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INTRODUCTION

There has been more than a quarter of a century of formal commitment to gender equality in the Pacific, yet there is still strong resistance towards the acceptance of gender equality because it sometimes clashes with social norms. It is also due to a lack of information about existing issues and their impacts at personal, familial, community and national levels. In other cases, people believe these issues affect only a few women or are not relevant to their field of work. Therefore, training on gender mainstreaming must be contextualised and reflect local realities in particular sectors in ways that align with the participants’ cultural and professional backgrounds.

The purpose of this manual is to provide material for conducting training on gender mainstreaming. The training package has been developed to support trainers with expertise in gender mainstreaming or gender mainstreaming practitioners wanting to conduct training.

This is the third module in a series of four, dedicated to building understanding and capacity in mainstreaming gender.

- Introductory module: Guidance for trainers
- Module 1: Gender equality
- Module 2: Gender analysis
- **Module 3: Gender mainstreaming.**

This third module provides an introduction to gender mainstreaming. The module consists of 11 sessions. Each session provides information on training objectives, step-by-step instructions, the content of the presentation, and evaluation questions.

The training includes a combination of exercises, group discussions and presentations to guide the reflections and develop the capacity to apply different tools and systems supportive of a gender mainstreaming approach. Gender mainstreaming needs to be contextualised. Therefore, the training approach is participatory so that participants use the tools provided to make sense of the information in the context of their own culture and practices. With this in mind, the facilitators should use examples to illustrate the application of gender mainstreaming in relation to the sector (health, infrastructure, agriculture), the type of activity (department directors, human resources managers, decision-makers) or type of organisation (civil society organisations, governmental body, private enterprises) that training participants will relate to.
MODULE SUMMARY

Session 1: Mainstreaming gender to empower women  
Method: Game and discussion  
Duration: 60 minutes

Session 2: What is gender mainstreaming?  
Method: Quiz, presentation and discussion  
Duration: 30 minutes

Session 3: Where can gender mainstreaming be applied?  
Method: Group exercise and presentation  
Duration: 75 minutes

Session 4: Mainstreaming gender in a project cycle  
Method: Group exercise and presentation  
Duration: 75 minutes

Session 5: Mainstreaming gender in a project  
Method: Group exercise and discussion  
Duration: 75 minutes

Session 6: Making a difference in people’s lives  
Method: Case study analysis and group discussion  
Duration: 45 minutes

Session 7: Supporting empowerment  
Method: Presentation and case study analysis  
Duration: 60 minutes

Session 8: Introduction to gender budgeting  
Method: Group exercise and presentation  
Duration: 90 minutes

Session 9: Mainstreaming gender in an organisation  
Method: Group exercise and presentation  
Duration: 90 minutes

Session 10: Gender responsive monitoring, evaluation and learning  
Method: Presentation and group exercise  
Duration: 90 minutes

Session 11: Mainstreaming gender in your work  
Method: Group exercise and presentation  
Duration: 60 minutes

Learning outcomes of this module:
After completing this module, participants will be able to:

- explain gender mainstreaming and its purpose
- identify entry points for contributing to gender equity and equality in programmes, projects or services
- identify entry points for supporting gender mainstreaming within their organisation
- name good practices in mainstreaming gender
- identify concrete actions or approaches they can implement within their work to support the gender mainstreaming process
- review their practices to make them more inclusive and gender responsive.

Total time: Approximately 13 hours
SESSION 1

MAINSTREAMING GENDER TO EMPOWER WOMEN

DURATION: 60 minutes

OBJECTIVE:
To understand different dimensions of gender mainstreaming and the difference it makes for women’s empowerment.

METHOD:
A game called ‘Pathways for women’s economic empowerment’ followed by a facilitated discussion.

MATERIALS:
- Game board and cards (see Handouts (a) and (b) – (k))
- Game tokens (such as coins, shells or small toys)

LEARNING OUTCOMES
At the end of this session participants will be able to:
- understand the different factors that enable or constrain women’s economic empowerment
- provide examples of measures that support women’s economic empowerment
- provide examples of measures that impede women’s economic empowerment.

FACILITATOR’S NOTES

Both women and men can play this game. The game can be used at different times and for different purposes during the training. It has been developed to build understanding about women’s economic empowerment and it can be used to demonstrate the importance of a gender perspective in policy development, programme design, service delivery and overall management practices.

During the game, the facilitator may ask the participants to discuss the questions that are included on some of the game cards. Other questions are suggested for the facilitated discussion to help guide a reflection with the group on what the participants have learned about making policies and programmes work for women.
There are three different ways to play the game.

*For groups with fewer than 15 participants:* Divide the participants into three groups. Each group will work on a specific context/pathway: entrepreneur, workplace, or policy maker. Each group should identify a player who will move in the game, and one who will be the reader (of the cards). The rest of the group are the cheerleaders. During the game, the facilitator may wish to identify some cases (cards) and ask the participants if this is a situation they have seen in their line of work or their lives. It is not advisable to do this for every card as it would take too long to play the game, and it is likely to break the game’s flow.

*For groups with more than 15 participants:* Divide the participants into three groups and give a specific context/pathway to each group. The facilitator can choose to organise the group and allocate the pathways based on the participants’ profiles. For example, participants from institutions that work in agriculture, fisheries, handicrafts or commerce should be allocated the entrepreneurship cards. Participants from government departments working on policies and projects should be allocated the gender mainstreaming cards. Participants involved in human resources management, or other clerical or administrative jobs, should be allocated the workplace cards.

*For online training:* If the game is being played online, the facilitator should manage the board and move the tokens. The game can be played using one specific context/pathway (entrepreneurship, workplace, gender mainstreaming) or using all three pathways.

**PROCESS**

1. Conduct the game in Exercise 3.1 (50 minutes)
2. Facilitate a discussion to reflect on the learnings from the game (10 minutes).

**SESSION CONTENT**

**EXERCISE 3.1**

**PATHWAYS FOR WOMEN’S ECONOMIC EMPOWERMENT GAME**

**Step 1:** Before the session, print the game cards and cut them out. Sort the cards into ten different piles, according to how they are labelled. The ten different card types are:

- Starting cards
- Journey cards: Entrepreneurship
- Journey cards: Workplace
- Journey cards: Gender mainstreaming
- Snake cards: Entrepreneurship
- Snake cards: Workplace
• Snake cards: Gender mainstreaming
• Ladder cards: Entrepreneurship

Step 2: Instruct all players to put their tokens at the starting space on the board, marked ‘Participation’.

Step 3: Ask each player or team to pick a starting card which will determine what journey they will take in the game. There are three journey types:

• Entrepreneurship: Women’s journey of economic empowerment when they are involved in income generating activities or lead a business.
• Workplace: Women’s journey of economic empowerment when they are employees in a workplace.
• Gender mainstreaming: Women’s economic empowerment through mainstreaming gender perspectives in government or in an enterprise.

Step 4: To start the game, players take turns to draw cards.

With each turn, players will draw a card from the relevant journey card pile (entrepreneurship, workplace or gender mainstreaming).

The player must read the card, and move their token the number of spaces forward or backward, as instructed.

If a player finishes their turn by landing on the bottom rung of a ladder, they should pick up and read a ladder card for their journey type, and move their token up the ladder. Some of the journey cards have questions on them that the group may wish to discuss.

If a player finishes their turn by landing on the head of a snake, they should pick up and read a snake card for their journey type, and move their token down the snake.

When players finish reading any card, the card should be placed at the bottom of the relevant pile.

The winner is the first player to arrive at the final ‘Empowerment’ space on the board.

Step 5: At the end of the game, facilitate a group discussion using the following questions and discussion notes.

• What did you learn from the game?

• What were the factors that prevent women’s economic empowerment?

  Answers might include: Social norms about the place of women and their family responsibilities; lack of opportunity to access information and training; domestic violence; sexual harassment; when government policies do not consider women’s needs; and when infrastructure does not respond to women’s needs.

• What were the factors that support women’s economic empowerment?

  Answers might include: Recognition of women’s experience; policies to oppose sexual harassment and bullying in the workplace; policies and services responding to specific women’s needs; support from partner and family members; and workplace policies that support families.

The group may also wish to discuss the issues that were relevant in the game, and most relevant in their own lives. If desired, players can be encouraged to write additional cards and add them to the game for future use.

Step 6: Summarise the discussion, noting the following key points:

• Gender mainstreaming is a process to progress gender equity and equality.
• Women’s economic empowerment demonstrates the importance of all government ministries, including local governments, mainstreaming a gender perspective across their programmes and services.
• Women’s economic empowerment is not the sole responsibility of the ministry in charge of women’s affairs. All ministries can play a significant role to ensure that women have all the opportunities, support, and services they need to be economically empowered and financially secure.
EVALUATION QUESTIONS

Open question

1. Provide three examples of measures that support women's economic empowerment.

Multiple-choice question

1. An obstacle to women's economic empowerment is:
   a. In general, women are not able to manage a business properly
   b. In general, financial services are difficult for women to access
   c. In general, women don't want to work hard
   d. In general, policies are not responsive to women's role in the economy

Answers: b, d.

RESOURCES (SEE OVERLEAF)

- Handout 3.1 (a) – Game board
- Handout 3.1 (b) – Starting cards
- Handout 3.1 (c) – Journey cards: Entrepreneurship
- Handout 3.1 (d) – Journey cards: Workplace
- Handout 3.1 (e) – Journey cards: Gender mainstreaming
- Handout 3.1 (f) – Snake cards: Entrepreneurship
- Handout 3.1 (g) – Snake cards: Workplace
- Handout 3.1 (h) – Snake cards: Gender mainstreaming
- Handout 3.1 (i) – Ladder cards: Entrepreneurship
- Handout 3.1 (j) – Ladder cards: Workplace
- Handout 3.1 (k) – Ladder cards: Gender mainstreaming
Game board
Starting cards

You get a loan from the bank to help you start your business.
Move forward 1 space

Family and friends contribute $2,000 to help you establish your business.
Move forward 3 spaces

You save $500 that you use to start a business.
Move forward 2 spaces

You finish secondary school and undertake a training course.
Move forward 1 space
The government initiates a process for mainstreaming gender responsiveness throughout government policies and programmes.

YOU ARE ON THE GENDER MAINSTREAMING PATHWAY

Move forward 1 space

Women’s economic empowerment is a priority identified in your country’s National Development Plan.

YOU ARE ON THE GENDER MAINSTREAMING PATHWAY

Move forward 2 spaces

Senior managers in your organisation understand the importance of promoting gender equality in the workplace.

YOU ARE ON THE GENDER MAINSTREAMING PATHWAY

Move forward 3 spaces

You graduate with a university degree.

YOU ARE ON THE WORKPLACE PATHWAY

Move forward 2 spaces

You secure a position in the government through a fair and transparent recruitment process.

YOU ARE ON THE WORKPLACE PATHWAY

Move forward 3 spaces

You graduate with a university degree.

YOU ARE ON THE WORKPLACE PATHWAY

Move forward 2 spaces
Journey cards: Entrepreneurship

**JOURNEY CARD: ENTREPRENEURSHIP**

You have a place where you can sell your products safely – in front of the house, at the market or your own shop.

Move forward 3 spaces

**JOURNEY CARD: ENTREPRENEURSHIP**

Your husband helps you to build a store on his land for you to run your shop.

Move forward 2 spaces

**JOURNEY CARD: ENTREPRENEURSHIP**

There are no private toilets, hand washing areas, or other hygiene facilities in the marketplace where you sell your product.

Move backward 2 spaces

**JOURNEY CARD: ENTREPRENEURSHIP**

You live on an outer island and receive information about training, education, and alternative livelihood options that will help you diversify your income sources.

Move forward 2 spaces

Are you aware if there are toilet facilities in your town’s market?

Do you know if women living in the outer islands have the same opportunity to participate in training to develop new income generating activities?
The local bank launches a mobile bank facility and encourages women to learn about their family finances.

Move forward 2 spaces

The government develops an infrastructure plan, taking into account the diversity of needs of women and men (transport, roads, communication, marketplaces, and water, sanitation and hygiene).

Move forward 5 spaces

Your husband helps with the running of your store.

He supports your management role and respects that you make the final decisions about it.

Move forward 3 spaces

You join a women’s saving club in your village and increase your savings. As a collective, you start planning further ways of using your money to increase collective income and wellbeing.

Move forward 4 spaces

Do you know if this is an ongoing practice in your government?

Do you know if there is an ongoing practice in your government?

Your husband helps with the running of your store.

He supports your management role and respects that you make the final decisions about it.

Move forward 3 spaces

You join a women’s saving club in your village and increase your savings. As a collective, you start planning further ways of using your money to increase collective income and wellbeing.

Move forward 4 spaces

Are you aware if there are saving clubs in your country? Are women involved in those clubs?

The government develops an infrastructure plan, taking into account the diversity of needs of women and men (transport, roads, communication, marketplaces, and water, sanitation and hygiene).

Move forward 5 spaces

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Move forward 4 spaces

Are you aware if there are saving clubs in your country? Are women involved in those clubs?
You go to a meeting in the village to learn about different ways to generate an income. You arrive home late. Your husband beats you because the dinner is not ready.

Move backward 4 spaces

The government lowers the tax on children’s school supplies, so you no longer have to work 2 jobs to support their education.

Move forward 4 spaces

At your women’s savings club, you meet other women and can talk about challenges and problems. It is an important source of support, and you feel happier and less isolated.

Move forward 3 spaces

Your landlord is told that you are a lesbian and puts up the rent. You can no longer afford to pay the rent and have no place to stay.

Move back 5 spaces

However, your in-laws believe that you must dedicate all your time to your family.

Move backward 4 spaces

Your husband is supportive of you investing your time in your business.

Move forward 3 spaces

The government puts in place an insurance scheme to protect the assets of people working in informal activities.

Move forward 3 spaces
A health clinic is built near your village. You no longer have to pay the expensive transport fees to get your children to the clinic and can spend your money elsewhere.

