

Solomon Islands Knowledge-Action-Sustainability for Resilient Villages (SOLKAS) Project

Annex 4: Gender Assessment & Action Plan

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1. Introduction

1. The Solomon Islands Knowledge-Action-Sustainability for Resilient Villages (SOLKAS) project aims to improve the adaptive capacities of rural communities and recognises that within communities, girls/boys and others of non-binary gender identities, age and disability influence adaptation capacities and that addressing structural disadvantages is a precondition to adaptation. This analysis considers the ways in which gender, age and disability intersect with climate change and disasters in the Solomon Islands with a focus on rural communities. The analysis sets out key data and analysis across six domains and includes recommendations for the Project. The core approach is to embed gender equality and social inclusion (GESI) across the Project activities and operations, and a gender action plan (GAP) with specific activities and budget dedicated to GESI capacity strengthening and awareness raising and mentorship for adolescent girl participants as examples.
2. The six domains of analysis are:
 - Law, policy and institutions.
 - Social norms and beliefs.
 - Roles, responsibilities and gendered time use.
 - Decision making, leadership and participation.
 - Access to and control over resources; and
 - Safety, dignity and well-being.

2. Methodology

3. The analysis is based on a literature review, key informant interviews with female community leaders, children and young people and community profiles in Malaita, Western, Makira, Isabel and Choiseul provinces undertaken through community meetings, surveys and women's and men's focus group discussions. These consultations were part of a field study that was undertaken specifically to support the design process. The field study included visits to 63 villages across 5 provinces. The field study comprised surveys with hundreds of respondents, 157 focus groups, and 646 key informant interviews with a representative group of stakeholders in each location, including women, youth and children.

3. Key Findings

4. Key findings
 - National policies on climate change, agriculture, fisheries and gender equality recognise the importance of understanding women's and men's roles and striving for gender equality in building community climate and disaster resilience.
 - Translating these policies into service delivery is hampered by *limited expertise* in gender mainstreaming at national, provincial and ward levels of government. Support is needed for ward and province level staff to undertake gender and social inclusion analysis with communities and integrate findings into annual planning, budgeting and reporting systems.
 - At family level, women and men report a *medium* level of shared decision making. Men are seen as heads of households and social norms privilege male decision making in traditional, formal and community settings, meaning men get the final say. At

community level NGO's have supported inclusive decision making which has created space around participation of women, people with disability and youth in decision making, however, deliberate action is required to ensure an inclusive approach.

- Under customary law, women's entitlement to access land and natural resources are mediated through husbands and sons, even in matrilineal societies where land is passed through the women's line, women can own land but they generally do not get to decide how the land is used. This has significant implications for economic development, food security, gender equality and gender-based violence. The rules that govern social relationships are patriarchal in nature.
- While women and men in rural communities are both highly active producers in agriculture and fisheries, the majority of extension and training programs are tailored to the needs and interests of male producers.
- Work roles in agriculture and fisheries are highly gendered, with men more likely to be involved in fishing in deeper waters and cash crops, and women more likely to be involved in inland fishing and home crops for subsistence.
- Women and girls work significantly more hours than men, with less time for leisure or rest.
- The main areas for discrimination and exclusion in the Solomon Islands are around gender, disability and migration.
- Gender-based violence is endemic and amplified in the aftermath of disasters, due to displacement, breakdowns in services and increased pressure on families with loss of food stores and access to water.
- Young people are emerging as the first generation of Solomon Islanders living in absolute poverty.¹

4. Key data

- The Solomon Islands has a population of approximately 721,000 people (49% female, 51% male).²
- The annual population growth rate is 2.5%, one of the highest rates in the world.³
- 6.4% of seats in national parliament were held by women in 2020 in the Solomon Islands in 2020.⁴
- Solomon Islands' HDI value for 2019 is 0.567— which put the country in the medium human development category—positioning it at 151 out of 189 countries and territories.

¹ Cited in Equal Rights Trust 2016, 'Stand up and Fight: Addressing Discrimination and Inequality in the Solomon Islands', <https://www.equalrightstrust.org/ertdocumentbank/SI%20report.pdf>, accessed 15 April 2022

² Government of Solomon Islands, '2019 Census' (preliminary), <https://www.statistics.gov.sb/census-2019>, accessed 13 April 2022.

³ World Bank 2018, 'Population total - Solomon Islands', <https://data.worldbank.org/indicator/SP.POP.65UP.TO.ZS?locations=SB>, accessed 13 April 2022.

⁴ World Bank Gender Data Portal, <https://genderdata.worldbank.org/countries/solomon-islands>, accessed 13 April 2022

- The population of the Solomon Islands is one of the youngest in the region, with a median age of 20.6 years.⁵
- The majority of the population lives in rural areas, with only 20% of the population classified as urban. However, the urban population is growing, with one of the highest urban growth rates in the region.⁶
- The latest national household income and expenditure survey (in 2012-13⁷) found that 12.7% of the population in the Solomon Islands lived below the basic needs poverty line.
- Poverty is more prevalent in rural communities, with 87% of the poor living in rural areas.
- The poverty risk for female headed households is slightly less than for male headed households, and migrant households are significantly less likely to be poor than non-migrant households.⁸
- More households are headed by males (82%) than females (18%).⁹
- An estimated 15% of the population have some form of disability, with the prevalence being slightly higher amongst women (15%) than men (13%).¹⁰
- People with a severe disability (1% of men, 2% of women) are much less likely to go to school or get work, though there are no significant gender gaps in either the prevalence of disability, or in education or work outcomes.¹¹
- Only 2% of children with disabilities attend primary school, compared to 66% of children overall (50% M/ 50% F).¹²
- The disability rate increases among older age groups, and people with a disability are more likely to live in rural areas, highlighting the importance of providing services to those living outside of urban centres.¹³

⁵ UNFPA 2014, 'Population and development profiles: Pacific Island Countries', p. 70, https://pacific.unfpa.org/sites/default/files/pubpdf/web__140414_UNFPAPopulationandDevelopmentProfiles-PacificSub-RegionExtendedv1LRv2_0.pdf, accessed 14 April 2022

⁶ UNFPA 2014, 'Population and development profiles: Pacific Island Countries', p. 70, https://pacific.unfpa.org/sites/default/files/pubpdf/web__140414_UNFPAPopulationandDevelopmentProfiles-PacificSub-RegionExtendedv1LRv2_0.pdf, accessed 14 April 2022

UNFPA 2014, 'Population and development profiles: Pacific Island Countries', p. 70, https://pacific.unfpa.org/sites/default/files/pubpdf/web__140414_UNFPAPopulationandDevelopmentProfiles-PacificSub-RegionExtendedv1LRv2_0.pdf, accessed 14 April 2022

⁷ Note, this is the most recent HIES available for Solomon Islands. A planned 2020 survey was not completed. Solomon Islands National Statistics Office is preparing for the next HIES in 2023/24

⁸ CARE and Live and Learn, Solomon Islands, June 2020, Gender, Disability and Inclusion Analysis for Covid-19 and Tropical Cyclone Harold, accessed online 14 April 2022

⁹ Solomon Islands National Statistical Office 2017, 'Solomon Islands Demographic and Health Survey 2015', p. 15, <http://sdd.spc.int/media/155>, accessed 14 April 2022

¹⁰ CARE and Live and Learn, Solomon Islands, June 2020, Gender, Disability and Inclusion Analysis for Covid-19 and Tropical Cyclone Harold, accessed online 14 April 2022

¹¹ Solomon Islands National Statistical Office 2017, 'Solomon Islands Demographic and Health Survey 2015', p. 15, <http://sdd.spc.int/media/155>, accessed 14 April 2022

¹² Solomon Islands National Statistical Office 2017, 'Solomon Islands Demographic and Health Survey 2015', p. 34, <http://sdd.spc.int/media/155>, accessed 14 April 2022

¹³ Solomon Islands National Statistical Office 2014, '2009 Population and Housing Census: Report on Gender', p. 45, <https://www.statistics.gov.sb/statistics/demographic-statistics/census>, accessed 14 April 2022

- Ethnically, the population is comprised of 94% Melanesians, 4% Polynesians, and 2% Asians, Caucasians and Micronesians.¹⁴
- Though the official language of Solomon Islands is English, only around 1%-2% of the population speak it.¹⁵
- There are 91 different vernacular languages in use, though Pidgin is widely used as the lingua franca, and English is the official language.¹⁶
- The average household size is five people (six in urban areas, five in rural areas).¹⁷
- Literacy rates are relatively high, though lower among women (82%) than men (90%).¹⁸
- Some of the key patterns of discrimination and inequality in the Solomon Islands are on the grounds of gender, ethnicity (including aspects such as island of origin and wantok [social obligation]), economic status, sexual orientation, citizenship, HIV status and disability.¹⁹
- Educational attainment of the adult population (aged 15 and above) is relatively low, with only 20% of women and 29% of men having at least some secondary schooling. Women are nearly twice as likely as men to have no schooling at all (21% versus 12%), whereas men are twice as likely as women to have tertiary education (6% versus 3%).²⁰
- 104 women die per 100,000 live births²¹
- 71.9% of girls and 69.1% of boy's complete lower secondary school in the SI as of 2019 data.²²
- Only 5% of senior public servant positions and 22% of mid-level positions are occupied by women (2015).²³
- According to the 2009 census, the total fertility rate (the average number of children a woman will bear in her lifetime) is still high at 4.7 (compared with 4.8 in 1999), and varies widely between urban (3.3) and rural (5.2) areas.²⁴

¹⁴ CARE International 2017, 'Gender in Brief: Solomon Islands', <https://insights.careinternational.org.uk/in-practice/gender-equality-in-emergencies>, accessed 22 June 2020.

¹⁵ Equal Rights Trust 2016, 'Stand up and Fight: Addressing Discrimination and Inequality in the Solomon Islands', <https://www.equalrightstrust.org/ertdocumentbank/SI%20report.pdf>.

¹⁶ Solomon Islands National Statistical Office 2017, 'Solomon Islands Demographic and Health Survey 2015', p. 1, <http://sdd.spc.int/media/155>, accessed 22 June 2020.

¹⁷ Solomon Islands National Statistical Office 2017, 'Solomon Islands Demographic and Health Survey 2015', p. 15, <http://sdd.spc.int/media/155>.

¹⁸ Solomon Islands National Statistical Office 2017, 'Solomon Islands Demographic and Health Survey 2015', p. 41, <http://sdd.spc.int/media/155>.

¹⁹ Equal Rights Trust 2016, 'Stand up and Fight: Addressing Discrimination and Inequality in the Solomon Islands', <https://www.equalrightstrust.org/ertdocumentbank/SI%20report.pdf>.

²⁰ Asian Development Bank 2015, 'Solomon Islands: Country Gender Assessment', p. 101, <https://www.adb.org/documents/solomonislands-country-gender-assessment>, accessed 14 April 2022

²¹ <https://genderdata.worldbank.org/countries/solomon-islands>, accessed 14 April 2022

²² <https://genderdata.worldbank.org/countries/solomon-islands>, accessed 14 April 2022

²³ Asian Development Bank 2015, 'Solomon Islands: Country Gender Assessment', p. xv, <https://www.adb.org/documents/solomonislands-country-gender-assessment>, accessed 14 April 2022

²⁴ Asian Development Bank 2015, 'Solomon Islands: Country Gender Assessment', p. 101,

<https://www.adb.org/documents/solomonislands-country-gender-assessment>, accessed 14 April 2022. At the time of writing, 2019 census data remains unavailable (beyond total population)

- The adolescent fertility rate is high, with 8%–12% of women aged 15–19 already being mothers.²⁵
- Life expectancy in the Solomon Islands is just above the regional average, at 73 years for women and 70 years for men.²⁶

Domain 1: laws, policies and institutions

5. In summary, Solomon Islands Government (SIG) and its guiding governing frameworks recognise gender inequality and violence against women and girls as a serious impediment to development and has taken positive steps towards addressing these issues by establishing dedicated Ministries and Departments to implementing gender equality policies and mainstreaming gender through other Ministries. The need to undertake gender analysis and support women's contributions to society are written in various policies and action plans related to climate change and disaster risk reduction as well as agricultural and rural development and the fisheries sector, however, the translation of these policies into action and change for groups of people who are discriminated against in SI society is undermined by patriarchal attitudes and gender stereotypes that look to men for leadership, consequently creating significant barriers to gender equality at all levels of society in all facets of SI life. Effective implementation of gender policies is also undermined by institutional capacity, technical skills, knowledge and understanding among officials and other structural factors. More information on the relevant laws, policies and institutions enabling and constraining gender equality and inclusion of persons with disability in SI is provided below.

