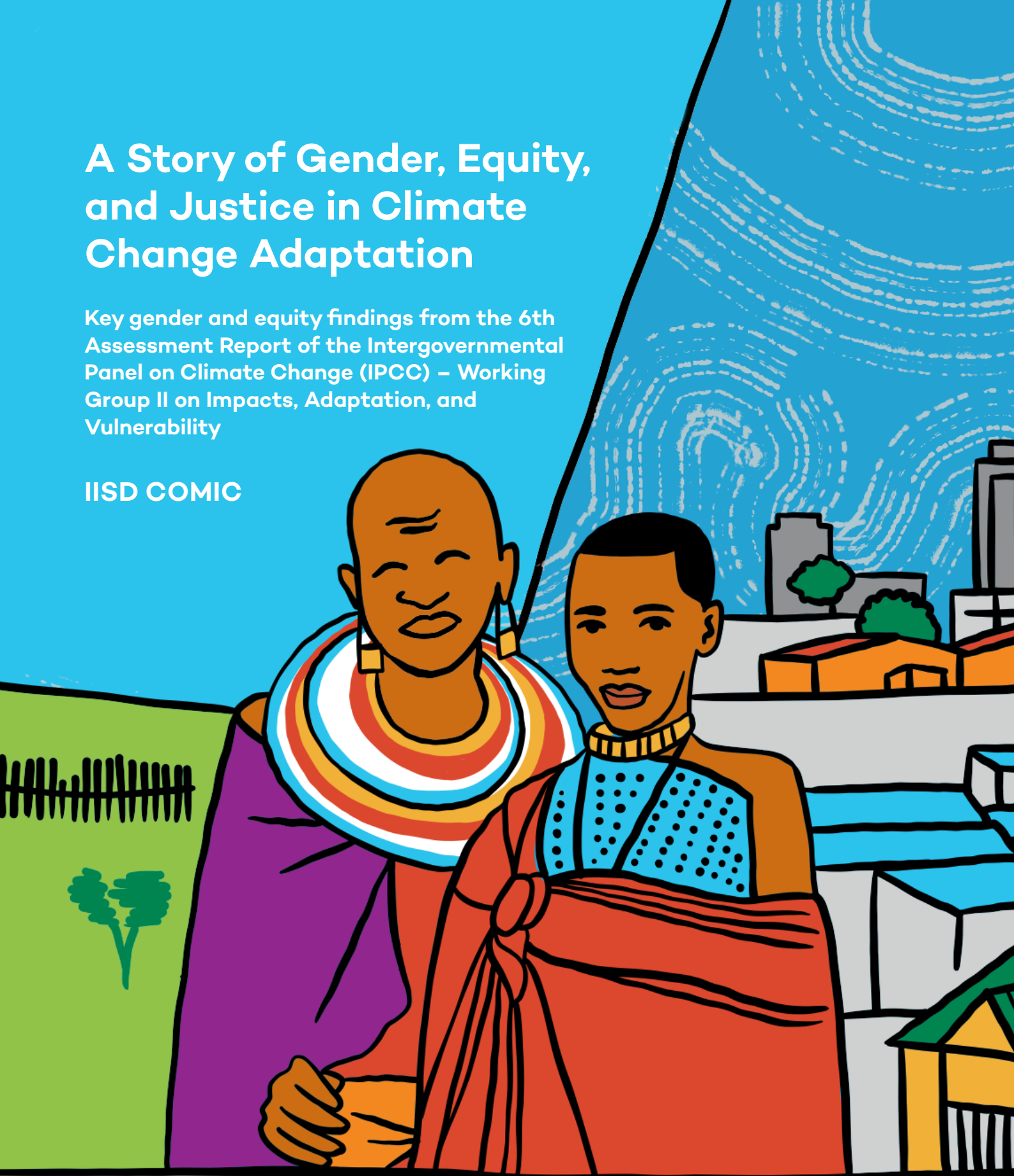


A Story of Gender, Equity, and Justice in Climate Change Adaptation

Key gender and equity findings from the 6th Assessment Report of the Intergovernmental Panel on Climate Change (IPCC) – Working Group II on Impacts, Adaptation, and Vulnerability