Move forward 3 spaces

The government disaster risk management plan includes measures to protect the raw materials used for handicrafts production.

Move forward 5 spaces

The business school organises specific training in your village for women and men on sharing decision making and household finances.

Move forward 4 spaces

Your husband helps you with household work and caring for your sister who has a disability and needs ongoing care.

Move forward 2 spaces
Journey cards: Workplace

**JOURNEY CARD: WORKPLACE**

Your male work colleagues often joke about women and make sexist comments to you.

Move backward 3 spaces

There is no sexual harassment policy at your workplace.

Move backward 2 spaces

Are you aware if there is a sexual harassment policy in your workplace?

**JOURNEY CARD: WORKPLACE**

Your employer is a member of the Business Coalition for Women because the CEO wants to increase women's participation in the company to improve its business performance.

Move forward 3 spaces

**JOURNEY CARD: WORKPLACE**

You are pregnant, and your organisation has policies that allow you to take eight weeks of paid maternity leave.

Move forward 3 spaces

**JOURNEY CARD: WORKPLACE**

You win a scholarship to attend an interesting four-month course that will increase your professional skills.

Move forward 2 spaces

You have a new baby and are allowed to bring the baby with you to the training.

Move forward 2 spaces
The Human Resources Department realises that people are not aware of the company’s anti-harassment policies. They organise information sessions in all departments. Now your workplace feels safer for everyone.

Move forward 3 spaces

Your supervisor hears about men who are bullying you at work and tells you about the company’s zero-tolerance policy for sexual harassment and intimidation. Your male colleagues are given a warning and sent to respectful relationships training.

Move forward 4 spaces

A director-level position opens up and you apply. A less senior man with fewer years of experience in the sector gets the job.

Move backward 3 spaces

You experience domestic violence at home.

Move backward 2 spaces

The minimum wage increases, and there is strict regulation and enforcement to ensure employers comply.

Move forward 4 spaces

You know about family planning and have access to contraceptives.

Move forward 4 spaces

Do you know people who experience bullying in their workplace? Does their workplace have a policy about it?
Because you have a good income, you can provide a larger contribution to your community’s activities and have more influence in community decision making.

Move forward 3 spaces

You spend five hours a day cooking, cleaning the house, doing the laundry, feeding the children and caring for your elderly father-in-law.

Move backward 3 spaces

You have a hearing impairment, and there is no translator at the local training college. You are therefore unable to attend training that would help you learn a skill.

Move backward 3 spaces

Your husband regularly goes out on the weekend and spends all his money. When he comes home, he asks for money, and if you don’t give it to him, he beats you.

Move backward 4 spaces

The labour laws protect migrant women workers.

Move forward 3 spaces

You just had another baby, so you don’t have much time to attend any training.

Move backward 3 spaces

Are you aware if there are measures in place to support the inclusion of people with disabilities in training and employment?
You are enjoying learning new skills, and you are constantly looking for new training opportunities that are offered by technical and vocational educational programmes and the University of South Pacific.

Move forward 3 spaces

With your earnings, you support your daughter to leave her husband who is violent to her and their children. She moves in with you and you pay for her to attend a training course in bookkeeping.

Move forward 3 spaces

Your husband is ill and has to leave his job. You become the sole breadwinner of the family while spending more time at home to take care of him.

Move backward 3 spaces

The hotel you work in is receiving fewer guests. Your employer cuts working hours and wages of all the cleaners and waitresses (who are mainly women) so they can maintain their profits.

Move backward 2 spaces
Journey cards: Gender mainstreaming

**JOURNEY CARD:**
**GENDER MAINSTREAMING**

The labour laws protect women working as domestic help and include conditions for maternity leave, sick leave, and protection against unfair dismissal.

Move forward 4 spaces

Do you know if domestic helpers are protected by labour laws in your country?

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**JOURNEY CARD:**
**GENDER MAINSTREAMING**

There are very few women in senior leadership positions. Management believes it does not discriminate against women and does not support affirmative measures to achieve gender balance in the organisation.

Move backward 3 spaces

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**JOURNEY CARD:**
**GENDER MAINSTREAMING**

You are a manager, and you believe that recruiting women is not profitable because they get pregnant and take long periods of leave.

Move backward 4 spaces

---

**JOURNEY CARD:**
**GENDER MAINSTREAMING**

Local authorities and government sectors recognise the value of women’s contribution to the economy. They consult women with skills to learn from their experience and to design strategies and programmes.

Move forward 3 spaces

Do you know if there are women who contribute with their skills and knowledge to consultations about improving agriculture, fisheries, or business development?
JOURNEY CARD: GENDER MAINSTREAMING

The government strengthens social protection measures to support women’s economic security throughout their lives.

Move forward 2 spaces

JOURNEY CARD: GENDER MAINSTREAMING

Your organisation commits to mainstreaming gender and introduces specific indicators in all employees’ job descriptions and contracts.

Move forward 3 spaces

JOURNEY CARD: GENDER MAINSTREAMING

Your organisation conducts gender analysis of the needs of women and men running businesses. It uses the findings to design financial support services adapted to the needs and the types of different businesses run by women and men.

Move forward 3 spaces

JOURNEY CARD: GENDER MAINSTREAMING

The government provides subsidies to establish affordable childcare services.

Move forward 3 spaces

Does your organisation allocate specific responsibility in job descriptions for mainstreaming gender or promoting gender equality?

Do you know if your government subsidises affordable childcare services in your country?

Warning: Does your organisation experience the same issue?

JOURNEY CARD: GENDER MAINSTREAMING

Your department delivers training and provides technical advice to farmers. Any farmer is welcome to attend the sessions. However, not many women attend the training.

Move backward 2 spaces

JOURNEY CARD: GENDER MAINSTREAMING

The government strengthens social protection measures to support women’s economic security throughout their lives.

Move forward 2 spaces

JOURNEY CARD: GENDER MAINSTREAMING

Your organisation delivers training and maintains a database on service users/clients with sex-disaggregated data.

Move forward 2 spaces
Do you know if domestic helpers are protected by labour laws in your country?

The government invests in the development of cultural industries such as weaving, performance and jewellery.

Land-based or marine-based natural resources management is led by the community, but women are not allowed to participate in the traditional governance bodies.

It is difficult for women-led businesses to bid on government tenders because the public procurement policy mainly benefits large enterprises that are able to cut production costs.

The government conducts a survey on unpaid care work to inform the national budget.

The local government consults market vendors to improve the market’s infrastructure and pays attention to the hygiene and safety of the vendors.

A development partner proposes a project to develop knowledge and skills on aquaculture and fisheries. Your department agrees, organises the training and invites five fishermen (no women) per community to join the training.
Snake cards: Entrepreneurship

**SNAKE CARD:** ENTREPRENEURSHIP

A cyclone hits, and your source of income is wiped out.

**SNAKE CARD:** ENTREPRENEURSHIP

Your employer is abusing you. But because you work informally and are desperate for the job, you don’t tell anyone.

**SNAKE CARD:** ENTREPRENEURSHIP

Your husband is jealous and forbids you to work outside the house from now on.

**SNAKE CARD:** ENTREPRENEURSHIP

Your husband is ill and has to leave his job. You become the sole breadwinner of the family while spending more time at home to take care of him.

**SNAKE CARD:** ENTREPRENEURSHIP

Your husband is increasingly violent because you are earning more income than him.
Snake cards: Workplace

SNAKE CARD: WORKPLACE

There is no maternity leave policy, and you have to take unpaid care leave when your baby is born.

SNAKE CARD: WORKPLACE

Your male supervisor acts inappropriately towards you and it makes you feel uncomfortable. When he finds out that you have filed a complaint with Human Resources, but nothing happens, he starts bullying you to the point that you have to leave your job.

SNAKE CARD: WORKPLACE

You are diagnosed with Type 2 Diabetes. You miss work and there is no sick leave. Your employer fires you.

SNAKE CARD: WORKPLACE

Your husband dies. Your in-laws take possession of your house.

SNAKE CARD: WORKPLACE

Your employers are paying you very low wages and expect 12-hour shifts. There is no organisation or government body to report them to.
Many experienced women leave your enterprise because of the behaviour of the senior management. Nobody wants to address the problem, and there is no clear policy on bullying and harassment in place.

The local government decides to prioritise the rehabilitation of the wharf and postpones the improvement of market infrastructure.

The scheme providing support for recovery from disasters covers registered businesses only.

You have worked as a teacher for over 15 years. The government decides not to increase employees’ salaries in the education and health sectors and prioritises spending on subsidies for tourism businesses.

Members of Parliament consider that the role of women is to take care of their family and so they reject the budget for caregiving services.
Ladder cards: Entrepreneurship

Your family is proud of your achievements. Now, your opinion is valued and you gain more influence in your family.

Your business has been selected by a new climate change project that supports small businesses to be resilient.

The quality of your products is acknowledged, you are reaching more customers and your sales increase.

You join a women’s savings collective. The members support each other and discuss ways of increasing their livelihoods and position in the community. One of your members joins the local council and works to raise awareness of violence against women.

You are elected to the town council and can influence natural resources management, town development and safety decisions.
Ladder cards: Workplace

**LADDER CARD: WORKPLACE**

It is compulsory for all companies to pay all of their employees’ sick leave and carer’s leave, and an unfair dismissal hotline has been set up.

**LADDER CARD: WORKPLACE**

You can take 12 weeks of maternity leave, and there is a breastfeeding/nursing room available in your workplace.

**LADDER CARD: WORKPLACE**

Your partner acknowledges that taking care of the family is a shared responsibility, and he takes up cooking the meals and helping the children do their homework.

**LADDER CARD: WORKPLACE**

You can report your abusive employer because the government of your country has introduced laws against sexual harassment in the workplace. You keep your job and he is prosecuted.

**LADDER CARD: WORKPLACE**

You are able to leave your husband, who is violent, and support yourself and your children.
Ladder cards: Gender Mainstreaming

**LADDER CARD:** GENDER MAINSTREAMING

*Climate change adaptation and disaster risk management strategies address the protection of cultural industries, small-scale agriculture, fisheries and aquaculture.*

**LADDER CARD:** GENDER MAINSTREAMING

*Women make up 40% of the board of directors in your organisation. Their ideas and experience helped develop more effective services and increase your organisation's turnover significantly.*

**LADDER CARD:** GENDER MAINSTREAMING

*The contribution of women in their family budgets protects their families against hardship.*

**LADDER CARD:** GENDER MAINSTREAMING

*A cyclone damaged the raw materials women need to produce high-value handicrafts. The storage and plantation of pandanus has been prioritised in the disaster recovery plan, and the handicraft producers are able to start producing again very quickly.*

**LADDER CARD:** GENDER MAINSTREAMING

*The government receives assistance from the Green Climate Fund because its proposal has a clear strategy to ensure equitable access and benefits from the climate change strategy.*
SESSION 2

WHAT IS GENDER MAINSTREAMING?

DURATION: 30 minutes

OBJECTIVE:
To revise key concepts related to gender and development and develop participants’ knowledge of gender mainstreaming.

METHOD:
A quiz followed by a presentation and group discussion.

MATERIALS:
- Quiz questions and answers (see Handouts 3.2 (a) and (b))
- Presentation slides (Presentation 3.2)

LEARNING OUTCOMES
At the end of this session participants will be able to:
- the concept of gender mainstreaming
- the purpose of gender mainstreaming
- how gender mainstreaming helps to achieve development goals.

FACILITATOR’S NOTES
This session is intended to help participants to recall key aspects of gender and development before introducing the concept of gender mainstreaming. The session starts with a quiz and is followed by a presentation and group discussion.

PROCESS
1. Conduct the quiz (10 minutes).
2. Deliver Presentation 3.2 and facilitate the group discussion (20 minutes).
SESSION CONTENT

EXERCISE 3.2
REVISION QUIZ

Step 1: Divide the participants into two groups. Play the game in an exciting way; provide buzzers or bells to each team: first team to ring the bell gives their answer and gets the point if they provide the right answer. If not, provide the other team the opportunity to answer. If the game is played online, participants can play individually.

Step 2: Read each statement with a multiple-choice question. The quiz questions and answers are presented in Handouts 3.2 (a) and (b).

PRESENTATION 3.2
WHAT IS GENDER MAINSTREAMING?

Before starting the presentation on gender mainstreaming, facilitators may play one of the following video clips:

- An essential guide to gender mainstreaming: https://www.youtube.com/watch?v=WZvNcfIKBDs
- Gender mainstreaming: https://www.youtube.com/watch?v=3K6c6FKzSZ8

What is gender mainstreaming?

There is increasing evidence and widespread knowledge that gender equality is a critical factor of social and economic development, peace and security, and overall individual and societal wellbeing. When barriers such as gender inequality are lifted, both women and men in all their diversity can access opportunities, develop their assets, contribute to generating social, economic, and cultural wealth, improve their living standards, and benefit from development outcomes.

Gender mainstreaming is an approach used to advance gender equality, which contributes to achieving sustainable development goals. It promotes more equitable development and resilient communities by improving the wellbeing of women and men in all their diversity. It makes the use of human and financial resources more effective and efficient.
The United Nations Economic and Social Council (ECOSOC) defined gender mainstreaming in 1997 as ‘the process of assessing the implications for women and men of any planned action, including legislation, policies or programmes, in all areas and at all levels. It is a strategy for making women’s as well as men’s concerns and experiences an integral dimension of the design, implementation, monitoring and evaluation of policies and programmes in all political, economic and societal spheres so that women and men benefit equally and inequality is not perpetuated.’

In 2006, the European Commission stressed that ‘a government needs to take into account the fact that citizens’ needs, resources, constraints and opportunities are to a large extent determined by socio-cultural constructs (including gender) and that, consequently, it needs to take those constraints into account when designing policy. Failure to do so will lead to ineffective and inefficient policies.’

