



# Commonwealth Foundation

## Understanding the Intersection between Gender and Climate Change in the Caribbean - An Exploratory Discussion

### MEETING SYNOPSIS

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| Acronym    | Full Name   |
|------------|---|
| COP        | Conference of the Parties   |
| GEF/SJP    | Global Environment Fund/ Small Grants Programme   |
| CYEN       | Caribbean Youth Environment Programme   |
| MEPA Trust | Marine Ecosystem Protected Areas  |
| JET        | Jamaica Environment Trust   |
| CNFO       | Caribbean Network of Fisher-folk Organisation   |
| FACRP      | Fondes Amandes Community Reforestation Project  |
| ART        | Agency for Rural Transformation   |
| CPDC       | Caribbean Policy Development Centre   |
| FAHIES     | Fahies Agricultural Women   |
| WINFA      | Windward Islands Farmers Association  |
| MONA Unit  | The Institute of West Indies (UWI), Institute of Gender and Development Studies (IGDS), MONA Unit |

# Day 1: Introductions

## Opening Remarks

The Commonwealth Foundation convened a two-day dialogue with representatives from several civil society organisations across the Caribbean on Monday June 4 and Tuesday June 5 2018 at United Nations House in Barbados. The workshop was the result of a consultative process with key regional Caribbean stakeholders following COP 23 in Germany. Arising from that process it was determined that there was a need to gain a better understanding of the need in the region with respect to the intersection between gender and climate change, and to determine where the Foundation can add value. The dialogue opened with warm welcomes from local host David Bynoe - the GEF/SGP National Coordinator (Barbados) and Vijay Krishnarayan, Director-General, Commonwealth Foundation.

Sasha Gay Middleton, the Coordinating Supporting Officer for Marine Ecosystems Protected Area (MEPA) Trust shared her experiences of the COP23 and the work undertaken in Antigua and Barbuda to ensure that there is a consultative process to engage unheard voices in local communities in ongoing climate change conversations.

## Workshop objectives and participant's expectations

The responses below are the Foundation's objectives for the discussion and the participant's expectations.

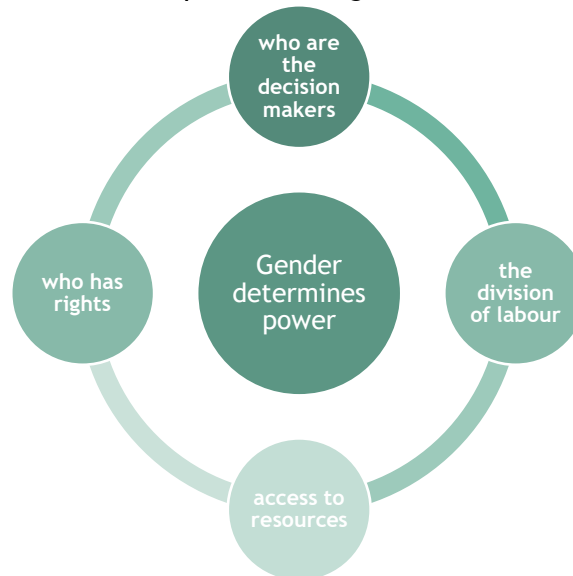
| <i>Workshop objectives</i>  | <i>Participants expectations</i>   |
|---|--|
| <ol style="list-style-type: none"> <li><i>To gain a better understanding of the need in the region in terms of the intersection between gender and climate change; and</i></li> <li><i>To determine where the Foundation can add value</i></li> </ol> | <ul style="list-style-type: none"> <li>To network and create collaboration networks amongst organisations,</li> <li>To learn about different experiences, and about challenges and solutions for processes to be more effective in terms of integrating citizen's voices</li> <li>To strategise on how policy actions, make sure citizens benefit from climate change</li> <li>To ensure that voices of average citizens, e.g. youth, women and Indigenous Peoples (IP: how to include them in the Caribbean community level) are heard and can contribute to, and make an impact on the policy process.</li> <li>To ensure that the definition and discussion of gender in the workshop goes beyond statistics and gender balance, towards behavioural and institutional change.</li> <li>To learn how integrate gender and climate change into their work</li> <li>To learn how do we get men involved in the 'gender' discussion?</li> <li>To learn how to apply gender lenses in organisations and policy work</li> <li>To identify ways to effectively communicate the message with diverse groups using various media (e.g. arts and theatre)</li> </ul> |



Presentation: Intersection between Gender and Climate Change lead by Kimberley Carr-Tobias, *Institute of Gender and Development Studies, MONA Unit Jamaica*.

