occurrence of acute respiratory diseases of women and children due to traditional cooking methods Reduction in hours spent by women on collecting firewood Number of men and women who express satisfaction with the new electricity system Number of men and women who are trained in the use and maintenance of the hydroelectric system	Reduced incidence of respiratory diseases Increase in health and well-being of women and children Decreased workloads for women Reduced use of firewood, kerosene and diesel Increased employment opportunities for men and women Men and women in the community manage a sustainable hydroelectric system Greater community support for the project

Case Study 3. Bio-fuel feasibility study in Kiribati

Lack of reliable power is one of the biggest challenges to economic development on Kiritimati Island in Kiribati. Power is currently provided by generators run on imported diesel. There is limited storage space for fuel, and regular supplies are needed.

As part of the Pacific Islands Greenhouse Gas Abatement and Renewable Energy Project (PIGGAREP), a feasibility study was conducted to assess the development of renewable energy in Kiribati. The study investigated the availability and use of coconut as bio-fuel for power generation on Kiritimati Island. Copra (dried coconut kernels, from which oil is made) is the main source of income for people living on Kiritimati Island, however the copra price is heavily subsidised by the government.

The feasibility study found that coconut oil could be produced as a bio-fuel, which would reduce reliance on imported fuels and reduce greenhouse gas emissions. However, this would require a reorientation of the coconut/copra industry, and more research to ascertain the best way to do this.

A gender review of the feasibility study report was carried out to ensure that gender issues were considered, and that everyone in the community could benefit from the project once it was implemented. The analysis found that men and women were not adequately consulted during the feasibility study to assess how changes in copra farming and production for bio-fuels would affect them, and how they could contribute to the sustainability of the project. Positive and negative impacts, and opportunities arising from the production of bio-fuel, had not been sufficiently examined from a gender perspective, limiting the ability of the project coordinator to define activities that would provide fair and equitable outcomes for both men and women. The analysis indicated that a further study is needed to examine the roles and responsibilities of men, women, boys and girls in copra production to understand the dynamics between these groups and their capacities for farming and processing copra.

This case study demonstrates the importance of feasibility studies considering both the technical feasibility of renewable energy production, as well as the social and economic benefits it will bring to men, women and children, including their role and contribution to sustain the bio-fuel industry for power generation. It also highlights that analysis of options should include gender considerations to facilitate the development of solutions that benefit different people within the community.

PIGGAREP and other energy projects should stipulate in key project documents the need to include gender perspectives in feasibility studies to ensure such studies consider social and gender dimensions in addition to economic and technical aspects. It was recommended that a gender consultant should be engaged in the outset to undertake assessments of gender and cultural issues within the community and how the roles played by men and women can assist in the long term sustainability of energy projects.

Koin Etuati and Miriam Tikana, Pacific Islands Greenhouse Gas Abatement and Renewable Energy Project (PIGGAREP), Kiribati

Biomass is still a main source of fuel in many Pacific communities and is used for different activities by men and women. Source: SPC/GIZ, 2013

Table 3. Applying a gender lens to Case Study 3: Bio-fuel feasibility study in Kiribati

Climate change issue: Reliance on carbon-based fuels that contribute to climate change						
Problem: Lack of access to clean and sustainable energy sources		**Solution:** Production of coconut oil as a fuel source		**Recommendations**	**Gender indicators**	**Outcome**
Applying a gender lens to the problem		**Applying a gender lens to possible mitigation options**				
Men	Women	Men	Women			
Traditionally, men are responsible for energy management Responsible for the use and storage of diesel for community facilities Have limited opportunities for employment in the energy sector Under pressure to earn more to purchase fuel for energy	Women use energy in domestic activities and small-scale incomes generating activities, but these are rarely taken into account The need to complete domestic tasks and economic activities during daylight increases workload	May be targeted as key stakeholders due to their visible roles in the production of copra and management and use of energy Have specific roles and responsibilities, knowledge, and skills for farming and processing copra May be targeted for training and employment opportunities in the energy sector	May not be consulted about their specific needs for electricity use May have less access to opportunities for employment and training in the energy sector May increase women's time spent on copra production, which can put pressure on other members of the household (e.g. children, youth and the elderly) to undertake domestic tasks	Conduct an energy survey using gender analysis tools to better understand the energy needs of different groups Analyse the division of labour – who collects, dries and checks the quality of coconuts/ copra Identify existing groups and community structures that could be strengthened to support local copra production Conduct an options analysis to ensure use of copra for bio-fuel will provide equal opportunities and benefits for men and women	Numbers of men and women consulted during the feasibility study Number of men and women involved in coconut oil production Number of men and women who are trained in copra production Percentage change in cash income for men and women	Increased community understanding and support for the project Increased participation of men and women in copra and coconut oil production Enhanced knowledge and skills in copra and coconut oil production Increased income for men and women Diversified employment opportunities Reduction in energy poverty

Module 3.4 Module Disaster risk reduction, climate change and gender

Key messages

- Disasters happen when a hazard – such as a flood, cyclone or sea level rise – occurs in a place where people are vulnerable.
- Men and women have different vulnerabilities and exposure to disasters due to their traditional roles and the specific situation or context, which must be analysed on a case by case basis.
- Men and women also have different but complementary abilities and skills in planning for, responding to, and recovering from disasters.
- Women's vulnerability is partly due to lack of mobility, as they are often expected to stay close to home to undertake household work and attend to family members.
- Men tend to have greater access than women to resources that allow them to respond to and recover from disasters. These resources include income, housing and vehicles, which enable them to be more mobile and disaster ready.
- Initiatives for DRR must build the capacities of men and women by training both in the use of new technologies, such as early warning systems.
- Both men and women should participate in decision making about DRR, and be adequately represented on DRR committees and structures at local and national levels.

Source: SPC/GIZ, 2013.

Introduction

Extreme weather events are frequent in the Pacific. They impact all sectors of society, and the overall well-being of people. With climate change, it is expected that the intensity and magnitude of natural hazards such as floods, tropical cyclones and droughts will increase in the coming years, posing a serious threat to the region's people, economy and the environment.

There are two compelling reasons why gender considerations should be included in disaster risk reduction (DRR) activities. Firstly, all men and women, regardless of their age, ethnicity, religion or socio-economic status, have a right to be protected from natural disasters. They should be actively engaged in DRR planning and implementation to reduce their exposure to risks and increase their ability to prepare, respond and recover from disaster events. Secondly, taking into account gender considerations will make efforts in DRR more effective. Disaster managers have as their main objective to preserve lives, and as a secondary objective to protect property. In order to meet these objectives, they must be familiar with the people they are responsible for protecting – they must know who these people are, how they live their daily lives, what kind of work they do, and what kind of property they and their communities own.

Useful tips

Designing and implementing gender-responsive DRR programmes and projects involves:

1. Understanding the impacts that climate change will have on the frequency, intensity and characteristics of climate-related (hydro-meteorological) hazards;
2. Conducting an assessment that analyses the underlying gender roles, responsibilities and access to resources within a given community that is exposed to climate-related hazards, to determine the vulnerabilities of various people and groups and their capacities to prevent and handle disasters;
3. Integrating information obtained from the assessments into project planning objectives, work plans and M&E frameworks.

Gender analysis checklist for disaster risk reduction within a programme or project cycle
Annex 2: Additional Resources – DRR

Gender and DRR

In the Pacific, it is common to find significant differences between men and women in terms of their roles and responsibilities, daily activities, and access to strategic resources such as information, finance and training. Understanding these differences is critical for identifying who is most vulnerable to climate-induced hazards[1]

For example, in some communities, young men in particular may have greater access than women to mobile phones and computers, so they are able to obtain early warning messages or can keep track of cyclones and floods.

Another example is the different roles men and women play in disaster management. For example, men are generally expected to secure property and infrastructure, which may mean that they risk their own lives to do this in precarious situations such as floods or high winds. Women, on the other hand, are expected to prepare the home and attend to children and sick family members.

Elderly men and women living on their own may have limited mobility and require the support of others in the community. People living with disabilities may also require additional time and support to be able to respond to hazards. As women tend to have less access to resources such as cash, housing and vehicles, they have fewer options in responding to disasters.

Different people within a community may therefore have different vulnerabilities to disasters. We need to understand these differences in order to effectively target risk reduction activities.

At the same time, both men and women bring a range of skills and talents to disaster risk reduction. These may be skills associated with traditional roles and responsibilities, or they may come from individual experiences and talents. It is vital to identify and leverage all of these available skills to support the long-term resilience of individuals and communities in the Pacific islands region.

Projected impacts of climate change on disasters

- Tropical cyclone intensities could increase by 5−10% by 2020.
- Peak rainfall rates are likely to increase by 25% in response to increases in maximum and mean tropical cyclone intensities, causing more frequent and more severe floods.
- Between 1990 and 2100, the global mean sea level is projected to rise significantly. Small islands could experience a rise in sea level of as much as 9 mm per year, leading to loss of coastal land area. In the South Pacific region since 1950, mean sea level has risen at a rate of approximately 3.5 mm per year and could rise by 25–58 cm by the middle of this century.
- Water resources are likely to be increasingly scarce in the future. In atoll countries, a 50 cm rise in sea level and a 25% reduction in rainfall would reduce the freshwater lens (floating freshwater store) by 65%, significantly exacerbating water shortages during droughts.
- In 2080, flooding events, combined with rising sea-levels and more intense storm and storm surges for Pacific atoll countries are expected to be in the order of 200 times greater than at present. Sea-level rise due to increased sea water temperatures will accelerate coastal erosion and cause degradation of natural coastal defences
- Airports, main roads, schools and hospitals are often located within a few kilometres of the coast. Much of this infrastructure would be at serious risk at the projected mean sea level rise of 25–58 cm by 2050.

Adapted from various sources including IPCC (2014)

[1] Hazards can be classed as hydro-meteorological (related to climate) or geo-morphological (related to movement of the ground or earth).

Case Study 1. Flood early warning system in Fiji

Navua town is situated on the floodplain of the Navua River, Fiji's third largest river. The catchment area is around 1,000 square kilometres. Floods in 2003 and 2004 caused wide-ranging and serious damage to crops, livestock, houses, roads and bridges. Hundreds of people lost their homes and belongings. The 2004 floods caused FJD 90 million in damages to medical supplies and equipment at the Navua hospital, which is situated immediately next to the river banks.

Flooding of the Navua River was caused by prolonged and intense rainfall, which is a common occurrence during the wet season from November to April. However, the increased flooding of the area was also attributed to the build-up of sediment at the mouth of the river, which caused the river to burst its banks. Studies and field surveys suggested that several development processes had also exacerbated the flood risk: abandoned irrigation channels built in the 1990s; unsustainable land use; deforestation of land around the upper catchment of the river; aggregate mining in the river; and dredging of the river for mining and to control flooding.

The Applied Geoscience and Technology Division of the Secretariat of the Pacific Community (SPC-SOPAC)'s Community-based DRM Programme addressed these problems using a locally-based risk management approach. This approach supported communities to manage and reduce disaster risk, as well as foresee and control the emergence of new risks at the local level. This was done by focusing on local governance arrangements, community planning and preparedness, and individual participation and motivation. First, using vulnerability and capacity assessment (VCA) methodology, communities identified their development priorities, with particular attention paid to how gender roles contributed to vulnerability. Based on this, action plans were developed with villagers to address and prioritise the identified vulnerabilities. Community development needs were then channelled up through discussions with local government representatives, who also took part in the assessment process. District Officers at the local government level then submitted proposals to national counterpart ministries, which led to the allocation of national level funds for the local project.

As part of the project various partners worked together to design and implement a flood warning system for Navua. The flood warning system is intended to equip the people of Navua with more time to prepare for a flood. With that extra time it is expected that people are able to escape to a safer place and save some possessions of importance before the flood occurs. The flood early warning systems consists of more accurate flood forecasting technology (rain gauges, radios etc) and sirens to alert residents.

Source: Stephanie Zoll, Secretariat of the Pacific Community, Fiji

Table 1. Applying a gender lens to Case Study 1: Flood early warning system in Fiji

Climate change issue: Increasing severity of floods, which affects the livelihoods and safety of people living in flood-prone areas						
Problem: Damage caused to homes and livelihoods by floods		**Solution:** Installation and operation of flood early warning system (EWS)		**Recommendations**	**Gender indicators**	**Outcome**
Applying a gender lens to the problem		**Applying a gender lens to possible adaptation options**				
Men	Women	Men	Women			
Men may be expected to assist with rebuilding and reconstruction of infrastructure Crops and livestock destroyed, leading to lost income sources for men	Women are responsible for clean up around their homes Unpaid domestic work increased to clean homes and in caring for displaced family members after the floods	Men may be targeted to receive training to install, operate and maintain flood EWS Men have access to communication technologies (e.g. mobile phones) Majority of men work in Suva and take their mobiles with them so women do not have access to communication technologies Men tend to be more represented in decision-making structures and processes	Women may be excluded from being trained in the installation, operation and maintenance of flood EWS Women have less access to mobile phones and are less able to receive and disseminate warnings Increased pressure for women to purchase phones, which can become a financial burden Women may have different perspectives but are often excluded from decision making at household and community levels	Ensure that equal numbers of men and women are trained and have access to and own the EWS technology Map out the planned local coverage of warnings to track whether all men and women receive the warnings Debrief with community after each flood on the effectiveness of the EWS operation with feedback and suggestions for improvement Establish mechanisms where both men and women can voice their concerns and make decisions about DRR Assess the roles and responsibilities of men and women in DRR	Numbers of people trained to install, operate and maintain EWS equipment by age and sex Numbers of people with access to mobile phones and other technology relevant to EWS by age and sex Percentage of local population who receive the warning on time (based on pre-event simulations and post-event reports) by age and sex Number of men and women in decision-making roles, including representation on DRR committees	Increased capacity of local people to install, operate and maintain EWS Increased access to mobile phones and other technology among men and women to receive timely notifications Greater levels of disaster preparedness Improvement in the number of lives saved Increased participation of men and women in decision-making processes and structures

Case Study 2. Traditional food preservation in Solomon Islands

In the remote Temotu province of Solomon Islands, the communities undertake traditional food preservation in preparation for the cyclone season. Women play an essential role in ensuring food security and self-reliance for their communities during and after the cyclone.

On Tikopia Island, women are mainly in charge of preparing masi, which is made of cassava that is peeled, chopped up, softened in water and then buried in underground pits that are located on higher ground to avoid saltwater intrusion. Preparation of this food is labour intensive, requiring six or seven layers of leaves to properly cover the pit. The knowledge of the preservation technique, such as the use of rantea leaves for their durability, is passed down by women. There is also substantial work required in maintaining the pit: keeping it clean and changing the leaves. Women are responsible for this task. Men assist in the masi preparation by digging the pits. They also grate the coconut for the milk that is mixed with the masi when it is cooked. Approximately 100 kg of masi is preserved for up to 5 years.

On Santa Cruz Island, also in Temotu province, the local women prepare a 'disaster food' known as nambo. Men harvest breadfruit, and the women slice it into small chips and roast it on the open fire, or dry it with nets or air dryers. Another 'disaster food' called lekdo is prepared from wild yams. One local resident notes, "When the cyclone ruins all of the crops on land, the yam is still safe underground."

These examples indicate the importance of identifying the different roles played by men and women, and the knowledge they possess, to protect people and communities during the times of natural disasters.