When gender perspective is being mainstreamed, the needs and priorities of women and men in different conditions and situations are taken into account systematically in all programmes and projects and in the organisation structure and practices. This requires that we:

- Pay constant attention to equality between women and men as part of the policies, strategies and interventions for development.
- Ensure that women as well as men participate in defining objectives and planning so that development actions satisfy the priorities and needs of women and men.
- Examine equality in relation to the analyses, policies, planning processes and institutional practices that establish the overall conditions for development.
- Assess the impact that development interventions can have on women and men in all areas of social development.

When we commit to this approach, it means that:

- Before we make a decision, we must think about the needs and concerns of different segments of the population (women and men of all diversities) and assess how our decisions are going to affect them.
- When we design a programme or service, we must assess the impacts it will have on different segments of the population (women and men of all diversities), especially people who tend to be ‘forgotten’ or more silent.
- When we implement programmes and services, we must make sure they are accessible to all segments of the population (women and men of all diversities) and benefit them appropriately.

Would gender mainstreaming put a stop to specific actions for women?

Gender mainstreaming does not exclude the possibility that ‘specific actions to address particular needs women have’ can be applied. These affirmative actions should aim to build women’s capacities or compensate for unfair conditions to achieve a balance and thereby offer the same opportunities as men.

Mainstreaming gender is a long-term process involving both technical and ‘political’ dimensions of organisational change. Gender mainstreaming therefore:

- makes the utilisation of human and financial resources more effective and efficient
- ensures fair, equitable and sustainable development practice and outcomes
- consistently places people at the centre of development practices.

Mainstreaming gender in legislation, policies, programmes, and public services aims to improve the quality of life, wellbeing, and resilience of Pacific women and men by improving incomes, protecting the environment, managing natural resources, and reducing people’s vulnerability to disasters, thereby improving health and people’s safety. In all cases, governments or development practitioners must be aware that societies, communities, and households are composed of different people with different life experiences, roles, and capacities. They encounter different obstacles,
and have different needs and priorities. Adopting a gender perspective in designing programmes and services helps to identify this diversity of needs and priorities, provide appropriate and accessible activities and services, and allocate adequate resources to do so.

In addition, it contributes to addressing issues that often remain ‘invisible’ or outside the scope of public services and development programmes because they are experienced in the privacy of people’s homes, such as unpaid care work.

Mainstreaming gender goes beyond assessing needs and being aware of gender inequalities. It also involves adopting strategic approaches to ensure that women and men of all diversities:

- can equitably access resources
- can benefit equally from development outcomes
- can enjoy equal rights.

To achieve the sustainable development goals, it is important to address the broader needs by promoting equal opportunities, ensuring equal benefits and addressing gender inequalities. For this, the promotion of equity, equality and human rights and the empowerment of women must be embedded in laws, policies, programmes, projects, services and practices.

FIGURE 1.
Purpose of gender mainstreaming

<table>
<thead>
<tr>
<th>INSTRUMENTS</th>
<th>STRATEGIES</th>
<th>PURPOSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Laws</td>
<td>Promote equity, equality, human rights</td>
<td>Address the needs of both women and men</td>
</tr>
<tr>
<td>Policies</td>
<td>Empower woman and men</td>
<td>Equal opportunities</td>
</tr>
<tr>
<td>Programmes</td>
<td>Support inclusive decision making process</td>
<td>Equal benefits from development outcomes</td>
</tr>
<tr>
<td>Projects</td>
<td></td>
<td>End of gender-based violence</td>
</tr>
<tr>
<td>Services</td>
<td></td>
<td>Inclusive governance practices</td>
</tr>
<tr>
<td>Practices</td>
<td></td>
<td>Economic empowerment of women and men</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>GOALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less vulnerability</td>
</tr>
<tr>
<td>Peace and security</td>
</tr>
<tr>
<td>Less poverty</td>
</tr>
<tr>
<td>Wealth and wellbeing</td>
</tr>
<tr>
<td>Resilient households and communities</td>
</tr>
</tbody>
</table>
EVALUATION QUESTIONS

Open question

1. Explain what gender mainstreaming is.
2. Explain the purpose of gender mainstreaming.
3. Explain how gender mainstreaming helps to achieve development goals.

Multiple-choice question

1. Gender mainstreaming is about:
   a. Implementing a specific project for women
   b. Taking into account the needs of women and men across everything in a programme or project
   c. Recruiting more women
   d. Giving everyone the same resources
   Answers: b.

2. The purpose of gender mainstreaming is:
   a. To make sure women have the same opportunities as men to be safe, healthy, empowered, and respected
   b. To make sure women become like men
   c. To make sure women can surpass men
   d. To make sure women and men are treated the same in all situations
   Answers: a.

3. How does gender mainstreaming help to achieve development goals?
   a. It makes sure that more people – women and men – have greater capacity to contribute to development and benefit from it
   b. It addresses some of the causes of gender inequality
   c. It promotes the knowledge and experience of women and men in addressing development issues
   d. It promotes the rights of women and men of different conditions and situations to participate in the social, economic, and cultural development of their communities
   Answers: a, b, c, d.

RESOURCES (SEE OVERLEAF)

- Handout 3.2 (a) – Revision quiz questions
- Handout 3.2 (b) – Revision quiz answers
### EXERCISE: REVISION QUIZ QUESTIONS

1. **Usually, women have less access to development resources than men because:**
   - a. Their husband takes good care of the family, so they don’t need those resources
   - b. They are illiterate so they are not able to manage resources efficiently
   - c. The power relations keep them away from decision-making processes

2. **Equity means:**
   - a. That men and women receive exactly the same resources and treatment
   - b. Sometimes women receive different treatment in order to reduce gender gaps
   - c. Sometimes women receive different treatment because they are weaker than men

3. **Equality means:**
   - a. People may have a different lifestyle, but they have the same rights
   - b. There is no discrimination
   - c. Everybody must be the same

4. **Women are not interested in participating in development projects because:**
   - a. They don’t have time
   - b. Their needs are overlooked
   - c. They may be ridiculed and are not trusted

5. **To support women’s empowerment, we must:**
   - a. Increase women’s participation in decision-making processes
   - b. Encourage women’s leadership in the community
   - c. Improve women’s skills

6. **To change unequal gender relations, we must:**
   - a. Give power to women only
   - b. Encourage men to challenge unequal power relations and gender roles
   - c. Sensitise men and women about human rights

7. **To be efficient, development programmes must:**
   - a. Have a specific programme for women only
   - b. Take into account the needs and priorities of men and women in all components of the programme
   - c. Not challenge traditions

8. **A gender-sensitive organisation:**
   - a. Hires women as support staff but not for doing fieldwork because it is too hard for them
   - b. Takes a gender dimension into account within all component of its programmes
   - c. Takes a gender dimension into account in its programmes and services and within its own organisation and management system
## Revision quiz answers

<table>
<thead>
<tr>
<th></th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>c.</td>
</tr>
<tr>
<td>2</td>
<td>b.</td>
</tr>
<tr>
<td>3</td>
<td>a, b.</td>
</tr>
<tr>
<td>4</td>
<td>a, b, c.</td>
</tr>
<tr>
<td>5</td>
<td>a, b, c.</td>
</tr>
<tr>
<td>6</td>
<td>b, c.</td>
</tr>
<tr>
<td>7</td>
<td>b.</td>
</tr>
<tr>
<td>8</td>
<td>c.</td>
</tr>
</tbody>
</table>
SESSION 3

WHERE CAN GENDER MAINSTREAMING BE APPLIED?

OBJECTIVE:
To support the identification of entry points for addressing gender issues across sectors and government institutions.

METHOD:
A group exercise and presentation.

MATERIALS:
• Flipcharts and markers
• PowerPoint presentation slides

LEARNING OUTCOMES
At the end of this session participants will understand:
• how government ministries, and other institutions, can contribute to gender mainstreaming
• the measures that institutions can take to implement a national gender policy

FACILITATOR’S NOTES

This session introduces the participants to gender equality priorities in their country and sector of intervention. To achieve this, a list of gender equality priorities is proposed. This list reflects the content of most national gender policies in the Pacific as well as regional gender equality priorities. The facilitator may want to adapt the list using the priorities stated in the national gender policy where the training is being conducted. If the participants are from different countries, this manual suggests that the list proposed below is used.

The presentation following the exercise reinforces the idea that everything an organisation does has the potential to progress gender equality, worsen gender inequality or maintains the status quo. A key message is that gender mainstreaming is not about a specific project for women, but is instead about making sure that laws, policies, programmes and services benefit women and men and this may require addressing discriminatory beliefs and practices.
**PROCESS**

1. Conduct Exercise 3.3 (45 minutes) followed by a facilitated discussion (15 minutes) to analyse the learnings from the exercise.
2. Deliver Presentation 3.3 (15 minutes).

**SESSION CONTENT**

**EXERCISE 3.3**

**ENTRY POINTS FOR ADDRESSING GENDER ISSUES**

Before starting the exercise, facilitators should play the following video clip:

- Sustainable Gender Equality – A film about gender mainstreaming in practice
  [https://www.youtube.com/watch?v=udSjBbGwJEg](https://www.youtube.com/watch?v=udSjBbGwJEg)

**Step 1:** Put up on the wall in a column a list of the priorities, expected outcomes or objectives of the national gender policy of the country where the participants are from. If the participants are from different countries use the regional priorities below:

- Elimination of gender-based violence
- Economic empowerment of women and men
- Increasing women’s participation in leadership and decision making
- Improving women’s health
- Promoting women’s human rights
- Producing and using gender statistics and gender analysis
- Strengthening capacity across governments to deliver gender-responsive programmes and services.

In another column, write a list of government ministries or departments. You may wish to adapt the list below to the country’s context:

- Office of the Prime Minister/President
- Department of Education
- Department of Health
- Department of Internal Affairs/Community Development
• Department of Culture
• Department of Justice
• Department of Agriculture
• Department of Fisheries
• Department of Environment
• Department of Public Services
• Department of Infrastructure/Work
• Department of Finances
• Department of Planning.

Step 2: Ask participants which department should be involved in addressing each gender issue listed. Draw lines between the corresponding items in the two columns. More than one ministry can be involved in addressing a specific gender issue.

The expectation is for the participants to realise that all ministries can contribute to almost all gender equality priorities.

Step 3: Divide the participants into groups and allocate each group one sector, ministry, department or organisation (for example, local government, Parliament, civil society) and ask them to identify three actions the organisation can implement to respond to each National Gender policy’s objective or outcome. Some examples can be found in Handout 3.3, although it is important that the participants do not see these examples until after the exercise is completed.

Step 4: Ask each of the groups to report back on their findings, before moving on to Presentation 3.3.

PRESENTATION 3.3
WHERE DOES GENDER MAINSTREAMING APPLY?

Gender mainstreaming applies to ‘what’ we do and ‘how’ we do it.
All governments in the Pacific have a division responsible for promoting gender equality. In most cases, this is located in the Ministry of Internal Affairs or Community Development. The role of this division has shifted in the last ten years from focussing on activities for women related to income generating activities and health awareness to addressing domestic violence and the representation of women in politics to support the process of gender mainstreaming. However, the responsibility for mainstreaming gender and progressing gender equality is not the sole responsibility of this division. It requires a ‘whole of government’ approach.

Mainstreaming gender goes beyond implementing activities or delivering services to women. It requires the inclusion of a gender perspective in all decisions that are made and all actions that are taken. Therefore, all ministries can adopt measures and implement initiatives to address gender issues within their own specific mandate.
Figure 2 illustrates where gender mainstreaming applies. This includes in projects, activities, and services that an organisation implements, to the internal management system and organisational culture, or how an organisation works.

It explains how gender perspective applies to everything an organisation does: from the activities it organises, the projects it implements, to the services it delivers, as well as, in the organisational culture, the management of the organisation, the way resources are allocated, and the way it communicates. Therefore, a gender mainstreaming perspective benefits the people an organisation serves (beneficiaries, service-users, clients) and also the people working in and for the organisation (all levels of staff and service providers).

The questions below can be used to guide decisions in all those areas:

- Is it equitably accessible?
- Does it empower people who are disadvantaged?
- Does it contribute to reducing gender inequality?
- Does it protect people’s rights?
- Is it responsive to multiple realities experienced by women and men?
- Does it consider the differential needs women and men have and the obstacles they face?
- Does it benefit women and men equally?