### Key Highlights of the Presentation

- Sex, is biologically determined however gender feeds into your sexuality, and tells us about our roles and responsibilities, what is expected of us and how to behave - to be a 'man' there are certain 'masculine' characteristics you must adhere to.
- Gender is linked to these expectations and determines power dynamics; the division of labour, who has access to resources, who has rights, who are the decision makers, and this feeds into policies and governance.



- Society views women as 'lower' and often overlook women's work and overlook their roles, such as in unpaid care giving roles. Only productive roles are factored into policies and most importantly high-level/ political roles are the most valued. although in the case of Jamaica there are women represented at these levels, men predominately dominate. Therefore, there exists a gender gap.

### What does gender have to do with climate change?

- The degree to which people are affected by climate change is determined by gender, and the impacts will affect women and other vulnerable groups differently (children, disabled, elderly). This is otherwise known as 'differentiated vulnerabilities' which looks at the impacts of different social, cultural and economic contexts.
- As gender determines levels of vulnerability, policy cannot be one size fit's all; it must be gender responsive as well as sensitive, as the practical and strategic needs of men and women are different.
- As small states are already vulnerable there must be gender analysis to identify and understand the needs of vulnerable people. Furthermore, in implementing gender mainstreaming policy- there is need for clarity in what you are trying to achieve: Equity as in fairness, or equality- as in sameness (sameness is not always fair).

*A participant from Antigua and Barbuda, noted that after Hurricane Irma, shelters were built in schools but these shelters did not have designated toilets for men, women and children. Therefore, women and children are exposed to further vulnerabilities. This highlighted how the needs of different population groups should be assessed and included in disaster and shelter management in order to understand the population being serviced.*

## Day 1: Break-out sessions

Participants were invited to work in groups to discuss the following three questions:

1. How do you or your organisation engage in the policy landscape on climate change? (at the local, national and regional level)

*Please find participants responses to question 1 in Table 1 below.*

**Table 1: Engagement in climate change policy**

| LEVEL    | ORGANISATION                | COUNTRY                                   | SCOPE OF CC ENGAGEMENT  | WHO                               |
|----------|-----------------------------|---|---|-----------------------------------|
| LOCAL    | WINFA                       | <i>Saint Vincent &amp; the Grenadines</i> | Workshop's  | Farmers                           |
|          | ART                         | <i>Grenada</i>                            | Sensitisation Workshops on CC   | Labour Force                      |
|          | CYEN<br>Climate<br>Trackers | <i>Trinidad &amp; Tobago</i>              | Annual Workshop on COP & UNFCCC process<br>Capacity building on influencing policy makers through journalism    | Young people<br>Young Journalists |
|          | MEPA Trust                  | <i>Antigua &amp; Barbuda</i>              | Stakeholder Consultations   |                                   |
|          | Holy Trinity Primary        | <i>Antigua &amp; Barbuda</i>              | Raise awareness in formal education   | Students                          |
|          | FACRP                       | <i>Trinidad &amp; Tobago</i>              | Reforestation programmes  |                                   |
|          |                             | <i>Grenada</i>                            | Initiative through Community libraries on gender and environmental issues<br>Post-disaster situational analysis | Local community groups            |
| NATIONAL | WINFA                       | <i>Saint Vincent &amp; the Grenadines</i> | Policy discussion   | Government                        |
|          | ART                         | <i>Grenada</i>                            | National Climate Change Policy and National Climate Change Steering Committee                                   | Government                        |
|          | CYEN<br>Climate<br>Trackers | <i>Trinidad &amp; Tobago</i>              | National Stakeholder Meetings on NAP  |                                   |