International and regional commitments on gender equality and disability

6. Solomon Islands has made commitments to advance gender equality through endorsement of international and regional agreements that include:
- Pacific Platform for Action on Gender Equality and Women's Human Rights (1994, 2004, and 2018–2030)
 - Convention on the Rights of the Child (1995)
 - Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) (2002)
 - Commonwealth Plan of Action for Gender Equality (2005)
 - Convention on the Rights of Persons with Disabilities (signed in 2008 but not ratified)
 - Pacific Leaders Gender Equality Declaration (2012)
 - ILO Equal Remuneration Convention (2012)
 - Small Island Developing States Accelerated Modalities of Action (S.A.M.O.A.) Pathway (2014)
 - 2030 Agenda for Sustainable Development (2015)
7. SIG established the Solomon Islands National Advisory Committee on CEDAW in 2006, which includes representatives from the Ministry of Rural Development and the Ministry of Lands Housing and Survey, however, missing from the list is the Ministry of Agriculture and Livestock, the Ministry of Fisheries and Marine Resources (MFMR) and the Ministry of Environment, Climate Change, Disaster Management and Meteorology. An FAO gender and agricultural development report noted that the **involvement of these ministries in**

²⁵ Ibid., p.16

²⁶ World Health Organization (WHO) 2019, 'WHO Country Profile: Solomon Islands', <https://www.who.int/countries/slb/en/>

discussions on women and gender related to CEDAW could be a critical entry point to addressing the needs of women in agriculture and rural development.²⁷

8. Although many of the relevant Ministries in SI note the importance of addressing gender inequalities in order to build community resilience to climate change threats, and state that policies and projects will be gender-responsive, a FAO 2019 study finds it is evident that the government implemented programmes do not effectively mainstream gender or collect gender perspectives and data, making it difficult for the government to respond to development challenges in a gender-responsive and sustainable way.²⁸

National Gender Equality and Disability Frameworks

9. The **Constitution of Solomon Islands**, passed in 1978 and amended in 2009, provides for the protection of individual rights and freedoms and protection against discrimination based on race colour, sex, creed, place of origin or political views. However, whilst there is protection from discrimination based on sex, there is no comprehensive definition of gender-based discrimination.
10. The **Solomon Islands National Development Strategy 2015–2035** highlights aspirations for a modern, united Solomon Islands built on trust and mutual respect and further highlights gender equality priorities espoused in the National Gender Equality and Women’s Development Policy and highlights improving gender equality as a medium-term strategy.
11. The **Solomon Islands National Gender Equality and Women’s Development Policy 2016–2020** links national, regional and international gender commitments, providing policy direction, identifying strategic areas for action and calling for a collaborative approach among government agencies and NGOs to advance gender equality. There are seven policy outcome areas, all of which have critical bearing on the lives of rural women and girls. In particular, the Policy emphasizes the need for access to quality healthcare for rural women and girls and improvement of services for women in rural areas to support their economic empowerment. This Policy notes that **there are gender mainstreaming indicators in Performance Agreements for Permanent Secretaries as well as the appointment of Gender Focal Points in all 24 ministries of Government**. The Policy is complimented by a plan of action 2020-2022.²⁹
12. The **National Policy to Eliminate Violence Against Women and Girls (2016–2020)** includes the following priority outcome areas: 1) violence against women and girls is reduced as a result of holistic prevention strategies; 2) legal frameworks, law enforcement and the justice system are strengthened; 3) victims and survivors have better access to medical, legal and protective services; 4) perpetrators are held accountable and rehabilitated; and 5) national commitments are developed and coordination is improved. The Policy also acknowledges that rural women lack basic awareness of the government’s commitments on the issue of violence against women.

²⁷ Country Gender Assessment of Agriculture and the Rural Sector in Solomon Islands, 2019, FAO and Pacific Community, chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/viewer.html?pdfurl=https%3A%2F%2Fwww.fao.org%2F3%2Fca6858en%2Fca6858en.pdf&cldn=4223683, accessed 14 April 2022

²⁸ Ibid., 2019

²⁹ FAO and Pacific Community, 2019, Country Gender Assessment of Agriculture and the Rural Sector in Solomon accessed online 14 April 2022

13. The **National Policy on Disability 2005-2010** was published by the Ministry of Health and Medical Services in 2004. While a more recent policy has been finalised, as of May 2015, it has not been placed before Cabinet for approval.³⁰ The 2005-2010 policy comprises 11 objectives with the ultimate goal of: *A society that will accept and embrace the equal rights of all people with disability, assist and involve them physically, socially, spiritually and culturally and ensure the achievement of their goals and visions.*
14. **National Agriculture and Livestock Policy (2015-2019) and the National Water and Sanitation Sector Plan (2013)** include statements on gender and women, recognising the need to increase extension services to women and youth involved in agriculture and acknowledging the important role women play in proving, managing and safeguarding water, however, neither include diverse gender perspectives in their analysis. Whereas the National Climate Change Policy (2012-2017) and the Corporate Plan of the Ministry of Fishers and Marine Resources (2015-2018) do not include any gender analysis or implications for rural women.
15. **Ministry of Agriculture and Livelihoods (MAL) Women’s Agricultural Extension Services** officers work with women at the provincial level, but there are not enough women officers to provide comprehensive coverage to all MAL work areas. **Neither male nor female extension officers receive any training on gender, nor do most consider gender mainstreaming to be a responsibility of agricultural extension services.** MAL policies and plans make little explicit or practical mention of gender issues aside from work related to its extension services.³¹
16. A gender mainstreaming strategy was developed for **Ministry of Fisheries and Marine Resources** in 2011, applicable from 2011–2013. However, the policy was never implemented and only few staff members have knowledge of the policy’s content. In 2019, there was a gender focal point within the MFMR.
17. In the **Solomon Islands Nationally Determined Contribution (2021)**, SI government is committed to carrying out its own inventory of emissions and pursue low emissions development to reduce its own GHG emissions through use of renewable energy and other mitigation technologies that brings benefits to the country’s economy, environment and improves the livelihoods of its people. This report and the Solomon Islands Climate Change Policy (2012-2017) states that the integration of gender analysis and gender considerations in planning and implementation of mitigation actions will be essential to achieve its goals³² and that the inclusive participation of women and youth should be actively encouraged at all levels to build the capacity of vulnerable groups.³³
18. **The National Strategy for the Economic Empowerment of Women and Girls (2015)** was developed by the MWYCFA through extensive consultations across the country. Among other strategic areas of focus, the Strategy highlights first and foremost “the gender mainstreaming in the resources sector with particular focus on agriculture and fisheries

³⁰ Equal Rights Trust 2016, ‘Stand up and Fight: Addressing Discrimination and Inequality in the Solomon Islands’, <https://www.equalrightstrust.org/ertdocumentbank/SI%20report.pdf>,

³¹ FAO and Pacific Community, 2019, Country Gender Assessment of Agriculture and the Rural Sector in Solomon accessed online 14 April 2022

³² Ministry of Environment, Climate Change, Disaster Management and Meteorology, Honiara, Solomon Islands, 2021, p8, accessed online 14 April 2022

³³ Ibid., p18, accessed online 14 April 2022

activities especially targeting rural women” and calls for a whole of government approach to addressing key economic development issues.

Policy frameworks and enabling environments

19. An initial stocktake of the enabling environment for gender mainstreaming in Solomon Islands was carried out by SPC in 2009 (Pacific Community, 2012), and it is noticeable that there has been significant progress within governmental policy frameworks in the decade since. The CGA-ARS shows, however, that there are still significant gaps linked to investment in mainstreaming of gender equality and rural women’s empowerment, use of accountability mechanisms, technical capacity and financing.
20. Of the five ministries assessed, only the MWYCFA has a specific gender policy, the Gender Equality and Women’s Development Policy (2016–2020). However as noted earlier, the aim of the MWYCFA’s gender policy and associated National Strategy for the Economic Empowerment of Women and Girls (Solomon Islands Government, 2015b) is to guide gender mainstreaming government-wide, including in agriculture, fisheries and delivery of rural sector services. Implementation of the Gender Equality and Women’s Development Policy and the National Strategy is also a responsibility of the permanent secretaries of each of the five assessed ministries, although performance monitoring remains weak. Improving capacity development and accountability mechanisms is key to improving policy implementation.³⁴

Gender equality Legislation

21. The legal framework for gender equality is based, to varying degrees on international and national norms and standards. Solomon Islands ratified the Convention on the Rights of the Child in 1995 and acceded to the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) in 2002. The Government signed the Convention on the Rights of persons with Disabilities in September 2008; its optional protocol in September 2009.
22. Gaps in legislation undermine gender equality and women’s participation in development in Solomon Islands. Although there is a significant gender imbalance in decision-making positions in the Solomon Islands there is no legislation allowing for temporary special measures. There are differences in men’s and women’s rights to citizenship under the Citizenship Act, gaps in protection of domestic workers under the Labor Act, and restrictions related to maternity leave under the Labor Act. The Divorce Act does not provide criteria for division of marital property and courts rely on common law and custom to allocate resources when marriages are dissolved. Due to stereotyping of women’s roles, women’s nonfinancial contributions to the marriage are not likely to be recognized, undermining women’s financial security.³⁵ Essentially, customary and constitutional laws are both recognised in Solomon Islands, and this presents a challenge to gender equality and gender relations because customary law is conservative and often bias against women.

