

UNICEF-Fiji CEED Theory of Change

INTRODUCTION:

Within UNICEF’s Global Strategic Plan (2022-2025), the area of Climate, Energy, Environment and Disaster Risk Reduction (CEED) constitutes a cross-cutting priority embedded within each area as well as being part of Goal Area 4 in its own right. Within that context, the organisation aims to strengthen systems and services that “...children need to survive, grow and thrive to be resilient in the face of climate and environmental threats (including broader disaster risk reduction).”¹ At the same time, UNICEF commits to diminishing its own carbon footprint and harm to the environment, while also building resilience in its programmatic efforts to bridge the humanitarian-development nexus.

In 2023, the UNICEF Pacific Multi-Country Office (PMCO) published the [UNICEF Pacific CEED Strategy](#) as well as the [CEED Investment Case](#), setting out the sub-region’s plans for addressing climate and disaster impacts on children, within the framework of the Sustainable Development Goals (SDG), the 2050 Strategy for the Blue Continent, and global goals under the Paris Agreement and Sendai Framework for Disaster Risk Reduction (DRR) 2015 – 2030. The current document establishes the underlying logic that will guide the PMCO’s actions in CEED over the next four-year period in Fiji.

IMPACT STATEMENT²:

“Every child, adolescent and community in Fiji, especially the most disadvantaged and excluded ones, live in a clean, healthy and sustainable environment, are adapted and resilient to climate and environment-related shocks and disasters, and are empowered as agents of change.”

THEORY OF CHANGE:

The higher-level ToC logic describing the change pathway to move from the current situation to the desired state follows:

Health & Nutrition

¹ UNICEF, “Climate, Energy, Environment and DRR (CEED) in UNICEF’s 2022-2025 Strategic Plan” (July 2022).

² Derived from: UNICEF “Pacific Multi-Country CEED Strategy” (March 2023).

IF more children and their families have access to sustainable, healthy nutrition resilient to and safe from climate change, environment, and disaster related phenomena^{3 4 5}, **AND**

IF more children and their families have access to climate resilient health services^{6 7 8}, **AND**

IF fewer children are vulnerable to climate change related and environmental health risks^{9 10 11 12},

THEN, more children and mothers in Fiji, particularly the most vulnerable, thrive and achieve their developmental potential, including in disasters and slow onset events related to climate change.

WASH

IF climate change, environment, and disaster risk are well considered in the WASH service delivery models and solutions, including in schools and health care facilities^{13 14 15 16},

THEN, more children, their families and communities in Fiji including adolescents will access and use resilient, sustainable, and safe water and sanitation services and practice safe hygiene behaviours in schools, healthcare facilities and communities, including in emergencies and slow onset events related to climate change.

Education

³ Swinburn et al., [The Global Syndemic of Obesity, Undernutrition, and Climate Change: The Lancet Commission report](#), 2019.

⁴ FAO, [“Climate-smart agriculture: case studies”](#), 2021.

⁵ FAO, [“The State of Food Security and Nutrition in the World”](#), 2018.

⁶ Romanello et al., [The 2023 report of the Lancet Countdown on health and climate change: the imperative for a health-centred response in a world facing irreversible harms](#), 2023.

⁷ WHO, [“Strengthening Health Resilience to Climate Change: Technical briefing for the WHO Conference on Health and Climate”](#), 2014.

⁸ WHO, [“Operational framework for building climate resilient and low carbon health systems”](#), 2023.

⁹ WHO, [“Children’s Health and the Environment: a global perspective”](#), 2005.

¹⁰ UNICEF, [“Health Environments for Healthy Children: Global Programmes Framework”](#), 2021.

¹¹ Ahdoot et al., [Climate Change and Children’s Health: Building a Healthy Future for Every Child](#), 2024.

¹² Stanberry et al., [Prioritizing the needs of children in a changing climate](#), 2018.

¹³ UNICEF, [“WASH Climate Resilience: a compendium of case studies”](#), 2018.

¹⁴ UNICEF, [“The Ripple Effect: climate change and children’s access to water and sanitation”](#), 2016.

¹⁵ ODI, [“Adaptation to Climate Change in Water, Sanitation and Hygiene: assessing risk, appraising options in Africa”](#), 2014.

¹⁶ WHO, [“Addressing climate change: supplement to WHO WASH strategy 2018-2025”](#), 2023.