Source: Karen Bernard with permission from Solomon Islands NDMO, Solomon Islands

Table 2. Applying a gender lens to Case Study 2: Traditional food preservation in Solomon Islands

Climate change issue: Greater intensity of cyclones causing food shortages on remote islands						
Problem: Food crops are destroyed during cyclones		**Solution:** Utilise traditional knowledge to preserve food in preparation for the cyclone season		**Recommendations**	**Gender indicators**	**Outcome**
Applying a gender lens to the problem		**Applying a gender lens to possible adaptation options**				
Men	Women	Men	Women			
Men are not engaged in harvesting and preservation of food Pressure on men to earn more income to purchase food	Women are landowners and are primarily responsible for agricultural production Women have knowledge of food preservation techniques	Men dig the pits to store the masi as food preserves Men do not have knowledge of how to prepare and preserve food Men may be excluded from deciding what is to be preserved and how much	Women harvest cassava and wild yams Women are responsible for processing and selling of crops. They may sell most of the crops for income rather than keep them as contingency food supply Women know how to prepare masi, lekdo and nambo. This knowledge is passed down to other women in the household and community	Document and acknowledge the vital roles of both men and women in traditional food preparation Ensure that men's and women's respective and complementary skills are utilised to prepare for cyclones Provide opportunities for men and women to be trained in DRR Provide opportunities for men and women to participate in decision making about DRR and food security	Number of hours a week (and by season) spent by women and by men in agricultural activities, including all production activities for all crops (harvesting, processing, preservation and marketing) Number of men and women with knowledge of and practicing traditional food preservation techniques. Number of men and women involved in decision making about DRR and food security	Increased understanding among men and women about their agricultural roles and workloads Improved access to food, especially during cyclones Men's and women's skills in disaster preparedness and management recognised and applied to develop adaptation options Increased decision-making opportunities for men and women

Module 3.5 Health, climate change and gender

Key messages

- Climate-sensitive diseases disproportionately affect children and women, and low income households.
- Improving people's access to health services and infrastructure, and improving their holistic health and well-being, is a pivotal part of the process in building people's adaptive capacity and resilience to climate change.
- The differences in men's and women's roles, responsibilities, mobility, access to resources (e.g. information, health services, medicine) and decision-making powers have implications for their vulnerability to climate-sensitive diseases. These gender differences also affect their capacity to protect, manage and recover from diseases and injuries.
- Gender-responsive climate change and health interventions are likely to bring about co-benefits: enhancement in health and health equity, and effectiveness of climate change adaptation options.

Source: SPC, 2014

Introduction

Climate change poses both direct and indirect impacts on human health. From food and water insecurity to the outbreak of infectious diseases, climate change exacerbates many of the health and development challenges faced by Pacific island countries.

According to the World Health Organization (WHO), even the relatively modest warming in global temperature experienced between 1970 and 2004 contributed to an estimated 140,000 extra deaths per year worldwide. As many as 400,000 deaths were attributed to climate change in 2010, and this figure is expected to increase significantly by 2030.

Climate-sensitive diseases in the Pacific include dengue fever, malaria, diarrhoeal illnesses, leptospirosis and typhoid fever. Other illnesses that are sensitive to weather and climate include hypertension, lung disease, asthma, obesity, heart disease, malnutrition, diabetes, mental illness and injuries and deaths from disasters.

Climate-sensitive diseases disproportionately affect children and women, and low income households. The differences in men's and women's roles, responsibilities, mobility, access to resources (e.g. information, health services, medicine) and decision-making powers have implications for their vulnerability to climate-sensitive diseases. These gender differences also affect their capacity to protect, manage and recover from diseases and injuries.

In the Pacific, women may be more vulnerable to climate-sensitive disease due to the roles and tasks they undertake, and the existing inequalities, which increase their health risks. Consider the following examples:

- Women and girls suffer health consequences of smoke inhalation because they are primarily responsible for cooking.
- Women and children have a higher risk of contracting water- and vector-borne diseases than men because they are less mobile and therefore have more prolonged exposure to the disease agents.
- In many cases, men are more mobile and migrate to urban centres, where there is better access to medical services and health facilities.
- In some cases men may be more exposed to climate-sensitive diseases such as leptospirosis as they are often responsible for tending to livestock, exposing them to infected animals.

Understanding the gender dimensions of health and climate change, increases the potential for climate change initiatives to protect people's lives and enhance health equity, which are necessary for reducing climate change vulnerability and increasing long-term resilience. Therefore, gender-responsive climate change and health interventions are likely to bring about co-benefits: enhancement in health and health equity and effectiveness of climate change adaptation options.

Useful tips

Designing and implementing gender-responsive and climate-sensitive health programmes and projects involves:

1. Understanding the health impacts of climate change, including how climate change acts as a multiplier that exacerbates many health risks.
2. Understanding how climate change initiatives can be designed to have 'health co-benefits' to improve public health and reduce the economic and social cost of disease and illness.
3. Conducting an assessment that analyses the underlying gender roles, responsibilities and access to health infrastructure within the target community, to determine the vulnerabilities and capacities of different people to protect, cope and recover from health impacts.
4. Integrating the information obtained from this assessment into project planning objectives, work plans and M&E frameworks.

Gender analysis checklist for health within a programme or project cycle
Annex 2: Additional Resources – Health

Health equity

Equity is the absence of avoidable or remediable differences among groups of people, whether those groups are defined socially, economically, demographically, or geographically. Health inequity is defined as inequality with respect to health determinants, access to resources needed to improve and maintain health, or health outcomes. The term also implies a failure to avoid or overcome inequalities that infringe on fairness and human rights norms.

Source: WHO. (2014) Equity. http://www.who.int/healthsystems/topics/equity/en/

"For children, climate change will exacerbate existing threats to health such as malaria, diarrhoea and undernutrition which are generally concentrated amongst children. Children are also generally at greater risk when food supplies are restricted and at increased risk of climate-related injury or illness related to extreme weather. For older people, storms, floods, heat waves and other extreme events pose greater risks compared to younger adults because of their poorer health and mobility, and greater tendency to live alone in some cultures. Older people are also less able to respond to stressors such as heat and air pollution."

McCoy, D. and Watts, N. (2014). Climate change: health impacts and opportunities. A summary and discussion of the IPCC Working Group 2 Report.

Case Study 1. Protecting human health from climate change in Fiji

Enhancing Fiji's health sector to respond effectively to climate-sensitive diseases (CSDs) is the aim of the Piloting Climate Change Adaptations to Protect Human Health (PCCAPHH) Project being implemented by WHO, UNDP and the Fiji Ministry of Health.

The four-year PCCAPHH Project is being implemented in seven Pacific Island Countries. The priority CSDs under examination in Fiji include dengue fever, diarrhoea, leptospirosis and typhoid fever. The Fiji project has three main outcomes: to develop an early warning system that provides reliable information on likely incidences of CSDs; to build the capacity of the health sector to use the early warning information to anticipate and respond to CSDs; and to deliver health adaptation activities in pilot sites, these being Suva and Ba.

The baseline analysis conducted for the project identified key climate change impacts for Fiji. These included increasing air and sea surface temperatures; increasing intensity of and frequency of days with extreme heat, extreme winds, and extreme rainfall; decrease in the frequency (but possible increasing intensity) of tropical cyclones; rising sea levels; and increasing ocean acidification. Some of these have been linked to detectable changes in disease patterns across the country.

A close examination of the correlation between weather and disease occurrence in the pilot site of Ba found the combination of high rainfall, high temperature and high humidity was related to an increase in dengue fever cases with a lag of one month; the same combination affected leptospirosis with a lag of two months; higher rainfall was linked to increased cases of diarrhoea with a lag of one month; and typhoid fever tended to occur in warmer weather just after the beginning of the rainy season. One study reviewed as part of the baseline analysis found a positive relationship between incidence of diarrhoea in infants in Fiji, extremes of rainfall and high temperatures. In another study, it was found that young men in Fiji were most commonly affected by leptospirosis, which is transmitted through contact with an infected animal or exposure to contaminated water or soil. Understanding how gender roles may influence exposure and management of different climate-sensitive disease is critical in planning appropriate measures to reduce the prevalence and deal with the effects of these diseases.

The next stage of the project will involve using the baseline data to develop early warning systems and to undertake adaptation activities in the pilot sites.

Source: Rokho Kim, World Health Organization and Vimal Deo, Ministry of Health, Fiji

Table 1. Applying a gender lens to Case Study 1: Protecting human health from climate change in Fiji

Climate change issue: Changes in incidence of climate-sensitive diseases as the climate changes						
Problem: How to plan and respond to changes in climate-linked diseases		**Solution:** Development of an early warning system to detect and respond to CSDs		**Recommendations**	**Gender indicators**	**Outcome**
Applying a gender lens to the problem		**Applying a gender lens to possible adaptation options**				
Men	Women	Men	Women			
Men's activities may make them more at risk from some CSDs, for example if they are working outside in mosquito-infested areas Men are more likely to be mobile and migrate to urban centres where there is access to health infrastructure Men may not seek medical help because of cultural stereotypes about masculinity (e.g. men are fit and strong)	Women are responsible for taking care of sick family members Women's activities may make them more at risk from some CSDs, for example if they are working outside in mosquito-infested areas. Young women with children may have better access to healthcare (as child health is often targeted by health providers). Women are less mobile and may not be able to access medical services	Men have access to information and communication technologies (e.g. mobile phones, newspapers, radio, TV) Men are more mobile making it easier to access medical services when required Men are more likely to participate in trainings and consultation activities	Women have less access to information and communication technologies Women may lack cash and transport required to access medical treatment Women tend to put their own health needs after those of their children and other family members Women are often excluded from decision-making at household and community levels	Ensure that equal numbers of men and women are consulted in health projects Establish mechanisms so that both men and women of all ages can voice their concerns and make decisions about health management Assess the roles and responsibilities of men and women in health management	Number of men and women aware of CSDs Number of men and women with access to information and communication technologies allowing them to plan and prepare for a CSD outbreak Percentage of men and women with access to health services and medical treatment for CSDs Number of men and women in decision-making roles, including representation on health committees	Increased capacity of local people to prepare and respond to CSDs Increased access to information on CSDs for different groups in the community Improvement in early detection of CSDs Reduction in CSD occurrences Increased participation of men and women in decision making about health issues

Case Study 2. Climate change and community health in Kiribati

Kiribati has one of the highest infant mortality rates in the Pacific region (second to Papua New Guinea), with 60 deaths per every 1,000 children. Child mortality is particularly high among children under 5 years of age.

SPC, together with the Government of Kiribati's Environmental Health Services and other partnering organisations, will implement the Climate Change and Community Health Project. The project aims to improve health outcomes for children under 5 years of age in Kawan Bairiki community. The project targets mothers with young children.

The community of Kawan Bairiki was selected based on a set of criteria including: diarrhoeal disease burden; hardship in accessing water; relative poverty and unemployment; feasibility of project delivery; existence of established relationships; and the involvement of other organisations focused on health outcomes. Access to water and sanitation is a major challenge for the community; lack of water supply will be exacerbated by prolonged periods of drought and other environmental and development stresses.

The project is currently in the research and project development phase. Preliminary research by the project found that improving hygiene, sanitation and access to water can significantly reduce the incidence of diarrhoea among children. For example, enhancing household water treatment, storage and handling can reduce the incidence of child diarrhoea by 17%. Hand washing can also reduce the risk by 43%, and safe disposal of human waste leads to 36% reduction.

Activities to be delivered as part of the project include community education on health and hygiene, training sessions on the use of solar water disinfection technique (which involves 'sun boiling': leaving bottles of water out in the sun to eliminate pathogens), demonstration projects for the installation of hand washing taps, and community events to raise awareness about the importance of health, hygiene and water treatment.

Source: Nicol Cave, Secretariat of the Pacific Community, Kiribati

Table 2. Applying a gender lens to Case Study 2: Climate change and community health in Kiribati

Climate change issue: Changes in rainfall patters and increased droughts will exacerbate diseases linked to availability of water and sanitation						
Problem: High incidence of diarrhoea in children under 5 years of age		**Solution:** Education and awareness on health and hygiene, and installing hand washing taps for each household		**Recommendations**	**Gender indicators**	**Outcome**
Applying a gender lens to the problem		**Applying a gender lens to possible adaptation options**				
Men	Women	Men	Women			
Men are secondary carers of children As breadwinners, men are responsible for purchasing medication and other medical treatment required if a child is sick	Women are primary carers of children and are responsible for children's hygiene and health Caring for sick children tends to increase the workload of women	Men tend to make decisions at the household level, including where the tap should be located Men may be expected to construct and install the taps Men may be excluded from health and hygiene training because they are not primarily responsible for household health issues (negative) Men may respond to different methods of education and awareness raising than women	Women may be excluded from making decisions about tap design and location The increased availability of water may lead to an increase in workload for women Women may respond to different methods of education and awareness raising than men	Ensure both women and men are involved in decision making, including the design and location of taps Assess gender divisions of labour and ensure the installation of taps does not add to women's workload Engage men, women and children in community education and training workshops Assess the roles and responsibilities of men and women in health management	Number of men and women aware of diarrhoea and the risk to children Number of mothers and fathers using water and soap for hand washing Time spent by men and women to collect water Number of women and men trained in water, health and hygiene Number of men and women involved in decision making for the project	Increased community awareness of diarrhoea and its causes and prevention Reduction in occurrence of diarrhoea among children under 5 Improved health outcomes for children Increased participation of men and women in decision making about health issues

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Module 4: Governance, climate change and gender

Key messages

- The way in which vulnerability is framed affects the type of actions considered in policies, strategies and plans. It is important that vulnerability arising from social issues such as gender inequality is considered, as well as vulnerability resulting from exposure to the biophysical impacts of climate change.
- By integrating a gender perspective into the thinking, planning, budgeting and implementation of all climate change strategies, more equitable and effective adaptation outcomes can be delivered on the ground.
- It is vital that climate change governance structures are gender responsive to ensure women have the same opportunity as men to participate in the development of high-level policies and in decision making processes.
- Highlighting gender issues in the context of the UNFCCC negotiations should begin at the national level. Planning and preparing for COP and other high-level negotiation meetings should involve both women and men. Given that women face barriers in political participation, specific strategies and mechanisms may need to be established to empower women and give them the opportunity to participate.
- It is vital that climate change finance regimes consider the different adaptation needs of men and women, and finance is equitably distributed to different vulnerable groups. Applying a gender lens to climate change finance can correct gender imbalances and ensure men and women benefit equally.

Source: SPC/GIZ,2013.

Introduction

Integrating a gender perspective into climate risk management goes beyond programme and project implementation. It also needs to occur at the strategic policy level to influence high-level decisions, which ultimately shape the delivery of on-the-ground activities and responses.

In this module we turn our focus to broader policy making and governance processes to highlight the importance of embedding gender-responsive practices into the frameworks, mechanisms and institutions of climate change policy, governance, negotiations and finance.

Module Objectives

1. Provide an overview of gender issues within the context of climate change policy and planning.
2. Identify how a gender perspective can be integrated into climate change policies, national steering committee structures, climate negotiation processes, and climate finance mechanisms.
3. Provide useful checklists, tools and resources to support gender mainstreaming.

Leaders understand that gender inequality is imposing a high personal, social and economic cost on Pacific people and nations, and that improved gender equality will make a significant contribution to creating a prosperous, stable and secure Pacific for all current and future generations.
Source: Pacific Leaders Gender Equality Declaration, 30 August 2012, Rarotonga, Cook Islands.

Source: SPC/GIZ,2013.

Most Pacific island countries have developed or are in the process of developing their national climate change strategies. Integrating gender within these policies and strategies will contribute to a sound framework for all actions included within these policy documents. While some strategies mention gender and gender equality, these tend to be broad statements with limited evidence or data to translate them into realistic and tangible goals and priorities. Also, despite the endorsement of CEDAW (the Convention on the Elimination of All Forms of Discrimination Against Women) in most Pacific island countries, this is seldom linked to climate change policy frameworks. There is also a tendency to focus on women and youth as vulnerable groups, when in fact they are key stakeholders whose knowledge and skills can make significant contributions to climate change adaptation and mitigation.

For gender to be considered as an integrated component of a national climate change strategy – and not as an add-on or a standalone topic – it must be examined at and incorporated into every stage of the policy development cycle. This will result in actions that tackle one of the root causes of climate change vulnerability and not just its symptoms.

By integrating a gender perspective into the thinking, planning, budgeting and implementation of all climate change strategies, more equitable and effective adaptation outcomes can be delivered on the ground.