IISD COMIC



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A Story of Gender, Equity, and Justice in Climate Change Adaptation: Key gender and equity findings from the 6th Assessment Report of the Intergovernmental Panel on Climate Change (IPCC) – Working Group II on Impacts, Adaptation, and Vulnerability

September 2024

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The authors would like to thank Dr. Lisa Schipper, University of Bonn, Institute of Geography, for the conversation that sparked this initiative, as well as the IPCC authors who generously gave their time to review and provide input to document's key messages: Debora Ley (United Nations Economic Commission for Latin America and the Caribbean) and Edmond Totin (Université Nationale d'Agriculture [Benin] and World Vegetable Center, Coastal and Humid Regions). We are also grateful to Juliet Perry (IISD) and Christophe Buffet (Agence Française de Développement [AFD]) for their input and guidance throughout the project.

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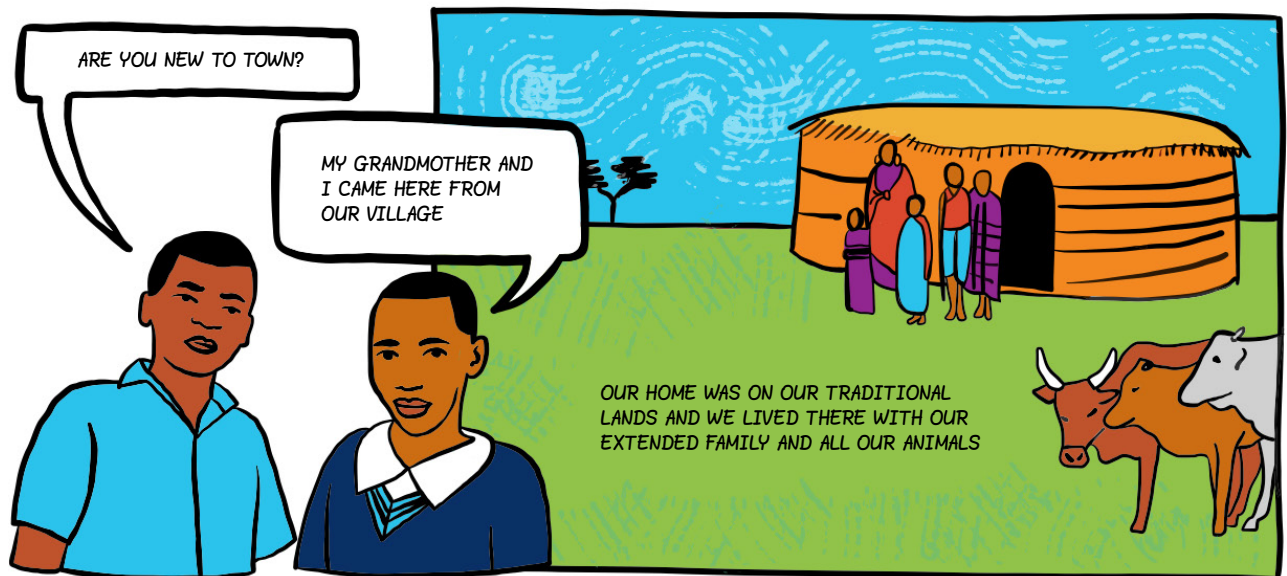
1.0 Introduction