³⁴ FAO and Pacific Community, 2019, Country Gender Assessment of Agriculture and the Rural Sector in Solomon accessed online 14 April 2022

³⁵ Asian Development Bank 2015, ‘Solomon Islands: Country Gender Assessment’, p. 101, <https://www.adb.org/documents/solomonislands-country-gender-assessment>, accessed 14 April 2022

23. Dealing with perpetrators and providing protection for victims of gender-based violence is an issue that is generally dealt with in local communities, and not through the local court system. For those cases that are brought forward through either local leaders or the courts, processes and outcomes are heavily biased against victims, owing in part to the fact that the decision-makers are universally male.³⁶

Domain 2: social norms and beliefs

24. Gendered stereotypes often portray women as less able than men to lead, make decisions, and achieve high standing in Solomon Islands society. Gender stereotypes are fuelled by customary norms and religious beliefs, which combined with discriminatory gender laws are a potent force for entrenching ideas of women's inferiority to men. Homosexuality is stigmatised, with the effect that lesbian, gay and bisexual people are rarely open about their sexuality. Fear of HIV results in denial of access to basic services, including health services.³⁷

25. 'Culture' has a huge impact on how men and women perceive women, and women's role in the home, community and/or political leadership. Kastom/custom is typically conceived as Melanesian ways from the precontact period³⁸ and is often conjured to reinforce ideas and norms in relation to issues such as men's and women's control over family decisions, land rights, marriage and bride-price, division of labour, and the custody of children. Custom is often used to justify the notion that women are inferior to men, and that men's oppressive behaviour and violence is acceptable (see Domain 6, below, for more information on the prevalence of gender based violence). This places Solomon Islands women in a dilemma, as few wish to criticize their traditional culture in defence of their rights.³⁹

26. The focus group discussions with men and women revealed the barriers that women and girls face due to a range of stereotypes about what is considered appropriate behaviour for them. This includes women and girls being discouraged from having a voice and making decisions in the community and in the home, and to show respect to men in their family. This poses obvious barriers to women and girls having their opinions and needs known and met. In addition, it was mentioned that there are certain topics considered out of bounds for women to discuss such as land disputes, settlements or land rights decisions effectively excluding women from important discussions over valuable community and individual assets and reinforcing the idea of men's superiority over women. There was also a fair amount of emphasis on women needing the support of their husbands to be able to "move through society", or to progress, making it difficult for women to exercise agency, build confidence or establish individual recognition. Women and girls are also discouraged from wearing trousers, drinking beer, fishing and playing sports, making canoes, climbing trees and building houses. They also cannot be chiefs and are not supported to be leaders within the Church.⁴⁰ Such norms and attitudes limit what women and girls can do, how

³⁶ Ibid., 2015

³⁷ Equal Rights Trust 2016, 'Stand up and Fight: Addressing Discrimination and Inequality in the Solomon Islands', <https://www.equalrightstrust.org/ertdocumentbank/SI%20report.pdf>,

³⁸ Women's Rights Action Movement and International Women's Development Agency with Women's 2019, Public Perceptions of Women as Political Leaders: views on women's leadership and temporary special measures in Solomon Islands, accessed online 14 April 2022

³⁹ Asian Development Bank 2015, 'Solomon Islands: Country Gender Assessment', p. 101, <https://www.adb.org/documents/solomonislands-country-gender-assessment>, accessed 14 April 2022

⁴⁰ Focus group discussions, Save the Children, Solomon Islands, Dec2021

they are perceived in society and creates a chasm for gender inequality and power imbalances to manifest.

27. For men and boys, they are discouraged from doing anything that would be considered “feminine” or the role of women such as washing women’s clothing (this is taboo), kitchen chores, especially cooking and child-rearing. One comment made in a men’s focus group was that boys and men would be “ridiculed” if they do any “female duties”, another said “it can be a disgrace to them”.⁴¹ These responses by both men and women reveal a society which emphasises difference and thereby fosters division, particularly along gender lines, but not only gender, because migration and disability status are other markers of distinction that exacerbate inequalities undermining efforts towards community cohesion and sustainable development. As the Country Gender Assessment carried out by the ADB states, these stereotypes entrench acceptance of discriminatory behavior and harmful practices such as sexual abuse, keeping girls out of school, early marriage, and using girls as commodities to offset cash poverty. Bride-price systems and sending young women to work as domestic or sex workers for the financial benefit of their families, are examples of traditional and modern exploitation of young women.⁴²
28. There is also evidence that **bride price** significantly shapes the relationship of the couple by subjecting women to their husband’s authority and making them more likely to experience domestic violence.⁴³ Bride price may affect customary decisions in custody disputes when the marriage ends. Thus, if bride price has been paid, in case of divorce or death of the spouse, the father or his family will be entitled to custody of the couple’s children, whilst if it has not been paid the mother or her family will have the right to take care of them.⁴⁴ Allowing young girls to be married after the age of puberty, customary law also favours early marriages and it is not uncommon for a girl to be married at the age of 11–12.⁴⁵ These social beliefs around gender establish and perpetuate women and girls’ inferior status.
29. The same study points to the **changing masculinities** that have affected men and women and gender relations in Melanesian societies over time. A number of scholars argue that male roles in traditional governance, ritual, and warfare have been undermined by modern influences. As a result, more negative forms of masculinity, including binge drinking, sexual promiscuity, and denigration of women, have taken their place. This may be exacerbated by the male migration to towns and to logging, plantation, and mining enclaves.⁴⁶
30. Women’s social status is reinforced by a customary land tenure system which can be either matrilineal or patrilineal in Solomon Islands, but essentially always preferences men over women. In matrilineal societies, men usually head clans and inheritance is often from a woman’s brother to her son. This is because women normally marry outside their own

⁴¹ Ibid., Dec2021

⁴² Asian Development Bank 2015, ‘Solomon Islands: Country Gender Assessment’, p. 101, <https://www.adb.org/documents/solomonislands-country-gender-assessment>, accessed 14 April 2022

⁴³ Secretariat of the Pacific Community for Ministry of Women, Youth & Children’s Affairs, *Solomon Islands Family Health and Safety Study: A study on violence against women and children*, 2009, pp. 149–151, available at: <http://countryoffice.unfpa.org/pacific/drive/SolomonIslands-FamilyHealthandSafetyStudy.pdf>.

⁴⁴ Ibid.,

⁴⁵ Jalal, I., *Harmful Practices against Women in Pacific Islands Countries: Customary and Conventional Laws*, EGM/GPLHP/2009/EP.15, 2009, available at: http://www.un.org/womenwatch/daw/egm/vaw_legislation_2009/Expert%20Paper%20EGMGPLHP%20_Imrana%20Jalal_.pdf.

⁴⁶ Cited in Asian Development Bank 2015, ‘Solomon Islands: Country Gender Assessment’, p.5, <https://www.adb.org/documents/solomonislands-country-gender-assessment>, accessed 14 April 2022

clans and may not live in their home communities after marriage. Solomon Islands women from matrilineal groups have not traditionally exercised as much political or spiritual authority as men, nor have they formally led decision making about land, yet they often enjoy higher status than women in patrilineal societies.⁴⁷ In patrilineal societies, land rights are inherited through the father, and men are recognized as both conduits of inheritance and decision making. This creates a de facto lower status for women because they are neither members of the lineage through which the highly valued land assets are passed, nor do they receive traditional respect that the matrilineal cultures still sometimes support.⁴⁸

31. Research suggests that many modern influences have undermined the status and traditional rights of women in matrilineal societies. These include Christian teaching; introduction of local-level male leadership, cash crops, and forestry and mining leases; and ascribing of commercial value to land and sea resources.⁴⁹
32. This dichotomy of opinion regarding treatment of persons with disability came out strongly in the focus group discussions when asked about potential risks of violence to people with disability, with responses ranging from a welfare mindset e.g. people with disability are looked after and supported by women in the community to people with disability would do well have to have extra “security around them” to protect them from “violence due to ignorance”.⁵⁰ One study wrote that persons with disabilities are seen not as human beings of equal worth but at best as objects of charity and at worst as “cursed”.⁵¹ That disability is a punishment or curse is promulgated through religious and customary beliefs, leading to fear, shame and stigmatisation of people with disability.⁵²

Domain 3: roles, responsibilities and time use

Roles and responsibilities

33. Women and men have very distinct roles and responsibilities in both the household and in the community in the Solomon Islands. The diagrams below show what female leaders in the community described as typical roles for men and women in the community. Women and girls perform the majority of unpaid caring and household work, including childcare; caring for household members who are elderly, ill or living with disabilities; food preparation and cooking; washing clothes and working in kitchen gardens. Women and girls are also primarily tasked with collecting drinking water which is a significant time burden on women and girls, with water collection taking 30 minutes or longer in 9% of all households in rural areas and 3% of all households in urban areas.⁵³

⁴⁷ Contributions on anthropological issues in this and the following paragraphs have been provided by Dr. Penelope Schoeffel. Cited in Asian Development Bank 2015, ‘Solomon Islands: Country Gender Assessment’, p.5 <https://www.adb.org/documents/solomonislands-country-gender-assessment>, accessed 14 April 2022

⁴⁸ Cited in Asian Development Bank 2015, ‘Solomon Islands: Country Gender Assessment’, p.4, <https://www.adb.org/documents/solomonislands-country-gender-assessment>, accessed 14 April 2022

⁴⁹ Cited in Asian Development Bank 2015, ‘Solomon Islands: Country Gender Assessment’, p. 101, <https://www.adb.org/documents/solomonislands-country-gender-assessment>, accessed 14 April 2022

⁵⁰ Focus group discussions, Save the Children, Solomon Islands, Dec2021

⁵¹ Equal Rights Trust 2016, ‘Stand up and Fight: Addressing Discrimination and Inequality in the Solomon Islands’, <https://www.equalrightstrust.org/ertdocumentbank/SI%20report.pdf>,

⁵² Cited in Care and Live and Learn, Solomon Islands Gender, Disability and Inclusion Analysis, 2020, p13

⁵³ Solomon Islands National Statistical Office 2017, ‘Solomon Islands Demographic and Health Survey 2015’, p. 17, <http://sdd.spc.int/media/155>, cited in CARE and Live and Learn, Solomon Islands, June 2020, Gender, Disability and Inclusion Analysis for Covid-19 and Tropical Cyclone Harold, accessed online 14 April 2022

34. Men and boys on the other hand are heavily involved with construction of houses, and other infrastructure, community work and fishing. They also support in the household, and although it wasn't clear in the interviews which jobs men do around the house, an FAO 2019 study detailed that the domestic duties of men centre around building and repairing the hoe, cutting trees for fuel wood as needed and maintenance of local water systems where they exist.⁵⁴



Figure 1: Women's roles and responsibilities



Figure 2: Men's roles and responsibilities

⁵⁴ FAO and Pacific Community, Country Gender Assessment of Agriculture and the Rural Sector in Solomon Islands, 2019, accessed 14 April 2022

35. The roles and responsibilities mentioned above through the focus groups held by Save the Children in December 2021 is confirmed through a number of studies (CARE 2020, ADB 2015 and FAO 2019), but important to note (CARE 2020) the burden of domestic work is heightened by inadequate water, sanitation and energy infrastructure, particularly in rural areas, where women and girls often walk to water sources to collect drinking water and do laundry, and collect wood for fuel. Only 55% of households have access to electricity (with 68% of these households in urban areas), and 91% of all households use solid fuel (eg. wood, sawdust, shrubs) as their main source of cooking fuel.⁵⁵

Time usage

36. Gender-segregated roles and devaluing of women's contributions contributes to differences in time spent between women and men on paid and unpaid work. The 2012-13 Household Income and Expenditure Survey⁵⁶ asked respondents about the main activity they were engaged in the previous week. It found that of those employed overall, women were only half as likely as men to be in paid work (26% of women and 51% of men). The unpaid nature of women's work is especially striking in rural areas: 81% of women were engaged in unpaid subsistence work compared with 58% of men. In urban areas, the majority are engaged in paid work, yet women were less likely than men to be in paid work (62% of women and 88% of men).⁵⁷ This is reflected in a 2018 study which found that across all types of unpaid care and household work, women contribute just under 12.5 hours per day (which goes up to 23.5 hours for young women, due to caring for infants throughout the night), while men and young men average 3.5 and 2.5 hours respectively.⁵⁸ As a result, young men enjoy an average of six hours of leisure time per day, compared to 1.5 hours for women and young women.⁵⁹

Gendered roles in Subsistence-based Activities

37. In short, both men and women, are heavily involved in subsistence-based activities because they form the backbone of SI livelihoods and food security with approximately 96 percent of rural households growing at least some of their own food and 69 percent of rural households catch fish for their own use.⁶⁰ The 2012/13 Household Income and Expenditure Survey reported that around 76 percent of households nationally, and 85 percent of households in rural areas, derive their cash incomes from four main subsistence-based activities: agriculture (including forestry), fisheries (including gathering/harvesting), livestock and handicrafts (including home processing of food).⁶¹

38. A gender analysis of the fisheries sector was taken in the Solomon Islands in 2018 and compiled the following information from a number of studies. It mentioned that in 2011,

⁵⁵ Solomon Islands National Statistical Office 2017, 'Solomon Islands Demographic and Health Survey 2015', p. 15, <http://sdd.spc.int/media/155>, accessed 22 June 2020.