Gender equality policies

Gender equality and the empowerment of women are commitments made by the Pacific island countries and are embedded in key regional development agenda. The Revised Pacific Platform for Action on Gender Equality and the Advancement of Women, and the Pacific Leaders' Declaration on Gender Equality, clearly articulate the importance of gender equality and women's empowerment in the Pacific region.

At the national level, most Pacific island countries have a gender equality policy and the principles of equality are reflected in the broader national sustainable development strategy or plan. However, the challenge remains in policy implementation. Aside from a lack of institutional capacity, which is common across all ministries, the ministry responsible for women's affairs is often under-resourced. They are also under constant pressure to prepare status reports on key international human rights conventions (e.g. CEDAW), which increases the time and resources spent on reporting but not on implementation.

Climate change mainstreaming and gender mainstreaming

Climate change mainstreaming is about integrating climate risks into development planning processes and decision making. This means incorporating risk considerations into every aspect of policy and project development processes. It applies to all key government agencies and sectors (e.g. finance, planning, health, agriculture and environment), and all levels of government (i.e. national and sub-national).

This can be thought of as applying a 'climate lens' to the work the government is already doing, that is, analysing each stage of policy and project formulation from a climate risk perspective. As a result of integrating climate risk, the policy or project under consideration will be more effective at reaching its original objectives.

Similarly, **gender mainstreaming** applies a 'gender lens' to government policies and projects to achieve gender equality and other key development outcomes. Climate change mainstreaming can be a useful opportunity to mainstream gender at the same time.

Gender blind, gender responsive and gender planning

Where a policy does not consider gender, it is described as **gender blind**, and risks ignoring the commonalities and differences in the needs and priorities of men and women.

A **gender-responsive** approach takes into consideration the differences and inequalities between men and women, and addresses these through specific interventions. Gender-responsive approaches include gender-sensitive, gender-specific and gender-transformative methods of addressing gender differences and inequalities (see Module 1 for more information on gender-responsive approaches).

Gender planning refers to planning processes that are gender responsive and take into account the different roles, needs and priorities of women and men in the formulation of strategies and plans. It involves the selection of appropriate approaches to address practical and strategic (i.e. participation in decision making) needs of women and men.

Source: SPC/GIZ,2013.

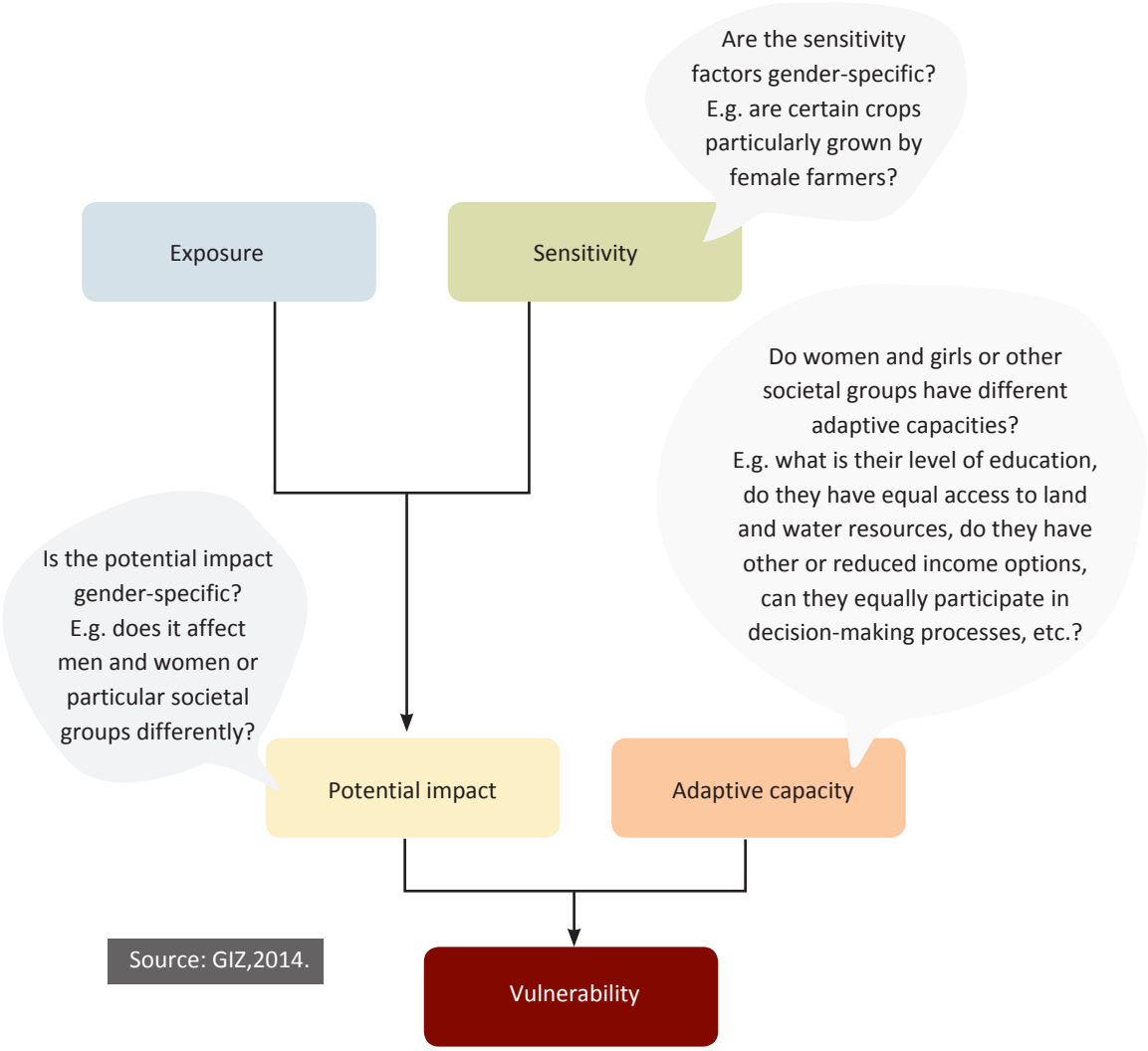
Integrating a gender perspective into climate change policies

The main policy instruments for climate change at the national level are similar in content and structure, whether they are climate change strategies, policies, National Adaptation Programmes of Action (NAPAs), Joint National Action Plans (JNAPs) or National Adaptation Plans (NAPs).

In formulating and reviewing climate change policies, the way in which vulnerability is framed is critical for ensuring that measures to address adaptive capacity are given equal consideration alongside measures that reduce exposure to the biophysical impacts of climate change.

Framing vulnerability

How vulnerability is defined in the context of climate change will affect the factors considered and included in climate policy (Burton et al., 2002). The framing of vulnerability with respect to just the biophysical impacts of climate change can lead to strategies and policies which miss out on addressing vulnerability as a result of social (gender) inequalities, such as limited access to information, decision making and resources. Examining how vulnerability is socially differentiated (gender, socio-economic status) across communities and levels of decision making can help in the formulation of climate change policies and strategies which are particularly responsive to vulnerable groups.



Source: GIZ,2014.

Institutions should identify and plan for the type of support they require in integrating gender throughout the various phases of the policy cycle. A gender specialist should be engaged to undertake gender analysis of policy and planning processes and to provide recommendations on how policy objectives and priorities can be linked to the national gender equality policy or plan. If necessary, gender awareness training should be provided to stakeholders involved in developing or reviewing the climate change policy. This will ensure that there is a common understanding about gender equality and its relevance within the climate change context.

Table 1 provides guidance on how a gender perspective can be integrated into the content and structure of climate change policies. The useful tools given in the last column are found at the end of this Toolkit.

Components of the strategy document	Key considerations	Recommendations	Useful tools
Introduction and country context background	What are the major gender inequality issues for the country? How are these linked to climate change vulnerability? What are the vulnerabilities, needs and capacities of different groups in society?	Provide an overview of the gender equality situation in the country and the status of women relevant to the climate change context Recognise gender differences in vulnerabilities, needs and capacities	Gender analysis checklist Vulnerability and adaptation assessment – integrating gender
Principles	Do the guiding principles include considerations of gender equality?	Ensure that gender equality is mentioned as an overarching principle that applies across all issue areas and sectors	Gender analysis checklist
Summary of existing plans and policies on vulnerability and adaptation	What are the key gender priorities for the country? Are these priorities linked or recognised in the climate change policy? Is gender equality integrated into other national and sectoral policies and plans? Are the identified climate change vulnerabilities analysed by age and gender? How are vulnerabilities of specific groups within the country identified and addressed by the policy?	Acknowledge the national gender equality policy and articulate the link between gender equality, vulnerability and adaptation Include other gender equality commitments made at the national, regional or international level, e.g. CEDAW, Beijing Platform for Action, etc.	Gender analysis checklist

Components of the strategy document	Key considerations	Recommendations	Useful tools
Assessment of main vulnerabilities	How is vulnerability framed? Does it take into account social and cultural aspects of vulnerability? What are the main climate change vulnerabilities for the country and how will they affect different groups in society? What cultural and social factors make certain groups more vulnerable to climate change impacts than others?	Ensure that the way in which vulnerability is framed is considerate of the biophysical and social impacts of climate change Undertake a gender analysis of the identified climate change vulnerabilities and include this in the policy	Vulnerability and adaptation assessment – integrating gender Weather and climate hazard assessment – integrating gender Problem tree analysis
Framework for adaptation	Is the adaptation framework considerate of the knowledge, skills and coping strategies held by men and women?	Identify and recognise the different roles men and women play in adaptation, and how they can contribute to building resilience	Adaptive capacity assessment matrix Adaptation planning – needs assessment matrix
Implementation activities	Are roles and responsibilities for implementation of the policy clearly defined? Is the ministry responsible for women's and civil society organisations (CSOs) included in the policy taskforce? Do the activities support the realisation of gender equality? Is there a sufficient budget allocated to policy implementation, including activities that will result in gender equality and women's empowerment?	Undertake a gender analysis of proposed implementation activities and ensure they are aligned with gender equality priorities and outcomes Include Women's Affairs and CSOs as part of the steering structures that guide policy and implementation	Policy screening matrix

Components of the strategy document	Key considerations	Recommendations	Useful tools
Identification and ranking of priority adaptation needs	Is the Ministry of Women involved in the prioritisation process? Are men's and women's adaptation needs and priorities taken into account?	Ensure the Ministry of Women is involved in prioritisation of adaptation needs Undertake a gender analysis of adaptation needs and ensure priorities align with gender equality outcomes	Adaptive capacity assessment matrix Adaptation planning – needs assessment matrix
Detailed adaptation activities and projects	Will the activities disproportionately benefit or affect men or women?	Assess activities and projects to determine their benefits/costs to men and women, and articulate the outcome into this section of the policy	Feasibility assessment – integrating gender Cost–benefit analysis framework – integrating\ gender
Monitoring and evaluation (M&E) framework	Does the M&E framework include gender-responsive indicators? How will these be measured? By whom? How will the M&E outcomes be reported? By whom?	Recognise the inclusion of age- and sex-disaggregated data for M&E purposes Ensure that those responsible for monitoring and reporting outcomes have received gender training	Gender action plan
Implementation plan	Do climate change policies recognise the role of communities, private sector, civil society and other stakeholders? Are national councils of women and women's organisations recognised as key partners in the implementation of the policy? Is a separate gender action plan needed to hold stakeholders accountable?	Recognise the role, responsibilities and capacity of stakeholders in implementing the policy and its outcomes	Gender action plan

The Solomon Islands National Climate Change Policy 2012–2017 provides a national strategic framework for responding to the challenges and opportunities presented by climate change. The Policy recognises climate change as a sustainable development issue that affects all sectors of the country and, if not effectively addressed, can hamper the achievement of the Solomon Islands National Development Strategy (NDS). To ensure a strategic and coordinated response to climate change, the policy connects government, civil society and development partners.

According to Hudson Kauhiona, Senior Officer at the Ministry of Environment, Climate Change and Meteorology, "One of the objectives of the policy is to ensure that our country's people, natural environment and economy are resilient and adaptable to climate change. In order to build the resilience of all Solomon Islanders we felt that it was vital that our overarching climate change policy document recognises the importance of gender equity as a key contributing factor towards the achievement of a resilient society. We hope that this commitment provides guidance to all actions implemented under the policy and ensures that they consider the different needs and priorities, skills and knowledge of men and women in managing the challenges of climate change."

Relevant gender-responsive measures in the policy include:

- *Nine guiding principles, which include respect for indigenous people's culture and rights, gender equity, and involvement of youth, children and people with special needs. These principles have been included to support the realisation of the policy and NDS objectives.*
- *Clear recognition and reference to gender inequality issues in the country, including the high prevalence of violence against women. This recognition clearly links back to the Policy's guiding principle on gender equity and the Government's commitment to reduce vulnerability and enhance adaptive capacity of women, youth, children and people with special needs.*
- *The terms of reference for the National Climate Change Council (NCCC), requiring its membership to be made up of all Permanent Secretaries of government ministries and other representatives from government, private sector, civil society organisations and community-based organisations. The collaborative nature of NCCC has been purposely intended to achieve strategic and coordinated implementation of the Climate Change Policy.*
- *The NCCC is further supported by thematic working groups including the Vulnerability, DRR and Adaptation Working Group and the Mitigation Working Group. The Ministry of Women, Youth and Children's Affairs is represented on these two working groups, again to support the realisation of the Policy's guiding principles and objectives.*

Source: Nelly Kere, Ministry of Environment, Climate Change and Meteorology, Solomon Islands

Integrating a gender perspective into national steering committees

In many countries within the Pacific region, national steering structures for climate change (and in some cases in conjunction with disaster risk reduction) have been established to provide national level coordination of climate change adaptation and mitigation activities. In most cases, the representatives are directors or deputy directors of key government ministries, and while they may not actively discriminate against women, the realities of the broader political environment mean that they are often male dominated. To support effective climate change initiatives at the community level, it is vital that women have the same opportunity as men to participate in the development of high level policies and decision making. The inclusion of women and men in these processes will facilitate a wider range of perspectives and thus increase the way in which policies and strategies respond to the needs of all within the communities.

Table 2 provides guidance on how a gender perspective can be integrated into national steering committees. The useful tools identified in the last column are found at the end of this Toolkit.

Table 2. Integrating a gender perspective into steering committees and processes

Components of national steering committee structures	Key considerations	Recommendations	Useful tools
Committee composition and selection	Is there a gender balance on the committee? How are committee members selected? Are there representatives from the Ministry of Women and CSOs? Is there a gender champion that can advocate for gender issues on the committee?	Ensure the committee is comprised of men and women Include Ministry of Women and CSO representatives on the committee and ensure women have equal opportunities to be selected to join the committee Identify gender champions who can advocate on gender issues	Gender analysis checklist
Committee capacity	Do committee members have an understanding of gender equality and gender-responsive approaches? Is the link between gender and climate change vulnerability recognised by committee members?	Deliver gender training to all committee members. The training package associated with this toolkit may provide a useful starting point	Gender analysis checklist Vulnerability and adaptation assessment – integrating gender

Components of national steering committee structures	Key considerations	Recommendations	Useful tools
Committee decision making	How are decisions made by the committee? Are there dominant voices within the committee? Do members have equal decision-making powers? Do members receive information sufficiently ahead of time to make meaningful contributions?	Develop a decision-making framework for the committee to ensure decisions are made in a fair and transparent manner Ensure all members receive relevant information in a timely manner	Gender analysis checklist
Consultation with and inputs from external stakeholders	Are there existing national women's machineries, such as the National Council of Women and CSOs , that can be supported to provide advice and feedback on gender issues relevant to climate change?	Recognise the role, responsibilities and capacity of stakeholders in implementing the policy and in contributing to climate change adaptation and mitigation outcomes	Gender action plan
Committee accountability and reporting	Who chairs the committee? Who does the committee report to? How will the performance of the committee, particularly in relation to promoting gender equality, be measured?	Ensure the committee is held accountable and provides regular reports on its progress	Gender action plan

The Governments of Vanuatu and Tuvalu have established national steering committees to oversee the overall coordination of climate change activities at the national level.