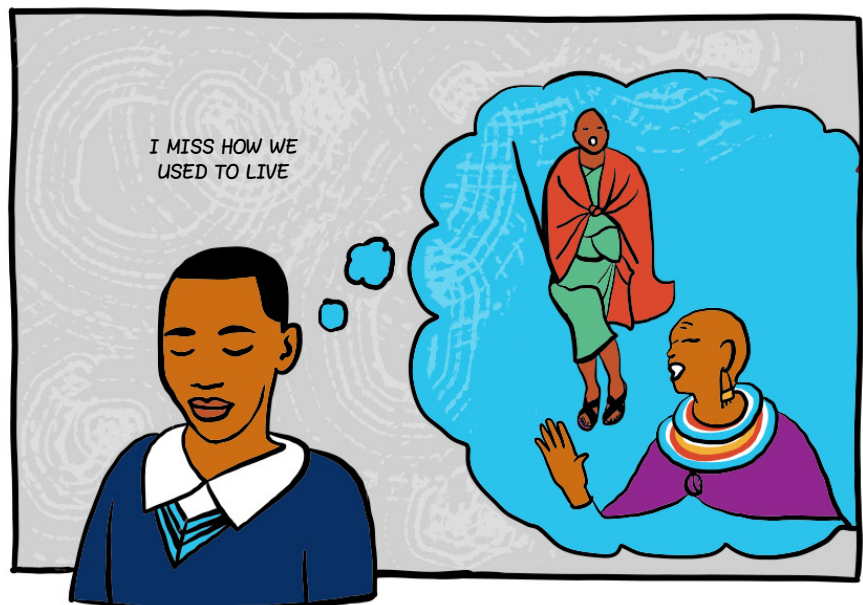
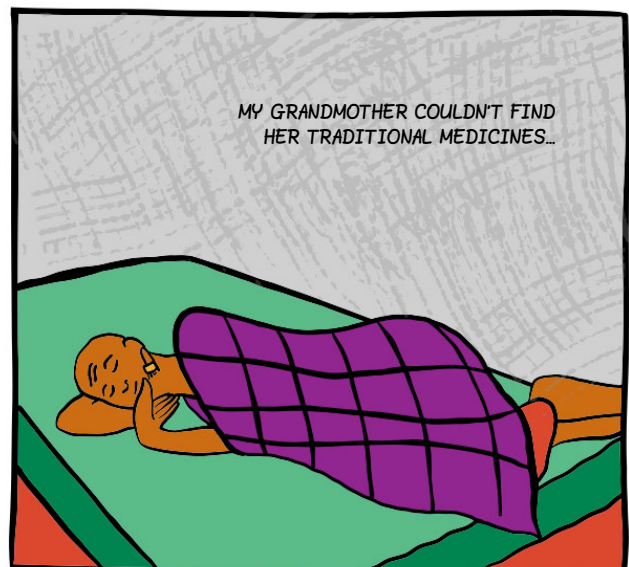
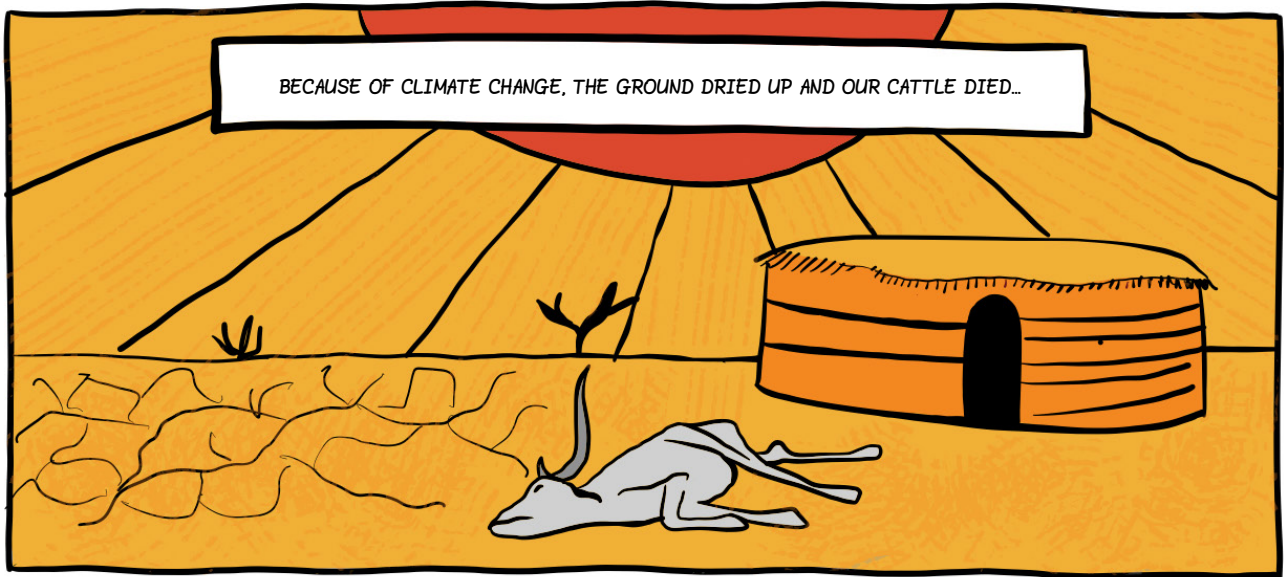
The Intergovernmental Panel on Climate Change (IPCC) is the United Nations body dedicated to assessing the science related to climate change (IPCC, 2022). The IPCC brings together thousands of experts to review relevant scientific literature and produce the most comprehensive state-of-the-knowledge reports on climate change, with a specific report focusing on adaptation. The most recent iteration of this, the Sixth Assessment Report of the IPCC's Working Group II on Impacts, Adaptation, and Vulnerability (WG II report), includes more references to gender, equity, and justice than any previous IPCC report, reflecting the importance of incorporating these considerations in climate change adaptation planning and action (IPCC, 2022).