**FIGURE 2.**
Gender mainstreaming
EVALUATION QUESTIONS

Open question

1. Give one example of how a ministry can contribute to prevent or address gender-based violence.

2. Name three areas of internal management in which gender mainstreaming should be used.

Multiple-choice question

1. How can a ministry contribute to prevent or address gender-based violence?
   
   a. By adopting a gender-based policy to be implemented in their ministry
   b. By raising awareness about how to behave to avoid being a victim of violence
   c. By raising awareness about the impacts of gender-based violence
   d. By providing services or infrastructure contributing to women's safety

   **Answers:** a, b, d.

2. Gender can be mainstreamed within an organisation by:

   a. Striving to achieve gender balance in the staffing at all levels
   b. Adopting human resources management policies that promote respectful relationships and zero tolerance for sexual harassment and bullying
   c. Making staff accountable for progressing gender equality through their work
   d. Supporting family roles of women and men

   **Answers:** a, b, c, d.

RESOURCES (OVERLEAF)

- Handout 3.3 – Examples of measures that institutions can take to implement a national gender policy.
### Examples of measures institutions can take to implement a national gender policy

<table>
<thead>
<tr>
<th>National Gender Policy</th>
<th>Examples of measures institutions can take for its implementation</th>
</tr>
</thead>
</table>
| The government implements gender-responsive policies, programmes and services | • All ministries ensure their policies, programmes, and services are gender-responsive.  
• All ministries establish gender focal points.  
• The Public Service Commission includes contractual responsibilities for gender mainstreaming in CEO contracts and the performance assessments.  
• The Public Service Ministry includes gender mainstreaming in the training of public servants.  
• The Ministry of Finance ensures budgets have been refined to respond to the needs of women and men and reflect the national commitments to gender equality included in the national gender policy.  
• The Ministry of Finance includes a section on the implementation of the national gender policy in the annual report template that all ministries must comply with.  
• The Ministry of Foreign Affairs builds the capacity of diplomats to promote national gender equality commitments in international forums and negotiations.  
• The Ministry of Justice reviews all laws to comply with the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) and ensures that no law permits any form of discrimination against women and girls.  
• The Parliament ensures that no bills promote discrimination against women and all bills are compliant with the country’s commitments to gender equality.  
• The Parliament ensures that an adequate budget is allocated to implement the national gender policy and provide services to the survivors of domestic violence.  
• The Ministry of Education ensures that the school curriculum and teaching materials do not perpetuate gender stereotypes, and that they promote gender equality.  
• The Ministry of Education adopts a policy to support the education of adolescent mothers.  
• The Ministry of Health ensures that there are sufficient resources allocated for women’s sexual and reproductive health and promote their sexual and reproductive health rights.  

| Women’s economic empowerment | • The Public Service Commission/Ministry adopts measures to promote equal employment opportunities in all Ministries and at all levels.  
• The Agriculture, Fisheries, Commerce, and Tourism Ministries adopt measures to offer equal opportunities to participate in their Ministries’ programmes and benefit from their services. They adopt special measures to bridge gender gaps if required and ensure that people from marginalised segments of the population are included.  
• The Commerce, Tourism, Trade and Culture Ministries promote cultural industries to support the marketing of handicrafts and other culturally influenced production.  
• The Labour Office promotes decent work, parental leave, and the protection of migrant women.  
• The Agriculture, Fisheries, and Environment Ministries ensure the participation of women with men in natural resources management and protect women’s access to land, marine resources and forests.  
• The Disaster Risk Management Office includes protecting women’s productive assets in the DRR plans and recovery plans, including those from women working informally.  
• The Statistics Office ensures that the contribution of women to the economy and household budgets is captured and valued through national surveys.  
• The Ministry of Works ensures that public infrastructure (water, energy, transport, communication) are adapted and respond to the needs of enterprises and income generating activities led by women.  
• The local governments and town councils ensure that marketplaces are safe and provide adequate and separate toilets for women, as well as ensuring adequate water supply. |
Equal participation of women in decision-making

- All ministries promote women’s participation in decision-making and leadership positions at all levels and adopt measures to bridge gender gaps if there are any.
- The Public Service Commission adopts measures to ensure the equal representation of women and men in leadership positions across the government.
- All Ministries adopt measures to ensure equal participation of women in public consultations and governance mechanisms.
- All Ministries implement programmes to build women’s leadership within their organisation if there are gender gaps.
- The Public Service Commission publishes sex-disaggregated data of public service staff in their annual report.
- The Ministry of Foreign Affairs ensures equal representation of women and men in international delegations.
- The Parliament adopts temporary special measures to ensure a significant representation of women in the Parliament and local governments.

Eliminate gender-based violence

- The Ministry of Works ensures there is enough public lighting to safeguard women and children at night in all public spaces.
- The Ministry of Education builds the capacity of school counsellors to support children experiencing domestic violence at home and adolescents experiencing or at risk of gender-based violence.
- The Ministry of Education adopts policies to prevent and punish bullying and any form of gender-based violence in school.
- The Ministry of Health allocates resources to respond to the needs of victims of gender-based violence, including responding to specific needs of women with disabilities.
- The Public Service Ministry implements a domestic violence policy to support survivors.
- The Public Service Commission/Ministry includes specific measures against sexual harassment and bullying in the workplace and a domestic violence policy. It ensures all public service staff and all ministry CEOs are aware of and apply the policies.
- The Parliament ensures there is an adequate budget to support programmes to prevent gender-based violence and support the victims.
- The Ministry of Justice ensures that the family protection or domestic violence law is known by the population, and the law enforcement agencies apply it appropriately.
- The Police Commission builds the capacity of the police officers to respond to domestic violence cases and apply the family protection or domestic violence law.
- The Police Commission adopt measures and builds the capacity of the police officers to protect people from marginalised segments of the population, including people of diverse sexual orientation and gender identity.
- The Disaster Risk Management Office includes measures to protect women from domestic violence during disasters and ensures that first responders protect women and children.
- The Disaster Risk Management Office ensures the needs of marginalised segments of the population, including people of diverse sexual orientation and gender identity, are addressed through DRR plans.
- The Statistics Office supports the collection, analysis and availability of data on gender-based violence.
- The Community Affairs and Culture Ministries work with communities to transform social norms and traditional practices that contribute to gender-based violence.
SESSION 4

MAINSTREAMING GENDER IN A PROJECT CYCLE

DURATION: 75 minutes

OBJECTIVE:
To integrate a gender perspective in different dimensions of a project cycle.

METHOD:
A group exercise and presentation.

MATERIALS:
- Flipcharts and markers.
- Printed copies of Handout 3.4
- PowerPoint presentation slides.

LEARNING OUTCOMES
At the end of this session participants will be able to:
- how a gender perspective can be integrated into a project at the design, planning, implementation and evaluation phases
- indicators that can be used to measure changes in gender relations

FACILITATOR’S NOTES
This session examines gender mainstreaming in the context of a project’s cycle. Depending on how comfortable or experienced the participants are with the gender mainstreaming approach, the facilitator may choose to start the session with the presentation instead of the exercise.
PROCESS

1. Conduct Exercise 3.4 (60 minutes)
2. Deliver Presentation 3.4 (15 minutes).

SESSION CONTENT

EXERCISE 3.4
OUR PROJECT IS GENDER-SENSITIVE

Step 1: Divide the participants into groups and assign each group a list of statements (either A, B, C or D) to complete from Handout 3.4.

Step 2: Invite each group to choose one project they are familiar with that does not target women only. Ask each group to complete their assigned sentences by providing information on how, in the project they have selected, this was done or could be done.

Step 3: Ask each group to present the results of their work, before moving on to deliver Presentation 3.4.

PRESENTATION 3.4
MAINSTREAMING GENDER IN A PROJECT OR PROGRAMME

The PowerPoint slides and speaking notes for Presentation 3.4 are available on the Pacific Data Hub.
Mainstreaming gender in the design phase

There are many different ways that gender can be mainstreamed in a project at the design phase. Here are some examples.

- Produce and use data disaggregated by gender and other social categories in baseline surveys. The studies must be comparative and identify gender and other social inequities and inequalities.
- Ensure the participation of men and women in the identification of problems and needs.
- Identify specific needs that women or men may have.
- Identify obstacles based on gender that women and men are facing.
- Develop strategies to address the practical and strategic needs of women and men.
- Use methodologies that support equitable participation for women and men.
- Formulate clear objectives and expected results that target gender equality and social inclusion.
- Define indicators to measure how the project/programme contributes to reducing inequality between women and men.

Integrating a gender perspective in the planning process

Figure 3 (overleaf) shows what parts of gender perspective should be considered in each step of project planning. Those elements can form part of a ‘gender equity strategy’ that is often required in a project proposal by the development partners. Gender mainstreaming is not about ‘adding’ activities or budget but rather about planning and organising activities and resources to respond to diverse needs and making sure that women will benefit as much as men from a particular project or programme intervention.

Mainstreaming gender in implementation

- Use methodologies that encourage the participation of women and men at all levels of the project.
- Add value to, and increase the potential of, women and men.
- Recruit women in the implementation team, including in the delivery of technical aspects of the project. This will support the project’s outreach to women. It can also help to break down stereotypes by presenting appropriate role models.
- Develop a partnership with organisations and people who believe in and promote social change towards gender equality and social inclusion.
- Integrate awareness-raising and training programmes on gender equality and social inclusion for the management team and partners.
- Integrate specific actions to bring changes in gender and social relations.
FIGURE 3.
Integrating a gender perspective in the planning process.
(Adapted from Leduc & Ahmad, Guidelines for gender sensitive programming, 2009).

<table>
<thead>
<tr>
<th>Planning process</th>
<th>Integration of gender perspective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Define the problem</td>
<td>Explain how this issue affects women and men respectively</td>
</tr>
<tr>
<td>Identify solutions</td>
<td>Explain how the proposed solutions will benefit women and men respectively</td>
</tr>
<tr>
<td>Design an implementation strategy</td>
<td>Select approaches that empower people and are adapted to the sociocultural context</td>
</tr>
<tr>
<td>Select partners</td>
<td>Select organisations committed to equity and/or partnering with women's organisations</td>
</tr>
<tr>
<td>Define objectives and outcomes</td>
<td>Set objectives to contribute to women's equitable access of meaningful resources, reduction and redistribution of unpaid care work, and women's empowerment</td>
</tr>
<tr>
<td>Define objectives and outcomes</td>
<td>Select activities that will benefit both women and men and contribute to develop their capacity and empower them</td>
</tr>
<tr>
<td>Build an implementation team</td>
<td>Appoint staff with the aim of achieving a gender balance at all levels; staff should be aware of gender issues and be committed to addressing them; appoint staff with gender analysis measures to expand women’s participation and increase their gains</td>
</tr>
<tr>
<td>Develop appropriate Budgets</td>
<td>Consider women’s needs among the priorities (not as secondary or optional) and allocate sufficient budget for special measures to expand women’s participation and increase their gains</td>
</tr>
<tr>
<td>Establish the monitoring and evaluation process</td>
<td>Define indicators to measure the impacts of the program on women and men and the benefits they respectively received; and how the project contributed to address gender inequalities in general</td>
</tr>
<tr>
<td>Report the results</td>
<td>Make visible the differential impacts the project has on women and men and the benefits of mainstreaming gender</td>
</tr>
</tbody>
</table>

Gender mainstreaming in evaluation

- Use quantitative and qualitative indicators to measure the empowerment and inclusion of women and men.
- Disaggregate data by sex, ethnic group, age, and location, amongst other factors, and measure the project’s positive and negative impacts on women and men in all their diversity.
- Facilitate the participation of women and men in the process of evaluation.
- Take into account as valuable and necessary outcomes the transformation of gender and social relations, the extent of empowerment and the improvements to the situation of women in general.
- Mainstream gender in all reporting, by including separate sections to talk about specific actions the project has taken to promote gender. In addition, achieving gender in every component of the project or programmes should also be integrated and highlighted across reports.
Measuring changes in gender relations

Below are some indicators to measure changes in gender relations.

- Increase in women's self-confidence.
- Access to information about opportunities.
- Awareness about rights.
- Increasing capacity of women to express their views and to be heard.
- Greater willingness from men to listen to women's concerns and support their participation in decision-making processes.
- Greater access to public spaces and the safety of women in such spaces.
- Reduction of financial dependency on men.
- Increasing dialogue and solidarity between men and women.
- Recognition and visibility of the contribution of women to different sectors, and to the society overall.
- Equitable access and control over household and community resources.
- Greater participation of women in decision-making processes in the household and the community.
- More equitable distribution of the care and household work between women and men.
- Reduction of gender-based violence.

EVALUATION QUESTIONS

Open question

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Give one example of how a gender perspective can be integrated into the design of a project.</td>
</tr>
<tr>
<td>2</td>
<td>Give one example of how a gender perspective can be integrated into the implementation of a project.</td>
</tr>
<tr>
<td>3</td>
<td>Give one example of an indicator to measure women’s empowerment.</td>
</tr>
</tbody>
</table>

Multiple-choice question

1. Our project is gender-sensitive because, in the planning process, the gender perspective was integrated into the baseline study by…

   a. collecting data on women's activities
   b. consulting heads of households to learn about family priorities
   c. conducting gender analysis of the division of labour in relation to the sector
   d. measuring the number of hours women work when producing handicrafts

Answers: c. The other answers are incomplete: a gender analysis must be comparative, so data on men and women are required.
2. **The project promotes gender equity by…**

   a. implementing a separate project for women only  
   b. hiring a woman in the project team  
   c. ensuring that women and men have equal opportunities to participate and access a project’s resources  
   d. recognising that the needs of women and men can be different and addressing their respective needs – or providing additional or different resources for the gender being disadvantaged  

   *Answers: c, d.*

3. **In the following, what is an indicator of women's empowerment?**

   a. Women order their husbands to do things  
   b. Women make decisions together with men regarding family matters  
   c. Women decide how to spend their earnings  
   d. Women support other women in leadership positions  

   *Answers: b, c, d.*

---

**RESOURCES (OVERLEAF)**

- Handout 3.4 – Our project is gender-responsive
**Our project is gender-responsive**

Within your group, discuss and write your answers to the statements presented below, according to the different section (A, B, C or D) that was assigned to you.

### A: Planning process

**Our project is gender-responsive because, in the planning process, the gender perspective was integrated into:**

1. the baseline studies by…
2. the identification of the problems and the potential solutions by…
3. the feasibility studies by…

**The project also:**

4. promotes gender equity by…
5. promotes women's participation in the project by…
6. defines clear targets for achieving gender equity, for example…
7. measures how the project is contributing to reducing gender inequities, empowering women and addressing both men's and women's needs through…

### B: Implementation

**Our project is gender-responsive because, in the implementation, a gender perspective was integrated into:**

1. the methodology by…
2. the composition of the implementation team by…
3. decision-making bodies by…
4. promotes gender equity by…

**The project also:**

5. builds the capacities of the implementation team to…
6. builds the capacities of the project managers to…
7. builds the capacities of the partners to…
8. proposes affirmative actions to…

### C: Evaluation

**Our project is gender-responsive because, in the evaluation, a gender perspective has been integrated by:**

1. using data to measure the impacts of the project on both men and women by…
2. applying qualitative and quantitative indicators to measure…
3. selecting the participants to the evaluation by…
4. the report as reflected in…

**The project also selected the following indicators to measure:**

5. the impacts of the project on men and women such as…
6. women's empowerment such as…
7. the reduction of gender inequalities such as…
D: Organisation

Our organisation is gender-sensitive because:

1. the composition of the human resources reflects…
2. the allocation of human, material and financial resources reflects…
3. access to human development activities is…
4. job descriptions and Terms of Reference are…
5. special measures address parental responsibility such as…
6. the relationships in the organisation are…
7. affirmative actions are proposed to…
8. the mission of the organisation reflects…
SESSION 5

MAINSTREAMING GENDER IN A PROJECT

DURATION: 75 minutes

OBJECTIVE:
To identify concrete actions to support gender mainstreaming in a project.