⁵⁶ Note, this is the most recent HIES available for Solomon Islands. A planned 2020 survey was not completed. Solomon Islands National Statistics Office is preparing for the next HIES in 2023/24

⁵⁷ Cited in Asian Development Bank 2015, 'Solomon Islands: Country Gender Assessment', p. 45, <https://www.adb.org/documents/solomonislands-country-gender-assessment>, accessed 14 April 2022

⁵⁸ Strongim Bisnis and Oxfam 2018, 'Community perceptions of gender norms and economic opportunity in rural Solomon Islands', p. 4, <https://strongimbisnis.com.sb/resources/women-s-economic-empowerment/12-gender-norms-and-economic-opportunity-2018/file.html>,

⁵⁹ Strongim Bisnis and Oxfam 2018, 'Community perceptions of gender norms and economic opportunity in rural Solomon Islands', p. 4, <https://strongimbisnis.com.sb/resources/women-s-economic-empowerment/12-gender-norms-and-economic-opportunity-2018/file.html>,

⁶⁰ 2009 Population and Housing Census cited in (FAO, 2019).

⁶¹ National Statistics Office, 2015, Solomon Islands 2012/13

90% of men and nearly half of all women in rural communities were engaged in fishing. The roles of men and women in coastal fishing communities are shaped by gender norms and relations that determine socially acceptable activities. Men tend to participate more in reef and off-shore fishing, while women often participate in inshore environments, including lagoons and mangrove areas. Men use more fishing methods, such as using lines and spears, whilst women mainly glean for invertebrates and harvest mangrove products. Importantly, patterns of fisheries use and gendered roles differ throughout Solomon Islands, depending on habitats available and social factors, including culture.⁶² Women's contributions to the fisheries value chain reportedly focuses on post-harvest processing, and on the sale or marketing of fisheries products. Kronen and Vunisea (2007) report that, because men are often the main liaisons with fisheries agents, women's needs and contributions to fisheries are often overlooked.⁶³

39. Women and girls in most rural areas of Solomon Islands grow food for home consumption in traditional gardens known as *kastom* gardens, often with livestock (chickens and pigs) reared nearby. Men focus primarily on clearing land for bush gardens and cash cropping.⁶⁴ Women are usually responsible preparing food for the household. Where women have access to marketplaces, they predominate among those selling agricultural produce. Men are more likely to specialize in commercial crops for export such as coffee, coconuts, cocoa, and others, although women and children provide labor at harvesting times.⁶⁵ An FAO assessment reveals that in an effort to secure cash income, rural women are also turning to cash cropping since it is more lucrative, which is important to note that this kind of work is available for them, however, as FAO notes it may also pose an issue to household nutrition because it would mean women move away from growing more nutritious root crops, tubers and vegetables for their families and in markets for imported foods that are less nutritious.⁶⁶ ADB's 2015 gender assessment also notes that the majority of women (75%) in Solomon Islands are engaged in vulnerable jobs, and at a much higher rate than men (54%).⁶⁷

Gender-based constraints in livelihoods and adaptation

40. In 2015, an ADB study wrote that women and men both face constraints to adopting modern agricultural practices, especially in remote areas where agricultural extension services are limited and tools, seeds, and fertilizers are relatively expensive. Women are more constrained than men when it comes to benefiting from extension services because extension facilitators are usually men, and women are less educated, have less time to attend community meetings or participate in extension workshops, and have more limited access to financial services and credit. Government agricultural services and projects delivered by civil society or development partners increasingly target women farmers, but

⁶² Pacific Community, Gender Analysis of the Fisheries Sector, Solomon Islands, New Caledonia, 2018, p7., accessed online 14 April 2022

⁶³ Cited in Pacific Community, Gender Analysis of the Fisheries Sector, Solomon Islands, New Caledonia, 2018, p7., accessed online 14 April 2022

⁶⁴ FAO and Pacific Community, Country Gender Assessment of Agriculture and the Rural Sector in Solomon Islands, 2019, accessed 14 April 2022

⁶⁵ Asian Development Bank 2015, 'Solomon Islands: Country Gender Assessment', p.52, <https://www.adb.org/documents/solomonislands-country-gender-assessment>, accessed 14 April 2022

⁶⁶ FAO and Pacific Community, Country Gender Assessment of Agriculture and the Rural Sector in Solomon Islands, 2019, accessed 14 April 2022

⁶⁷ Government of Solomon Islands, Ministry of Finance and Treasury, 2009, Population and Housing Census Report on Gender. Honiara, National Statistics Office. Cited in Asian Development Bank 2015, 'Solomon Islands: Country Gender Assessment', p.47, <https://www.adb.org/documents/solomonislands-country-gender-assessment>, accessed 14 April 2022

as mentioned previously, there is little collection of sex-disaggregated information to monitor outcomes.⁶⁸

41. The same ADB assessment summarised a number of gender-based constraints to women's employment in a study of employment in the tuna sector (65% women), and more specifically, rates of high absenteeism and turnover of staff including, concluded that absenteeism and turnover were related to lack of childcare, limited transportation to and from work, poor quality of housing, poor health, gender-based violence, insufficient wage income, and family and community responsibilities.⁶⁹

Climate change/environmental impacts on women's and men's work

42. Majority of men (91%) and women (80%) interviewed through focus group discussions agreed that climate change has different impacts for men and women because of their different roles and responsibilities. As women are mainly responsible for home gardens, they are largely affected by water, including flooding which destroys their crops and time taken to collect water for household use. One male focus group mentioned that constant rain is leaking into homes and making it difficult for women to cook in the kitchen. Men are affected by reduced fish in the sea, needing to travel further out to catch fish, which takes more time and costs more money in fuel, and the stress of providing enough for their family. A group in Malaita said that men feel pressure to find paid work because women's crops at home are failing, and also worry about whether the homes they have built will be strong enough to withstand strong winds and cyclones.⁷⁰

Disability

43. CARE and Live and Learn's 2020 analysis noted that there is limited data on how disability status impacts the division of labour. While in some cases people with severe physical disabilities may do less domestic work than those without disabilities, there is also some evidence to suggest that women and girls living with disabilities (including physical disabilities) may face a greater burden of domestic work than other household members.⁷¹

Domain 4: decision-making, leadership and participation

44. From the family and community level through to the highest levels of government, women, persons with disability and young people remain largely excluded from decision-making. Women are excluded by attitudes that promote men as decision-makers and relegate women as inferior. This sits alongside norms that leave women little time to join community meetings where decisions are being made and the use of gender-based violence if women are seen to be stepping out of their socially designated roles as obliging housekeepers. These attitudes play a significant role in the lack of female representation in leadership positions as well as having equal voice and representation in community decision-making forums.

⁶⁸ Asian Development Bank 2015, 'Solomon Islands: Country Gender Assessment', p.52, <https://www.adb.org/documents/solomonislands-country-gender-assessment>, accessed 14 April 2022

⁶⁹ Ibid., p53

⁷⁰ Men's and Women's focus group discussions, December 2021, Save the Children.

⁷¹ CARE and Live and Learn, Solomon Islands, June 2020, Gender, Disability and Inclusion Analysis for Covid-19 and Tropical Cyclone Harold, accessed online 14 April 2022

45. Women's voices are largely excluded from political decision-making. While the under-representation of women in politics is a global issue, Solomon Islands falls significantly below the world average (24%) in terms of women in national politics.⁷² Of the 52 Commonwealth countries, Solomon Islands ranks 50th in terms of the number of women in politics, with only neighbouring countries Papua New Guinea and Vanuatu ranked lower. As of November 2019, there were two women members of Parliament out of 50 (4%); four women out of 172 members of Provincial Assemblies (2.3%) and one-woman councillor of 12 people elected to the Honiara City Council. Within the public service, the last decade or so has seen some encouraging changes, including a sharp increase (from a very low base) in the number of women in senior and mid-level public service positions [as of Sept 2012]. Nevertheless, women still fill only five per cent of senior public service positions and twenty-two per cent of mid-level positions.
46. Research over the last 10 years has suggested that voters in Solomon Islands overwhelmingly believe that women are capable of political leadership and that the country would benefit from having more women in leadership roles. To date, however, these common views have not translated into higher rates of women being elected, for well-documented reasons (see Baker 2018b; Soaki 2017; Wood 2014)⁷³, and including, public stigma, peer pressure within the traditional "big man" system, and fear of change may constrain people from pursuing public action or positions.⁷⁴
47. Community meetings are one of the most important forums for community issues and needs to be discussed and managed, however, for a number of reasons, including household responsibilities, male dominance and attitudes these meetings are not easily accessible for women and other marginalised groups to attend and have their concerns heard and taken seriously. Although there is evidence that women's participation is increasing, and there are positive signs that persons with disabilities have also been involved in committees, a 2018 study by Strongim Bisnis/Oxfam in three provinces did not find any instances where women chair community committees, even those which align strongly with women's recognised care role. At least some of the committees in each study location included women, but very few included youth and none included people with disabilities.⁷⁵ It is evident that active participation by diverse community members requires intentionality in project design.
48. Male domination in decision-making is so fiercely protected that violence or threats of violence may be used against women who are seen to be acting inappropriately i.e. "like a man", which also undermines women's confidence to challenge power relationships and prevent them from participating in decision making in all spheres of society.⁷⁶

⁷² Women's Rights Action Movement, Women's Action for Voice and Empowerment, International Women's Development Agency and the Ministry of Foreign Affairs of the Netherlands, 2019,

⁷³ Cited in Women's Rights Action Movement, Women's Action for Voice and Empowerment, International Women's Development Agency and the Ministry of Foreign Affairs of the Netherlands, 2019,

⁷⁴ Asian Development Bank 2015, 'Solomon Islands: Country Gender Assessment', p.63, <https://www.adb.org/documents/solomonislands-country-gender-assessment>, accessed 14 April 2022

⁷⁵ Strongim Bisnis and Oxfam 2018, 'Community perceptions of gender norms and economic opportunity in rural Solomon Islands', p. 45, <https://strongimbisnis.com.sb/resources/women-s-economic-empowerment/12-gender-norms-and-economic-opportunity-2018/file.html>

⁷⁶ Asian Development Bank 2015, 'Solomon Islands: Country Gender Assessment', p.62, <https://www.adb.org/documents/solomonislands-country-gender-assessment>, accessed 14 April 2022

49. In our focus group discussions where men and women were asked about decision-making in the home, joint decision-making between men and women came out as the most common way of making household decisions (51%), followed by men making all or most of the decisions (29%), and other responses were more specific with 11% stating there was split decision-making, meaning men would make decisions over some things and women took decisions over other matters. There were only a few that said decision making patterns depend on the family, and only one focus group, which was a female group in Banganoe which said women can sometimes make independent decisions.⁷⁷ Both male and female focus groups revealed that decision-making is gendered, and although women can make decisions either jointly or independently, they are usually on matters that are considered within her domain like raising children, providing food, and running the household. And whilst it is true that women to varying extents are decision makers at home and leaders in their communities, men control the limits of that power, beating them if women get it wrong.⁷⁸
50. **The Women in Shared Decision Making (WISDM) Program** is an ongoing initiative managed by the Solomon Islands National Council of Women. It is a strategic component of the Gender Equality and Women’s Development Policy. The WISDM Program aims to improve the quality of national governance by supporting women’s participation in elections and by raising awareness about the electoral process and civic responsibility. In addition, the program works with parliamentarians to raise their understanding about the value of diversity in governance.⁷⁹