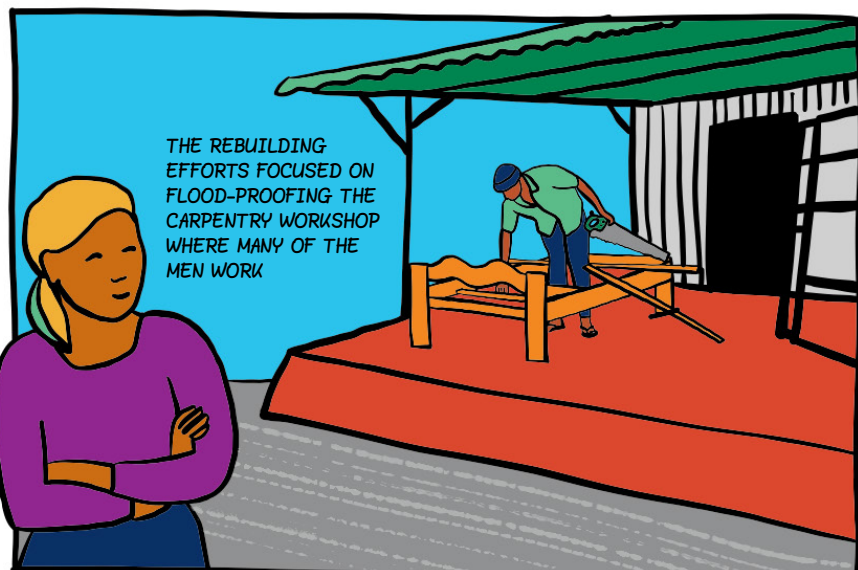
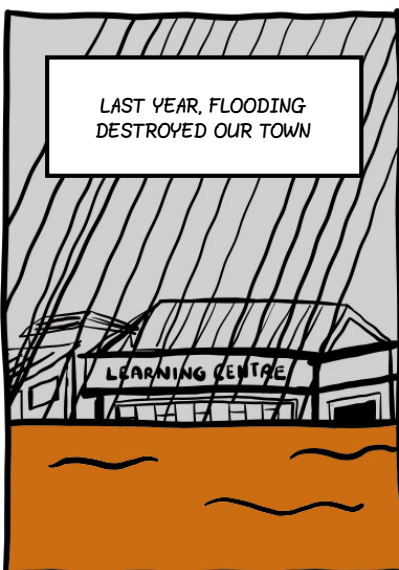
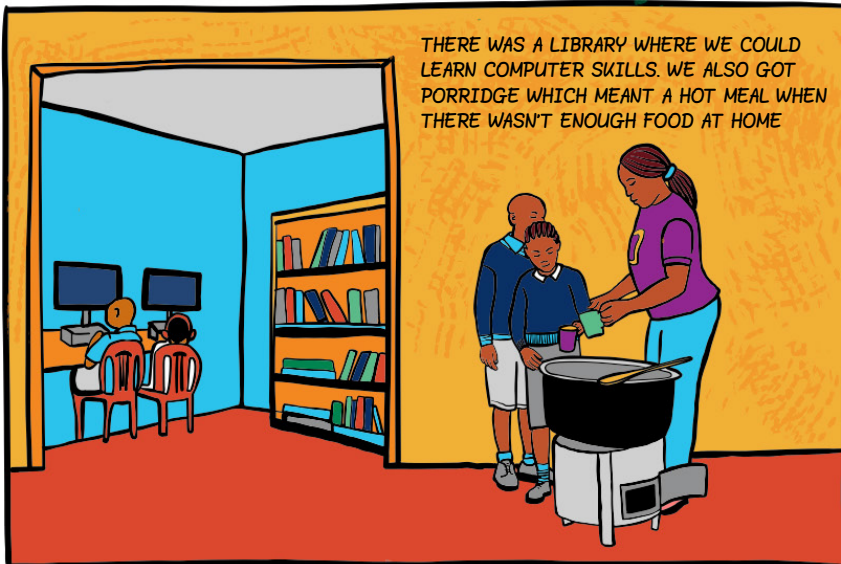
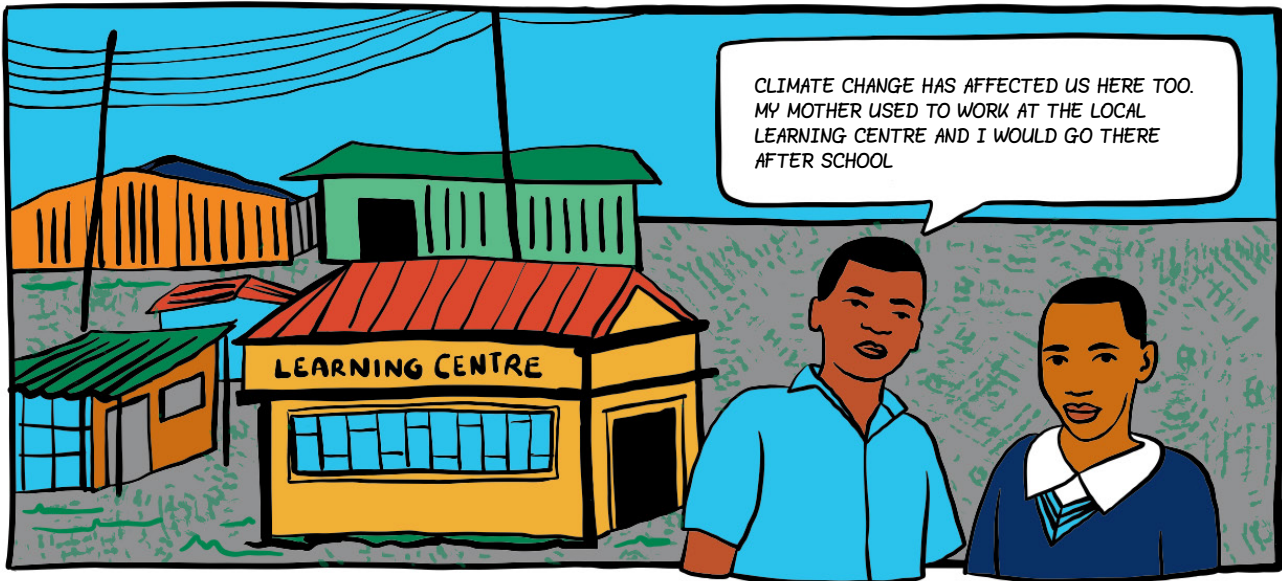
Effective adaptation action requires a whole-of-society approach implicating a broad range of actors, including governments, civil society organizations, private sector actors, community organizations, service providers, and individual citizens. These actors need the best available evidence to integrate considerations of gender, equity, and justice into their adaptation efforts. This comic explores how to communicate this essential knowledge to a wider range of actors toward more just and effective adaptation to climate change.