|          |                   |   |  |  |
|----------|-------------------|---|--|--|
|          | MEPA Trust        | <i>Antigua &amp; Barbuda</i>              | National Policy Making: Environmental Management and Protection Act 2015<br><br>Workshops to build awareness on international conventions<br><br>Proposal writing and business management (finances/M&E) workshops | National Government<br>National CSOs                   |
|          | GEF/SGP           | <i>Saint Lucia</i>                        | Provide grants on resilience building, organic farming, alternative energy, water management<br><br>Lessons learnt used to guide policy discussion   | CSO<br><br>National Government                         |
|          | MONA Unit         | <i>Jamaica</i>                            | Provision of technical support on integration of gender  | Policy Makers  |
|          | Amerindian People | <i>Guyana</i>                             | Advocacy and Outreach  | CSO  |
|          | Oonya             | <i>Grenada</i>                            | Research and science liaison   |  |
|          | Fahies            | <i>Saint Kitts &amp; Nevis</i>            | Support GEF program on solar power for agro-processing<br><br>Liaison for chapter  | GEF<br>Women farmers<br>CANROP                         |
|          | Climate Analytics | <i>Bahamas</i>                            | Support science based policy for governments to improve mitigation and adaptation  |  |
|          | PCI Media         | <i>Saint Lucia</i>                        | Biodiversity, Climate Change and Waste   |  |
| REGIONAL | WINFA             | <i>Saint Vincent &amp; the Grenadines</i> | Climate Smart Agriculture Programme  | CPDC   |
|          | Climate Analytics | <i>Bahamas</i>                            | Partnership with regional bodies to tailor regional goals<br><br>Informing science based policy on mitigation and adaptation   | CCCCC<br><br>Governments                               |
|          | CNFO              | <i>Antigua &amp; Barbuda</i>              | Policy development and implementation on small fisheries guidelines/policy   | CANARI<br>Regional fisher folk i.e. Caribbean Regional |



INT'L.

|                             |                                  |   | Fisheries<br>Mechanism |
|-----------------------------|----------------------------------|---|------------------------|
| 1.5 to Stay Alive           | <i>Saint Lucia</i>               | Initiative which partners with organizations and artists  |                        |
| CYEN                        | <i>Barbados</i>                  | Regional information exchange   |                        |
| CPDC                        | <i>Barbados</i>                  | Working on regional policy development  | CARICOM                |
| JET                         | <i>Jamaica</i>                   | Capacity building of civil society who do not have access to platforms to engage with in policy making                            | CSO                    |
| ART                         | <i>Grenada</i>                   | Meeting with international delegations  |                        |
| CYEN<br>Climate<br>Trackers | <i>Trinidad &amp;<br/>Tobago</i> | Committee reporting   | UNFCCC                 |
| MEPA Trust                  | <i>Antigua &amp;<br/>Barbuda</i> | Participation in the COP and the Gender Action Plan & Indigenous People and Local Community Plan<br>Listening and Learning Events | UNFCCC                 |
| Climate<br>Analytics        | <i>Bahamas</i>                   | Attend COP  |                        |



2. Are you or your organisation tackling the intersectionality of gender and climate change? If yes, how and why? If not, why not?

*Please find participants responses to question 2 in Table 2 below.*

**Table 2: How organisations are tackling the intersectionality of gender**

|  |  | Yes   | No  |
|--|--|---|---|
| <b>Participation and Inclusion</b>               | FAHIES                                   | Regional community research which contributes to gender analysis  |   |
|  | Association of Persons with Disabilities | Data collection and gender analysis collection to geographically locate disabled for future climate change responses  | Focus more on poverty and disabilities          |
|  | ART                                      |   |   |
|  | JET                                      | Gender and Youth project  |   |
|  | Climate Trackers                         | Gender and climate change exposure through media platforms  |   |
|  | CYEN                                     | Increasing female leadership  |   |
|  | FACRP                                    | Gender balance: men and women in the nursery<br>Board of all women<br>Training and employment for women in the field as Community Forest Fire Fighters (which was and in some communities still remains predominately male) |   |
| <b>Training, Education and Awareness Raising</b> | Windward Farmers                         | Women increased inclusion in the green economy  | Lack of awareness and understanding of gender   |
|  | FACRP                                    | Extensive training in:<br>Role/division of labour   |   |
|  | CYEN                                     | Educating vulnerable groups   |   |
|  | MONA                                     | Gender Modules: Gender, Climate Change and Disaster Risk management   |   |
|  | Holy Trinity Primary                     |   | Lack of integration into national curriculum    |
|  | Amerindian People                        | Focus on women in Belize to addresses inequality  | Lack of capacity, resources and formal training |
|  | Climate Trackers                         | Gender and climate change priority in journalism  |   |





|                      |                   |  |  |
|----------------------|-------------------|--|--|
| Policy<br>Engagement |                   | Covering COP negotiations<br>Produce educational webinars                |  |
|                      | MEPA              | Roundtable WITH WOMEN<br>Making Documentation and information accessible |  |
|                      | CYEN              | Gender Commission  |  |
|                      | MEPA              | Listening and Learning Act   |  |
|                      | Climate Analytics | Support policy makers across the Caribbean                               |  |