IF fewer children’s education is disrupted by climate related emergencies and disasters^{17 18}, **AND**

IF more children are learning about climate, environment and DRR, including in early childhood education (ECE)^{19 20}, **AND**

IF more children and their families’ culture and identity is safeguarded against climate change effects, including climate migration^{21 22},

THEN more children in Fiji, including adolescents and those in emergency situations, will develop, learn, and build skills and resilience that prepare them for life and their future.

Child Protection

IF all children have established legal identities to access services, particularly in view of climate-related mobility^{23 24}, **AND**

IF more children, including adolescents, and their families benefit from quality climate aware child protection, prevention, early intervention, and response services, consistent with increased risk in the context of CEED²⁵, **AND**

IF more communities demonstrate changed norms on violence against children and women, in the context of CEED related stressors^{26 27},

THEN, more children in Fiji will be protected from physical and sexual violence, abuse, exploitation, harmful practices, and psychosocial distress, including in emergencies and slow onset events related to climate change.

Social Policy

¹⁷ WEF, “[The climate crisis disrupts 40 million children’s education every year. Here’s how we could fix it](#)”, 2023.

¹⁸ UNESCO, “[Learning at risk: the impact of climate displacement on the right to education](#)”, 2023.

¹⁹ UNICEF, “[Investing in early childhood climate education improves resilience and sustainable development](#)”, 2023.

²⁰ Van de Wetering et al., [Does environmental education benefit environmental outcomes in children and adolescents? A meta-analysis](#), 2022.

²¹ Adger et al., [Cultural dimensions of climate change impacts and adaptation](#), 2012.

²² UNESCO, “[Policy Document on Climate Action for World Heritage](#)”, 2023.

²³ Jeong et al., [Associations between birth registration and early child growth and development: evidence from 31 low- and middle-income countries](#), 2018.

²⁴ UNICEF, “[Birth Registration for Every Child by 2030: Are we on track?](#)”, 2019.

²⁵ UN Office of the Specialist Representative of the Secretary General on Violence Against Children, “[The Climate Crisis and Violence Against Children](#)”, 2022.

²⁶ Barnfonden, “[Strategies to end violence against children in a changing climate](#)”, 2022.

²⁷ UN Women, “[Addressing Violence Against Women and Girls in the Context of Climate Crisis and Environmental Degradation](#)”, 2022.

If more communities and households benefit from shock responsive social-protection system that respond to climate impacts and disasters^{28 29},

THEN, more children and adolescents in Fiji benefit from enabling policies and social protection to live free from poverty, including in emergencies and slow onset events related to climate change.

Cross Cutting

IF quality CEED-informed data and evidence is available and used for targeted interventions, **AND**

IF children and youth are empowered to participate and advocate for Climate and environmental justice, **AND**

IF Child Rights violations related to climate change are monitored and reported in responses to questions from the Committee on the Rights Child (CRC) and Universal Periodic Review (UPR), **AND**

IF the Fijian Government recognizes and acts on the imminent risks of climate change and disasters in rural and urban areas, **AND**

IF the Fijian authorities, civil society, donors and implementing partners collaborate to direct their joint efforts toward preparing for and mitigating the impact of CEED-related risks, **AND**

IF urban and rural communities implement climate- and disaster-resilient programmes for the benefit of girls and boys, **AND**

IF families seize the opportunity to model household practices that encourage preparedness and resilience to climate and disaster shocks, **AND**

IF girls and boys are taught to practice climate/disaster-informed behaviour in their daily lives,

THEN, the desired change will be more sustainable.

STRATEGIC INTERVENTIONS:³⁰

²⁸ CSP, DFID, IDS, "[Climate Change Adaptation, Disaster Risk Reduction and Social Protection](#)", 2008.

²⁹ Costella et al., [Social protection and climate change: scaling up ambition](#), 2021.

³⁰ Adapted from sectoral matching of Work Plan activities with CEED-related risks at CEED ToC workshop, Fiji (22.03.2024).