Domain 5: access to and control over resources and services

51. **Key resources** - In general, men control most of the productive resources, including land, most tools and equipment, income and savings, raw materials, transportation and livestock. Men also largely control training and extension services, farm input programmes and technical agricultural information. Anecdotal information indicates that it is common for husbands in Solomon Islands to consult with wives in making decisions on agricultural resources and benefits, but that men have the final decision-making power.⁸⁰
52. Women control resources that support care and domestic work such as cooking equipment and bedding. Some women also have decision-making control over gardens and gardening tools and some lower value productive assets such as fruit trees and small livestock, and decisions over subsistence agriculture. A 2018 study by Strongim Bisnis and Oxfam found that widows and people with disabilities experience the most marginalisation in relation to access to and control of resources. In the case of widows, their sons often take over decision-making on key resources, though some widows are able to maintain power over their household resources and assets.⁸¹
53. **Land** is the most critical productive asset influencing economic empowerment in the Solomon Islands.⁸² Over 80% of land in the country—and almost all land in rural areas—

⁷⁷ Save the Children Focus Groups, Dec2021

⁷⁸ Asian Development Bank 2015, ‘Solomon Islands: Country Gender Assessment’, p.65, <https://www.adb.org/documents/solomonislands-country-gender-assessment>, accessed 14 April 2022

⁷⁹ Ibid., 64

⁸⁰ Ibid., 70

⁸¹ Strongim Bisnis and Oxfam 2018, ‘Community perceptions of gender norms and economic opportunity in rural Solomon Islands’, p. 42, <https://strongimbisnis.com.sb/resources/women-s-economic-empowerment/12-gender-norms-and-economic-opportunity-2018/file.html>,

⁸² Strongim Bisnis and Oxfam 2018, ‘Community perceptions of gender norms and economic opportunity in rural Solomon Islands’, p. 44, <https://strongimbisnis.com.sb/resources/women-s-economic-empowerment/12-gender-norms-and-economic-opportunity-2018/file.html>,

is under customary ownership recognized in Solomon Islands law. Land is owned in common by clans, but is used by individuals or families. The leaders of clans make decisions about access and use, and because Solomon Islands has both matrilineal and patrilineal descent and inheritance systems, this can mean women can own land, but because they can't make decisions over its use due to social norms and taboos, their ownership is mere formality.⁸³

54. In matrilineal clans, membership of the clan and rights to its land are inherited through the mother rather than through the father (as it is in a patrilineal system), but matrilineal clans are headed by men and men make decisions about the use of clan land, including negotiations with investors, representatives from the government, private companies, donors, or civil society organizations, and it is men who are the signatories to land agreements and beneficiaries of royalty payments.^{84,85} In decision making, women can be influential in “behind the scenes” negotiations, but this is more likely in matrilineal than patrilineal groups. The right to use a particular area of land for agriculture does not confer or imply ownership. Women’s rights to a share of the proceeds of land leased for development, or from marine resource agreements, are not currently safeguarded in government policy or in law.⁸⁶
55. Migration status also impacts access to and control over land. Men who remain in their village have more control over land than those who move out, and women with migrant husbands married in from outside have significantly more control over land than other women.⁸⁷ Disability amplifies the economic and social insecurity inherent to living on land for which one has a secondary claim. A 2016 study in the Solomon Islands found that children’s capacity to claim land rights when their parents pass away was an ongoing source of economic insecurity and concern for families with children with disabilities.⁸⁸ More broadly, the same study found that the disability-poverty nexus and inequalities in health, wellbeing and quality of life affecting people living with disabilities in the Solomon Islands was linked to patterns of social vulnerability institutionalised in landownership and patterns of descent.⁸⁹
56. **Access to Work/Finances** – Women are resourceful in identifying livelihood opportunities, and highly active in agriculture and small-scale income generation (such as vegetable production, weaving and sewing).⁹⁰ However, their ability to reap the full benefit of their economic participation is constrained by patriarchal gender norms, lack of education, and lack of access to key resources such as transport and market infrastructure.⁹¹ For example, women often need permission from their husbands to

⁸³ CARE and Live and Learn, Solomon Islands, June 2020, Gender, Disability and Inclusion Analysis for Covid-19 and Tropical Cyclone Harold, p12., accessed online 14 April 2022

⁸⁴ CARE and Live and Learn, Solomon Islands, June 2020, Gender, Disability and Inclusion Analysis for Covid-19 and Tropical Cyclone Harold, p16., accessed online 14 April 2022

⁸⁵ Asian Development Bank 2015, ‘Solomon Islands: Country Gender Assessment’, p.54, <https://www.adb.org/documents/solomonislands-country-gender-assessment>, accessed 14 April 2022

⁸⁶ Ibid., 55

⁸⁷ Strongim Bisnis and Oxfam 2018, ‘Community perceptions of gender norms and economic opportunity in rural Solomon Islands’, p. 45, <https://strongimbisnis.com.sb/resources/women-s-economic-empowerment/12-gender-norms-and-economic-opportunity-2018/file.html>,

⁸⁸ Alexandra Gartrell, Megan Jennaway, Lenore Manderson, Judy Fangalasu and Simon Dolaino 2018, ‘Social determinants of disability-based disadvantage in Solomon Islands’, *Health Promotion International*, Vol. 33, No. 2, pp. 250–260, <https://academic.oup.com/heapro/article/33/2/250/2555438>,

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⁹⁰ Asian Development Bank 2015, ‘Solomon Islands: Country Gender Assessment’, p. 43, <https://www.adb.org/documents/solomon-islands-country-gender-assessment>,

⁹¹ Asian Development Bank 2015, ‘Solomon Islands: Country Gender Assessment’, p. 43, <https://www.adb.org/documents/solomon-islands-country-gender-assessment>,

engage in even small-scale economic activity.⁹² As mentioned earlier, more women are moving away from subsistence to cash crops, however, even when women do earn cash for their labour, only 27% of them are the main decision-makers on how their earnings are spent.⁹³

57. There are no statistics which confirm the number of people with disabilities in employment in the Solomon Islands: the government does not collect this information, which makes it difficult to monitor progress on inclusion.⁹⁴ However, the available data indicates people with disabilities face an additional layer of disadvantage in an economy with high unemployment, with the absence of any laws requiring reasonable accommodation. This means that it is hard for people with disability to find work outside the family structure, and even more difficult in rural areas.⁹⁵ Studies also show that women with disability are more likely to be unemployed and when employed more likely to be on lower pay than both men with disability and women.⁹⁶

58. Young people are emerging as the first generation of Solomon Islanders living in absolute poverty.⁹⁷

59. **Access to information** - Women are more likely to face both literacy and technology related barriers to accessing information in emergencies. While literacy rates are relatively high in the Solomon Islands, they are lower among women (82%) than men (90%).⁹⁸ At the time of the last Household Income and Expenditure Survey (HIES 2012/13), ownership and use of mobile phones was higher among men than women, with the biggest gender disparity in rural areas, where 16% of females owned a phone, compared with 25% of males.⁹⁹

60. A gender analysis prepared by CARE found that text messages and radio broadcasts were considered to be reliable methods to get information to individuals: ‘they get original message/info, from health workers, rather than hearing rumours’ as one 20 year old male from East Honiara explained. People also appreciated being able to access the latest updates through mobile and radio (compared to posters, for example), and being able to receive information through those channels without leaving the house, which was particularly relevant given movement restrictions during covid lockdowns. However, several interviewees pointed out that this kind of one-way messaging could also cause misunderstandings and unnecessary panic, as there is no opportunity for people to seek clarification or ask questions. Other challenges with mobile phone-based information

⁹² Cited in CARE and Live and Learn, Solomon Islands, June 2020, Gender, Disability and Inclusion Analysis for Covid-19 and Tropical Cyclone Harold, p16., accessed online 14 April 2022

⁹³ Ibid., p

⁹⁴ Equal Rights Trust 2016, ‘Stand up and Fight: Addressing Discrimination and Inequality in the Solomon Islands’, p. 101, <https://www.equalrightstrust.org/ertdocumentbank/SI%20report.pdf>,

⁹⁵ Equal Rights Trust 2016, ‘Stand up and Fight: Addressing Discrimination and Inequality in the Solomon Islands’, p. 101, <https://www.equalrightstrust.org/ertdocumentbank/SI%20report.pdf>,

⁹⁶ UNDP 2009, ‘Pacific Sisters with Disabilities: at the Intersection of Discrimination’, p. 22, <http://wwda.org.au/wp-content/uploads/2013/12/pacificsisters1.pdf>,

⁹⁷ Cited in Equal Rights Trust 2016, ‘Stand up and Fight: Addressing Discrimination and Inequality in the Solomon Islands’, <https://www.equalrightstrust.org/ertdocumentbank/SI%20report.pdf>, accessed 15 April 2022

⁹⁸ Solomon Islands National Statistical Office 2017, ‘Solomon Islands Demographic and Health Survey 2015’, p. 41, <http://sdd.spc.int/media/155>, cited in CARE and Live and Learn, Solomon Islands, June 2020, Gender, Disability and Inclusion Analysis for Covid-19 and Tropical Cyclone Harold, p21., accessed online 14 April 2022

⁹⁹ CARE Australia 2019, ‘Gender analysis prepared for the cash and voucher assistance feasibility study in the Solomon Islands’, p. 14, shared in personal communication by CARE Australia, cited in CARE and Live and Learn, Solomon Islands, June 2020, Gender, Disability and Inclusion Analysis for Covid-19 and Tropical Cyclone Harold, p21., accessed online 14 April 2022

sharing included issues with network coverage, battery charging, and money for phone credit.¹⁰⁰

61. CARE's analysis also found that people with disabilities faced additional barriers in accessing information. As a staff member of a disability advocacy organisation explained: Lack of awareness...is a big challenge...causing panicking, and for a person with disability will be even more challenging. People living with disability, especially women and girls are not prioritised in terms of getting information. Those that are deaf are finding it hard in terms of receiving information. Communication using formal deaf language cannot be used in most rural areas, since most deaf people in rural areas are illiterate. For some people with disabilities, the use of mobile phones as a primary channel of COVID-19 information dissemination enabled the use of assistive technologies like voiceover apps. Two people with disabilities interviewed as part of the assessment also mentioned being able to receive information from disability support/advocacy organisations through their mobile phones. When asked how humanitarian organisations could support the community's efforts to prepare for and respond to COVID-19, one man with a sensory disability suggested that providing mobile phones (with voiceover apps) to the blind could be a useful intervention, which would allow them to access important information independently, quickly and directly instead of depending on others to relay information.¹⁰¹

Domain 6: safety, dignity and well-being

Violence against women and girls

62. The Solomon Islands has one of the highest rates of family and sexual violence in the world. Prior to COVID-19, violence against women was already reported at epidemic levels: 64% of women who had ever been in an intimate relationship reported experiencing physical and/or sexual abuse by an intimate partner, and 42% of the women reported experiencing such violence in the previous 12 months.¹⁰² Many men and women believe this violence is justified: 45% of men and 67% of women believe that a husband is justified in hitting or beating his wife for neglecting the children, or burning the food (19% of men, 32% of women).¹⁰³

63. CARE and Live and Learn add that far from fading away, these harmful beliefs were actually more common among women in 2015 than they were in the same survey in 2006/2007, when 69% (compared to 77% in 2015) of women identified at least one reason they believed justified wife beating. Interestingly, these beliefs became less common among men during the same period, though still pervasive, dropping from 65% in 2006/2007 to 57% in 2015.¹⁰⁴ This may be due to it being more challenging for women to speak out against behaviours that are so wrapped up in custom than men due to social norms, including the threat of violence.