3. What are the key challenges in engaging in the policy landscape on climate change and gender? ***Please find key challenges identified by participants below:***

- A. Limited awareness of gender and lack of discussion on gender.
  - There has been no deliberate focus or follow through on gender and climate change in the region.
  - Discrimination against the concept of 'gender'.
  - Civil society are not empowered to take ownership on gender.
  - Gender is not introduced into the consciousness.
  - No integration into formal education and training.
  - Gender knowledge remains in formal/educational spaces- it has not been trickled down to the community level.
- B. Lack of Gender prioritization.
  - Policy makers only deal with numbers.
  - Ad-hoc policy and legislation; as gender priorities are not driven by evidence but by international/donor-led demands-gender is culturally specific.
  - No, or limited implementation of gender vulnerability assessments.
  - No assessment of the culture/value system- and how this influences, the way in which gender and climate change is prioritised.
- C. Information 'silos' and limited access to information.
  - Weak linkages between civil society in the region and linkages with national and regional policymakers.
  - Using media to raise climate change and gender to more widely accessible platforms.
- D. Lack of succession planning procedures and 'brain drain'.
  - Limited absorptive capacity of civil society and physical and financial resources.
  - Local knowledge and resources are not promoted: there is often the use of consultants from outside of the region.
- E. Lack of innovation.
  - Lack of use of existing resources and technology. Such as seaweed- which can be used in the desalinisation processes.
- F. Management of information and data.
  - Lack of data and repetition of data.
  - Centralized information. Who holds the data? and who has access?

## Day 1: Plenary Discussion

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The plenary invited participants to expand on the key challenges identified from the break-out sessions when engaging gender and climate change in their work.

***Key issues highlighted by participants:***

How to communicate gender and climate change to those you are servicing.

- The use of ‘techno-cratic’ language which discourages buy-in, CSOs need to focus on using formats and language that is applicable.
- PCI found that everyone has access to the radio, and their Punta Fuego programme in Belize has been successful in disseminating information.
- Using mediums that are accessible and focusing on entertaining through education to make those in the community feel for the issues, such as a call-in radio programme to discuss with technical expertise.
- Most participants agreed that despite climate change being not only topical, but an issue of the everyday they continued to face a lack of buy-in at all levels of society

*A participant highlighted that the top-down approach of funding agencies perpetuated historical and inherited systems of knowledge. Furthermore, how could gender be a priority if it was not budgeted for.*

How accessible is data and information?

- In the case of Guyana, indigenous people live in the hinterlands, away from the majority population who live on the coast and so all information/conversation data is not accessible.
- Therefore, it maintains the socio-political exclusion and the disenfranchisement of indigenous peoples but especially indigenous women from the climate change discussion, of who their lives and livelihoods are experiencing the impacts of climate change.



## Day 2: Power Imbalances and Gender

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Presentation: Lead by Kimberly Carr-Tobias, *Institute of Gender and Development Studies, MONA Unit*

**Key highlights of the presentation are as follows:**

- We determine what is gender, the norms of what is feminine and masculine and we socialize and reinforce these norms.
- What it means to be a 'man' and a 'woman' varies across the region.
- To understand power; you need to understand patriarchy, a male dominated system, where men are in control, which does not mean that men control women per se, but men also control other men, because not all have access to that level of power or control. *The group were asked by to reflect on their own backgrounds to assess who in their context had power.*
- When you look to understand power and gender you need to look at the cultural and historical context of the Caribbean, which exists from a plantation society which was seeded in racism and classism.

*A participant, reflected that cultural system that the Caribbean has adopted is inherited. This system is rooted in European dynamics of socialization and this has informed and been reflected in the Caribbean political and social systems.*

- Socio-political systems are often blindsided by hegemonic masculinities and this is to do with the way in which people in the Caribbean are socialized and nurtured.
- Within the Caribbean there has been the emergence of Caribbean feminism in response to the global Women's movement in the US, however black women were excluded from the movement. The work of Caribbean feminist Peggy Antrobus worked on bringing black women's needs and voices to the feminist movement.
- Socialization is powerful, and it can be seen in the fact that despite having female Prime Ministers across the region, it has not influenced gender or power dynamics. If women own banks and Grace Kennedy, they belong to a particular social class and class structure. This social class does not entertain the prospect of women's equality, because in society women are treated as cheap labour and this is intrinsic when understanding power and gender.
- When you think of the household it is considered a female space, but when you think of the boardroom you think of this as a male space. This highlights the ways in which space is gendered. In cases where women are powerful or successful, society tends to strip them of the 'femininity' in order for them to fit into gender roles.