- 1) HEALTH & NUTRITION.
 - a. Nutrition activities, promoting local food sources, disincentivizing pesticides, etc.
 - b. Training, empowering, and knowledge-sharing of health workers and communities in CEED risks and adaptation measures.
 - c. Developing resilience of health facilities, including solarization.
- 2) WASH.
 - a. System strengthening and delivering quality services.
 - b. Ensuring/improving WASH services in schools and health care facilities.
 - c. Promoting preparedness and Resilience.
- 3) EDUCATION.
 - a. Incorporating CEED issues into ECE, ECD and EiE plans, policies, services, curriculum and training.
 - b. Promoting CEED awareness in parenting and community education.
 - c. Promoting culture and identity, child safety and well-being in a CEED context.
- 4) CHILD PROTECTION.
 - a. Changing social norms on violence against children and women in a CEED context.
 - b. Strengthening child protection and social services to promote resilience.
 - c. Supporting climate smart policy framework and legal mechanisms for children, including registration, protection, care.
- 5) EMERGENCY & RESILIENCE.
 - a. Ensuring that service delivery is brought closer to children.
 - b. Building resilient social services that incorporate CEED issues.
 - c. Building capacity in NDMO to include a child focus approach.
 - d. Risk-informed humanitarian and development nexus programming with emphasis on localization
- 6) SOCIAL PROTECTION.
 - a. Undertaking Public Finance for Children – including responsiveness for CEED-related damages.
 - b. Promoting Child and Youth Participation – protecting culture and identity in a CEED context.
 - c. Reflecting CEED in Child Rights Reporting and Monitoring---in MICS, CRC, UPR, etc.
- 7) CROSS-CUTTING.
 - a. Carrying out systematic research, data collection and information management;
 - b. Incorporating traditional knowledge and practices into behaviour change efforts;
 - c. Capacity building on climate change impacts, at the community level;

- d. Updating of technical standards for service delivery in the face of shocks;
- e. Strengthening communications and transportation services;
- f. Modelling technical adaptations that support autonomy and resilience.

ASSUMPTIONS AND RISKS:³¹

The Theory of Change pathway assumes the following conditions:

- ***Governments continue to prioritize*** a multi-dimensional risk-based approach that includes climate risks in their decisions, policies, development plans, investments, strategies, and actions for the benefit of children’s rights and welfare, and that they at least maintain the allocation of funds in their national plans and budgets.
- ***Communities in Fiji*** act at the local level to safeguard the rights and wellbeing of children in public services and infrastructure.
- ***Families are motivated to incorporate*** knowledge, attitudes, practices gained about climate change and disaster risk into their household behaviours and education to overcome traditional norms and practices that hinder behaviour change.
- ***Fijian boys and girls*** including adolescents (with their families) access and use resilient and sustainable infrastructure, services and societal practices as part of their everyday lives.
- ***Donors and private sectors continue to support*** and engage with climate-sensitive and disaster-resilient programmes.
- ***Political Will in Fiji.*** The work plan for CEED depends on the dedication and compromise of the Fijian authorities to collaborate and achieve planned objectives, including (inter alia) the dedication of resources, prioritization of time and efforts, and a willingness to work with UNICEF on these issues.
- ***Coordination among the Authorities.*** Certain positions within the Fijian Government have a key role to play in facilitating efforts to protect child rights and wellbeing under the aegis of CEED-related questions, including the National Disaster Management Office, the Minister of Education, the Office of the Prime Minister, and the Pacific Community (SPC). Smooth relations between these actors constitutes a pre-requisite for progress.
- ***Support from UNICEF Headquarters.*** While the UNICEF-Pacific Multi-Country Office has benefitted from great cooperation at the regional level, the degree of support from NYHQ remains as yet an untested proposition. The current CPD and work plan is posited upon a strong engagement from the corporate level of the organisation.

³¹ Taken from plenary brainstorming session of programmatic team at CEED ToC workshop, Fiji (22.03.2024).