Vanuatu's National Advisory Board (NAB) on Climate Change and Disaster Risk Reduction (DRR) is a single national body that coordinates climate change and DRR programmes. NAB was created through the amalgamation of the National Advisory Committee on Climate Change and the National Taskforce on DRR, and it comprises representatives from government and civil society sectors. While there is still a long way to go to embed gender-responsive approaches in the function and workings of NAB, representation of the Department of Women's Affairs on the NAB has enabled gender issues to be considered at the strategic level, which in turn will facilitate more targeted and effective climate change and DRR programme implementation across the country.

In Tuvalu, the National Advisory Council on Climate Change (NACCC) was set up to effectively coordinate the country's climate change programmes and to ensure priorities set in the National Strategic Action Plan for Climate Change and Disaster Risk Management are being met by these programmes. The NACCC consists of 13 representatives (five women and eight men) from government ministries and civil society organisations, including the National Council of Women and church-based organisations. The NACCC reports directly to the Cabinet and the Prime Minister. According to Mrs Asita Molotii, Director of the Department of Gender Affairs, the main challenge for NACCC is "transforming attitudes and behaviour about gender". "Stereotypes about what men's and women's roles should be are still held by some of the NACCC members. For instance, during the state of emergency in Tuvalu in 2011, the disaster risk reduction taskforce planned a distribution of water tanks and 4 gallons of water per family. While they thought it was a fair distribution, I had a lot of questions – why the same formula for families without consideration of the number of family members, pregnant women, elders, children, location of distribution tanks or if they were accessible to disadvantaged families?" Mrs Molotii is currently planning to organise gender training for NACCC members to ensure they have a greater awareness of how gender inequality is linked to climate change vulnerability. She believes this is the first step in making sure that climate change programmes implemented in Tuvalu benefit both men and women equitably.

Source: Asita Molotii, Department of Gender Affairs, Tuvalu and Esron Marck Vano, Department of Women's Affairs, Vanuatu

Source: SPC/GIZ,2013.

Integrating a gender perspective into climate change negotiations

At the Conference of the Parties (COP) 18 meeting in Doha, Qatar in 2012, Parties adopted a decision "to improve women's participation and inform more effective climate change policy that addresses the needs of women and men equally" (UNFCCC, 2013).

Increased women's participation is seen as a means towards better policy formulation as it draws on perspectives and ideas from different sections of society. As Pacific island countries prepare for COP and other high level negotiations, it is important that men and women participate and contribute meaningfully in these processes. Given that women face barriers in political participation, specific strategies and mechanisms are needed to empower women and give them the opportunity to participate. For example, to prepare for COP19 the Government of Vanuatu and partners delivered a range of information and capacity building workshops to delegates. The delegation of 15 included seven women, who played a proactive, engaging and constructive role at COP19 discussions and negotiations (see the illustrative example below).

The table 3 provides guidance on how a gender perspective can be integrated into national delegations to COP. The useful tools identified in the last column are found at the end of this Toolkit.

Table 3. Integrating a gender perspective into international negotiation delegations

Components of national delegations to COP	Key considerations	Recommendations	Useful tools
Delegation composition and selection	Is there a gender balance in the national delegation? Has a gender quota been developed for the national delegation? What processes/ strategies are in place to achieve the quota? Does the delegation include representatives from government, private and civil society sectors?	Ensure the delegation is comprised of men and women, and implement a gender quota if required Include representatives from government, private and civil society sectors in the delegation	Gender analysis checklist
Delegation capacity	Do delegates have an understanding of gender equality and gender-responsive approaches? Are there specific climate change issues or needs affecting women that should be tabled and discussed in the negotiations?	Deliver gender awareness training to all delegates prior to international or regional dialogues and negotiations Ensure delegates have a working knowledge of gender issues on the ground, and/or provide practical examples that illustrate differential impacts of climate change on men and women to negotiators	Gender analysis checklist Vulnerability and adaptation assessment integrating gender

Components of national delegations to COP	Key considerations	Recommendations	Useful tools
Negotiation and decision making	How are decisions made within the delegation? What additional support and capacity building is required to ensure that both men and women participate in negotiation and decision making? Who within the delegation will advocate for gender issues associated with climate change?	Develop a decision-making framework for the committee to ensure decisions are made in a fair and transparent manner Identify a gender champion within the delegation	Gender analysis checklist
Delegation accountability and reporting	How will the delegation report its negotiation outcomes?	Ensure there is a clear agreement on the negotiation outcomes sought, including those related to gender dimensions of climate change adaptation and mitigation The delegation should share the outcome of the negotiation to internal and external stakeholders	Gender action plan

Source: SPC/GIZ,2013.

In preparation for COP19 in Warsaw, Poland, the Government of Vanuatu prepared the country's first submission to the UNFCCC. The Submission on Gender Balance articulated Vanuatu's support for promoting gender balance and improving women's participation in UNFCCC negotiations. It emphasised the central role played by women in climate change adaptation and mitigation, and the need for women's views and priorities to be taken into account in decision and policy making on climate change. The process for preparing the submission was inclusive and developmental: stakeholders from government, regional bodies and civil society organisations were consulted to provide input and feedback on the draft submission. Gender experts were also consulted. The final submission was presented to the Vanuatu NAB for endorsement and submitted to the UNFCCC in time for the COP19 meeting.

The acceptance of the submission by the Vanuatu NAB was largely due to a strong internal gender champion: the Director of the Department of Women's Affairs, Dorosday K. Lui. At the time the submission was being prepared, the Department was in the finalisation stage of a National Gender Policy. The Department had also achieved the passing of a bill on a Special Temporary Measure of a 16-year quota of 30–34% to be allocated for women's seats in all Municipal Councils.

The Government of Vanuatu also sought to ensure a gender balance in the country's official delegation by establishing an open and transparent process for the selection of delegates. Highly qualified and skilled women applied to be part of the delegation, and the selection process resulted in seven women delegates out of a total of 15, or 46% of the total delegation. While this percentage was short of the 50% target, it was a major achievement given it was the first time that Vanuatu had women in its official delegation. In addition, throughout the implementation of all climate change project activities, attention was paid to give equal opportunities to men and women, boys and girls. Seminars, workshops and events delivered as part of the project engaged a wide cross-section of people, especially women.

Vanuatu's presence at the COP was strengthened by a strong national delegation made up of men and women with diverse and complementary expertise, and it included representatives from CSOs, youth and women delegates whose role, skills and contribution were recognised and valued. Building on the success of Vanuatu's experience at COP19, the country is now preparing a national delegation to COP20 in Peru.

Source: Esron Marck Vano, Department of Women's Affairs, Vanuatu

Integrating a gender perspective into climate finance assessments

The Pacific Climate Change Finance Assessment Framework (PCCFAF) methodology has been developed to assist Pacific island countries to access and use climate finance effectively. To date, the PCCFAF has been applied in two countries: Nauru and the Republic of Marshall Islands (the experience of the latter is presented in the illustrative example below).

As Pacific islands mobilise to improve their access to and management of these funds, it is important to ensure that these finances are equitably distributed. Marginalised and vulnerable groups often include women. It is imperative that gender considerations are integrated into climate finance frameworks to address inequalities that undermine the adaptive capacity of these groups and communities as a whole. At the national level, the lack of gender considerations in climate finance frameworks can lead to the prioritisation of climate finance into areas that disproportionally benefit specific groups. For instance, the channelling of finance to the private sector can often lead to the exclusion of groups, such as women, who operate within the informal economy. Lack of consideration of such gendered implications could also lead to a worsening of existing vulnerabilities. For example, a project which aims to promote alternative agricultural income-generating activities must also ensure that it provides support to groups that do not have sufficient access to or control over vital resources such as land or credit.

Gender equality is not only a fundamental human right and a core development objective, but also 'smart economics'. Specifically, numerous studies show that women's empowerment leads to gains in productivity, environmental sustainability and in confronting the ill effects of climate change; hence, it follows that incorporating gender awareness and gender criteria into climate financing mechanisms and strategies would likewise constitute 'smart climate finance'.

UNDP, 2012 Gender and climate finance

Table 4 provides guidance on how a gender perspective can be integrated into a climate finance assessment. The useful tools identified in the last column are found at the end of this Toolkit.

Table 4: Integrating a gender perspective into a climate finance assessment

Components of climate change finance assessment	Key considerations	Recommendations	Useful tools
Composition of climate finance assessment team	Is there a gender specialist or a social scientist on the assessment team? Do team members have an understanding of gender and its relationship to climate change vulnerability and adaptive capacity?	Ensure the team includes a gender specialist and/ or a social scientist Deliver gender awareness training to the assessment team	Gender analysis checklist

Components of climate change finance assessment	Key considerations	Recommendations	Useful tools
PCCFAF assessment criteria and methodology	Is gender equality considered as part of the climate finance assessment criteria? Are the differences in men's and women's vulnerabilities taken into account? Is climate change vulnerability acknowledged in sector policies?	Incorporate gender equality as a criterion for assessment to ensure the PCCFAF methodology is gender responsive and to avoid gender issues being added on as an afterthought Identify opportunities to align the goals of climate finance with the goals of other development and sectoral priorities, including gender equality	Gender analysis checklist Vulnerability and adaptation assessment – integrating gender
Reporting of assessment outcomes	What gaps and opportunities were identified for improving the gender responsiveness of climate finance? How will these be reported to decision makers so they can use the information to influence climate finance negotiations and discussions? How will the findings be shared with women's machineries for advocacy and lobbying purposes?	Identify gaps where existing climate finance is gender blind Identify opportunities to draw on existing women-led structures to ensure gender issues are considered in the climate finance	Gender action plan
Funding priorities and management	Do the goals of climate finance complement the goals of gender equality, sustainable development and the Millennium Development Goals? Are large- and small-scale projects funded through climate finance mechanisms providing economic and social co-benefits to men and women? Is gender mainstreamed in national accounting and financial management systems?	Ensure market-based and non-market-based climate finance mechanisms adequately consider women's needs and priorities, and engage them in decision making Establish a small grants facility or a special programme to support women-led climate change adaptation and mitigation initiatives Mainstream gender into national accounting and financial management processes	Gender analysis checklist

Improving access to and the effectiveness of climate finance was the key reason for the Republic of the Marshall Islands' (RMI) Climate Change Finance Assessment undertaken in 2013. Building on the Pacific Climate Change Finance Assessment Framework (PCCFAF) methodology, a detailed assessment was conducted across six thematic areas: funding sources, public financial management and expenditure, policies and plans, institutional arrangements, human capacity, and development effectiveness. The Assessment identified 38 climate change-related projects initiated or implemented in RMI, with a combined approximate value of USD $33.6 million.

The Assessment was supported by the Pacific Islands Forum Secretariat (PIFS), which assembled a team of experts to undertake the assessment. The team included a representative from PIFS, one from SPC, a climate finance expert and a volunteer with an environmental background. While the Assessment did not specifically examine gender considerations, it did focus on vulnerability; which groups are most vulnerable to climate change and how climate finance can effectively target these groups to reduce their vulnerability. This resulted in women being identified as being vulnerable to climate change and ways that climate finance can support the adaptive capacity of women.

Key lessons learnt from the Assessment included: the need for a social scientist on the assessment team to ensure climate finance is delivered to projects that benefit men and women; the need for the goals of climate finance to be aligned with the goals of other development and sectoral priorities, including gender equality, to facilitate the achievement of integrated sustainable development in RMI; and the opportunity for engaging women's organisations in providing feedback and recommendations on how climate finance can be directed to projects that build on and strengthen the adaptive capacity of both men and women.

Source: Aaron Atteridge, SPC Global Climate Change Alliance: Pacific Small Island States (GCCA:PSIS) Project

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Annex 1. Glossary

As with all disciplines, there are common terminologies used by experts working in the field of gender to refer to specific ideas, phenomena and processes. The following list includes key concepts and definitions relating to gender.

Adaptive Capacity
Adaptive capacity refers to attitudes, behaviours, knowledge and skills that enable individuals and communities to anticipate, cope with, resist or recover from, and reduce their susceptibility to climate-related hazards.

Climate change mainstreaming
Climate change mainstreaming is about integrating climate risks into development planning processes and decision making.

Energy poverty
Energy poverty is the lack of access to modern energy services such as electricity and clean cooking technologies.

Equity
Equity is the absence of avoidable or remediable differences among groups of people, whether those groups are defined socially, economically, demographically, or geographically.

Gender
Gender refers to the socially constructed roles and responsibilities of women and men.

Gender analysis
Gender analysis is a process of examining the roles, knowledge, capacity and assets of women and men, as the first step in planning efficient development strategies, programmes and projects that address both men's and women's needs, and reduce the inequalities that exist between them.

Gender blind
Where a project or programmes is related to human activities but does not include a gender dimension, it is described as gender blind due to the risk of ignoring issues and needs of men and women.

Gender equality
Gender equality or equality between women and men refers to the equal enjoyment by men and women of all ages of rights, socially valued goods, opportunities, resources and rewards. Equality does not mean that men and women are the same but that their enjoyment of rights, opportunities and life chances are not governed or limited by whether they were born male or female.

Gender equity
Gender equity refers to fair treatment for women and men according to their respective needs. This may include equal treatment or treatment that is different but considered equivalent in terms of rights, benefits, obligations and opportunities. In the development context, a gender equity goal often requires built-in measures to compensate for the historical and social disadvantages of women, such as empowering women to bring them up to an equal playing field with men. Gender equity and equality must be pursued in a complementary manner where gender equality is the ultimate goal.

Gender mainstreaming
Gender mainstreaming refers to the process whereby needs and interests of both women and men are taken into account systematically across all programmes, projects and organisational structures.

Gender neutral
Where a project or programmes is not concerned with human activities and has no effect on people, this is considered gender neutral. Examples are monitoring changes in the weather or sea level rise.

Gender planning
Gender planning refers to planning processes that are gender responsive and take into account the different roles, needs and priorities of women and men in the formulation of strategies and plans.

Gender-sensitive policy
A gender-sensitive policy or programme recognises gender inequality as an obstacle that may deprive women of the same opportunities as men and prevent them from getting equal benefits from development programmes.

Gender-specific policy
A gender-specific policy or programme explicitly focuses on one group – usually women – in order to address inequalities and bring women on to an equal playing field with men.

Gender-transformative policy
A gender-transformative policy or programme directly seeks to change – or as the name suggests, transform – conditions and practices that unfairly treat men or women.

Gender responsive
An approach that takes into consideration the differences and inequalities between men and women, and addresses these through specific interventions. Gender responsive approaches include gender sensitive, gender specific and gender transformative methods of addressing gender differences and inequalities.

Gender stereotypes
These are prejudices about the roles of men and women, how they should behave, and the type of relationships between them. These ideas are learned through social institutions like family, church, community and the media. Stereotypes often lead to the exclusion of women from community and political affairs, and conceal women's contributions within the public and private spheres. Examples of gender stereotyping include ideas that women should be seen and not heard, women belong at home and in the kitchen, and only women can be caregivers to children, the elderly and people with disabilities.

Gender transformative
A policy or programme that seeks to change conditions and practices that maintains unequal power relations between men and women. Gender transformative policies or programmes place a strong emphasis on women's empowerment and men's engagement to achieve gender equity and equality.

Health inequity
Health inequity involves more than inequality with respect to health determinants, access to the resources needed to improve or maintain health or health outcomes. They also entail a failure to avoid or overcome inequalities that infringe on fairness and human rights norms.

Sex
Sex refers to biological differences between women and men. These differences exist for reproductive purposes and are essentially fixed.

Sex-disaggregated data
Data that provides a breakdown of men's and women's activities and perspectives by collecting separate data on men and women. Data can also be disaggregated by age, location, ethnic group, education, income and other demographic variables to help understand the differences between groups and to effectively target interventions and solutions.