How do we address the power issues in the Caribbean context, particularly when addressing gender and climate change?

- Within the region there is a challenge to women in positions of leadership. However, a participant stated that in the context of the Caribbean this goes beyond a male/female issue. This is a vulnerability/economic issue, and there is a need to address this dynamic when you bring this to the community level.
- Climate Change does not discriminate, vulnerability cuts through all groups, and it was argued that looking at this through this perspective it is a more inclusive process as you can include; indigenous, disabled, elderly, youth.



- In participants own experience it is not just at the local but also at the organizational level, power dynamics exist between an organisation and the donor/international organisation.
- When gender is tackled in a government it is treated as an ‘add on’, which means that Ministries cannot effectively tackle gender issues and promote gender. In the case of Jamaica, it was added to the Youth Ministry, which is the Ministry of ‘Culture, Entertainment Gender and Sport’.

*A participant pointed out that there was no dedicated Ministry of the Environment in her country, so how can gender or climate change be tackled if it is not prioritized by the government.*

This discussion concluded, that the region has made great strides, however when you look at gender and climate change there is a need to understand who you are servicing and how to deliver an appropriate response. In order to do this the process must be more inclusive, because men, women, indigenous, disabled, youth and the elderly are all different and so their needs are different.

We are all vulnerable, to climate change. However, your vulnerability can be exacerbated by climate change, depending on the following factors;

- a. your livelihood
- b. where you live
- c. your age or sex
- d. road accessibility: is there one road in and out of your town?
- e. whether or not your home is insured to its value
- f. whether you have access to food and do you have access once the price of goods inflates after a disaster

All of these factors can determine your vulnerability and so these should be considered, when planning policies and preparing disaster management procedures and programmes. Gender lenses should be used to ensure that all needs are accounted for in policy process.

## Day 2: Break-out Sessions

Table 3 documents responses by participants when invited to discuss ‘the factors which cause or influence power imbalances’.

**Table 3: Factors that cause or influence power imbalances**

| Gender   | Political                             | Resources                                     | Global influences  |
|--|---------------------------------------|---|--|
| Being a young female in a male dominated space | Power of the Ministries over the NGOs | Differences in experience/technical expertise | Power of outside forces over local NGO - e.g. in the banana industry |
| Woman to woman power imbalance                 | Minister’s power over technical staff | Access of information                         | Donor criteria for grant applications                                |
| Men challenging female leadership              | Being seen as anti-government         | Access to human resources and money           |  |
|  | Corruption                            |   |  |

Table 4 presents participant’s discussions on ‘how have you challenged power imbalances through your work?’.

**Table 4: Challenges to power imbalances**

| How have you challenged power imbalances? |   |  |
|---|---|--|
| Local initiatives                         | Grenada community library - A collaboration between church and LGBTQ group  | Girls Fostering for a Better Life - Strengthening girls in Belize  |
|   | Advocacy and social support for the disabled in Antigua & Barbuda   | IGDS Advocacy and Outreach on gender imbalance in Jamaica  |
|   | Advocacy and capacity building with indigenous people in Guyana   | JET’s Law & Advocacy Programme - giving critical legal support to help communities to champion their cause (e.g. Harbour View Sewage Treatment Plant); Advocacy training; and highlighting issues in the media |
|   | FAHIES Agricultural Women - raising awareness about our existence. We are included in discussions now                       | Mobilise women farmers to stage a demonstration  |
|   | Mount advocacy campaign to get government to speak to fisher-folk to discuss impacts. Make presentations based on research. |  |

|                      |   |   |
|----------------------|---|---|
| Regional Initiatives | CYEN - Identifying gaps in national agenda - relating to youth understanding; Advocacy on environmental issues - inclusion in national conversation | GEF/SGP - Adjusting ratios for counterpart funding (releases more funds for poorer communities in Saint Lucia; waste management programmes in Antigua and Barbuda)  |
|                      | Increasing engagement of Caribbean SIDS in IPCC processes   | CPDC - Successfully advocated for changes in policy - Drafting policy documents for regional issues; Building partnerships between NGOs; Highlighting role/voices of women in various sectors using media; Gender mainstreaming in projects |
|                      | PCI Media - Building of coalitions  | 1.5 to stay alive campaign leading to COP 21 Challenged the international status quo (2 degrees). It was the “conscience of COP21”  |
| General Actions      | Stand your ground and use your position of power to educate people about the issues   | Communication with the persons who are causing the power struggle   |
|                      | Conduct needs and means assessments   | Surveys and discussions with the community members  |
|                      | Neutrally trained facilitators for conflict resolution and for mediation  | Help people to see that it is not just their problem; it is an all-encompassing problem   |