METHOD:
A group exercise and facilitated discussion.

MATERIALS:
- Flipcharts and markers.
- Printed copies of Handouts 3.5(a) and (b) if required.

LEARNING OUTCOMES
At the end of this session participants will be able to:
- how to analyse a project from a gender perspective
- how to identify whether a project is gender-sensitive, gender-responsive, gender-neutral or gender-blind
- the information needed to conduct a gender analysis of a project.

FACILITATOR’S NOTES

This session presents an exercise to help participants analyse the information about a project based on using a gender perspective and to make recommendations to integrate a gender perspective. In choosing a project for the exercise, the facilitator can select one of three approaches:

- Select a current or upcoming project that the participants work on, or are otherwise familiar with.
- Propose fictional projects for the participants to work on. If you decide that the participants should work on fictional projects, make sure to suggest a project scenario that is relevant to their field of work. Some fictional projects are proposed in Handout 3.5 (a). The fictional projects can be implemented in any Pacific Island country or territory.
If the participants come from different countries, they may want to contextualise the project as a regional project or in a specific country or territory, taking into account its socioeconomic, demographic and cultural context.

- The third option is to ask the manager of a project to make a presentation on a project being implemented, and allow the participants to ask questions for clarification.

**PROCESS**

1. Conduct Exercise 3.5 (60 minutes) followed by the plenary discussion (15 minutes).

**SESSION CONTENT**

**EXERCISE 4.5**

**UNDEARTAKING A PROJECT GENDER ANALYSIS**

**Step 1:** Divide the participants into groups and assign each group a real or fictional project to discuss.

**Step 2:** Provide each group with a printed copy of the list of questions to discuss and answer for their assigned project. The list of questions can be found in Handout 3.5 (b) and are reproduced below for convenience:

- Using the information provided, would you consider this project gender-sensitive, gender-responsive, gender-neutral, or gender blind? Why?
- What information do you need to be able to conduct a gender analysis for the project?
- What must be taken into account in the design of the project to make it gender-responsive?
- What activities and resources must be planned to make this project gender-responsive? Pay attention to the activities proposed and who the implementation partners are.
- What would you recommend for ensuring that the project responds to the needs of women and men and addresses gender issues?
- Define three gender indicators to measure the impact of the project in responding to needs and transforming inequalities.

During this part of the exercise the facilitator should be proactive in proposing strategic activities to build capacities in relation to gender mainstreaming.

**Step 3:** Ask each group to present the results of their work. Facilitate a plenary discussion on the opportunities and constraints associated with mainstreaming gender in a project.
**EVALUATION QUESTIONS**

**Open question**

1. What is the difference between a gender-neutral and a gender-blind project?

2. Propose three gender indicators to measure the impact of the project in responding to needs and transforming inequalities.

**Multiple-choice question**

1. A gender responsive project:
   - A. Does not differentiate between women and men
   - B. Identifies women’s needs and focuses on women only
   - C. Acknowledges that gender inequality needs to be addressed and is designed to transform those inequalities
   - D. Acknowledges that gender inequality is a fact of life and provides funding to the department of women to deal with it.

   **Answers:** c.

2. Which one is not a gender indicator?
   - A. Percentage of women and men participating in a governance mechanism
   - B. Number of women who learned to use a stitching machine
   - C. Number of women and men who learned about the value chains development of coconut
   - D. Increase in number of hours men undertake unpaid care work

   **Answers:** b. This is because this is an activity usually undertaken by women and it does not show any changes in term of economic empowerment, increase in decision-making, knowledge about rights, reduction of risks to gender-based violence, or reduction of gender inequality.

**RESOURCES (OVERLEAF)**

- Handout 3.5 (a) – Fictional project scenarios
- Handout 3.5 (b) – Group work questions
EXERCISE: FICTIONAL PROJECT SCENARIOS

1. Sample project: Emergency management
The project objective is to increase the effectiveness of disaster response. It entails improving collaboration and communication between emergency management agencies.

Main activities:
- Organise regular meetings between the stakeholders to review disaster management plans and protocols.
- Conduct training to upscale knowledge and skills to enhance the effectiveness of emergency services.

Implementing partners:
- National disaster management office
- Medical emergency services
- Police force
- Fire department
- Red Cross.

2. Sample project: Education
The project’s objective is to improve the number of students successfully completing the requirements of the regional qualification.

Main activities:
- Embed curriculum and programme in the Pacific context
- Ensure that any curriculum and programme is inclusive, rights-based, and promotes gender equality
- Improve the learning environment
- Strengthen teachers’ capacities.

Implementing partners:
- Department of Education.

3. Sample project: Coastal adaptation
The project’s objective is to provide coastal risk information to develop adaptation strategies relevant to the communities. The risk assessment aims at informing decision-makers and communities about future development plans, land use planning and coastal management.

Main activities:
- Assess the changes in coastal topography over the last 20 years
- Support the development of a national strategy to reduce coastal erosion
- Build the government capacity in coastal monitoring and management
- Raise communities’ awareness about coastal erosion risks and mitigation measures.

Implementing partners:
- Department of Environment.
4. Sample project: Water and sanitation in atoll islands

The project’s objective is to reduce water-borne illnesses by securing access to safe drinking water and sanitation. It entails the protection of freshwater sources by the reduction of pollution.

**Main activities:**

- Identify the extent, threats and the development potential of fresh groundwater resources
- Improve groundwater protection and management
- Provide water harvesting tanks
- Install hygienic sanitation facilities in schools
- Support families to install toilets
- Raise communities’ awareness about personal hygiene and waste management.

**Implementing partners:**

- Department of Works
- Department of Community Affairs
- Department of Education
- Department of Health
- National NGOs.

5. Sample project: Maritime transport

The project’s objective is to promote safe and effective maritime transport responding to the population’s needs, especially those living in the outer islands.

**Main activities:**

- Improve safe operations and prevent pollution from domestic shipping
- Improve the security of maritime transport services and infrastructure
- Assess the needs in the transportation of goods and passengers, especially to meet the needs of outer islands populations.

**Implementing partners:**

- Administration and ship operators
- Department of Maritime Transport.

6. Sample project: COVID-19 recovery

The project’s main objective is to support the country’s efforts to recover from the socioeconomic impacts of COVID-19.

**Main activities:**

- Assess the impacts of closed borders on the private sector
- Provide subsidies to enterprises to compensate for financial losses and support them to remain in operation.

**Implementing partners:**

- Department of Finance
- Office of the Prime Minister
- COVID-19 task force
- Business, Trade and Investment Office.

7. Sample project: Healthy lifestyle
The project’s objective is to significantly reduce the risks of non-communicable diseases by promoting healthy eating habits and exercise.

**Main activities:**

- Implement the STEP surveillance approach
- Promote healthy lifestyles (nutrition, exercise, sobriety) in schools and communities
- Support youth in sports.

**Implementing partners:**

- Department of Health
- Department of Education
- Youth department
- Youth council.

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8. Sample project: Agriculture

The project’s objective is to support food security by improving farming practices and diversifying livelihood options.

**Main activities:**

- Conduct a national agriculture census
- Support the diversification of island livelihoods to adapt to climate change
- Support communities to sustainably manage land and forest resources
- Develop value chains of niche products.

**Implementing partners:**

- Department of Agriculture
- Local government
- Farmers’ organisations.

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**Group work questions**

1. Using the information provided, would you consider this project gender-sensitive, gender-responsive, gender-neutral, or gender blind? Why?
2. What information do you need to be able to conduct a gender analysis for the project?
3. What must be taken into account in the design of the project to make it gender-responsive?
4. What activities and resources must be planned to make this project gender-responsive? Pay attention to the activities proposed and who the implementation partners are.
5. What would you recommend for ensuring that the project responds to the needs of women and men and addresses gender issues?
6. Define three gender indicators to measure the impact of the project in responding to needs and transforming inequalities.

**FACILITATOR’S**
SESSION 6

MAKING A DIFFERENCE IN PEOPLE’S LIVES

DURATION: 45 minutes

OBJECTIVE:
To illustrate how mainstreaming gender in policies and practices has a direct impact on people.

METHOD:
Case study analysis and group discussion.

MATERIALS:
• Printed copies of Handout 3.6

LEARNING OUTCOMES
At the end of this session participants will be able to:
• why and how gender mainstreaming makes policies, programmes, and services more effective.

NOTES

This session demonstrates the concrete difference that mainstreaming gender in a programme or service can have on women’s lives. It uses a case study about the impact of drought on women’s economic activity. The facilitator may choose to use a different case study. If so, it is recommended to use a similar approach of starting from a person’s perspective. If it is a real story, make sure to protect the identity and dignity of the person or group of people it refers to.

PROCESS

1. Conduct Exercise 3.6 (45 minutes).
SESSION CONTENT

EXERCISE 3.6
CASE STUDY

Step 1: Provide participants with a printed copy of the case study (Handout 3.6) and introduce Patricia’s story.

Step 2: Invite participants to consider what the government of the Republic of the Marshall Islands (RMI) could do to help women like Patricia. Use the following examples to help participants think through the gender mainstreaming activities that government departments can use to make a difference.

Disaster Risk Management Office:
- Early warning: Ensure that everyone in RMI has information about an upcoming natural disaster so that whoever depends on pandanus can store it.
- Preparedness: Support families to protect their assets, including storing pandanus and any materials or tools utilised for handicraft making.
- Recovery: When assessing the damages include the loss of raw materials and tools required to produce handicrafts, and the loss of handicrafts ready for sale.

Ministry of Natural Resources and Commerce:
- With assistance from the Department of Agriculture, include pandanus plantations in the recovery scheme.
- Identify, together with the producers, places for storage and sustainable production of pandanus.
- Provide subsidies to the producers to compensate for their loss of means of production and income.

Ministry of Finance, Banking, and Postal Services:
- Develop an insurance scheme for handicraft producers.
- Provide flexible options for repayment of loans for a period during the recovery process.
- Support transportation/shipping of handicrafts to other countries (postal services).
- Ensure remittances are readily cashed out, especially during and in the aftermath of natural disasters.

Ministry of Assistance to the President and Environment:
- Recognise the cultural and economic value of cultural industries and ensure that they are included in the loss and damage schemes in Climate Change negotiations/funding, so that funding and technology are accessible to support women’s handicraft activities.
- Support the development and the promotion of cultural industries in climate change adaptation programmes, so that women involved in handicrafts production directly receive support.
EVALUATION QUESTIONS

Open question

|   | Why and how does gender mainstreaming make policies, programmes, and services more effective? |

Multiple-choice question

1. Gender mainstreaming makes policies, programmes and services more effective because:
   a. It helps to respond to the needs of more people
   b. It helps to avoid disrupting social norms
   c. It pays attention to people’s experiences
   d. It helps to identify information about the social perspective of a problem that can seem technical

Answers: b.

RESOURCES (OVERLEAF)

• Handout 3.6 – Case study: Patricia’s story
**Case study: Patricia’s story**

Water supply is a significant challenge in the Republic of the Marshall Islands, which experienced a severe drought in 2015-16. Over 26,000 people were affected, including over 5,000 households in urban areas. The drought caused a scarcity of pandanus leaves, resulting in a sharp decline in handicrafts production, which is the main income generating activity for Marshallese women and their families.

Patricia is a Marshallese woman living on the main island of Majuro. She produces beautiful articles from pandanus leaves that have high value and generate a substantive income. She also runs a shop that sells and exports handicrafts made by other women.

A few years ago, like many Marshallese women, Patricia was taken by surprise by the drought. Pandanus died because of the drought and this deprived women of the raw material they needed to produce handicrafts. This had a severe impact on the producers and their families.

In 2015, Patricia learned of the El Niño forecast and recognised the signs that another drought was coming. She started storing as much pandanus as she could. That time, when the drought hit, she could keep producing the handicrafts. She also gave pandanus to other women who could continue producing goods and thus maintain their financial security.

Patricia lives in Majuro and has an extensive network that she has built up, so she is in touch with many people from whom she can get information. Not every woman has this opportunity.

**Here is a list of Ministries in the Government of RMI:**

- Ministry of Justice, Immigration, and Labour
- Ministry of Assistance to the President and Environment
- Ministry of Health and Human Services
- Ministry of Education, Sports, and Training
- Ministry of Natural Resources and Commerce
- Ministry of Foreign Affairs and Trade
- Ministry of Transportation, Communications, and Information Technology
- Ministry of Finance, Banking, and Postal Services
- Ministry of Culture and Internal Affairs
- Ministry of Works, Infrastructure, and Utilities.

**Question:** What can the government do to help women like Patricia?
SESSION 7

SUPPORTING EMPOWERMENT

DURATION: 60 minutes

OBJECTIVE:
To understand how to support women’s empowerment through the delivery of programmes or services.

METHOD:
A presentation and case study analysis.

MATERIALS:
• Printed copies of the case studies
• PowerPoint presentation slides.

LEARNING OUTCOMES
At the end of this session participants will be able to:
• how mainstreaming gender can contribute to broader development objectives
• different measures that support women’s empowerment.

Women’s empowerment is a major strategy for advancing gender equality. Empowerment is a goal and a process and should be part of any programme aiming at addressing gender inequality. A gender mainstreaming approach therefore uses strategies to support the empowerment of women, especially the most marginalised women. This is often a sensitive issue because it challenges the power structures in place and some social norms about the ‘place’ and the role of women compared to men.