Annex 2: Additional Resources

General

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Annex 3 Gender Responsive Terms and Indicators

Gender responsive terms

Integrating gender into climate change policies, programs and projects can be a challenge especially if its importance and purpose is not well understood by everyone involved. You also want to avoid the overuse of the word 'gender' throughout project documents as this may disengage people. A clever tactic is to use gender responsive terms without directly using the word 'gender' or 'gender equality'. These terms include:

- Accessible
- Appropriate
- Collaborative
- Equitable
- Empowering
- Engaging
- Fair
- Inclusive
- Participatory
- Responsive
- Sensitive
- Universal

Example: Gender responsive indicators

Examples of gender responsive indicators used in climate change projects include:

Policy and governance

- Number of climate change policies, plans or programmes introduced or adjusted to incorporate gender equality
- Number of men and women represented on climate change steering committees and structures
- Number of climate change finance arrangements that incorporate gender-specific targets and outcomes

Participation and decision making

- Number of men and women involved in decision making about climate change adaptation and mitigation
- Number of men and women involved in implementing specific adaptation measures and policy or planning processes

Capacity building

- Number of men and women engaged in capacity building activities
- Number of activities delivered to women and other vulnerable groups to reduce vulnerability or improve adaptive capacity
- Number of men and women trained in adaptation and decision making support tools
- Number of men and women with increased income, savings and/or livelihood opportunities
- Percentage change in stakeholders' (decision makers, communities, households, agencies) attitudes towards gender equality
- Percentage change in stakeholders' awareness of gender issues and how these affect climate change vulnerability
- Percentage change in men's and women's capacities to manage climate change

Quality of life and wellbeing

- Percentage change in relevant quantitative development outcome (e.g. food security, access to water resources, health services, etc.)
- Percentage change in number of men and women affected by climate change impacts and natural disasters
- Percentage change in violence against women
- Percentage change in men's and women's lives saved from natural disasters
- Percentage change in men's and women's perception of vulnerability to climate change
- Percentage change in men's and women's perception of resilience to climate change

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

Ensuring that gender considerations are accounted for throughout the programme or project cycle requires consideration of key issues and questions at each stage. Reflecting on the results of this checklist will indicate if and where the programme or project cycle's proposals (for objectives, activities and mechanisms for engagement and analysis) should be modified and improved to maximise the participation of men and women and thus the effectiveness of the programme or project. The programme or project cycle described below aligns to the seven steps suggested in *Mainstreaming climate change into development into the Pacific: A practical guide* (PACC, 2014).

Phase 1: Preparatory

Institutions and governance

- Describe the current bodies or committees that deal with food security (agriculture or fisheries). How gender sensitive are the people/groups represented here? Have participants received any kind of gender training?
- Describe the mechanisms that exist to ensure balanced representation of different groups (men, women, youth, elders, people with disabilities) within these structures.
- Describe the mechanisms that will be used to raise awareness and share information about the impacts of climate change on food security. How will these mechanisms ensure that all groups have access to information that targets their specific information needs?
- Identify the type of scientific information and socio-economic analysis needed to inform the programme or project. What expert support may be needed to ensure that gender considerations are addressed adequately?
- Identify how social structures (such as traditions, governance, religion, rights and status of groups) promote or impede the ability of men and women to access resources and information critical to supporting food security.

Phase 2: Situation Analysis and Phase 3: Problem Analysis

Policies, plans, strategies

- Are gender issues in relation to food security clearly identified and addressed in current policies, programmes and institutional arrangements? How?
- What development and food security plans and policies already exist? To what extent do these reflect climate risk and gender equality commitments? Do these policies and plans contribute to addressing gender issues in relation to access to and control of critical resources for achieving food security and managing climate and disaster risks?

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

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

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

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

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

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

Climate risk– who face which impacts?

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

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

Knowledge gaps

- Are sex-disaggregated data or indicators available for food security? If so, what information do they provide?
- What information needed to complete a gender analysis is missing? How will these gaps be filled during the planning phase?

Phase 4: Solution Analysis and Phase 5: Design

Needs – who needs what and for what?

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

Knowledge and skills – who needs to know what?

- What capacity building needs in relation to food security were identified? For each one, indicate whether it was identified by men, women or both groups.
- Will the project provide training, awareness and education to enhance the current skills and knowledge of men and women? What mechanisms will be used to ensure that men and women contribute and benefit equally? (Note: this is especially relevant if one group is perceived as having the main role in a particular aspect of food security.)

Inputs from social scientists

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

Phase 6: Implementation, Monitoring and Evaluation

Implementation

- Do the implementing partners already have commitments to achieving gender equity?
- Do they have the skills and capacity to implement programmes using gender-sensitive approaches? If not, include capacity building for partners at the outset.
- Describe the mechanisms that are being used to ensure the full and active participation of men and women at all stages of the implementation process.
- Have any specific measures to address gender issues been identified during the planning phases? If so, describe how they will be resourced and their implementation tracked.

Monitoring and evaluation

Through the use of sex-disaggregated indicators and specific tools, the monitoring and evaluation framework should allow us to track the following issues:

- How the programme or project has addressed women's and men's food security needs.
- How the programme or project has affected women's and men's workloads in food production, preparation and sale.
- What additional resources have been made available for women and for men to manage climate risks to food security, e.g. crop varieties, agricultural inputs, training, improved access to extension services, improved access to credit? Has this included any shifts in knowledge and skills?
- Capacities and knowledge developed by women and men relating to food security and how they are using this to strengthen resilience at the national, community or household levels.
- Reduction in gender inequalities, for example in terms of access to or control over agriculture and fisheries resources, participation in food security governance mechanisms, rights, discrimination etc.
- The overall impact of the programme or project on women's and men's vulnerability to climate change.

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

Ensuring that gender considerations are accounted for throughout the programme or project cycle requires consideration of key issues and questions at each stage. Reflecting on the results of this checklist will indicate if and where the programme or project cycle's proposals (for objectives, activities and mechanisms for engagement and analysis) should be modified and improved to maximise the participation of men and women and thus the effectiveness of the programme or project. The programme or project cycle described below aligns to the seven steps suggested in 'Mainstreaming climate change into development in the Pacific: A practical guide' (PACC, 2014).

Phase 1: Preparatory

Institutions and governance

- Describe the current bodies or committees dealing with water, particularly sustainable water resource management. Are the genders fairly balanced in these bodies? How gender sensitive are the people and groups represented here?
- Describe the mechanisms that exist to ensure balanced representation of different groups (men, women, youth, elders, people with disabilities) within these structures.
- Describe the mechanisms that will be used to raise awareness and share equally within the community information about water resource management and climate impacts on water availability.
- Identify the types of scientific information and socio-economic analysis needed to inform the water programme or project. What expert support may be needed to ensure that gender considerations are addressed adequately?
- Identify how social structures (such as traditions, governance, religion, rights and status of groups) promote or impede men's and women's ability to access and manage water resources and infrastructure.

Phase 2: Situation Analysis and Phase 3: Problem Analysis

Policies, plans, strategies

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

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

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

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

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

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

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

Climate risk – who face which impacts?-

- On the basis of roles and responsibilities, identify the specific water resource management priorities and challenges aggravated by climate change. Who (men and women) bears these risks? What risks do men identify as most serious? What risks do women identify as most serious?

Knowledge Gaps

- Are sex-disaggregated data or indicators available for water resource management? If so what information do they provide?
- What information needed to complete a gender analysis is missing? How will these gaps be filled during the planning phase?

CHECKLIST

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

Phase 4 Solution Analysis and Phase 5: Design

Needs – who needs what and for what?

- How do project objectives and activities address the water resource management priorities and needs of men and women? What mechanisms were used to identify needs and priorities?
- What resources do men and women need to manage climate-related impacts to water resources? How might current differences in the ability of men and women to access these resources affect options and design?
- For women and men, what might be the consequences of lower access to resources necessary for managing climate change impacts on water resources? For women and men, what might be the consequences of having lower access to resources necessary for managing disaster risks? For example, could it lead to such things as a reduction in income; increased time spent working?
- What are the expected benefits and opportunities that the project will generate? Are some (e.g. water resource management training; increased time availability) more accessible for women than men and vice versa?

Knowledge and skills – who needs to know what to reduce disaster risk?

- What capacity building needs in relation to water resource management were identified? Who identified them, men, women or both?
- Will the project provide training, awareness and education to enhance the current skills and knowledge of men and women? What mechanisms will be used to ensure that men and women contribute and benefit equally? (Note: this is especially relevant if one group is perceived as having the main role in water resource management.)

Inputs from social scientists

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

Phase 6: Implementation, Monitoring and Evaluation

Implementation

- Do the implementing partners already have commitments to achieving gender equity? Do they have skills and capacity to implement programmes using gender-sensitive approaches? If not, include capacity building for partners at the outset.
- Describe the mechanisms being used to ensure the full and active participation of men and women at each stage of the implementation process.
- Describe how any specific measures to address gender issues identified during the planning phases will be resourced and their implementation tracked.

Monitoring and evaluation

Through the use of sex-disaggregated indicators and specific tools, the monitoring and evaluation framework should allow us to track the following issues:

- How the programme or project addressed women's and men's needs.
- The impact on women's and men's workloads in relation to water resource management, access and use.
- Capacities and knowledge developed by women and men in water resource management and how they are using this to strengthen resilience at the national, community and household levels.
- Reduction in gender inequalities, for example in terms of access to or control over water resources, participation in water resource governance mechanisms, rights, discrimination etc.
- The overall impact of the programme or project on women's and men's vulnerability to climate change.

Gender analysis checklist for energy within a programme or project cycle

Ensuring that gender considerations are accounted for throughout the programme or project cycle requires consideration of key issues and questions at each stage. Reflecting on the results of this checklist will indicate if and where the programme or project cycle's proposals (for objectives, activities and mechanisms for engagement and analysis) should be modified and improved to maximise the participation of men and women and thus the effectiveness of the programme or project. The programme or project cycle described below aligns to the seven steps suggested in 'Mainstreaming climate change into development in the Pacific: A practical guide' (PACC, 2014).

Phase 1: Preparatory

Institutions and governance

- Describe the current bodies or committees that deal with sustainable energy and climate change mitigation. Is there gender balance in these bodies? How gender sensitive are the people and groups represented here?
- Document the mechanisms that exist to ensure balanced representation of different groups (men, women, youth, elders, people with disabilities) within these structures.
- Describe the mechanisms that will be used to raise awareness and share information equally within the community about energy policies, sources and costs.
- Identify the type of information and socio-economic analysis needed to inform the programme or project. What expert support may be needed to ensure that gender considerations are adequately addressed?
- Identify how social structures (such as traditions, governance, religion, rights, status of groups) promote or impede men's and women's ability to access and manage energy sources and infrastructure.

Phase 2: Situation Analysis and Phase 3: Problem Analysis

Policies, plans, strategies

- Are gender issues in relation to energy clearly identified and addressed in current policies, programmes and institutional arrangements? How?
- What energy, climate change and disaster risk management plans already exist at the national, sub-national and local levels? Do these policies and plans contribute to addressing gender issues in relation to access to energy and energy infrastructure?

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

- Identify who (women or men) uses energy for which needs, such as cooking, cleaning, using appliances, lighting and transport.
- Identify who collects and manages energy sources, such as fuel for cooking and fires, and lighting. Who pay for energy when there is a cost involved?
- Identify the employment and income-generating activities that may require energy or electricity.

Who do what?

- Identify who makes decisions within a household about how money is spent on energy. Who pays the bills, and who is likely to make decisions on major purchases, such as buying a car or solar panels?

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

- Identify and describe what resources men and women use for energy, for example coconut husks, mangroves, generators, diesel fuel. Where are these located, and do they need to be purchased? How long does it take to collect and process those resources into energy, and who is responsible?
- Identify what are the roles of men and women in reducing the environmental impacts of their energy use (for example preserving mangrove plantations to ensure sustainable use, using solar panels, or reducing energy consumption through efficient use)? Who knows where to collect or grow energy sources, such as wood, coconuts, or other biomass? Are these sources used in a sustainable way?

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

- What are the different levels of access to each of the following, for women and for men? Who has access to: grid electricity, small-scale power generation, transport modes that use energy (for example boats run with petrol-fuelled outboard motors, cars)?
- Who has control over: land where energy sources are located, decision-making processes relating to how energy resources and technologies are used, and where energy-using appliances (e.g. lights) are installed, decisions about the kinds of energy sources used in the community, or training for operation of energy systems?

Gender analysis checklist for energy within a programme or project cycle

Climate risk – who faces which impacts?

- Identify the specific climate and disaster risks affecting the energy sector. Based on roles and responsibilities, who (men and women) bears these risks? What risks do men identify as most serious? What risks do women identify as most serious? Which energy sources are used and available in the project location?
- Identify what infrastructure in relation to energy, for example electricity cables or fuel tanks, may be at risk in case of a major disaster.
- How would damage to energy sources and infrastructure affect the activities of women and men (e.g. impacts on workload, time use, effects on normal household and community functions)?

Knowledge gaps

- Are sex-disaggregated data or indicators available for energy use and management? If so what information do they provide?
- What information needed to complete a gender analysis is missing? How will these gaps be filled during the planning phase?

Phase 4 Solution Analysis and Phase 5: Design

Needs – who need what and for what?

- How do project activities and objectives address adequately the energy priorities and needs of men and women? What mechanisms were used to identify needs and priorities?
- What resources do men and women need to manage climate-related risks to energy resources? How might current differences in the ability of men and women to access these resources affect options and design?
- What might be the consequences (e.g. reduction in income, increased time spent working) of lowering women's and men's access to critical resources for managing energy resources?
- What are the expected benefits and opportunities that the project will generate? Are some more accessible for women than men and vice versa, for example improvements in working conditions and health, having more time available, having more decision-making power related to energy?

Knowledge and skills – who need to know what?

- What capacity-building needs in relation to energy were identified? Who (men or women) identified each one?
- Will the project provide training, awareness and education to enhance the current skills and knowledge of men and women? What mechanisms will be used to ensure that men and women contribute and benefit equally? (Note: this is especially relevant if one group is perceived as having the main role in energy management.)

Phase 6: Implementation, Monitoring and Evaluation

Implementation

- Do the implementing partners already have commitments to achieving gender equity and skills?
- Do they have capacity to implement programmes using gender-sensitive approaches? If not, include capacity building for partners at the outset.
- Describe the mechanisms being used to ensure the full and active participation of men and women at all stages of the implementation process.
- Describe how any specific measures to address gender issues identified during the planning phases will be resourced and their implementation tracked.

Monitoring and evaluation

The use of sex-disaggregated indicators and specific tools in the monitoring and evaluation framework should allowus to track the following issues:

- How the programme or project has addressed women's and men's needs.
- The impact on women's and men's workloads in relation to sustainable energy management, access and use.
- Capacities and knowledge developed by women and men in sustainable energy management and how they are using this to improve well-being at the national, community or household levels.
- Reduction in gender inequalities, for example in terms of access to or control over energy resources, participation in energy governance mechanisms, rights, discrimination etc.
- The overall impact of the programme or project on women's and men's well-being.

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

Ensuring that gender considerations are accounted for throughout the programme or project cycle requires consideration of key issues and questions at each stage. Reflecting on the results of this checklist will indicate if and where the programme or project cycle's proposals (for objectives, activities and mechanisms for engagement and analysis) should be modified and improved to maximise the participation of men and women and thus the effectiveness of the programme or project. The programme or project cycle described below aligns to the seven steps suggested in 'Mainstreaming climate change into development in the Pacific: A practical guide' (PACC, 2014).

Phase 1: Preparatory

Institutions and governance

- Describe the current bodies or committees that deal with disaster risk reduction. Is gender fairly balanced in these bodies? How gender sensitive are the people and groups represented here?
- Describe the mechanisms that exist to ensure balanced representation of different groups (men, women, youth, elders, people with disabilities) within these structures.
- Describe the mechanisms that will be used to raise awareness of and share information on disaster risks equally within the community.
- Identify the type of scientific information and socio-economic analysis needed to inform the programme or project. What expert support may be needed to ensure that gender considerations are addressed adequately?
- Identify how social structures (such as traditions, governance, religion, rights, status of groups) promote or impede men's and women's disaster preparedness and ability to cope with natural hazards and disasters.