¹⁰⁰ CARE and Live and Learn, Solomon Islands, June 2020, Gender, Disability and Inclusion Analysis for Covid-19 and Tropical Cyclone Harold, p21., accessed online 14 April 2022

¹⁰¹ CARE and Live and Learn, Solomon Islands, June 2020, Gender, Disability and Inclusion Analysis for Covid-19 and Tropical Cyclone Harold, p22., accessed online 14 April 2022

¹⁰² Cited in CARE and Live and Learn, Solomon Islands, June 2020, Gender, Disability and Inclusion Analysis for Covid-19 and Tropical Cyclone Harold, p22., accessed online 14 April 2022

¹⁰³ Cited in CARE and Live and Learn, Solomon Islands, June 2020, Gender, Disability and Inclusion Analysis for Covid-19 and Tropical Cyclone Harold, p22., accessed online 14 April 2022

¹⁰⁴ Ibid., p23

Other forms of GBV are also widespread in the Solomon Islands. More than one-third (37%) of women report experiencing sexual abuse before the age of 15, most often by male acquaintances or male family members.¹⁰⁵ Women and girls with disabilities are disproportionately affected by gender-based violence: they are two to three times more likely to experience physical and sexual abuse than women and girls with no disabilities, and may face additional barriers accessing support services.¹⁰⁶

In ADB's 2015 assessment of GBV it highlights key challenges for access to justice including women's lack of awareness of their own rights, scarce presence of the justice system beyond Honiara, and limited presence of females in the top levels of the judicial system and law enforcement. Local courts do not often handle cases of violence against women, so the majority of cases are managed in local dispute mechanisms that are also handled by men and no-one has training in gender equality or survivor-centred approaches, so neither environment are currently suitable to handle cases justly.¹⁰⁷

There are a number of integrated government-led programs, and SafeNet is the largest program being coordinated among different government agencies and development partners to respond and support survivors.

5. Integration of GESI into project components

The project aims to increase the climate resilience of the livelihoods, food and nutrition security of target climate-vulnerable communities through investments in capacity for adaptation planning, implementation of adaption plans, strengthening of support systems, and fostering innovations. The project's goal statement is:

IF Solomon Islands' remote and rural communities acquire – from schools and local governance institutions – knowledge of climate change risks and the skills and tools to adapt livelihoods and ways of living **THEN** they will have increased adaptive capacity to improve food security, nutrition, and infrastructure; pursue climate-resilient livelihoods; and access information flows and governance systems **BECAUSE** improved governance will respond to community needs; integrating climate risks into planning will safeguard food security, nutrition, and infrastructure investments; and communities and schools will take action and innovate to secure their future.

The project is designed to catalyse sustainable system-level changes at multiple levels (local, sub-national and national). It will provide bottom-up support for institutions and planning and implementation processes at the community level, and top-down measures to channel technical and financial resources to communities to meet ongoing adaptation needs. Combined, these actions will help achieve systemic change, with communities able to assess climate-related risks, develop locally relevant adaptation investment plans, and effectively implement solutions. Community and Ward institutions will be better equipped to respond to community needs and support on-going and sustainable adaptation action.

SOLKAS's Theory of Change goal will be achieved via three outcomes, each representing one project component:

Outcome 1 – Community, school and youth stakeholders have increased understanding of climate change and the ability to develop and implement locally-relevant adaptation plans

Outcome 2 – Communities and schools increase climate resilience via upgraded infrastructure, increased knowledge, enhanced food and water security, and sustainable livelihoods

¹⁰⁵ Ibid., p23

¹⁰⁶ UNFPA 2013, 'A Deeper Silence - The Unheard Experiences of Women with Disabilities: Sexual and Reproductive Health and Violence against Women in Kiribati, Solomon Islands and Tonga', p. 11, <https://pacific.unfpa.org/sites/default/files/pub-pdf/UNFPAReport-ADeeperSilenceA4PublicationLR3%283%29.pdf>,

¹⁰⁷ Asian Development Bank 2015, 'Solomon Islands: Country Gender Assessment', <https://www.adb.org/documents/solomon-islands-country-gender-assessment>, accessed 15 April 2022

Outcome 3 – Communities and schools are making data-driven adaptation decisions, are supported by sub-national government with enhanced capacity, and have more climate resilient livelihoods.

To achieve these outcomes, the project will work through three interlinked components, consisting of the outputs and activities described below. Each component description will demonstrate how the proposed activities and outputs will address the core barriers and the key identified climate drivers. Building capacity to address the broader impacts of climate change in Solomon Islands, that are placing the current and future wellbeing of children and communities under severe threat, is intrinsic to all three components. The climate rationale for addressing these existential threats in Solomon Islands is clear: building climate resilience and supporting priority adaptation actions will reduce the exposure and sensitivity of the highly vulnerable communities – who mostly live within 2km of the coast – to droughts, extreme rainfall events, heatwaves and soil salination from sea level rise. All project activities will build on local and indigenous knowledge to ensure adaptation action is anchored in local contexts and driven by communities.

Component 1: Builds the knowledge and adaptation planning ability, and increases access to relevant climate information for decision-making. SOLKAS will achieve this by delivering increased access to climate change materials, climate information services and early warning systems and building the capacity of communities and schools to utilize them (**Output 1.1**). Building on this information and skills base, communities and schools will be supported to undertake local level climate and disaster risk assessments and develop inclusive adaptation plans through participatory processes (**Output 1.2**). As the first input to the youth-focused climate resilient livelihoods stream within the project, targeted youth will develop the skills they need to build livelihoods that are resilient to climate change impacts (**Output 1.3**). These outputs will be achieved through the implementation of activities aiming to: develop and deploy climate change curriculum and information, education and communications materials and roll out community education sessions (**Activity Set 1.1**); assess climate and disaster risks to communities and schools and develop adaptation plans (**Activity Set 1.2**); and develop and implement targeted micro-learning materials on key issues (including climate-resilient agriculture, fisheries and livestock processes, food preservation and processing, natural resource management and nature-based solutions, non-timber forest product development, native cash cropping, etc. (**Activity Set 1.3**).

Component 2: Supports the implementation of high priority adaptation actions embedded in community and school plans. SOLKAS will achieve this by delivering climate resilient improvements to school infrastructure (**Output 2.1**) and supporting roll out of climate change curriculum materials (**Output 2.2**). At the community level, the project will ensure enhanced food and water security and nutrition outcomes through climate-resilient agriculture and fisheries techniques and application of nutrition education and water management (**Output 2.3**). As the second input to the youth-focused climate resilient livelihoods stream within the project, youth will be supported to apply their new skills to create sustainable livelihood opportunities (**Output 2.4**). These outputs will be achieved through the implementation of activities aiming to: action school adaptation plans via infrastructure retrofits to school buildings (provision of solar PV, resilient WASH and small physical improvements) (**Activity Set 2.1**); support uptake of climate change curriculum materials (**Activity Set 2.2**); developing local skills in climate-resilient agriculture and fisheries practices, modelling via demonstration plots, establishing kitchen gardens for improved nutrition, and improving local water security (**Activity Set 2.3**); and establishing the Youth Climate Resilient Livelihoods Incubator (**Activity Set 2.4**).

Component 3: Ensures that institutions are equipped to support community and school adaptation actions into the future and foster innovations to enhance sustainable impact. SOLKAS will achieve this by delivering support for the uptake of the Climate Resilience Info Management System to achieve climate risk informed decisions in communities and schools (**Output 3.1**). The use of the system, and project outputs more broadly, will have increased sustainability through building the capacity of Ward, Provincial and National institutions to better support community adaptation (**Output 3.2**). As the final input to the youth-focused climate resilient livelihoods stream within the project, private sector partnerships that facilitate youth engagement in sustainable, resilient livelihoods will be fostered

(Output 3.3). These outputs will be achieved through developing and supporting the deployment of the Climate Resilience Info Management System across targeted communities and schools (**Activity Set 3.1**); helping establish adaptive government mechanisms at local and Ward levels, supporting Ward and Province adaptation planning processes based on results of local level plans, and establishing robust local-national feedback loops (**Activity Set 3.2**); and facilitating youth-private sector matchmaking for resilient livelihoods establishment and providing seeding support to scale up incubated ideas (**Activity Set 3.3**).

GESI considerations will be mainstreamed into project activities, as outlined in the Action Plan, below.

6. Strategic recommendations

1. Gender mainstreamed within relevant Ministries (e.g. NDMO, Ministry for Agricultural and Rural Development and Ministry of Fisheries and Marine Resources)

Recommendations:

- Linkages established between the Ministry of Women’s and Children’s Affairs, and in particular the Women’s Development Division in-charge of mainstreaming gender considerations with relevant ministries, e.g. NDMO, Ministry for Agricultural and Rural Development and Ministry of Fisheries and Marine Resources.
- Gender strategies developed within relevant Ministries that will support collection of sex-disaggregated data and design/implementation of gender-responsive mitigation and adaptation policies and programmes.

2. Resource a gender equality and social inclusion specialist within this project

The SOLKAS project has a number of initiatives to strengthen equality and inclusion approaches, which will require specialist support. Solomon Islands has strong frameworks for gender mainstreaming and made concrete steps that show its commitment to gender equality. However, like many policy and programmatic areas, SI Ministries are under-resourced with very few staff dedicated to gender mainstreaming or trained in gender which is hampering efforts towards reaching its gender equality and disability inclusion objectives. Additional support in the form of a gender equality and social inclusion expertise is required to ensure gender and disability mainstreaming throughout this project, as well as supporting these efforts within the country’s institutions, in particular those relevant to building resilient livelihoods in the face of climate variability, change and hazards.

Recommendation:

- Full-time Gender Equality and Social Inclusion specialist budgeted within the project.

3. Women and girls and persons with disabilities empowered with skills, knowledge and leadership experience

Focus group discussions revealed that one of the greatest barriers to women and girls benefitting equitably from this project was a combination of lack of confidence, lack of experience, and customary approaches to community planning and decision-making that empower men to make final decisions. Persons with disability are stigmatised, and not perceived as capable of leadership.

Recommendations:

- Women and girls are empowered to become (co-) committee leads in community level decision-making groups.
- Women and girls and persons with disabilities targeted with **mentoring** on skills and knowledge needed to understand their rights, identify their needs and support/lead on discussions on climate change impacts.
- Inclusive practices promoted at all levels of society (e.g. individuals, families, communities) to actively **transform discriminatory behaviours, attitudes, norms** and support women, girls,

people with disabilities to participate equitably in community-driven institutions and become leaders.

4. Barriers to vulnerable women's participation considered due to their existing workloads and time-use.

The second greatest barrier to participation of women in the project is their workloads. It's worth noting that it might be the case that if women are joining community sessions, or other project-related activities, their children (girls/boys) will bear the burden of domestic and other non-productive work like child/elderly care. Adolescent girls will likely have the heaviest workload. Transportation costs were mentioned as a barrier by women but not by men, this makes sense if women do not have independent access to money and men do. Neither women nor persons with disabilities should be unable to attend, learn and have a voice at any livelihoods/skilling-up opportunities or community planning sessions due to discriminatory social norms and attitudes.

Recommendations:

- Parents and adolescent girls/boys should be consulted on how best to manage workloads to participate in project activities, trying to work towards a more equitable sharing of household responsibilities among all members of the household.
- Child-friendly environments should be provided for all activities e.g. with **child care options and breastfeeding friendly spaces**.
- Budget for and cover **transport costs** for participants e.g. women, youth and persons with disability.

5. Culturally-sensitive approaches adopted that encourage women and men of different ages listening to and learning from each other

Many male and female focus groups requested to have groups separated by age and gender which would enable discussions to focus on what is most relevant to that group and create more comfortable spaces for women and girls to speak up. However, almost as many male and female focus groups said that having combined sessions would be most suitable. To get the best of both situations, a mixed approach to age, gender and disability inclusive project activities is recommended.

In both male and female focus groups, there was mention that men and women learn best by seeing and doing rather than theoretical approaches. Participants suggested films, dramas, storytelling, parables and songs as good approaches to bring people together and learn.