Session 7 reflects on what can be done to support women’s economic empowerment. Through the exercise, the participants will identify how mainstreaming gender can contribute to achieving not only gender equality objectives, but also broader development objectives. Two cases studies are used for the exercise. Copies of the case studies can be accessed from the links below:

• Markets for Change: https://asiapacific.unwomen.org/sites/default/files/Field%20Office%20ESEAsia/Docs/Publications/2016/02/M4C_regionalbrief_17Feb16_email.pdf
**PROCESS**

- Deliver Presentation 3.7 (10 minutes)
- Conduct Exercise 3.7 (50 minutes).

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**SESSION CONTENT**

**PRESENTATION 3.7**

**SUPPORTING EMPOWERMENT**

The PowerPoint slides and speaking notes for Presentation 3.7 are available on the [Pacific Data Hub](https://pacificdata.org/mainstreaming-gender-in-development-toolkit).

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**What is an empowered person?**

An empowered person is someone who is confident and in control of their life; has knowledge, skills, contacts; and can make decisions, be resourceful, understand people’s rights, communicate well and influence decisions.

These characteristics can sometimes be seen as a threat, especially if the empowered person is from a marginalised segment of the population who used to be submissive. However, it is important to highlight that being empowered is not the same as being selfish. If more people are empowered, then more people are able to contribute to the development and wellbeing of their community. Empowerment is a process of developing capacities and defined outcomes with the aim of being strong, intentional, and capable.

**How can we support empowerment?**

As a manager, an officer, or a sector specialist, what can you do to support women’s empowerment?

1. Identify what people should know and do in relation to their sector. This could include questions like what is required to be a successful farmer, or to be healthy, or resilient to disasters.
2. Identify where the gaps are and whether women and men have all the resources they need.
3. Identify why the identified gaps exist, and whether the constraints regarding knowledge and skills and accessing resources are the same for women and men. In addition, we can ask about the constraints women may face that men do not?
Practical and strategic needs

At this point, the identification of practical and strategic needs is important. Practical needs will be related to resources women need like training, financial services, or access to a market. In comparison, the strategic needs will look into why women do not have the same opportunities as men to access resources. Those strategic needs will be related to their status as women, social norms, stereotypes, and beliefs about the roles of women and men. While responding to practical needs is a short-term solution, responding to strategic needs contributes to addressing the underlying reasons why women do not have the same opportunities. Empowerment is a strategic need. When women are empowered, they have greater capacity, they know their rights, they are more resourceful because they depend less on other people and have more opportunities to contribute with their experience and skills to respond to the family and community challenges.

Many initiatives aimed at economically empowering women only respond to women's financial needs. They provide training, improve access to financial resources, develop a value chain, and develop access to markets for a particular group of women (for example, women from a specific village). These are important strategies to expand women's economic opportunities. However, even though they may empower some women, this may not be enough. In some cases, the women's workload will increase significantly because it will now include both income generation as well as the burden of care and domestic responsibilities. Women may still exercise very limited control over their incomes. Income generation may thus affect their health because of the stress, and even increase violence towards them from men. Therefore, it is important to take an approach to women's economic empowerment which takes into account women's care burden, risks of violence, family dynamics and the locus of decision-making power.

However, if interventions take a gender-responsive approach to women's economic empowerment, the women and the whole community may benefit. In addressing the causes of gender inequality women may expand their access to economic opportunities and experience more benefits. This includes identifying the reasons for why women's activities remain undervalued; the responsibility of unpaid care work being overwhelmingly carried by women; and the difficulties that women have to access productive resources because those resources are controlled by men.

For example, if an enterprise implements measures to ensure a women-friendly workplace by introducing a policy that supports maternity leave and opposes sexual harassment, all women (and men) in this enterprise will benefit from those policies. If the government ensure women have equal social protection benefits, it protects women and men living in challenging situations and ensures that all women and men will have those benefits if they are in need.

There may also be special programmes to support the empowerment of women. Many CSOs and the government departments are involved with such programmes. They provide technical training to build women's skills, raise awareness about gender-based violence, inform people about their rights, and express the concerns of women in public forums.

However, other government departments and institutions can support women's empowerment through their programmes and services.

The ‘what’ and the ‘how’

Empowerment is not always about ‘what’ to do but ‘how’ to do it including how a programme is being implemented and how services are being delivered. For instance, a project on developing aquaculture can empower women by:

- recognising women's role in the aquaculture system and valuing their contribution
- ensuring women involved in aquaculture have equal opportunity to be trained and receive information
- working with men and women to reinvest their incomes in something that will benefit the family and ensuring that women benefit equally from their hard work.
EXERCISE 3.7
CASE STUDY

Step 1: Divide participants into groups and give each group a copy of one of the case studies.

Step 2: Allow participants time (30-40 minutes) to read their case study and identify the measures and/or activities those projects have implemented to empower women.

Step 3: Invite the groups to report back. Facilitate a discussion on the outcomes of the analysis, using the following key points as a guide.

Measures implemented to empower women (Markets for Change):
- Training of market vendors (power to)
- Organising market vendors into an association (power with)
- Improving market infrastructure
- Raising awareness of town council roles and responsibilities
- Improving governance of markets
- Making visible women’s contribution to the economy
- Making visible the benefit of empowering market vendors.

Measures implemented to empower women (PNG Coffee Industry Support Programme):
- Adopting a family approach and recognising women’s contribution in the production of coffee
- Training women to develop their skills
- Engaging men and redistributing unpaid care work to increase coffee production
- Increasing savings and household social and economic stability
- Increasing the decision-making powers of women
- Men increasing their participation in domestic work to share the responsibility with women who work both inside and outside the house
- By working together, women’s and men’s work complements one another, increasing productivity as well as equality in the home.
EVALUATION QUESTIONS

Open questions

1. Explain why women are less empowered than me
2. Give two examples of measures that can support women's empowerment.

Multiple-choice questions

1. **Women are generally less empowered than men because:**
   a. They are weaker
   b. They don't have enough experience to make decisions
   c. Women's access to opportunities, information, rights, and decisions is limited
   d. It is normal.
   
   **Answers:** c.

2. **What difference does it make when women are empowered?**
   a. They share their experiences, express their views and influence decisions
   b. They have more capacity to access opportunities
   c. They are more resilient
   d. They boss men around.

   **Answers:** a, b, c.
SESSION 8:

INTRODUCTION TO GENDER BUDGETING

OBJECTIVE:
To understand what gender budgeting or a gender-responsive budget is and its importance in progressing gender equality.

METHOD:
A group exercise and presentation.

MATERIALS:
- Printed copies of Handout 3.8
- PowerPoint presentation slides.

LEARNING OUTCOMES
At the end of this session participants will understand:
- what gender budgeting entails
- the processes and steps that support the development of gender-responsive budgets.

FACILITATOR’S NOTES

A gender-responsive budget is a process of allocating resources that respond to the needs of both women and men in all their diversity. It is about costing and allocating resources to support programmes and services that benefit women and men to address their respective needs. When gender is adequately mainstreamed through policies, programmes, and services, resources that would support equitable access to development outcomes would be gender responsive.

In this session, it is important to emphasise that gender budgeting is an integral part of gender mainstreaming and cannot be done in a silo. In fact, gender budgeting is a process that provides the ‘fuel’ to propel the commitments to gender equality into actions.

The session aims at introducing the participants to what gender budgeting is. However, adopting a gender responsive budgeting process requires strong commitments and skills development from the budgeting and finance entities of an organisation. Therefore, this session gives the participants information about what gender-responsive budget entails and help them to identify entry points to the budgeting process.
PROCESS

- Conduct Exercise 3.8 up to Step 3 (40 minutes)
- Deliver Presentation 3.8 (10 minutes).
- Complete Exercise 3.8 (40 minutes).

SESSION CONTENT

EXERCISE 3.8
HOUSEHOLD BUDGETING

**Step 1:** Divide participants into groups and provide them with a printed copy of Handout 3.8.

**Step 2:** Explain to the groups that their job is to create a household budget for the people described in the handout. Explain to the groups that they must develop the budget using a monthly income of $1000, and that they must set the budget objective and priorities.

**Step 3:** Pause the exercise to deliver Presentation 3.8.

**Step 4:** Ask the participants to revise the household budget they developed previously to align it with the principles of gender-responsive budgeting.

**Step 5:** When the groups have finished revising their budgets, facilitate a group discussion using the following questions.
- How did you make sure that all household members had what they need?
- What is the percentage of the budget that is dedicated to addressing specific needs of women and men?
- How can an institution replicate this approach in planning and budgeting?
- What did this exercise teach you about gender budgeting?
PRESENTATION 3.8
INTRODUCTION TO GENDER BUDGETING

Before starting the presentation, facilitators should play the following video clip:

• What is gender responsive budgeting? https://www.youtube.com/watch?v=mquOcIPJYPs

About gender budgeting

When analysing the national budget, we try to find out if the process of raising and spending public funds will have the same impact on women and men and if they contribute to reducing or increasing gender inequality.

What is a gender-responsive budget?

Gender budgeting and gender-responsive budgeting mean the same thing. A gender-responsive budget does not mean there are separate budgets for women or men. It is a tool for planning and monitoring, and encouraging accountability. A gender-responsive budget:

• ensures that the budget addresses the needs of everyone, men and women, of all conditions and situations
• promotes the principles of gender equality and inclusiveness as part of the budget
• considers gender and diversity in taxation and in how decisions are made about resource allocation
• enhances transparency and accountability by making information on the impacts of Government decisions available to the public.

Mainstreaming gender throughout the budgeting process

Gender budgeting is about mainstreaming gender throughout the budgeting process. Gender-responsive budgeting involves analysing government fiscal policies and budgets and their effects on women and men.
FIGURE 4.
Gender-responsive budgeting

Government revenues and expenditure

Many people believe that government budgets are gender neutral but this is seldom the case.

The budget of the government or a development agency is not neutral in the sense that it does not affect women and men the same way.

The budget is drawn up based on the priorities of the overall government and each of the ministries. Decisions on budget priorities are decided by policies and emerging issues such as the COVID-19 pandemic. Those priorities do not necessarily reflect the priorities of all segments of the population. If those policies are not gender-blind, the budget will also not be gender-blind.

However, if a gender equity perspective has been integrated across government policies and sectoral strategies, it will be reflected in the corporate plans and in the budgets.

Entry points for mainstreaming gender in the budgeting process

To identify entry points for mainstreaming gender in the budgeting process it is helpful to ask the following questions.

- What information do you need to provide? Consider how the issue the department/organisation addresses may affect women and men in different situations. For instance, what is the respective role of women and men in food security? How will climate change disrupt their respective activities and how will they respectively adapt?

- What are the components/categories of the budget? Can you add gender targets or indicators to ensure that programmes, activities, services, and subsidies are equitably accessible/used by women and men? For instance, 45 per cent of the subsidies directly support women-led activities.

- What do you prioritise? What can you prioritise that would respond to the specific needs of women or men who are in a disadvantaged situation? What can you prioritise that would benefit women and men equitably? For example, prioritise support to small scale farmers and the planting of pandanus trees in the aftermath of a cyclone, to ensure women can start the production of handcraft and generate incomes for the family.

- Who prepares the budget/participates in the preparation of the budget? Are service users/beneficiaries consulted on the budget priorities? Are women consulted? Are the people preparing the budget aware of gender issues in their sector? Is there a need for technical assistance to support the gender budgeting process?
• What budget lines are easily funded by the national budget and/or by donors? Do those budget lines or categories usually benefit women and men equally with regard to service users?

• What budget lines is it difficult to get budget/funding for? Do those budget lines or categories usually benefit women and men equally as service users? Consider whose needs will not be fulfilled if the budget is not available.

**Gender budgeting tools and approaches**

Gender budgeting applies to different dimensions of the budgeting process. Various tools have been developed to this end such as:

- **Gender impact assessments**: Analysis of the gender impact of existing and/or new budget measures.

- **Gender dimension in performance setting**: Identifying gender equality indicators and objectives as part of the performance budgeting framework.

- **Gender budget statement**: A summary of how budget measures are intended to support gender equality priorities.

- **Gender budget tagging**: Tracking how programmes and activities support gender equality objectives, helping to quantify financial flows.

- **Gender perspective in evaluation and performance audit**: Identifying whether gender goals relating to different policies and programmes were achieved.

- **Gender perspective in spending review**: Ensuring spending reprioritisation has a positive impact on gender equality goals.

**FIGURE 5.**

Gender budgeting tools and approaches. (Adapted from GIZ, 2017).
Who is involved in the gender budgeting process?

Government budgeting typically involves the contribution of ministries and local government bodies, the Ministry of Finance and the Parliament. The development of a gender responsive budget however is usually more participatory and the participation of civil society is encouraged. The roles of the stakeholders entail:

- **Ministry of Finance**: Provides guidelines and templates, provides oversight on adherence to guidelines.
- **Ministry in charge of gender equity affairs**: Provides information on gender gaps in government programmes and budgets, provides technical support to departments on linking gender objectives and budgets, monitors public spending outcomes.
- **Line ministries and local government departments**: Sets gender objectives in agency budgets and programmes, tracks their implementation, conducts gender assessments to identify gaps, allocates human resources to effectively include gender outcomes in budgets.
- **Civil society**: Advocates for greater attention to gender equality priorities in government policies and programmes, analyses government budgets and highlights the gaps between policies, budgets and expenditure, and assesses the impact of public spending on women and men across all demographics in order to promote gender equality.
- **Parliament**: Ensures government budgets are gender-responsive and inclusive and matches the country’s commitments to gender equality, examines reports on the benefits from the budget on diverse population segments, and meets gender equality goals.

EVALUATION QUESTIONS

**Open questions**

1. Explain a gender budget or a gender-responsive budget.
2. Name three institutions that should be involved in the gender-budgeting process.