Table 5 documents participant’s responses on ‘factors of success when confronting power imbalances’

**Table 5: Factors of Success**

| Initiative               | Factors of success  |
|--------------------------|---|
| <b>1.5 to stay alive</b> | Arts, performance - creative content<br>Ministerial support<br>Civil society/Government partnership<br>National Trust’s existing base of support and outreach programmes<br>International and media support |
| <b>CYEN</b>              | Partnerships with clear and defined roles, and where partner’s strengths are identified and capitalized on<br>Creating enabling environment for youth participation   |
| <b>FAHIES</b>            | Non-combative approach<br>Awareness building rather than adversarial actions  |
| <b>PCI Media</b>         | Strength in numbers ‘More voices’   |



|             |   |
|-------------|---|
|             | Partnerships<br>Messaging which influences behaviours - tailored with an understanding of the needs of beneficiaries and where changes need to be made<br>Raising awareness/educating<br>Public shaming (e.g. abuse of spaces for people with disabilities) |
| <b>JET</b>  | The strength of community representation/group<br>Full time lawyer<br>Support of ELAW<br>Administrative support<br>Media support<br>Access to Information requests  |
| <b>CPDC</b> | Partnerships between NGOs and policy makers<br>Evidence-based research on “hot topics” e.g. SDGs, 2030 agenda - how is civil society engaged  |

In addition to these case-specific examples, participants also shared several general actions that underpin successful efforts in addressing power-imbalances. These were:

- Assessing the situation and understanding your position and that of the others involved
- Development of networks and alliances towards a common goal
- Preparation and strategic planning
- Understanding your worth and that you are entitled to be where you are
- Promoting a win/win situation
- Recognizing the importance and strength of citizen's voices - individual and collective
- Principles of Collaboration, Compromise, Allies, Respect
- Having examples and best practices to follow
- Building trust
- Ongoing engagement
- Providing training to build empowerment
- Creating alternative spaces without power hierarchies
- Inclusivity and participatory approaches
- Extensive lobbying from communities at national and international levels
- Building trust through providing support over a continual basis

Evidence that these initiatives have been successful was:

- Growth of programmes to different communities and regions
- Support from communities and community leaders
- Media support
- Private sector engagement
- Legislative reform and development
- Increased number of women in leadership roles
- Increased dialogues and discussion on power imbalance

## Day 2: The Way Forward

In the final plenary, participants were invited to consider the question: “What is the way forward in amplifying civic voice in climate change policy processes in the Caribbean?”. *Please find participants responses to the question in Table 6 below.*

Table 6: The way forward in amplifying civic voice

| Focus   | Local level  | National level   | Regional level  |
|---|--|--|---|
| Vulnerability Assessments                                 | <ul style="list-style-type: none"> <li>- Collection of gender disaggregated data to identify vulnerability</li> <li>- Training to design vulnerability studies (including GPS methodology)</li> <li>- Asking the correct questions to obtain relevant and usable results/data</li> <li>- Using the outputs: e.g., vulnerability maps which are tailored to individual communities</li> </ul> <p>The activities must embrace all relevant local/national organisations</p> <p>Possible data sources include the Red Cross and the national statistical offices</p>                        | <ul style="list-style-type: none"> <li>- Same as local level</li> </ul>  | <p>Collaboration of the national groups at the regional level through learning and sharing events.</p> <p>Sharing of lessons learnt and best practices to inform and enhance local and national efforts - (a feedback loop)</p> <p>Prioritizing using regional resources - e.g. Climate Analytics</p> |
| Valuing Indigenous Approaches to Environmental Management | <ul style="list-style-type: none"> <li>- Capturing indigenous lessons, tales, folklore and practices (both male/female) as the basis for building environmental education and awareness that is unique to the region</li> <li>- Using the local language(s)</li> <li>- Highlighting traditional knowledge and best practices in climate adaptation and mitigation</li> <li>- Ensuring broad-based participation of Indigenous People in the process</li> <li>- Develop the skills to utilize these traditional methods</li> <li>- Create usable products - e.g. theatre/books</li> </ul> | <ul style="list-style-type: none"> <li>- Target policy makers to formalize traditional knowledge into education</li> <li>- Respect and protect intellectual property rights of the knowledge holders through: <ul style="list-style-type: none"> <li>- creating supportive legal frameworks</li> <li>- lobbying the government to include Indigenous People and other vulnerable groups on the delegation to critical platforms</li> </ul> </li> </ul> |   |