Recommendations:

- Knowledge, skills and planning activities and workshops held in a mix of sex-segregated groups. Both sexes need a safe and comfortable environment in which to learn and express themselves, and this could be promoted through unisex workshops or through mixed sex groups to build relationships, learn from each other and practice shared leadership.
- Films, stories, songs, parables utilized as a way to share information about climate change, and as a way to engage young and old in documentation of their climate adaptation journey as examples.

6. Community sensitisation and gender equality and disability inclusion training and workshops conducted with project staff, children, youth, parents, teachers, church leaders, teachers, government counterparts and other project stakeholders

Secondary and primary data collection revealed strong attitudes around capacities and entitlements of different people according to age, gender, disability and migrant status. Gender roles and stereotypes are a product of social norms underpinned by cultural beliefs which makes it difficult to bring about change and can provoke backlash against the project. In some of the male and female

focus group discussions, custom and culture (e.g. “exposure to western culture”; “discussion not considered culturally appropriate”) were mentioned as potential barriers to participation.

Recommendations:

- Include discussion around gender equality and inclusion objectives and approaches in the first project meetings held with communities. These information sessions provide opportunity for reflection, clarification and two-way dialogues on discriminatory social norms, notions of masculinity and femininity, and their impacts on planning for climate change and resilience building. When individuals and communities are informed about reasons behind certain approaches, they are far more likely to feel included, to trust and accept processes that are contrary to current beliefs and practices. Aim of these sessions should go beyond seeking acceptance, but should motivate and inspire communities to take action.
- Project staff and stakeholders to be trained in gender and disability to be able to communicate our approach and objectives effectively to project participants and therefore mitigating potential backlash and increasing community acceptance and social cohesion.
- Support women’s rights organisations, gender equality advocates and disabled persons organisations to deliver training and awareness raising sessions.

7. Women’s equal status in communities promoted through their roles as food producers and food security

Recommendations:

- Train vulnerable women and men on crop diversification and nutrition.
- Ensure women lead discussions on food security and nutrition due to their roles as main household food producers and providers.

8. Gender-based violence risks mitigated

Recommendation:

- Prevent sexual and other forms of exploitation and abuse through awareness raising activities focused on how climate change/environmental degradation is linked closely to GBV and how project objectives (e.g. resilient households and communities) might be adversely impacted. Include participatory principles and support GBV survivors to access reporting, protection mechanisms, safe spaces and confidential referral services.

9. Disaster risk committees (community and Ward levels) are inclusive and have quotas for women’s and people with disabilities’ participation

Recommendations:

- Conduct training for women and people with disabilities on community-led disaster risk reduction strategies.
- Promote women’s and people with disabilities’ active participation in disaster risk committees and empower them to take on leadership roles in community-led disaster risk reduction strategies.

10. Collaboration with development partners and civil society organizations (CSOs) promoted to implement inclusive, gender-responsive and diversified livelihood options

Recommendations:

- Provide training for extension workers on inclusive and gender mainstreaming approaches in on/off-farm livelihoods.
- Work with relevant counterparts to increase number of women extension workers.
- Increase the gender sensitivity of agricultural extension services, including through the incorporation of measures to ensure that rural women and men benefit equitably from these

services, the provision of gender sensitivity training for extension officials at all levels and increasing the number of women extension officers.

11. Preparedness, response and recovery activities implemented targeting people with disabilities in ways which highlight their strengths, capacities and rights to avoid unintentionally reinforcing harmful beliefs and stereotypes that people with disabilities cannot take a full and active part in community life

Recommendation:

- Ensure design and implementation of project activities are informed by people with disabilities and that they participate actively in decision-making spaces.

11. Integrate GESI considerations across all project activities

Recommendation:

- Ensure the GESI Advisor is engaged in the project's decision making processes and management structure to provide advice on GESI considerations in implementation of supported activities
- Ensure that all project analyses and the detailed development of the project's innovations around digitisation of adaptation planning, youth livelihoods, school safety framework, engage the GESI Advisor and ensure GESI considerations are deeply embedded in development and implementation of these activities.

7. SOLKAS Gender Equality and Social Inclusion Action Plan

Component 1: Community, school and youth stakeholders have increased understanding of climate change and the ability to develop and implement locally-relevant adaptation plans				
Project Activities	Indicator & Targets	Timeline	Responsibilities	Cost
Output 1.1: Children, youth, and communities have access to (and can utilise) climate change materials, climate information services and early warning systems				
<p>Activity 1.1.1 Increase school children's understanding of current climate change impacts and future risks (including curriculum materials and teacher training)</p>	<ul style="list-style-type: none"> Climate change micro-learning modules are assessed by a GEDSI/accessibility specialist (Baseline 0%; Target 100%) Climate change micro-learning modules are accessible for people with disability (Baseline: 0%; Target: 100%) Climate change micro-learning modules have content on links between gender/disability and climate change impacts/risks (Baseline: 0%; Target: 100%) 	Year 1-2	<p>Lead: GESI Advisor</p> <p>Support: MEHRD staff MWYCFA staff Team Leader Province and Ward staff and partners</p>	USD \$178,142
<p>Activity 1.1.2 Increase children and community members' capacity to understand and identify climate change and disaster risks at the local level (including food security and nutrition)</p>	<ul style="list-style-type: none"> SBC /IEC materials reviewed by a GESI specialist to ensure gender and disability responsiveness (Baseline: 0%; Target: 100%) Children and women from vulnerable groups participate in training sessions (Baseline: 0%; Target: 25% girls; 25% boys; 50% women) 5% participants in training sessions have a disability (Baseline: 0%) Women participate as trainers in community education sessions are women (Baseline: 0%; Target: 50% women) 	Year 1-6	<p>Lead: GESI Advisor</p> <p>Support: MPGIS staff MWYCFA staff Team Leader Province and Ward staff and partners</p>	USD \$155,525

<p>Activity 1.1.3 Increase access to and use of climate information and early warning systems at the local level</p>	<ul style="list-style-type: none"> • Baseline collects information on accessibility challenges and needs to different groups of people – the young and old, female/male and ability • Analysis and investment in women-led inclusive and accessible EWS • Women participate in education and training events (Baseline: 0%; Target: 50% women) • Training materials assessed by an accessibility and gender specialist 	<p>Year 1-6</p>	<p>Lead: GESI Advisor</p> <p>Support: NDMO staff MWYCFA staff Team Leader Province and Ward staff and partners</p>	<p>USD \$1,008,677</p>
<p>Activity 1.1.4 DRC members have increased capacity to address gender equality and disability inclusion adaptation and project implementation</p>	<ul style="list-style-type: none"> • Gender Equality and Disability Inclusion training package developed • DRC members in all project areas trained in gender and disability inclusion related to DRR/EWS and sex, age and disability disaggregated data collection (Baseline: 0%; Target: 50% F, 50% M) 	<p>Year 1-2</p>	<p>Lead: GESI Advisor</p> <p>Support: MWYCFA staff Team Leader Province and Ward staff and partners</p>	<p>USD \$178,142</p>
<p>Output 1.2: Inclusive local adaptation action plans are developed by schools and communities</p>				
<p>Activity 1.2.1 Increase school and community understanding of immediate locally relevant climate and disaster risks via school and community climate and disaster risk assessments</p>	<ul style="list-style-type: none"> • School climate and disaster risk assessments collected based on sex, age and disability disaggregated data • Assessments have sections that address specific school safety considerations for boys and girls and children with disabilities 	<p>Year 1-6</p>	<p>Lead: GESI Advisor</p> <p>Support: MEHRD staff MWYCFA staff Team Leader</p>	<p>USD \$554,325</p>

			Province and Ward staff and partners	
Activity 1.2.2 Support inclusive adaptation planning processes in schools and communities	<ul style="list-style-type: none"> Adaptation planning processes involve local gender and disability inclusion entities e.g. local OPD and national council of women Adaptation plans include gender transformative actions to increase the resilience of women and girls in schools and communities 	Year 1-6	Lead: GESI Advisor Support: MPGIS staff MWYCFA staff Team Leader Province and Ward staff and partners	USD \$287,535
Output 1.3: Youth have increased skills for resilient livelihoods				
Activity 1.3.1 Support youth to effectively engage with local level adaptation planning processes	<ul style="list-style-type: none"> Training materials include strong focus on gender and disability DRC terms of reference updated to mandate gender balanced youth roles Women leaders in at least 90% of target Wards are selected to deliver mentorship to adolescent girls to develop confidence building measures (Baseline: 0%; Target: 60% adolescent girls in targeted communities) 	Year 1-6	Lead: GESI Advisor Support: NDMO staff MWYCFA staff Team Leader	USD \$110,028
Activity 1.3.2 Support youth to develop skills for resilient livelihoods in a changing climate	<ul style="list-style-type: none"> Training materials include strong focus on gender and disability, including gender transformative actions in key sectors At least 30% of youth (50% F, 50% M) in targeted villages complete at least one training course (Baseline: 0%; Target: 15% F, 15% M, 5% PWD) At least 30% of trainers are female 	Year 2-6	Lead: GESI Advisor Support: MEHRD staff MWYCFA staff	USD \$154,511

			Team Leader	
Activity 1.3.3 Support children and youth to develop knowledge and skills for household, school and community resilience in a changing climate	<ul style="list-style-type: none"> Aggregated reports include specific information on gendered experiences of climate change and disasters, as well as gender-responsive strategies for adaptation Nudge development includes specific focus on targeted women, men, girls, boys and people with disability 	Year 2-6	Lead: GESI Advisor Support: MEHRD staff MWYCFA staff Team Leader	USD \$116,833
Component 2: Communities and schools increase climate resilience via upgraded infrastructure, increased knowledge, enhanced food and water security, and sustainable livelihoods				
Project Activities	Indicator & Targets	Timeline	Who is responsible	Cost
Output 2.1: School buildings are retrofitted to address identified climate risks				
Activity 2.1.1 Support the implementation of School Climate and Disaster Resilience Plans	<ul style="list-style-type: none"> Gender and disability issues are integrated into micro-learning modules for training on school safety and educational continuity management (Baseline: 0%; Target: 100%) 	Year 1-6	Lead: GESI Advisor Support: MEHRD staff MWYCFA staff Team Leader	USD \$115,297
Activity 2.1.2 Support schools to increase physical resilience to the impacts of extreme weather and climate change (retrofitting and additions)	<ul style="list-style-type: none"> School infrastructure retrofits improves services for all students (girls/boys) based on gender-responsive assessments (Baseline: 0%; Target: 90% schools) 	Year 1-4	Lead: GESI Advisor Support: Construction TA Team Leader	USD \$496,933

			Province and Ward staff and partners	
Output 2.2: School children have access to climate change curriculum materials				
Activity 2.2.1 Support use of climate change curriculum materials in targeted schools	<ul style="list-style-type: none"> Gender and disability issues are integrated into micro-learning modules for teacher training (Baseline: 0%; Target: 100%) All training materials and sessions are accessible for people with disabilities (Baseline: 0%; Target: 5% girls with disabilities; 5% boys with disabilities) 	Year 2-6	Lead: GESI Advisor Support: MEHRD staff MWYCFA staff Team Leader	USD \$306,333
Activity 2.2.2 Provide Gender Equality, Disability and Social Inclusion capacity strengthening support to MEHRD and NDMO	<ul style="list-style-type: none"> Training imparted on practical approaches to gender equality and disability inclusion in climate change adaptation and disaster risk reduction Identification of GESI focal points within MEHRD and NDMO Peer to peer learning on GESI progress workshops held 	Year 1-6	Lead: GESI Advisor Support: Team Leader MWYCFA staff MEHRD staff NDMO staff	USD \$228,096
Output 2.3: Communities improve yields from small-scale agriculture and fisheries, and water storage capacity				
Activity 2.3.1 Support application of locally-led climate resilient agriculture innovations	<ul style="list-style-type: none"> At least 80% of engagement includes separate women's, disability and youth focus groups Traditional men's and women's existing agricultural practices documented Gender-sensitive and socially inclusive training materials on climate-resilient agriculture and 	Year 1-6	Lead: GESI Advisor Support: Team Leader	USD \$2,351,831