**Multiple-choice questions**

1. **A gender-responsive budget**
   a. Is a process to ensure that the budget addresses the needs of women and men of all conditions and situations
   b. Promotes gender equality and inclusiveness
   c. Is a separate budget for women
   d. Is a tool for planning and monitoring.
   
   **Answers**: a, b, c.

2. **Who should be involved in a gender-responsive budgeting process?**
   a. Ministry of Finance and all line ministries
   b. Civil society
   c. Parliament
   d. All the above.
   
   **Answers**: d.
RESOURCES (SEE OVERLEAF)

- Handout 3.8 – Household budgeting
EXERCISE: HOUSEHOLD BUDGETING

Work within your group to develop a budget for one household composed of:

- A man aged 36; works as a police officer; grows root crops in the plantation and catches fish.
- A man aged 68; retired; in a wheelchair.
- A brother aged 25; studying in Australia.
- A brother aged 22; works as a clerk in the government.
- A boy aged 4; attends preschool.
- A male cousin aged 16; attends school; helps in the plantation and catches fish.
- A boy aged 12; attends school; helps in the plantation, catches fish and collects seashells.
- A boy aged 8; attends school; helps in the backyard garden and collects seashells.
- A woman aged 32; she is 6 months pregnant; runs a grocery shop; produces handicrafts; grows vegetables in the backyard; collects seashells and other marine resources; responsible for the household cleaning, cooking, and making sure everyone is taken care of.
- A woman aged 60; suffers from diabetes; takes care of the house and cooks when she is well.
- A girl aged 16; attends school; helps with household work; helps to take care of the young boys; helps in the backyard garden and collects seashells.
- A girl aged 14; attends school; helps with household work; takes care of the young boys; helps in the backyard garden and collects seashells; is a member of the school swimming team.

In developing your budget, take into account the needs of the different people in the household. For example, when you allocate money for medical expenses you will need to consider that the household includes a pregnant woman, a man with hypertension, a woman with diabetes and a woman with mobility impairment, as well as other children and adults.

Before you start, set your objectives in terms of budget management. For example, must all household members have their needs addressed for them to be well, healthy and develop their capacity? Or is having a balanced budget the most important thing?

You have $1000 of income per month. Set your priorities and create your budget so that your expenses do not exceed your income.
<table>
<thead>
<tr>
<th>Expenses</th>
<th>Costs</th>
<th>% of the budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>Housing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transport</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communication</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Medical care</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Food</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Alcohol, cigarettes, kava</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hygiene products</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Electricity and gas</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clothing and uniforms</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Remittances</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Savings</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Entertainment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Community obligations (customs)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Church obligations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other spending</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
SESSION 9

MAINSTREAMING GENDER IN AN ORGANISATION

**OBJECTIVE:**
To identify strategic actions to support gender mainstreaming in an organisation.

**METHOD:**
A group exercise and presentation.

**MATERIALS:**
- Printed copies of Handout 3.9
- PowerPoint presentation slides
- Sheets of red and green paper or cardboard
- Flipchart and markers
- Post-it notes.

**LEARNING OUTCOMES**
At the end of this session participants will be able to:
- the factors that create an enabling environment for mainstreaming gender in an organisation.

**FACILITATOR’S NOTES**

Gender mainstreaming is a process to develop and implement policies, programmes and services that respond to women’s and men’s needs but also that contribute to eliminating gender inequality. However, this is a process that is not applied only in projects or services; it must be part of the way an organisation works, and be reflected in its values, systems, management, relationships, and communication. If an organisation is genuinely committed to gender equality, it puts in place measures and systems to routinely address gender inequality issues.

This session examines the factors that enable an organisation to mainstream gender. These factors include political will, appropriate policies, organisational culture, technical capacities, allocation of resources and accountability.
The self-assessment questionnaire will help participants to determine if those enabling factors exist in the organisation they are working for. The questionnaire can also assist in determining their level of awareness about the existence of those factors.

The facilitator may start the session by doing the exercise; this will help the participants understand by themselves what the enabling factors for gender mainstreaming are. The presentation will help to conceptualise the participants’ experiences. The participants need to understand that a gender policy and training on gender mainstreaming are not enough to institutionalise gender mainstreaming practice. Gender mainstreaming works when there are systems in place that encourage people to incorporate it into their work, such as specific allocation of responsibilities and resources, the reporting of results, and similar.

**PROCESS**

- Conduct Exercise 3.9 up to Step 3 (30 minutes)
- Deliver Presentation 3.9 (20 minutes).
- Complete Exercise 3.9 (40 minutes).

**SESSION CONTENT**

**EXERCISE 3.9**

**AN ENABLING ENVIRONMENT FOR MAINSTREAMING GENDER**

Before starting the exercise, facilitators may play the following video clip:

- Gender mainstreaming: What does it take to build a gender responsive organisation? [https://www.youtube.com/watch?v=ELq5EFhv1eQ](https://www.youtube.com/watch?v=ELq5EFhv1eQ)
Step 1: Divide participants into groups and provide them with a printed copy of Handout 3.9 to complete.

If the participants are from different organisations, ask them to complete the questionnaire individually. Alternatively, ask participants from the same organisation to work together to complete the questionnaire. Reassure them that it doesn’t matter if they don’t know the answer to a question.

Step 2: When the groups have completed their questionnaire:

Give participants or groups two sheets of paper or cardboard, one red and one green.

Read each question aloud and ask participants who have answered ‘yes’ to the question to show the green paper and those who answered ‘no’ to raise the red paper. Participants can look around to see the different responses. Some of the questions, such as those that required a ‘high’, ‘medium’ or ‘low’ response may have to be re-phrased to suit this format.

For each of the questions, choose two participants to provide more information about their responses. For example, ask participants who say there is technical capacity in gender mainstreaming in their organisation to explain what resource it is.

If there are questions that very few participants have answered, it likely shows that many people do not know/have no information to answer the question, and this should be highlighted by the facilitator. In some cases, the organisation may have the measure in place, and the staff does not know that. In some cases, they may not have paid attention to it before; not known what the measure is about; or misunderstood the question.

Step 3: Pause the exercise to deliver Presentation 3.9 on the enabling environment.

Step 4: Following the presentation, ask the participants to go back into the same group and complete the exercise by identifying the gaps and proposing one or two measures for each component of an enabling environment for gender mainstreaming (political will, technical capacity, organisational culture, resourcing, accountability) to make the organisation more gender responsive. Post-it notes should be provided to each group on which to write the proposed measures.

Step 5: While the participants are working on their responses, the facilitator should write each enabling environment component on separate pieces of paper and stick them on the walls. Participants should be instructed to stick their post-it notes under the relevant enabling environment component. At the end of the session, the facilitator can read out the measures proposed under each component.
Before starting the presentation, facilitators should play the following video clip:

- Gender mainstreaming: Process plan example: [https://www.youtube.com/watch?v=CbcethRsiz0](https://www.youtube.com/watch?v=CbcethRsiz0)

**The enabling environment for mainstreaming gender**

Mainstreaming gender in an organisation requires a combination of policies, commitments, attitudes, systems, responsibilities, technical capacities, and resources.

- **Legal and policy framework**: The extent to which gender equality and mainstreaming commitments are in place through the ratification of relevant international human rights treaties, the existence of constitutional and legislative provisions, and government policy mandates.
- **Political will**: Demonstrated political will means that action is taken on stated gender equality commitments, and action is formalised within systems and mechanisms to ensure mainstreaming is sustainable.
- **Organisational culture**: The extent to which the attitudes of staff and institutional systems, policies and structures either support or marginalise gender equality as an issue.
- **Accountability and responsibility**: How action on commitments to gender mainstreaming can be traced and monitored within organisations, and the mechanisms through which individuals at different levels demonstrate gender equality outcomes.
- **Technical capacity**: The extent of skills and experience that organisations can draw on to support gender mainstreaming and human rights mainstreaming initiatives across and within their operations and programmes.
- **Adequate resources**: The allocation and application of human and financial resources in relation to the scope of the task of mainstreaming.

Between 2010 and 2014, a stocktake of the capacity of countries to mainstream gender was conducted across 15 Pacific Island countries and territories. Senior government officials from central ministries (planning, finances, public services) and line ministries (agriculture, fisheries, justice, internal affairs, health, education) were interviewed. The stocktake revealed that the legal and policy framework is improving in most locations and that political will varies across the ministries. However, it also showed that more effort is needed to make the organisational culture gender-responsive; accountability measures for gender mainstreaming were very limited; technical capacity in gender mainstreaming was not sufficient; and the allocation of financial and human resources was largely inadequate.
There are three interlinked components required to effectively mainstream gender across an organisation: commitment and leadership, capacities, and systems. Many efforts are made in Pacific Island countries and territories to improve policy frameworks that will take gender equality forward, and there are a significant number of training initiatives being implemented across the region. However, very few efforts are being made to establish a system that will support the gender mainstreaming process.

**FIGURE 6.**
Gender mainstreaming engine

An example of a system for supporting gender mainstreaming is provided by the Government of Solomon Islands. In 2013, the Public Service Commission included a key results area related to gender mainstreaming in the contract of all Permanent Secretaries that would be measured through the following performance indicators:

- the production of sex-disaggregated data
- the establishment of a gender focal point
- efforts made to attain a gender-balanced staff
- zero tolerance for sexual harassment
- integration of a gender strategy
- reporting on gender mainstreaming efforts.

This is a good example of a central agency that has the mandate to give directives to all government ministries. The Ministry of Women, Youth, Children and Family Affairs continues to provide technical assistance to other ministries and remains the government’s focal point for the promotion of gender equality. At the same time, the Public Service Commission monitors the performance of senior government officials in implementing gender mainstreaming commitments. To further support those efforts, the Institute of Public Administration and Management (IPAM) has started delivering a two-day course on gender mainstreaming offered bi-annually.
Figure 8 below describes the different components supporting gender mainstreaming processes. Commitments and leadership define the engagement and a sense of direction of an organisation to actively promote gender equality through their programmes and activities. The systems institutionalise gender mainstreaming in the decision-making, management and way of working in an organisation and set out the procedures to make gender mainstreaming happen. The capability and capacity clarifies what an organisation should be able to do which includes technical capacity as well as required resources.

FIGURE 7.
Components of an enabling environment for gender mainstreaming
EVALUATION QUESTIONS

Open question

1. Name three factors of an enabling environment for mainstreaming gender in an organisation.

Multiple-choice questions

1. Which one of the options below is not an enabling factor for gender mainstreaming in an organisation?
   a. A policy on gender equality
   b. A leader explaining that gender is not relevant in his organisation
   c. The allocation of sufficient resources to support gender mainstreaming
   d. Having a system in place to make all levels of staff accountable for achieving gender equality goals.

   Answers: b.

2. A gender responsive organisational culture:
   a. Ensures that the workplace offers a safe and agreeable environment for all staff
   b. Sets targets to have a gender balanced staff at all levels
   c. Ensures that the leaders are engaged in the promotion of gender equality
   d. Adopts a neutral approach; that is, it does not make any difference between women and men – everyone has to be available for working late at any time and must compete at similar levels if they want to be promoted.

   Answers: a, b, c.

RESOURCES

• Handout 3.9 – Enabling environment questionnaire
EXERCISE: QUESTIONNAIRE ABOUT THE ENABLING ENVIRONMENT FOR GENDER MAINSTREAMING

**Political will/Commitment to gender mainstreaming**

1. In your sector/work would you say the amount of attention given to social issues and gender issues, as a development issue, is high, medium or low?

2. Have you ever used sex-disaggregated data or conducted gender analysis in designing or implementing a programme/project? Why?

3. In your opinion, does your programme/project adequately address the different needs and priorities of women and men? How? Why?

4. In your opinion, do your team members acknowledge gender issues and how they can affect the outcomes of your programme/project?

5. In your opinion, are there sufficient resources to support the integration of a gender perspective in your sector? Why?

6. Do you know if there are any obstacles to addressing gender issues in your sector?

7. Do you know of any factors that support the integration of a gender perspective in your sector or in your work?

**Technical capacity**

1. How would you describe the overall technical capacity of your team to identify gender issues, integrate a gender perspective into your programmes and services, and monitor impacts (high, medium or low)?

2. Have you ever participated in training on gender mainstreaming or any other gender-related training?

3. In your opinion, is there a need to increase technical capacity in gender mainstreaming in your team? In your organisation?

**Organisational culture and accountability**

1. Would you say the amount of attention given to gender equality and gender mainstreaming, as a development issue, in your organisation is high, medium or low?

2. How would you describe the level of commitment to gender mainstreaming in the organisation? High, medium, or low? Why?

3. In your opinion, is it important for your organisation to integrate a gender perspective into the work?

4. In your opinion, are there any actions or programmes implemented by your organisation that contribute to promote gender equality and empower women?

5. Are there people in your organisation taking the lead to talk about those issues in meetings or provide advice?

6. According to you, are managers open to discussing social issues in general and gender issues in particular? Why?

7. To what extent are staff required to make sure that your organisation’s work benefits women and men in a balanced way?

8. In your opinion, is your organisation a good place to promote, support and encourage women as leaders and decision-makers? Why? Please provide some examples.

9. Are there champions for gender equality in your organisation?
## Organisational culture and accountability

1. Would you say the amount of attention given to gender equality and gender mainstreaming, as a development issue, in your organisation is high, medium or low?

2. How would you describe the level of commitment to gender mainstreaming in the organisation? High, medium, or low? Why?

3. In your opinion, is it important for your organisation to integrate a gender perspective into the work?

4. In your opinion, are there any actions or programmes implemented by your organisation that contribute to promote gender equality and empower women?

5. Are there people in your organisation taking the lead to talk about those issues in meetings or provide advice?

6. According to you, are managers open to discussing social issues in general and gender issues in particular? Why?

7. To what extent are staff required to make sure that your organisation's work benefits women and men in a balanced way?