Phase 2: Situation Analysis and Phase 3: Problem Analysis

Policies, plans, strategies

- Are gender issues in relation to disaster risk reduction clearly identified and addressed in current policies, programmes and institutional arrangements? How?
- What disaster risk reduction plans and policies already exist? To what extent do these reflect climate risk and gender equality commitments? Do these policies and plans contribute to addressing gender issues in relation to access to and control of critical resources for achieving disaster risk reduction?

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

- Identify the local employment and income-generating activities. Who does what?
- Identify the historical and predicted impact of disasters on women's and men's activities and way of life.
- Identify what activities are usually carried out by men and women to reduce the risks associated with natural hazards.

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

- Identify and describe what knowledge and skills men and women possess and use to reduce the potential impacts of natural hazards.

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

- What are the different levels of control over resources for women and for men? For example, who has access to and control over financial resources to prepare for and cope with disasters; technology and communication resources used in early warning systems (such as mobile phones, radios); training to operate and repair early warning systems; and vehicles that can be used for evacuation purposes?

Climate risk – who faces which impacts?

- On the basis of roles and responsibilities for men and women, identify the specific disaster risks aggravated by climate change.
- Who bears these risks? What risks do men identify as most serious? What risks do women identify as most serious?

Knowledge gaps

- Are sex-disaggregated data or indicators available for disaster risk reduction? If so, what information do they provide?
- What information is needed to complete a gender analysis? How will these information gaps be filled during the planning phase?

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

Phase 4 Solution Analysis and Phase 5: Design

Needs – who needs what and for what?

- Describe the ways in which project activities and objectives address the risk reduction priorities and needs of men and women? What mechanisms were used to identify needs and priorities?
- What resources do men and women need for managing climate-related disaster risks? How might current differences in the ability of men and women to access these resources affect options and design?
- For women and men, what might be the consequences of having lower access to critical resources for managing disaster risks? For example, could it lead to such things as a reduction in income; increased time spent working?
- What are the expected benefits and opportunities that the project will generate (e.g. the availability of improved information relating to disaster risks; training; increased time availability)? Would some of them be more accessible to women than men and vice versa?

Knowledge and skills – who needs to know what to reduce disaster risk?

- What capacity building needs in relation to disaster risk reduction were identified? Who identified them, women, men or both?
- Will the project provide training, awareness and education to enhance the current skills and knowledge of men and women? What mechanisms will be used to ensure that men and women contribute and benefit equally? (Note: this is especially relevant if one group is perceived as having the main role in disaster risk reduction.)

Phase 6: Implementation, Monitoring and Evaluation

Implementation

- Have the implementing partners expressed their commitment to achieving gender equality?
- Do they have skills, resources and capacity to implement programmes using gender-responsive approaches? If not, include capacity building for partners at the outset.
- Describe the mechanisms being used at each stage of the implementation process to ensure the full and active participation of men and women.
- Describe how any specific measures to address gender issues identified during the planning phases will be resourced and their implementation tracked.

Monitoring and evaluation

Through the use of sex-disaggregated indicators and specific tools, the monitoring and evaluation framework should allow us to track the following issues:

- How the programme or project addressed women's and men's needs.
- The impact on women's and men's workloads in relation to reducing disaster risk or managing early warning systems.
- Capacities and knowledge developed by women and men to reduce disaster risks and how they are using this to strengthen resilience at the national, community and household levels.
- Reduction in gender inequalities, for example in terms of access to or control over resources necessary for disaster risk reduction, participation in disaster risk governance mechanisms, rights, discrimination etc.
- The overall impact of the programme or project on women's and men's vulnerability to climate change and disasters.

Gender analysis checklist for health within a programme or project cycle

Ensuring that gender considerations are accounted for throughout the programme or project cycle requires consideration of key issues and questions at each stage. Reflecting on the results of this checklist will indicate if and where the programme or project cycle's proposals (for objectives, activities and mechanisms for engagement and analysis) should be modified and improved to maximise the participation of men and women and thus the effectiveness of the programme or project. The programme or project cycle described below aligns to the seven steps suggested in 'Mainstreaming climate change into development in the Pacific: A practical guide' (PACC, 2014).

Phase 1: Preparatory

Institutions and governance

- Describe the current bodies or committees that deal with health management. Is there gender balance in these bodies? How gender sensitive are the people or groups represented here?
- Describe the mechanisms that already exist to ensure balanced representation of different groups (men, women, youth, elders, people with disabilities) within these structures.
- Describe the mechanisms that will be used to raise awareness and share information on health (including climate-sensitive diseases) equally within the community.
- Identify the type of scientific information, epidemiological data and socio-economic analysis needed to inform the programme or project. What expert support may be needed to ensure that gender considerations are addressed adequately?
- Identify how social structures (such as traditions, governance, religion, rights, status of groups) promote or impede men's and women's health and well-being, and their ability to cope and recover from illnesses and injuries.

Phase 2: Situation Analysis and Phase 3: Problem Analysis

Policies, plans, strategies

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

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

- Identify the local employment and income-generating activities. Who (women or men) does what?
- Identify the historical and predicted impact of climate-sensitive diseases on women's and men's activities and way of life.
- Identify what activities are usually carried out by men and women to reduce the risks associated with climate-sensitive diseases.

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

- Identify and describe what knowledge and skills men and women possess and use to reduce the potential impacts of natural hazards.

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

- What are the different levels of control over resources for women and for men? Who has access to and control over such things as financial resources to pay for medication and treatment, technology and communication resources used to seek medical assistance and to obtain information about health, and vehicles that can be used to transport sick or injured people?

Climate risk – who faces which impacts?

- Identify, on the basis of roles and responsibilities, the specific health risks sensitive to climate change.
- Who (men and women) bears these risks? What risks do men identify as most serious? What risks do women identify as most serious?

Knowledge gaps

- Are sex-disaggregated data or indicators available for climate-sensitive diseases (e.g. malaria, dengue fever, diarrhoea, typhoid fever, leptospirosis)? If so, what information do they provide?
- What information is needed to complete a gender analysis? How will the information gaps be filled during the planning phase?

Gender analysis checklist for health within a programme or project cycle

Phase 4 Solution Analysis and Phase 5: Design

Needs – who needs what and for what?

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

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

- What capacity building needs in relation to health management were identified? By whom?
- Will the project provide training, awareness and education to enhance the current skills and knowledge of men and women? What mechanisms will be used to ensure that men and women contribute and benefit equally? (Note: this is especially relevant if one group is perceived as having the main role in health management at household or community level.)

Phase 6: Implementation, Monitoring and Evaluation

Implementation

- Did the implementing partners express their commitment to achieving gender equality?
- Do they have skills, resources and capacity to implement programmes using gender-responsive approaches? If not, include capacity building for partners at the outset.
- Describe the mechanisms being used to ensure the full and active participation of men and women at all stages of the implementation process.
- Describe how any specific measures to address gender issues identified during the planning phases will be resourced and their implementation tracked.

Monitoring and evaluation

- Through the use of sex-disaggregated indicators and specific tools, the monitoring and evaluation framework should allow us to track the following issues:
- How the programme or project addressed women's and men's needs.
- The impact on women's and men's workloads in relation to health management and caring for sick or injured family members.
- Capacities and knowledge developed by women and men to reduce health risks and how they are using this to strengthen resilience at the national, community and household levels.
- Reduction in gender and health inequalities, for example in terms of access to health services and information, necessary for people's holistic health and well-being.
- The overall impact of the programme or project on women's and men's vulnerability to climate change and climate-sensitive diseases.

Gender analysis checklist for governance and climate change

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

Climate Change Policy and Adaptation Plans

Policy planning

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

Policy and Plan Content

1. Introduction and country context background

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

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

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

3. Assessment of main vulnerabilities

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

4. Framework for adaptation programme

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

5. Implementation activities

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

6. Identification and ranking of priority adaptation needs

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

Gender analysis checklist for governance and climate change

7. Detailed adaptation activities and projects

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

8. Monitoring and Evaluation (M&E) Framework

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

9. Implementation plan

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

National Steering Committee

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

Climate Change Negotiation

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

Climate Change Finance

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

Tool 1: Weather and climate hazard assessment – integrating gender

Objective: To identify how weather and climate hazards affect a particular sector (e.g. agriculture, education), geographical location (country, district, community) or policy issue.

Gender considerations: As climate hazards and risks and their impacts are being identified we need to understand and document how these hazards, risks and impacts might affect men and women differently depending on their roles and responsibilities.

Why do it?

Many initial assessments of the impacts of climate risk stop at the assessment of risks on biophysical and physical systems and do not consider how these risks might affect different social groups differently. Understanding these differences can provide useful information to ensure that responses are well targeted. This baseline information can also feed into monitoring and evaluation frameworks to track changes in assessment of risk.

When to do it?

This tool should form a key part of the initial situation analysis. Initial research could be desk based but should be developed in a participatory way during initial stakeholders workshops and validated by experts.

This approach can also be used to incorporate considerations facing particular social groups (such as children, people with disabilities).

Steps

1. Determine the area of interest to consider – the table below uses an agriculture example.
2. Review existing information on climate risks and how they might affect physical and biophysical systems. Major sources of information could include national statistics, scientific research papers, assessments by sector specialists, expert interviews, and loss and damage data from past extreme events.
3. Review existing information on gender roles within the particular area of interest. Prime sources of information include, again, national statistics, social research, previous gender analysis conducted in a similar context, and interviews with gender and sectoral experts.
4. Based on Step 3, consider how climate risks will affect social systems and how risks might affect men and women differently. Think about all stakeholders in this context – not only those that are directly affected (e.g. farmers, consumers) but also those involved in providing support (e.g. extension officers, private enterprises, NGOs).
5. Document any evidence and/or discussion about how these risks are changing over time.
6. Use this information to check that the adaptation responses proposed in subsequent phases are addressing the risks and impacts men and women face.

The example below presents the information in tabular form but can be applied in many formats (for example on a resource map).

Tool 1: Weather and climate hazard assessment – integrating gender

Assessment of climate risks and impacts on the agriculture sector

Climate risk	Impacts on physical and biophysical systems	Impact on social systems	
		Men	Women
Increased intensity of flooding events	Direct crop losses	Involved in commercial taro production – loss of income	Involved in managing vegetable gardens near the home – loss of food sources
		Increased workload to rehabilitate and replant gardens	Increased pressure to stretch household food sources and income to meet family needs – increased workload to find additional food sources
		Expected to seek assistance from official sources – may require travel away from family	Reduced capacity to contribute to social obligations
	Damage to agricultural equipment and inputs	Loss of specific tools increases workload	Damage to home gardens nursery – increased workload to rehabilitate. May be less able to access external support as required

For those working at the community level, many resources are available that can assess how climate change will affect community development priorities. These include the use of hazard mapping, seasonal calendars, historic timelines etc.

Further reading

SPC. 2013. Toolkit to mainstream gender into energy and climate change community based adaptation projects in the Pacific. Forthcoming

WWF. n.d. Climate Witness, Community Toolkit (WWF South Pacific Programme) at http://d2ouvy59p0dg6k.cloudfront.net/downloads/climate_witness_tool_kit_1.pdf

Tool 2: Vulnerability and adaptation assessment – integrating gender

Objective: To assess the vulnerability and adaptive capacity of a particular ecosystem (e.g. agriculture, fisheries), sector (e.g. tourism, infrastructure), area (e.g. country, region) or social system (e.g. a community). Vulnerability and adaptation assessments are used as the basis for planning adaptation responses.

Gender considerations: Different groups within society have different concerns, priority needs, resources and capacities. They therefore have different vulnerabilities and may need different resources, skills, information and approaches to support adaptation.

Many participatory tools are available for use at the community level to support these processes, many of which provide gender entry points for ensuring that men's and women's different concerns and priorities are identified and addressed. These include resource maps to identify differences in the resources that men and women highlight as important, focus group discussions with different groups to ensure that women are given space to voice their particular concerns and priorities, risk and hazard ranking tools that identify differences in how men and women perceive risks they face.
Specific gender analysis tools such as time use surveys, division of labour and activity matrixes can be incorporated into vulnerability assessments but are not always prioritised.

Why do it?

Vulnerability and adaptation assessments provide an ideal opportunity to gather the necessary data and information to inform gender-responsive adaptation projects. There are several factors that influence whether this happens beyond the types of tools used.

Those involved in planning vulnerability and adaptation assessments must ensure they are well prepared and that the proposed approach (including the facilitation team, logistics, tools, data and reporting) maximises the opportunities for the participation of women and documents their specific needs, priorities, skills and knowledge as part of the process.

When to do it?

A vulnerability and adaptation assessment is a vital part of the situation, problem and solution analyses and provides a good opportunity to develop a better understanding of the gender dimensions of a particular context. It should be planned early in the process but time should be taken to ensure that it is well planned. If this stage is rushed it is easy to miss vital information needed to plan appropriate adaptation responses.

Tool 2.1: Problem Tree Analysis – digging deeper

Objective: To develop a clear understanding of the problem to be addressed and determine the root causes of vulnerability to climate change impacts.

Gender considerations: During the identification of problems and root causes it is important to understand how and in what ways existing social structures, in particular current gender inequalities, affect women's vulnerability and capacity to adapt to climate change.

Why do it?

A problem tree can help tease out some of the underlying causes of vulnerability to climate change impacts. In the example below water shortages are exacerbated by longer drought periods but also by poor management of water resources, and infrastructure that is not maintained appropriately. If we dig deeper beneath each of these problems we find a second layer of causes and constraints that women may face. For example, if both women and men lack skills to be able to maintain household water infrastructure (tanks, plumbing systems etc.) one cause could be local unavailability of training courses to enhance these skills. This is a challenge for both women and men. An additional constraint facing women could be that although training courses are available elsewhere, the fact that attendance at them would entail spending time away from home conflicts with social norms that limit the opportunities for women to leave their families and their children for extended periods of time.

Adaptation strategies do not often dig deep enough to uncover and understand the real root causes of vulnerability and put in place measures that could help address these issues. Understanding how social structures affect vulnerability is crucial to ensuring that adaptation responses address both men's and women's needs.

When to do it?

This tool should form part of the problem analysis phase to ensure the root causes of the identified problems are captured.