	<p>water conservation techniques that will best suit changing developed and delivered</p> <ul style="list-style-type: none"> • Field demonstrations of climate-resilient agriculture techniques are tailored to men's and women's agricultural roles (Baseline: 0%; Target: 100%) • Support efforts for gender-appropriate agricultural extension services with female officers and increasing understanding of women's unique needs and requirements (Baseline: 0%; Target: 50% women officers in target locations) 		<p>MAL staff Province and Ward staff and partners</p>	
<p>Activity 2.3.2 Scale-up community-, school- and home-based kitchen gardens for enhanced nutrition utilizing climate-resilient crops</p>	<ul style="list-style-type: none"> • 50% men and 50% women leading on the delivery of family-based nutrition education and demonstration gardens (Baseline: 0%) • Community members in all targeted Wards receive training on resilient kitchen garden design and nutrition (Baseline: 0%; Target: 50% women, 50% men; 5% PWD] 	<p>Year 3-6</p>	<p>Lead: GESI Advisor</p> <p>Support: Team Leader MAL staff Province and Ward staff and partners</p>	<p>USD \$595,112</p>
<p>Activity 2.3.3 Support climate-resilient adaptations to local fisheries for food security</p>	<ul style="list-style-type: none"> • At least 80% of engagement includes separate women's, disability and youth focus groups • Conduct training for women and men on climate-resilient fisheries and coastal resource management techniques at community level (Baseline: 0%; Target: 50% women, 50% men) 	<p>Year 1-6</p>	<p>Lead: GESI Advisor</p> <p>Support: Team Leader MFMR staff Province and Ward staff and partners</p>	<p>USD \$539,665</p>

<p>Activity 2.3.4 Support application of village climate resilient water resource management techniques and technologies</p>	<ul style="list-style-type: none"> • At least 50% of participants engaged in community activities to determine climate risks to water resources are women (Baseline: 0%) • Links between WASH and gender and disability are sensitised through communities in training and action planning workshops • 50% women and 50% men engaged in consulting on and implementing adaptation actions involving water (Baseline: 0%) 	<p>Year 1-6</p>	<p>Lead: GESI Advisor</p> <p>Support: Team Leader MRD staff Province and Ward staff and partners</p>	<p>USD \$318,745</p>
<p>Activity 2.3.5 Strengthen extension worker service to support women's roles in agriculture</p>	<ul style="list-style-type: none"> • Conduct analysis of gender differences in access to extension services, technology adoption and agricultural productivity • Disseminate findings of analysis and hold action planning workshops • Develop strategy for improving agricultural services to account for gender differences in agricultural roles and access to extension services and agricultural inputs • Develop training modules on gender-responsive extension and advisory services • Train agricultural extension workers, and others involved in ag extension programmes, in GESI considerations esp. responding to women's needs (Baseline: 0%; Target: 60% extension workers in targeted areas trained) 	<p>Year 1-2</p>	<p>Lead: GESI Advisor</p> <p>Support: Team Leader MAL staff Province and Ward staff and partners</p>	<p>USD \$304,661</p>
<p>Output 2.4: Targeted youth develop sustainable livelihood opportunities</p>				
<p>Activity 2.4.1 Establish and scale Youth Climate Resilient Livelihoods Incubator</p>	<ul style="list-style-type: none"> • Young women and men's priority challenges for entrepreneurship are identified and inform development of innovative incubator (Baseline: 0%; Target: 50% women, 50% men) 	<p>Year 2-6</p>	<p>Lead: Entrepreneurship Coordinator</p>	<p>USD \$372,365</p>

	<ul style="list-style-type: none"> • Best practices for girl’s entrepreneurship identified, including needed gender transformative actions • 50% of incubator participants are young women 		Support: GESI Advisor Team Leader Province and Ward staff and partners	
Activity 2.4.2 Support youth to access new/emerging resilient livelihoods opportunities within and beyond communities	<ul style="list-style-type: none"> • 50% challenge finalists are women • At least 1 challenge (of 5) specifically targeted to support women’s resilient economic empowerment 	Year 4-6	Lead: Entrepreneurship Coordinator Support: GESI Advisor Team Leader Province and Ward staff and partners	USD \$478,512
Component 3: Communities and schools are making data-driven adaptation decisions, are supported by sub-national government with enhanced capacity, and have more climate resilient livelihoods				
Project Activities	Indicator & Targets	Timeline	Who is responsible	Cost
Output 3.1: Climate Resilience Info Management System is used by schools and communities to make climate informed decisions				
Activity 3.1.1 Co-develop and deploy Climate Resilience Information Management digital toolset suite for data-driven community climate adaptation planning and decision-making	<ul style="list-style-type: none"> • Technical Working Group(s) formed and operational (Baseline: 0%; Target: 50% women, 50% men, 5% PWD) • Ensure Climate Resilience Information Management digital toolset suite is gender and disability informed and accessible • Include gender transformative actions in recommended activities in response to specific hazards identified 	Year 1-6	Lead: MECDM staff App developers Support: GESI Advisor Team Leader	USD \$876,085

<p>Activity 3.1.2 Co-develop and deploy Climate Resilience Information Management digital toolsets for data-driven school-based climate adaptation planning and decision-making</p>	<ul style="list-style-type: none"> • MEHRD school safety technical working group receives training in gender equality and disability inclusion considerations for schools and school safety • MEHRD school safety technical working group members include women, men and PWDs (Baseline: 0%; Target: 50% women, 50% women, 5% PWD) • Ensure Climate Resilience Information Management digital toolset suite is gender and disability informed and accessible • Include gender transformative actions in recommended activities in response to specific hazards identified 	<p>Year 1-5</p>	<p>Lead: MEHRD staff App developers</p> <p>Support: GESI Advisor Team Leader</p>	<p>USD \$221,718</p>
<p>Activity 3.1.3 Utilize project experience developing/deploying digital toolsets to inform future locally-led adaptation</p>	<ul style="list-style-type: none"> • At least one knowledge product details gender equality and at least one details disability considerations in the digital tool set utility and rollout • Data driven adaptation decision making is gender equitable 	<p>Year 4-6</p>	<p>Lead: Communications Advisor</p> <p>Support: GESI Advisor Team Leader</p>	<p>USD \$172,402</p>
<p>Output 3.2: Ward institutions have knowledge and skills to support to community adaptation</p>				
<p>Activity 3.2.1 Support targeted Wards to adopt adaptive governance systems and develop adaptation plans</p>	<ul style="list-style-type: none"> • At least 60% of targeted Wards operationalize gender-responsive budgeting practices 	<p>Year 2-6</p>	<p>Lead: GESI Advisor</p> <p>Support: Climate Change Advisor Team Leader</p>	<p>USD \$175,321</p>

<p>Activity 3.2.2 Ongoing stakeholder engagement</p>	<ul style="list-style-type: none"> • Gender equity in workshop participation (50% W, 50% M) • All workshop sessions are designed to facilitate equity in discussion and decision-making 	<p>Year 2-6</p>	<p>Lead: GESI Advisor</p> <p>Support: Climate Change Advisor Team Leader</p>	<p>USD 470,000</p>
<p>Activity 3.2.3 Capture lessons learned, emerging themes and best practices at the community level to ensure sub-national and national planning processes are informed by local needs and that local actions support national objectives</p>	<ul style="list-style-type: none"> • All knowledge products include GESI content • Women, men, girls, boys and people with disability have equitable representation in case studies • At least 50% of knowledge products focus specifically on GESI issues 	<p>Ongoing</p>	<p>Lead: GESI Advisor Communications Advisor</p> <p>Support: Team Leader Ward Coordinators</p>	<p>No additional cost</p>
<p>Output 3.3: Youth launch climate resilient livelihood options</p>				
<p>Activity 3.3.1 Facilitate youth entrepreneur matchmaking with private sector actors</p>	<ul style="list-style-type: none"> • At least 50% of incubator graduates linked to private sector partners are women (Baseline: 0%) 	<p>Year 4-6</p>	<p>Lead: Entrepreneurship Coordinator</p> <p>Support: GESI Advisor Team Leader Province and Ward staff and partners</p>	<p>USD \$152,214</p>

<p>Activity 3.3.2 Provide seeding support to scale up incubated ideas</p>	<ul style="list-style-type: none"> • At least 50% of incubator graduates receiving further support are women (Baseline: 0%) • At least 50% of incubator champions are women (Baseline: 0%) 	<p>Year 5-6</p>	<p>Lead: Entrepreneurship Coordinator</p> <p>Support: GESI Advisor Team Leader Province and Ward staff and partners</p>	<p>USD \$168,462</p>
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Project operations: Mainstream gender and social inclusion across project operations				
Project Activities	Indicator & Targets	Timeline	Who is responsible	Cost
<p>Project Staff demographics</p>	<ul style="list-style-type: none"> • 50% of project staff are women • 5% of project staff are people with disability • 50% of project leadership positions are held by women 	<p>Throughout project</p>	<p>Lead: SCA</p> <p>Support: MECDM SCSI Team Leader Recruitment officer</p>	<p>No additional cost</p>
<p>Project staff capacity</p>	<ul style="list-style-type: none"> • All staff receive training in gender equality and social inclusion within year 1 • GESI training should be part of the induction for all new joiners • All staff receive training on Protection from Sexual Exploitation and Abuse (PSEA) in year 1 	<p>Year 1</p>	<p>Lead: GESI Adviser</p> <p>Support: Team Leader</p>	<p>Training time and budget</p>

	<ul style="list-style-type: none"> • Position descriptions for Technical Staff include their ability to understand and address the needs of women, people with disability and youth • Full time GESI Advisor in Project • Mainstream gender-based violence and the prevention of sexual exploitation and abuse throughout the project with awareness raising about impacts of GBV on project objectives (e.g. resilient households and communities); principles for inclusion and participation and providing information on referral services 			
Support to Government	<ul style="list-style-type: none"> • GESI Advisor to train and coach staff in NDMO, MECDM, MEHRD, MPGIS, Department of Women’s Affairs (province level), and other key partners on mainstreaming GESI into plans, budgets and monitoring 	Throughout the project	<p>Lead: GESI Adviser</p> <p>Support: Team Leader</p>	No additional cost
Project M&E and Communications	<ul style="list-style-type: none"> • Ensure the perspectives of women, men, girls, boys and people with disability are equally represented in project monitoring processes • Ensure progress on GESI action is included in all project reports • Findings of this GESI assessment be disseminated to project staff, government and partners in Year 1 of implementation • Project communications represent women, youth and people with disability in positive, empowered roles and use appropriate language and deliver in accessible formats • The project will publicise the grievance redress mechanism through means that ensure the process is accessible to women, men, girls, boys and PWDs. When making decisions about the locations and modalities to receive grievances the project will ensure 	Ongoing	<p>Lead: GESI Adviser</p> <p>Support: Team Leader</p>	No additional cost

	accessibility to all affected stakeholders, in particular girls and women			
Community level considerations	<ul style="list-style-type: none"> • Women’s time and care work will be considered in decisions on timing and location for all community level activities. Childcare facilities will be provided where required during project activities (i.e. at workshops) and will be communicated to participants prior to commencement of activities • Shifting gender norms is a key component of Save the Children’s approach to programming. Behaviour change communications (utilizing resources from other Save the Children projects in the Pacific) will be utilized in community engagement and training 	Throughout the project	<p>Lead: GESI Advisor</p> <p>Support: Team Leader Province and Ward staff and partners</p>	No additional cost