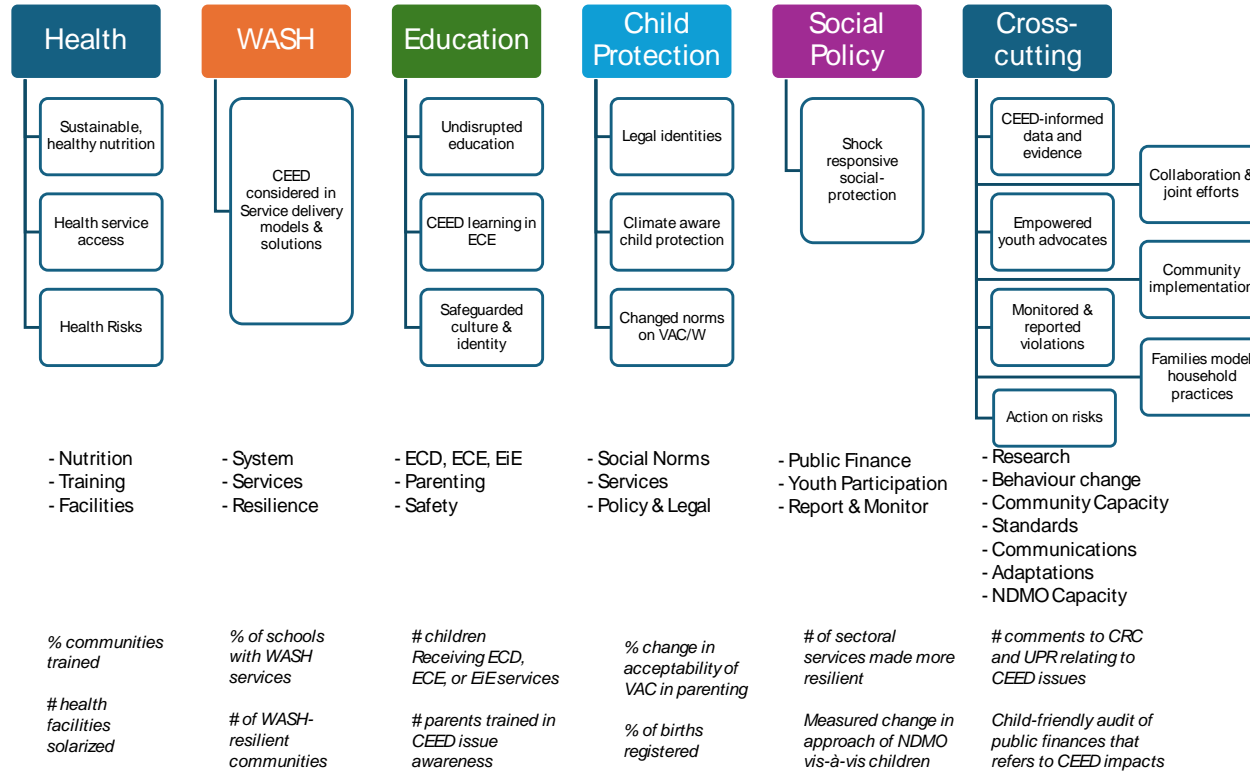
- **Coordination within the UN System.** It is assumed that the Country Team will continue to work in close cooperation with each other and with local partners, and that the process of localization will continue to ensure the long-term sustainability of efforts.

The following high-impact, high-likelihood **risks** have been identified which would block the change pathway from occurring:

- i. **Unstable political environment**, which can impede the Government's commitment or ability to carry out CEED initiatives.
- ii. **Major sudden on-set emergencies**, such as disasters, public health epidemics, migrations, or other occurrences, which can interrupt communications, transportation, and services, severely limiting the resources and capacity of the authorities, UNICEF and partners to implement planned programmes.
- iii. **Social unrest at national or community level**, due to social or economic causes, that can have detrimental impact on the progress of climate- and disaster-related initiatives.
- iv. **Global Process of Climate Change.** The deliberate speed with which the rest of the world undertakes to rein in carbon emissions and engage in green energy and development could seriously limit the ability of the UNICEF office in Fiji to work for change, since the Pacific region produces but a tiny fraction of the emissions problem yet faces consequences more immediate than most parts of the planet.
- v. **Politicization of CEED issues.** Current geo-political tensions in the Pacific region could lead some donors to utilize climate change and other CEED issues as a tool for strategic advantage, distorting the role and impact of UNICEF actions.
- vi. **Lack of Necessary Human Resources.** Given the already high work level, overstretched staff, and limited number of human resources dedicated to CEED within the UNICEF-Pacific Multi-Country Office, it is entirely possible that there will be insufficient human-power available to carry out planned activities over the next four years.

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Impact

Medium/Short Term Outcomes

Interventions

Sample Indicators

Political Instability Sudden Onset Emergencies Social Unrest Global Climate Change Process Regional Geopolitics Insufficient Human Resources

RISKS