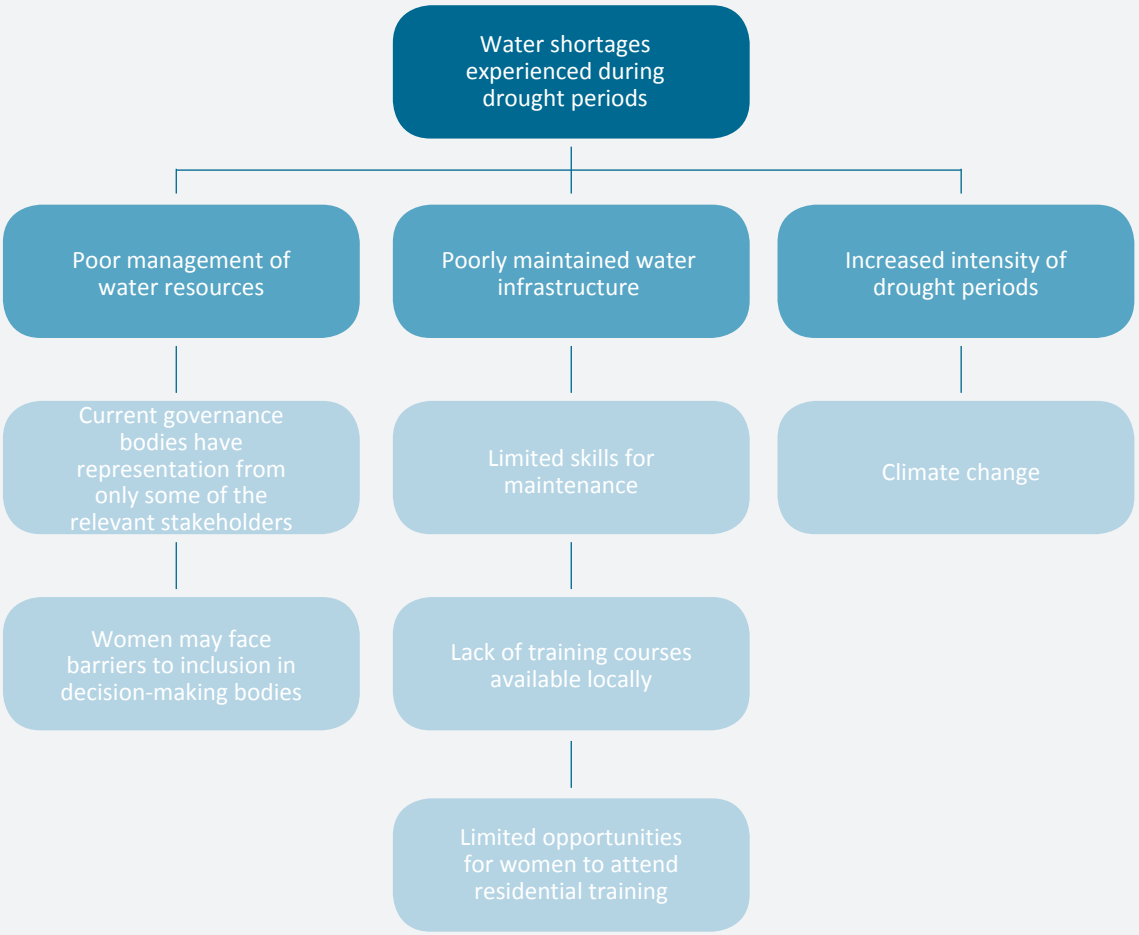
By using the identified problems and turning them into solutions this tool also informs subsequent phases of the programme cycle (Solution Analysis and Design).

This tool can be used with all stakeholders – during policy workshops, stakeholder consultations and at the community level.

Steps

1. Together with all relevant stakeholders (ensuring appropriate representation from agencies that have gender expertise) generate a list of problems within the particular context (country, sector, community). The situation analysis should provide information to validate the identified problems.
2. Using one of the problems, explain the difference between a "problem", a "cause" and an "effect".
3. For each of the causes identified continue to ask the question "Why?" in order to drill down to the underlying root causes.
4. Identify root causes that may be different for men and women and relate to unequal access to resources, decision-making processes and existing social structures.
5. Use the identified root causes to inform responses during subsequent phases.

Tool 2.1: Problem Tree Analysis – digging deeper



Further reading

SOPAC, 2009. Guide to Developing National Action Plans: A Tool for Mainstreaming Disaster Risk Management, Based on experiences from selected Pacific Island Countries

Additional resources for use at the community level

SPC, 2013. Toolkit to mainstream gender into energy and climate change community based adaptation projects in the Pacific

Climate Witness, Community Toolkit (WWF South Pacific Programme)

SPREP, 2006. CV&A: A Guide to Community Vulnerability and Adaptation Assessment and Action

at *http://www.sprep.org/att/publication/000437_cvaguidee.pdf*

Tool 2.2: Division of labour and activity matrix

Objective: To identify the roles of women and men in contributing to livelihoods and household well-being and their roles in managing climate change impacts.

Gender considerations: A division of labour matrix can provide information on the respective roles of men and women in livelihood strategies. It should provide information about the level of involvement of women and men in:

- Food production: agriculture (cash crops, livestock production, subsistence crops), fisheries (coastal and offshore), other activities related to food security (collection of wild nuts)
- Natural resource management: water, forests, agricultural land, marine resources
- Disaster preparedness: the operation and management of early warning systems, preparation and storage of food and water, safeguarding infrastructure – What are the respective roles of women and men in each of these activities?
- Household work: cooking, cleaning, collection of water or fuel, maintenance of water tanks, taking care of children, elders or persons with disabilities, etc.
- Employment and income generating activities: handicraft production, services, and small-scale businesses
- Community work: involvement in customary institutions, church groups, traditional celebrations, NGOs, collective work, etc.

Why do it?

This information can be used to examine the extent to which climate change impacts will affect each of these activities and therefore any differences in the way in which these impacts will be felt by women and men. Understanding who does what, who uses and controls which resources, is vital to being able to manage any changes in the availability of those resources that may arise as a result of climate change impacts. Similarly, adaptation responses directed toward changes in the way resources are currently managed must understand who actually manages the resources; attempts to improve resource management may otherwise fail.

When to do it?

This is an important part of an initial situation and problem analysis, to ensure that proposed solutions are correctly targeted. It can be integrated into a vulnerability and adaptation assessment.

Steps

The following steps illustrate this process with respect to water security and drought issues.

Step 1: Identify activities that men and women perform in relation to food production, natural resource management, livelihoods, disaster risk reduction, household and community work. How are these activities affected by water shortages and droughts?
Step 2: How do the activities performed by women and men themselves affect underlying resource management? Do these activities put pressure on existing water resources? Do any of these activities contribute to conservation of water resources?
Step 3: Combine these activities with information about how climate change will affect water resources and the incidence of drought.
Step 4: Using the information generated in steps 1–3, identify and discuss how men and women may be differently affected by climate change impacts. In particular, do some activities use water resources more than others, and if so, will they be more affected by changes in water availability?

Tool 2.2: Division of labour and activity matrix

Example: The following table represents a division of labour and activity profile (Step 1 and 2 above) used to determine how and by whom water shortages and droughts are currently being felt and how current activities may exacerbate these problems. The impacts described below are examples for illustration only. In reality the impacts are likely to be very context specific.

A gender analysis of activities and water resources management

The Activity Profile	Type of Impact		Level of involvement [1]	
Activities	**Impact of water shortages or drought on people's activities**	**Impacts of those activities on water resources**	**Men**	**Women**
Cash Crops Sweet potatoes Planting Weeding Harvesting Processing Selling to market	Reduced yields and constrained processing opportunities - reduced cash income available to the household	Water used for processing crops (e.g. cleaning, making chips) limits water available for other uses	 xx xxx x xxx	 xxx xxx xxx
Subsistence Crops Vegetables Planting Weeding Harvesting Processing	Reduction in yields – reduced cash income and nutritional quality of food	Vegetables require significant water – households will need to decide how to trade-off between water used for vegetables and other uses	 x x	 xx xxx xx xx
Raising Pigs Collecting/buying food Feeding Cleaning the shed Selling	Increased mortality of pigs due to limited freshwater availability	Households will need to trade-off water available for piggeries and other uses	 xxx xxx xx xx	 x
Other Livelihood Small enterprises Handicraft production Employment in the government	Activities that use water directly will be constrained. It is likely that production activities at home (e.g. handicraft production) are more heavily affected than salaried income	Livelihoods arising from opportunities outside of the primary production sector can contribute to improving water availability.	 xxx	 xxx xxx x
Household Cooking Cleaning Taking care of children Taking care of elderly or sick persons Collecting fuel wood Collecting water Others	Water is required for most of these activities and women will be forced to prioritise among them during water shortages. Women and men may need to travel further to collect water during drought periods	 xxx xxxxx	 xx	 xxx xxx xxx xxx xx xxx xxx xxx

[1] The number of x's in these columns indicates the level of control or access: x signifies some sort of control or access, xx – medium amount of control or access, xxx – high level of control or access.

Tool 2.3: Adaptive capacity assessment matrix

Objective: To identify the resources available to support adaptation to climate change and who has access to and control over those resources. This will provide information about who is at greater risk and what resources are necessary to strengthen people's resilience.

Gender considerations: This tool helps to identify which resources are critical for people's adaptation and resilience and assesses the extent to which women and men differentially have access to and control of those resources: men and women often do not have equal access to vital resources necessary to manage risks.

Why do it?

Coping with environmental stresses, climate and disaster risks requires resources (information, skills, physical and financial resources etc.). We often identify resources necessary for managing risks but do not necessarily consider who has access to and control of those resources. This can undermine approaches to strengthening adaptive capacity as the existence of resources does not necessarily mean that they are available to everyone. For example, early cyclone alerts are disseminated by radio. If the men in the household take the radio with them to the garden when they are farming, the rest of the household members will not have access to important information. This may influence our strategies for ensuring that everyone gets the information they need. In this case the problem is not the lack of technology or systems but of access to them.

When to do it?

This tool provides insights into the following questions: How does access and control of different resources affect our ability to adapt to climate change? How should this inform strategies to strengthen adaptive capacity? The tool should be used as part of the situation and problem analysis in order to inform solution and design options.

Definitions

- ACCESS: means the right or the opportunity to make use of something (e.g. a body of information or knowledge, person(s) who can guide or help you, necessary equipment or resources etc.).
- CONTROL: means the ability to define how something will be used, who may use it and how much use they can make of it.

At the household level, resources can include knowledge and skills, financial resources, means of transportation (e.g. truck, boat) and communication (phone, television, radio), property (e.g. a house), land and other assets (equipment and tools).

At the community level, resources means all the things needed to enable something to be accomplished. They can include traditional knowledge, natural resources (communal land, forests, the foreshore and ocean, rivers), physical structures (market places, healthcare centres, schools, institutional bodies (a local governance body, a financial institution, local NGOs) and everything that is used, managed or owned by a community.

At the society level, resources can include employment, public infrastructure (schools, hospitals, roads, markets, parks) and services (education and training, the justice system), banking systems, political and decision making structures.

Tool 2.3: Adaptive capacity assessment matrix

Example – resources available at household and national level for drought management

Required resources for supporting drought management – household level	Existing resources at the household level	Access		Control Who decides how it will be used?	
Household level		**Men**	**Women**	**Men**	**Women**
Physical resources					
Private well	X	X	XX	XX	X
Water tanks	XX	X	XXX	XX	XX
Information					
Information about risks	XXX	XXX	X	XXX	
Information about storage measures	XX	XX	XX	XX	X
Financial resources					
Savings	X	XXX	XX	XXX	X
Remittances	XXX	XXX	XXX	XXX	XX
Alternative income sources	XX	XXX	XX	XXX	XX
Social Cohesion					
Good relationship with community	XXX	XXX	XXX	XXX	XXX
Member of church group	XX	X	XXX	XX	XX
Member of island council	XX	XXX	X	XXX	
National level		**Men**	**Women**	**Men**	**Women**
Physical resources					
Underground water (on two islands)	Cover 35% of the requirements	XXX	XXX	XXX (only men in management positions in the ministry)	
Public cisterns	30 – Water Master Plan has a target of 80	XX	XXX	XXX	
Reticulated water system	Covers 55% of requirements	XXX	XXX	XXX	
Information and communication – quality rating (5 – well functioning, 0 – not in existence)					
Information	4	XXX	XX	XXX	X
Warning system	3	XXX	X	XXX	X
Institutional structures – quality rating (5 – well functioning, 0 – not in existence)					
Drought management plan	5	XXX	X	XXX	X
Skilled committees	3	XXX	XXX	XXX	XX
Outer Islands coordination	4	XXX	X	XXX	X
Financial resources	1	XXX		XXX	

Brief insights

At the household level women use water wells and tanks for household chores but men take most of the decisions relating to investment, maintenance and finance. If women are consulted about household resources their needs may be addressed but when one household member controls the use of certain resources, other members' needs may not be prioritised.

Women are more involved with the church group, which can be an important resource to draw on in times of crisis. However, the main decision-making bodies at the community level are more accessible to men.

At the national level both women and men have access to public infrastructure. However, in the ministry responsible for the planning and management of services and budget allocation, the decision-making is mostly the men's preserve as there are no women at the senior management level. This could mean that women's specific needs are not currently being met and that opportunities to draw on women's capacity to inform the design of warning systems and drought management plans and contribute to enhancing their effectiveness are being missed.

Tool 2.4: Adaptation planning – needs assessment matrix

Objective: To determine existing and future needs related to the priority adaptation actions identified.

Gender considerations: When defining priority adaptation actions, men and women may have different needs (information, training, financial resources, infrastructure) depending on their roles and responsibilities.

Why do it?

It is usually straightforward to identify the practical needs (those that make life easier) of men and women and address this as part of the programme or project. However, women have strategic needs that stem from their gender roles within society. This may include, for example, enhancing women's involvement in governance mechanisms (such as national climate change or disaster risk management committees) or ensuring that training opportunities in male-dominated areas (such as water engineering) are available to women.

When to do it?

Assessment of differences in adaptation needs should be done as part of the solution analysis in order to take these differences into account in the way the project is designed.

Steps

1. Using the information from earlier stages (situation, problem and solution analysis):
- summarise the most significant climate change impacts and effects of those impacts on the particular ecosystem, sector, area or community of interest.
- summarise the top priority actions for reducing vulnerability and strengthening resilience to these risks.
2. Based on these top priority actions, identify different needs that men and women have in managing risks.

Ensure that any information related to differences in the effects that men and women will face or their priorities is not lost in the process.

3. Assess whether women's identified needs are practical or strategic needs. If only practical needs have been identified, reflect on the results of the earlier analysis to determine whether any strategic needs have been overlooked.
4. Integrate the priority needs into the programme or project design.

Example: The following table can be completed separately for men and women and the results consolidated later, or completed as a single table. The climate change impacts, effects and priority actions should have been identified during earlier assessments (situation, problem and solution analysis).

Tool 2.4: Adaptation planning – needs assessment matrix

Climate change impact: Increased rainfall variability leading to more severe droughts			
Effect: Regular water shortages leading to increasing health risks			
Priority action	**Adaptation needs**		**Practical or strategic**
	Men	**Women**	**(P or S)**
Enhance integrated water resource management governance structures at national and local levels	Leadership training to the current membership of the committee (largely men)	Improve gender balance of water resource management steering committee (currently only one of seven members is a woman) Expand IWRM committee to include the government ministry responsible for women and non-governmental organisations responsible for human rights, women's rights	S
Repair existing water infrastructure	Training for repairing downpipes and water tanks to public works department employees (largely men) Train-the-trainer workshops for organisations working at the community level to be able to deliver water resource management training	Target women within the public works department to attend training for repairing infrastructure Ensure access to training opportunities for organisations working in women's and human rights	P, S P, S
Improve community awareness of the importance of good water and sanitation practices during drought periods	Information disseminated through various media channels (radio, TV, newspapers) to provide the public with up to date information on droughts and key water, sanitation and health messages		P
	Targeted information about reducing kava consumption during drought periods to minimise health risks	Targeted information and training about prioritising water for children's hygiene and sanitation (e.g. for hand washing) despite water shortages.	P

Tool 2.5: Time Use Survey

Time use survey

Objective: To identify the daily tasks carried out by men and women and identify the differences or similarities in activities, workload and roles.

Why do it?

This tool facilitates the capturing of daily activities by men and women. Information obtained from this tool may be useful for identifying target groups for specific project activities and also planning of project activities to ensure that they do not add excessive burden to men's and women's workloads. It is also a useful method of making everyone more aware of the different workloads borne by men and women.

When to do it?

This tool provides useful insights into the following questions: Who does what (roles)? When are different activities carried out? How much time is consumed by activities (household, community, individual)? It should be used as part of the situation and problem analysis in order to inform solution and design options.

Steps

1. Together with relevant stakeholders, distribute the time matrix to each participant or group.
2. Ask participants to think of a typical family they are familiar with or to think of their own families.
3. Ask them to think about the typical activities that the husband and wife in the family would do in a typical day. Using the time matrix indicate activities that each would carry out for each of the hours of a 24-hour day. Activities would include things like preparing children for school, washing, leisure time, sleeping etc.
4. Following this, have participants compare the two timetables and discuss the following questions:

Are there commonalities and differences between the two timetables?

- Are activities the same or different?
- Is the same amount of time spent on activities that are common to both?
- Why do think there is a division of labour?
- Is there a distinct division of labour between men and women? Why do you think so?
- Are the activities of the man and the woman inter-changeable?
- How can men and women assist each other with their respective workloads?