|   |  |  |   |
|---|--|--|---|
| Increasing knowledge and awareness of climate change and gender | <ul style="list-style-type: none"> <li>- Increasing awareness/ knowledge about gender and climate change -</li> <li>- Increasing understanding re. funding criteria for Gender and CC</li> <li>- Create resource material which will include creative products- to disseminate across the local/national/regional</li> <li>- Facilitate south to south learning exchanges</li> <li>- Increase citizen's knowledge of the existing products and services that are available</li> <li>- Provide training in communications strategies</li> </ul> | <ul style="list-style-type: none"> <li>- Increasing awareness/ knowledge about gender and climate change</li> <li>- Promoting organisational level gender policy development and national level lobby (communities)and implementation</li> </ul> | Increasing awareness/ knowledge about gender and climate change                         |
| Political representation and distribution of power              | <ul style="list-style-type: none"> <li>- Provide support to the youth organisations to take charge/make changes to local government so that general elections could result in increased political representation</li> </ul>  | <ul style="list-style-type: none"> <li>- Provide support to the youth org to take charge/ make changes to local government so that general elections could result in increased political representation</li> </ul>                               |   |
| Improving accountability  | <ul style="list-style-type: none"> <li>- Increase citizens' knowledge of international obligations</li> <li>- Use of citizens scorecards/reports</li> </ul>  | <ul style="list-style-type: none"> <li>- Enabling environment/platform for collaboration - identify leadership</li> <li>- Lobbying for appropriate legislation e.g. freedom of information -making reports public</li> </ul>                     | Lobbying for appropriate legislation e.g. freedom of information to make reports public |

### Conclusions and Next Steps:

- It was agreed by participants that a working group headed by:
  - Natasha Leader (Fahies Agricultural Women, Saint Kitts and Nevis).
  - Bernard Warner (Association of Persons with Disabilities, Antigua and Barbuda).
- This group will coordinate the current participants in formulating the agenda for the next discussion.
- The next discussion will focus on applying a gender analysis to influence policy planning for gender sensitive and gender responsive disaster management.

# Annex 1

## Day 1: Participants Contributions to Participatory Governance.

The table below provides a synthesis of the responses and extent to which these agencies are contributing to participatory governance in the areas of climate change and gender. A major weakness is a persistent lack of awareness at all levels of society, e.g. NGOs, policymakers, decision makers, that gender is an issue within climate change.

**Table 7: Participants contributions to participatory governance**

| Strategies/Actions  | Challenges  |
|---|---|
| <b>Participation</b> <ul style="list-style-type: none"> <li>- <i>contributes to human development, both intellectual and emotional</i></li> <li>- <i>requires time and energy and these costs should be outweighed by the possibility of benefits</i></li> </ul>  |   |
| <ol style="list-style-type: none"> <li>1. Participation in the national steering committee</li> <li>2. Reforestation project and other awareness raising activities to inform policymakers</li> <li>3. Advocacy and outreach</li> </ol>   | <ol style="list-style-type: none"> <li>1. Perception that the Caribbean people are not good enough. We do not empower our people well enough to be in leadership positions. Agencies that finance the consultancies also favour their own.</li> <li>2. A lot of money is going into international consultancies. We should have a pool of regional resources to deal with things on a regional level.</li> <li>3. We need stronger civil society voices; we need to build civil society voices for better engagement with government</li> <li>4. Lack of awareness that gender is an issue within climate change at all levels: society, NGOs, policymakers, decision makers</li> </ol> |
| <b>Citizen empowerment</b> <ul style="list-style-type: none"> <li>- <i>not merely speaking for the poor or marginalized but assisting people to develop their own abilities to negotiate with public policy-makers.</i></li> </ul>  |   |
| <ol style="list-style-type: none"> <li>1. When people feel and understand the issues, and identify and have empathy, then they can put the pressure on policymakers. This will also bring attention of gender to policymakers</li> <li>2. Self-advocates - disabled people in Antigua and Barbuda; Women in Forestry, FACRP, Trinidad and Tobago</li> </ol> | <ol style="list-style-type: none"> <li>1. Lack of awareness that gender is an issue within climate change at all levels: society, NGOs, policymakers, decision makers</li> <li>2. Gender is such a new concept to the Caribbean that organisations are forced to look outside of the country for the experts to assist.</li> <li>3. How to translate information into words, e.g. artistic expressions that will make an impact on society</li> <li>4. We need to look at value systems and culture - culture and climate change</li> </ol>   |