We have systematically reviewed the WG II report and summarized the key messages on gender, equity, and justice. Collaborating with a group of advocates and practitioners, we have explored how to illustrate and explain these messages in a relevant and accessible way, putting them in the context of our collaborators' experiences living and working in different parts of Africa.

These illustrations present a narrative that explores the topic of gender, equity, and justice in climate change adaptation planning and action. The comic accompanies a technical brief, [*Mobilizing Knowledge on Gender, Equity, and Justice in Climate Change Adaptation: Key gender and equity findings from the 6th Assessment Report of the Intergovernmental Panel on Climate Change \(IPCC\) – Working Group II on Impacts, Adaptation, and Vulnerability*](#), that unpacks the key messages and explains how these key messages have been illustrated in this comic. At the end of the comic, we present a set of discussion questions designed for educators and trainers to use the comic as a basis for learning about these issues.













ADAPTATION PLAN

THE FORMATION OF AN ADAPTATION COMMITTEE INCLUDING DIVERSE STAKEHOLDERS

FOLLOWING THE MEETING, SEVERAL ADAPTATION ACTIONS WERE IDENTIFIED TO PROTECT OUR TOWN AND OUR WAYS OF LIFE...





ONE YEAR LATER

ADAPTATION REVIEW MEETING



THE COMMUNITY IS WORKING TOGETHER TO IMPLEMENT THE ADAPTATION PLAN.

TOWN MEETINGS NOW WELCOME EVERYBODY, WITH SPACE FOR ALL VOICES TO BE HEARD



2.0 Discussion Questions

The following questions are designed to guide discussions on the comic in an educational or training setting to draw out learning on gender, equity, and justice in climate change adaptation. Before beginning the discussion, it would be helpful to review gender, equity, and justice concepts and ensure a common understanding of vulnerability and adaptation. The [technical brief](#) provides an overview of these foundational topics.

1. Thinking about the different characters in the comic, what aspects of their identity and lived experience do you believe have an influence on their vulnerability to climate change?
 - Reflect on each person separately, then think about things that the different characters have in common with each other. For example, the grandmother is Indigenous and older, while the children are both young. Both the grandmother and the mother are caregivers for children.
 - Consider both positive and negative influences on their vulnerability. While the grandmother appears quite vulnerable, her Indigeneity means that there was a strong social network in their home village and useful knowledge available that was important to their resilience.
 - How does their vulnerability change with changing circumstances? For example, having to move to the peri-urban area meant that the Indigenous grandmother and granddaughter were isolated from their social network and the ecosystem that they relied on.
2. What systems and structures do you see in the comic that lead to the exclusion and marginalization of the different characters?
 - Consider who has a voice in decision making in the community. For example, we see that women are excluded from the public participation meeting. This is an example of how gender inequality plays out.
 - People can be excluded from decision-making forums in many ways. Some may be more obvious—for example, not having a physical seat at the table—while others may be less overt—for example, prevalent attitudes and beliefs that dictate how a person “should” behave. Can you brainstorm different ways a person’s identity could influence their ability to participate?
 - Are there other aspects of the story that may hint at exclusion? They may not be explicit, but consider what’s happening behind the scenes, such as the fact that the Indigenous grandmother and granddaughter have landed in a peri-urban community that is unfamiliar to them and where we don’t see other Indigenous people residing.
3. In what ways do you see these systems and structures interacting with the impacts of climate change to affect our characters negatively?



- Consider what happens when people don't get to participate in decisions that affect their lives. The most obvious instance of this is the exclusion of the women from discussions about the flood recovery, which meant that their needs were not addressed.
 - Think about how socio-economic status influences the ways in which people are affected by climate change. For example, the single mother is dependent on her job and the food provided at the learning centre.
4. Why do you think collective action is important for equity and justice in adaptation?
- Consider how social networks contribute to resilience. For example, the learning centre is a community space—it provides an important source of income for the mother and her son while also providing a nutritious meal when food is scarce.
 - Think about how the collective in the story helped the women to be included in the public participation meeting—there is a difference between an individual woman trying to raise her voice against a group of men and an organized collective.
5. What aspects of the adaptation plan address equity and justice?
- Consider who in the community will benefit from the different actions identified. For example, the learning centre will benefit the whole community, but particularly those who rely on it the most for the income-generating activities and food provided. The kitchen gardens are likely to be managed by and benefit women, who tend to be responsible for household food security.
 - Think about how to ensure that the adaptation committee advances equity and justice. It says that it will include diverse stakeholders—who should be included? And how should the committee operate to ensure that everyone's voice is heard?
6. What are the most important actions to take to ensure that climate change adaptation addresses gender, equity, and justice?
- Think about how different decision-making processes played out in the comic. What made the difference in improving inclusion? Examples are including diverse participants and letting different groups work together to agree on their adaptation priorities.
 - Consider the mix of activities in the plan. Why do you think this will be more effective than just floodproofing the carpentry workshop? For example, consider activities that meet the needs of different groups.
 - How can better planning lead to better implementation of adaptation action? For example, what should be considered at the adaptation review meeting to know whether the outcomes of adaptation actions are equitable?



References

Intergovernmental Panel on Climate Change. (2022). *Climate change 2022: Impacts, adaptation and vulnerability. Contribution of Working Group II to the Sixth Assessment Report of the Intergovernmental Panel on Climate Change*. Cambridge University Press. <https://doi.org/10.1017/9781009325844>



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