Tool 2.5: Time Use Survey

Time	Woman	Man
5.00 am	Wakes up and prepares children's school lunches and breakfast	
6.00 am	Wakes children up and gets them dressed for school	
7.00 am	Family breakfast	Family breakfast
8.00 am		Wakes up and goes to work in the nearby town

Alternatively, participants may also illustrate activities, as in the following:

Tool 3: Feasibility assessment – integrating gender

Objective: Determine whether proposed solutions are feasible in a given context.
Gender considerations: When assessing proposed solutions for each identified option it is necessary to examine who is expected to do what, what skills they need to do it, and when they need to do it. Whenever we are thinking about who does what should disaggregate this into different groups (such as men, women, elders, youth, people with disabilities).

Why do it?

Many people are likely to be involved in contributing to the successful achievement of policy, programme and project objectives. When assessing proposed solutions it is important that everyone has actively defined their role, understands their part in the process, has all the necessary skills required and has the available time to contribute. If you are relying on a particular group to conduct particular activities, they need to have been involved in the decision-making processes that have defined their involvement. Women tend to have less access to decision-making processes and all too often it happens that they are expected to play a role but have no voice in determining what that role should be and identifying additional skills they may need to fulfil it. Care must also be taken that expected roles within the programme or project do not add unduly to existing workloads of a particular group.

When to do it?

This tool should be used during the solution, analysis and design phases. All those expected to play a role or be affected by a particular policy, programme or project, including women, must be involved in identifying possible options and designing the activities.

Ideally, proposed solutions screened here should have been identified by affected stakeholders themselves through participatory approaches and tools used as part of a vulnerability and adaptation assessment. It is important that this tool be applied in a participatory way with a balanced representation of all groups expected to play a role in the programme or project. This could be during a steering committee meeting if it is appropriately representative or at a specific planning workshop where attention is paid to ensuring the relevant stakeholders are able to participate fully.

If there are opportunities (for example through institutional structures involved and capacity building) to promote gender equality, they should be considered at this stage.

Steps

1. Document proposed solutions identified during previous phases.
2. For each proposed solution and based on a good understanding of the situation (existing roles and responsibilities, knowledge and skills) and the problem assess:

i. the impact of each proposed solution on men and women
ii. the expected roles of men and women and any implications on their workloads
iii. skills and capacity needs of men and women to undertake these roles

3. Consider what the results tell us about the feasibility of each proposed solution.
4. Adjust recommended approaches if necessary to take account of factors that may impede the achievement of programme or project objectives.

Tool 3: Feasibility assessment – integrating gender

Example: Shoreline protection

Proposed solution: Mangrove conservation and rehabilitation						
Expected Impact		**Expected roles**		**Additional skills or resources needed**		**Recommended approach**
Men	**Women**	**Men**	**Women**	**Men**	**Women**	
Increased protection for juveniles of the fish species that men rely on as their main source of income	Increased protection for crabs that women are involved in collecting	Jointly involved in replanting		Training about how to rehabilitate mangroves must be equally accessible to men and women		Include specific targets (50% participation) for men and women during training
Will offer increased protection for household assets close to the shore		Take care not to damage young plants when launching their fishing boats	Reduce the use of mangrove wood for fuel	Awareness of the damage that young plants can sustain	Alternative sources of reliable and affordable fuel must be identified to ensure that women are not disadvantaged	Ensure specific training needs are addressed Specific activities to identify reliable and affordable alternative fuel sources must be built into the design
Proposed Solution: Construction of a seawall						
Expected Impact		**Expected roles**		**Additional skills or resources needed**		**Recommended approach**
Men	**Women**	**Men**	**Women**	**Men**	**Women**	

Tool 4: Cost–benefit analysis (CBA) Framework – integrating gender

Objective: To identify and compare the costs and benefits (including social and environmental costs and benefits) of different proposed options; and to determine whether the benefits of an activity or decision outweigh its costs and by how much relative to other alternatives.

Gender considerations: A cost–benefit analysis (CBA) can also disaggregate costs and benefits according to different groups (including men, women, youth, people with disabilities) to understand better who incurs the costs and who enjoys the benefits from specific measures. A good gender analysis that identifies expected costs and benefits to men and women is a pre-requisite for being able to value them on a disaggregated basis.

Why do it?

A CBA can help inform decisions about whether to proceed with an activity, decision, project or not and/or choose which option to implement. It can be particularly valuable for advocacy and communication to involve decision-makers in finance and planning to demonstrate the expected social and economic returns associated with a particular project (i.e. for every $1 invested, how much society will benefit).

A good cost–benefit analysis can expose the real (and sometimes hidden) costs facing women (for example in terms of time spent working), and by demonstrating the economic return on these initiatives to society as a whole, support arguments for investing in capacity building and support to women. Consideration of distributional issues within a CBA framework is also vital in terms of assessing the feasibility of options. If one particular group is disadvantaged by a proposed option they are unlikely to support the initiative, which will undermine the achievement of results. Consideration of distributional issues therefore provides invaluable information about how project design should be adjusted to account for these factors.

When to do it?

A cost–benefit analysis can be used at various stages during the programme or project cycle.

- During the solution analysis and design phases it can help inform the design of the project proposal and appraise the worth and feasibility (or otherwise) of the proposal(s).
- During implementation it can check that the project is on track and inform any project design refinements and adjustments for the remainder of the project period.
- As part of an evaluation at the end of the project period it can evaluate its performance or success. This can support transparency and accountability in reporting on how well funds have been spent and learning about whether a particular project (or that type of project) is worthwhile and should be replicated.

Entry points for gender analysis

At the heart of the consideration of gender within a CBA framework is the treatment of equity and distributional impacts. The basic measure of overall benefits in a CBA reflects economic efficiency: $10 of benefits accruing to a poor farmer are treated the same as $10 of benefits to a wealthy hotel owner. In reality societies commonly give greater weight to gains to disadvantaged groups. Consideration of how gains and losses are distributed is vital to ensuring that social equity is considered alongside economic efficiency.

In a CBA, the value of costs and benefits is determined by people's willingness to pay for (or how much they would pay to avoid) a good or service. In reality, our willingness to pay is affected by our ability to pay.

Tool 4: Cost–benefit analysis (CBA) Framework – integrating gender

This means that our valuation of costs and benefits is based on the current ability of society to pay, or in other words, the current distribution of wealth in society, including existing inequalities in that wealth distribution.[1]

A CBA is one tool that can feed into the decision-making process. Its results should be considered alongside other tools that examine equity and distributional issues in more detail.

Steps

1. Determine the objectives of the CBA

Ensure that all relevant stakeholders (including men, women, elders, youth, children, people with disabilities) have fed into the decision-making process about which options to assess. Whose priorities are represented?

2. Identify costs and benefits – with and without analysis

When identifying the different costs and benefits, and based on a good understanding of the underlying situation and problems, ensure that information on the distribution of those costs and benefits is captured and documented.

3. Measure and value costs and benefits and 4. Aggregate costs and benefits

When measuring, valuing and aggregating costs and benefits ensure that no detail relating to the distribution of costs and benefits is lost.

5. Conduct sensitivity analysis

A sensitivity analysis tests the results of a CBA for changes in key parameters we are uncertain about (e.g. rainfall). If a sensitivity analysis alters the distribution of costs and benefits significantly, ensure that this information is captured.

6. Consider equity and distributional implications

This section should expose any equity or distributional issues related to the costs and benefits of different options and how they might affect the feasibility of the project. Possible approaches for maximising benefits accruing to particular groups, including women, and measures for addressing any groups that are disadvantaged by the proposed options should be discussed.[2]

CBAs often provide recommendations as to how the estimated benefits can be realised in reality. For example, as part of the Tuvalu PACC project, a critical recommendation of the CBA was the development of a strong monitoring and community management plan to ensure that during dry periods, vulnerable members of the community can access water from the communal cistern (installed as part of the project). This involves consideration of who has access to and control over communal water resources, and presents an opportunity to strengthen women's involvement in water resource management.

[1] Adapted from SPREP &SPC, 2013.Cost–benefit analysis for natural resource management in the Pacific: A guide" at http://www.undpalm.org/sites/default/files/downloads/costbenefit_analysis_for_natural_resource_management_in_the_pacific-a_guide.pdf

[2] Refer to Appendix 2 in the above document

Tool 5: Policy, programme and project screening matrix

Objective: To identify recommendations for gender-sensitive approaches and indicators that should be incorporated into the final project design.

Why do it?

Ensuring that gender considerations have been taken into account in proposed approaches and indicators is vital to the successful achievement of project outcomes. Failing to identify gender considerations correctly and take them into account can result in men's and women's different needs not being adequately accounted for. It can also mean that their different skills, capacities and knowledge relevant to the achievement of project results are under-utilised. These factors will limit the effectiveness of projects or make them fail completely.

This tool assesses the extent to which we understand the gender considerations of proposed problems and solutions and can help identify knowledge gaps.

Based on this assessment, gender-sensitive approaches and indicators are identified that can be incorporated into the overall project design.

When to do it?

This tool should be used to assess a draft project design document to ensure that gender considerations have been identified and proposed solutions, approaches and indicators take them into account. It requires detailed knowledge of the context of the project and relies on gender analysis conducted as part of the situation, problem and solution analysis.

It is often helpful to dedicate specific time to focusing explicitly on gender considerations as they are frequently not prioritised. The tool could be used during a steering committee or planning meeting with relevant stakeholders, including representatives from the project site, national ministries including those responsible for gender and/or women, non-governmental organisations, faith-based groups etc. A gender specialist could facilitate this process if the existing steering committee does not have sufficient expertise. Where this is the case it could be produced as part of a capacity building process with those involved in project implementation.

For the purposes of this toolkit this tool was used to summarise gender considerations in the case studies presented in Module 2.

Tool 5: Policy, programme and project screening matrix

An example is provided below.

Applying a gender lens to the Case Study 1: Tuvalu

Climate change impact: Increased intensity of drought periods and rainfall variability contributing to increased water scarcity					
Problem: Reduced water availability for household activities during drought periods		*Solution: Increased water access through a community cistern with solar pump*		**Recommended gender-sensitive approach**	**Gender-sensitive indicators**
Men	Women	Men	Women		
Applying a gender lens to the problem		**Applying a gender lens to possible adaptations options**			
Less water available for livestock and gardening activities will result in decreased yields and food availability Spending more of the household income on imported food and on desalinated water could lead to increased stress and conflict at the household level	Long periods waiting for delivery of water supplies adds to existing workloads Rising incidence of water-borne diseases will increase time spent caring for the sick Increased mental and physical stress will result, especially when caring for babies and the elderly Additional stress and conflict may exacerbate domestic violence and result in a rise in its incidence	May decrease men's workload as women can now collect water too More likely to receive training in use of solar pump Men may have a higher migration rate and are more likely to leave a skills gap in a household or community if only men are responsible for accessing water from the cistern	Women will be able to collect water; this may give them more flexibility, but will also increase their workload Less likely to receive training to operate the solar pump Women may have a lower migration rate, therefore knowledge and skills are more likely to be retained in the community	**Conduct gender analysis of water use and management patterns** **Ensure men and women are informed and receive training on the use and maintenance of solar pumps** **Facilitate open dialogue about water priorities and gender imbalances of water collection and water-related tasks** **Facilitate open dialogue about gender dimensions of participation and decision-making in water governing structures** **Encourage the inclusion of women in water management committees** **Provide technical training to women and men in community management structures and ensure that skills, and opportunities to increase them, are not limited by sex**	**Number of men and women involved in village water management committee** **Number of men and women who express satisfaction with the solar pump and cistern** **Percentage change in the number of women and men accessing water from the cistern** **Number of men and women who have been trained in operating and maintaining the solar pump and monitoring water levels**

Tool 6: Gender Action Plan

Objective: To ensure that specific gender considerations and targets that promote women's equal participation and benefits are clearly identified, monitored, reported and evaluated.

Example: The project-specific gender action plan (GAP) is a tool to ensure "gender mainstreaming" is tangible and explicitly visible in project design and implementation. The project GAP is not a separate component. It mirrors the project outputs and is an integral part of project design. GAPs include clear targets, quotas, gender design features and quantifiable performance indicators to ensure women's participation and benefits.

Source: Asian Development Bank *http://www.adb.org/themes/gender/project-action-plans*

Why do it?

When gender is considered from the beginning of the preparatory phase of a policy, programme or project, gender considerations should be incorporated into each step of the process. It might still be useful, however, to develop a specific gender action plan in order to track that issues identified and measures to address them are not forgotten. Developing specific targets for women's participation and benefits the project is expected to produce can provide useful indicators to track from a gender perspective.

Assigning responsibility to specific team members for the achievement of specific performance targets can also help to ensure that the identified measures are implemented.

When to do it?

Ideally a gender action plan should be undertaken as an integral part of the programme design, and measures and targets specified should be incorporated into the overall programme implementation plan, monitoring and reporting mechanisms etc. The gender action plan can also be used as the basis for a regular gender monitoring report, which can be incorporated into regular reporting processes (such as annual reports, steering committee meeting papers).

Care should be taken to ensure that the existence of a gender action plan does not result in confinement of gender considerations to the gender action plan only. Likewise, a gender focal point within a team can help to ensure that gender issues are identified and prioritised but it is the responsibility of all team members to ensure that gender is mainstreamed throughout.

Tool 6: Gender Action Plan

Example: Extract from Port Moresby Power Grid Development Project (ADB) – Gender Action Plan (GAP)

Components and Outputs	Performance targets and activities	Responsibility
Output 1. Hydropower upgrade and rehabilitation		
(a) upgrade of Rouna 1 hydropower plant (6 MW), and (b) rehabilitation and upgrade of Sirinumu Toe-of-dam hydropower plant (1.6 MW)	During design and implementation, all community consultations will have a target of 40% female participation.	PMU, CDGS
	Encourage the employment of women in labour-based work (at least 20%) and provide necessary institutional support for female labour-based workers, such as separate sanitation facilities. Contractors appointed for construction will be informed of the required facilities before bidding.	PMU
	Contractors will be required to pay equal wages to men and women for work of equal value.	PMU
	Women's wages will be paid directly to them.	PMU
	Construction workers and community members of project sites will be provided training on HIV/AIDS issues.	PMU, CDGS
Output 2. Upgraded distribution grid		
(a) extension of the grid to an estimated additional 3,000 households	Female headed households will be prioritised for connection in areas targeted for connection to the grid. Detailed design village surveys will identify female headed households and ensure they are included amongst the connections.	PPL, PMU, CDGS
		PMU, CDGS
	Undertake training workshops in newly connected communities (at least 50% female participation) on electricity safety, operation of prepayment meters, energy efficiency, and household utility budgeting.	PMU, CDGS

Implementation arrangements

The Project's GAP will be implemented by the project management unit (PMU) which will hire an international community development/gender specialist in the Project team. PPL will allocate a national specialist to assist on community development and gender issues. The specialists will be responsible for incorporating the GAP into project planning, implementation, and monitoring frameworks, including community consultations, awareness training, and establishment of sex-disaggregated indicators for project performance and monitoring. The PMU will include reporting on progress of GAP activities in quarterly progress reports on overall project activities to the ADB and the Government.

CDGS = community development/gender specialist, DMF = design and monitoring framework, PMU = Project Management Unit.
Source: Asian Development Bank (2013)
http://www.adb.org/projects/documents/port-moresby-power-grid-development-project-gap

SPC Secretariat of the Pacific Community

SPREP PROE

giz Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH

german cooperation DEUTSCHE ZUSAMMENARBEIT

UN WOMEN United Nations Entity for Gender Equality and the Empowerment of Women

PACC Building Resistance to Climate Change in the Pacific Communities

Australian Aid

UNDP Empowered lives. Resilient nations.

Supported by: Federal Ministry for the Environment, Nature Conservation and Nuclear Safety based on a decision of the Parliament of the Federal Republic of Germany

gender cc women for climate justice