|  |   |
|--|---|
| Capacity building  |   |
| <ul style="list-style-type: none"> <li>- <i>the development of a community's ability to deal collectively with the problems that it confronts</i></li> </ul>   |   |
| <ol style="list-style-type: none"> <li>1. Training activity for fisher-folk to understand climate change</li> <li>2. Assisted fisher-folk (with Barbuda Fisheries Association) in conducting an assessment of impacts of Hurricane Irma on fisheries</li> <li>3. Including gender and climate change as a priority in our journalism and covering the COP negotiations. Produce webinars to educate people about the link between gender and climate change.</li> <li>4. Including gender and climate change in the awareness programmes in schools across the nation to help people understand from a young age the importance of a gendered lens.</li> <li>5. Training on the Role of Gender in Division of Labour, FACRP</li> <li>6. Teaching (a course GEND3600 Gender, Climate Change and Disaster Risk Management in the Caribbean), also an online MSC Climate Change Programme (Gender Module at Mona).</li> <li>7. Outreach/advocacy e.g. public lectures, workshop, seminars.</li> </ol> | <ol style="list-style-type: none"> <li>1. How to develop artistic expressions that are effective</li> <li>2. Lack of capacity and resources to intersect gender and climate change</li> <li>3. Lack of integration in the national curriculum</li> <li>4. No formal training.</li> <li>5. Communication activities are often under-resourced. 90% on gathering the data and 10% on the admin and communication</li> <li>6. Lack of awareness that gender is an issue within climate change at all levels: society, NGOs, policymakers, decision makers</li> </ol> |
| Service delivery and equity  |   |
| <ul style="list-style-type: none"> <li>- <i>provide citizens with opportunities to critically assess whether there is justice and fairness in the way public goods and social services are distributed...Who has access?</i></li> </ul>  |   |
| <ol style="list-style-type: none"> <li>1. Making documentation as inclusive as possible and use data to support the programming and communication.</li> <li>2. Attending gender discussions and contributing at the international level.</li> <li>3. Green Economy and Women with the CPDC. Research on opportunities and spaces for the development of climate change and women</li> <li>4. SGP provides grants for CSOs that implement programmes, that will build resilience and using lessons learnt to guide policy discussion</li> </ol>   | <ol style="list-style-type: none"> <li>1. Lack of awareness that gender is an issue within climate change at all levels: society, NGOs, policymakers, decision makers</li> </ol>  |
| Political Representation and the Distribution of Power   |   |



- *give a voice to those without power; getting rid of the “power-gap” between men and women; abled and disabled; men and women; adults and youth; adults and the elderly....*

*creating new opportunities for dialogue and the kinds of citizen education that it can facilitate, especially communicative skills*

1. Building capacity of national fisher-folk organisations by increasing knowledge-base and ability to engage with policymakers
2. When presenting to policymakers: include an artistic expression that is interactive. Not just presentations. This makes an impression.
3. Learn how to lobby. Use sympathy, e.g. “A day in the life of a disabled person”. “Politricks”
4. Roundtable for women and the enabling environment for the participation of women in the green economy.
5. Utilising formal education spaces to raise awareness of students to inform policy makers

1. We need meaningful involvement of vulnerable people in national discussions on climate change. People who are set to feel it the most are not involved.
2. Lack of awareness that gender is an issue within climate change at all levels: society, NGOs, policymakers, decision makers

Legal/policy framework

- *There needs to be fair legal frameworks that are enforced impartially, fully protecting human rights and rights of minorities.*

1. Engaged in global policy initiatives that include climate change: small scale fisheries guidelines (International Guidelines) has a section on climate change and a section on gender
2. Engaged at the regional level: participation in developing climate change protocol for CARICOM fishing policy
3. SGP provides policy document on gender mainstreaming; elements for training and capacity building; Gender analysis
4. National Human Rights Bill passed in Antigua and Barbuda

1. Lack of awareness that gender is an issue within climate change at all levels: society, NGOs, policymakers, decision makers

Accountability

*Public officials must be answerable for government behaviour, and be responsive.*

1. Corruption in the governance processes and structures
2. In Guyana there is the challenge of partisan politics in disenfranchising women and Indigenous People