8. In your opinion, is your organisation a good place to promote, support and encourage women as leaders and decision-makers? Why? Please provide some examples.

9. Are there champions for gender equality in your organisation?

## Financial resources

1. Do you think your organisation allocates a sufficient budget to mainstream gender adequately?

2. Do you know if your organisation has expenditure specifically targeted to enhancing gender equality and women's empowerment in your sector of intervention?

3. Based on your experience, are there any constraints to increasing financial resources for promoting gender equality/addressing gender issues in your organisation?
SESSION 10:

GENDER RESPONSIVE MONITORING, EVALUATION AND LEARNING

OBJECTIVE:
To build capacity in using monitoring, evaluation and learning tools to measure the progress of gender equality initiatives.

METHOD:
Presentation and exercise.

MATERIALS:
- Presentation 3.10
- Printed copies of instructions (Handout 3.10) and project examples (Handout 3.5 (a)) for the exercise
- Flipchart and mark

LEARNING OUTCOMES
At the end of this session participants will understand:
- the importance of gender responsive monitoring, evaluation and learning
- what to measure and when
- gender indicators
- methods to help with measurement.
Monitoring, evaluation and learning (MEL) is a critical function of any development programme. A gender responsive MEL framework assesses the impact of an initiative on women and men, and how it tackled gender inequalities. This information helps modify and adapt the way of working and delivering programmes and services to make sure they benefit both women and men and contribute to gender equality.

This session is not meant to be an exhaustive training on gender responsive MEL. It aims to persuade participants to pay attention to measuring the results of a programme or service from a gender perspective by using gender indicators. The MEL process and gender indicators are often an entry point for gender mainstreaming, especially when a gender perspective has not been directly integrated and/or there is an assumption that women and men will benefit equally from an initiative.

**PROCESS**

- Present the following short video clip on gender in monitoring and valuation (5 minutes): [https://www.youtube.com/watch?v=8dkt5SSBygA](https://www.youtube.com/watch?v=8dkt5SSBygA)
- Deliver Presentation 3.10 (20 minutes).
- Conduct Exercise 3.10 on the development of indicators (45-60 minutes).

**SESSION CONTENT**

**PRESENTATION 3.10**

**GENDER RESPONSIVE MONITORING, EVALUATION AND LEARNING**

The PowerPoint slides and speaking notes for Presentation 3.10 are available on the [Pacific Data Hub](https://pacificdata.org/mainstreaming-gender-in-development-toolkit).
The purpose of monitoring, evaluation and learning

A MEL system has two main purposes:

• to strengthen management and evidence to track programme progress and results
• to provide decision-makers with the information they need for programme accountability and learning.

Although the monitoring and evaluation process can use similar tools, they serve different purposes.

Monitoring

Monitoring is the systematic and continuous collection of information related to implementing a project that can show whether things are going to plan. It is used to keep track of progress, and to support management and accountability. Monitoring focuses on both what is being done in a project and how it is being done, and helps you notice when there are problems to fix, or things you might need to do differently. It particularly focuses on project activities, outputs (what is produced by the activities of the project) and shorter-term outcomes (the shorter-term changes you hope to see).

Evaluation

Evaluation is the systematic and objective assessment of an ongoing or completed project. It refers to the process of determining the worth or significance of an activity, policy or programme. It tries to understand the change achieved by the project and develop explanations for this change. An evaluation draws conclusions and makes recommendations for the future and identifies approaches that worked well and those that did not, as well as reasons for success or failure and learning from both.

Effective monitoring and evaluation both require resources in terms of time, staff and money.

A gender sensitive monitoring, evaluation and learning system

A gender sensitive MEL system supports the assessment of progress and results of a programme from a gender perspective at various stages during the programme cycle. It includes using gender analysis tools, gender inclusive monitoring and evaluation methodology, sex-disaggregated data and gender indicators.

A gender sensitive MEL system is also a tool for learning, decision-making, budgeting, and accountability that supports the achievement of gender equality and the empowerment of women, girls, and other minority groups. It is used to assess:

• if a programme addresses the different priorities and needs of women and men
• if the implementation strategy successfully supports equal access to opportunities and resources for women and men
• if the programme helped to transform harmful gender norms and power relations.

What do we measure?

A gender sensitive MEL system measures different components of a programme or service to determine:

• how effective the initiative was
• how well it was implemented
• what changes it generated
• what difference it made in women and girls’ lives
• how it contributed to gender equality and the empowerment of women and girls.
Below are some examples.

**Efficiency:** To measure efficiency, we must ask if we made the best use of the available resources to meet our goals. From a gender perspective we must also ask:
- Was it the best way to reach women?
- Was it the best way to ensure equitable access to resources?
- Was it the best way to empower people?

**Effectiveness:** To measure effectiveness we must ask if we successfully achieved the expected results. From a gender perspective we must also ask:
- Did we transform discriminatory practices?
- Did we protect women’s human rights?
- Did we empower women?
- Did we reduce gender gaps?

**Impact:** To measure impact we must look at the situation prior to the interventions and afterwards. From a gender perspective we must ask:
- Did people learn something that made them change their beliefs about women and gender inequality?
- Did people adopt a different behaviour towards women and girls?
- Did people modify their way of working to ensure equitable access to resources or empower women?

**Value-add:** To measure the value of an intervention we must look at the difference that it made. From a gender perspective we must ask:
- What difference did the project make in the lives of women and girls?
- What difference did it make in terms of workload, capacity development, empowerment, autonomy, safety, or resilience?
- How did the project affect the relationships between women and men?

**Ethics:** Ethics are the moral principles that govern the implementation of an activity. If we’re measuring ethics from a gender perspective we must ask:
- What were the values guiding the implementation of the project?
When do we measure?

An effective MEL system requires us to measure prior, during and after an intervention. We want to know the situation between women and men prior to the initiative to understand existing gender gaps/inequalities. We also want to find out what inputs or activities were effective in generating changes. We want to assess the difference the intervention made in terms of bridging the gender gaps. And we want to know the level of benefit women and men got from the initiative.

FIGURE 8.
What, when and why we measure.

<table>
<thead>
<tr>
<th>Before</th>
<th>During</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>The situation and difference of women and men prior to the initiative.</td>
<td>Inputs and activities to support the changes we want to introduce.</td>
<td>The difference the initiative made in terms of benefits and bridging gender gaps.</td>
</tr>
<tr>
<td>• Decision-making power</td>
<td>• Knowledge generation</td>
<td>• Decision-making power</td>
</tr>
<tr>
<td>• Safety</td>
<td>• Gender analysis</td>
<td>• Safety</td>
</tr>
<tr>
<td>• Roles</td>
<td>• Awareness-raising</td>
<td>• Roles</td>
</tr>
<tr>
<td>• Workload</td>
<td>• Capacity building</td>
<td>• Workload</td>
</tr>
<tr>
<td>• Financial resources</td>
<td>• Policy-making</td>
<td>• Financial resources</td>
</tr>
<tr>
<td>• Assets</td>
<td>• Process and mechanisms</td>
<td>• Assets</td>
</tr>
<tr>
<td>• Skills</td>
<td>• Technological inputs</td>
<td>• Skills</td>
</tr>
<tr>
<td>• Health</td>
<td>• Resource inputs</td>
<td>• Health</td>
</tr>
<tr>
<td>• Education level</td>
<td>• Institutional strengthening</td>
<td>• Education level</td>
</tr>
</tbody>
</table>

What is required?

MEL is tied to a programme’s goals, outcomes, outputs, and activities. When a programme has a clear theory of change and logic that identifies the goal, outcomes, outputs and activities, it is easier to identify and define gender related indicators.

The below example from the Marshall Islands Skills Training and Vocational Education Project provides an example of how identifying quantitative programme indicators can support monitoring and programme decision making.

One of the programme’s expected outcomes was to increase income-generating opportunities and employment for trainees, especially for women and youth in the outer islands. However, no outcome indicators were identified at the programme design or early implementation stage.

The table below provides information on the number of trainees per year per programme. By providing the percentage of female participants, we see that women participants represented half of the participants in 2008, but, while the number of trainees increased from 2010 to 2012, the percentage of women decreased.
Training areas

<table>
<thead>
<tr>
<th>Training areas</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic education and life skills</td>
<td>167</td>
<td>62</td>
<td>34</td>
<td>227</td>
<td>103</td>
<td>593</td>
</tr>
<tr>
<td>Sustainable livelihood training</td>
<td>75</td>
<td>30</td>
<td>164</td>
<td>105</td>
<td>106</td>
<td>480</td>
</tr>
<tr>
<td>Technical and vocational training</td>
<td>114</td>
<td>134</td>
<td>82</td>
<td>177</td>
<td>266</td>
<td>773</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>356</td>
<td>226</td>
<td>280</td>
<td>509</td>
<td>475</td>
<td>1856</td>
</tr>
</tbody>
</table>

% Female participants

<table>
<thead>
<tr>
<th></th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic education and life skills</td>
<td>51.7</td>
<td>49.1</td>
<td>37.9</td>
<td>34.2</td>
<td>37.1</td>
<td>42</td>
</tr>
</tbody>
</table>

Sometimes, programmes have very broad strategic objectives or outcomes. For instance, the Vanuatu National Plan of Action on Food and Nutrition Security includes an objective about enhancing the sustainable production, processing, trading, marketing and use of safe and nutritious foods. In this case, we need to have sex-disaggregated baseline information on what food is produced, processed, traded, marketed, and used by whom, utilising what farming and processing knowledge and skills. If we have this baseline information, the programme can set targets to ensure that women and men involved in any of those activities have equal opportunities to access information, technologies, subsidies, technical assistance, and develop their skills.

In many cases however, baseline information does not exist. This in itself is important information to consider, and one objective of the programme could be to find out about women’s role in the food production, processing, and marketing systems and make visible their contribution to food security. It is even more important in this case to set gender sensitive targets and use gender equity indicators to measure the extent of women and men benefiting from food security outcomes. It may also be important to find out women’s concerns and preferences compared to men in terms of species and technologies. Failing to consider the differences can challenge the results of a programme. For example, a study conducted by Live and Learn Tuvalu in 2019 showed that women preferred imported food because it was less time consuming to cook than traditional food. In this case, a programme may want to invest in improved cooking stoves or in new food processing system to alleviate cooking time.

**What is an indicator?**

Indicators are measurable signs of performance or achievement. The Asian Development Bank describes indicators as factors or variables that provide a way of measuring achievement or reflecting change.

**Gender equality indicators**

Gender equality indicators, gender indicators, and gender-sensitive and gender-responsive indicators are different names for the same concept.

Gender equality indicators are measures of performance that require the collection and analysis of sex-disaggregated information on who participates in and benefits from development activities. They are designed to measure women’s empowerment and progress towards gender equality, including women’s and men’s status, gender roles and relations in social, economic, cultural and political life.
What do gender indicators measure?

There are two kinds of results measured.

- Results achieved for women and girls compared with those achieved for men and boys.
- Results that contribute to changing relations between women and men and norms around gender roles and gender relations.

Gender indicators are utilised to measure results at different levels like at the outputs level and outcome level.

**Output level indicators** measure what we have done. For example, the number of public sector staff, disaggregated by sex, who attended a training on gender mainstreaing in local government.

**Outcome level indicators** measure the results of what we have done. For example, an increased number of women members of the local government or a percentage increase of local government budget allocated to improve street lighting and market facilities.

**Quantitative and qualitative indicators**

While it is relatively easy to use quantitative indicators to measures outputs of an initiative, this type of indicator does not reflect changes in terms of behaviour, knowledge, relationships, and power.

Using qualitative indicators, especially at the outcome level, is important to capture people’s experience.

The two types of indicators are complementary, and both are important for effective monitoring and evaluation. This is because they can cross-validate and deepen our understanding not just about if change is happening, but why.

**FIGURE 10.**

*Quantitative and qualitative indicators. Source: Canadian International Development Agency, 1997.*

<table>
<thead>
<tr>
<th>Quantitative indicators</th>
<th>Qualitative indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Measures of quantity. For example, the number of people who own sewing machines in a village.</td>
<td>People’s judgements and perceptions about a subject. For example, the confidence those people have in sewing machines as instruments of financial independence.</td>
</tr>
<tr>
<td>Drawn from censuses, enumerations, and administrative records.</td>
<td>Drawn from interviews, observations, attitude surveys, public hearings, sociological or anthropological field work.</td>
</tr>
<tr>
<td>Focus on areas easy to quantify (wage rates, education levels, number of participants).</td>
<td>Focus on people’s perceptions and viewpoints, about why change happened.</td>
</tr>
</tbody>
</table>
**Interpreting data**

Are these positive results?

- Ten per cent increase in domestic violence complaints made to the police.
- Self-employment leads to 15% loss of income on average.

Is quantitative data more objective? Not always! It depends on how we understand the story or meaning behind the figures.

The increased number of complaints of domestic violence does not always reflect an increase in cases of domestic violence. It can rather be a positive change showing that people are less tolerant of domestic violence, that they know their rights, that they trust the justice system and they are prepared to report instances of violence. A decrease in the number of complaints could reflect a lack of trust in the justice system or the police, or fear that the intimate partner could become more violent if the victim complains.

The loss of income in the case of self-employment can be a negative indicator. However, interviews with the people concerned may demonstrate that they feel less professional pressure, have more free time, can better manage family responsibilities, and feel they have a better quality of life.

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**EXERCISE 3.10**

**SETTING GENDER SENSITIVE INDICATORS**

**Step 1:** Before starting the exercise, facilitators may wish to play the following 15-minute video clip and invite participants to identify the indicators mentioned in the video:

- Sisters of the Pacific Ocean: [https://www.youtube.com/watch?v=x0dBzjfgsDI&t=599s](https://www.youtube.com/watch?v=x0dBzjfgsDI&t=599s)

**Step 2:** Divide the participants into groups and assign each group a real or fictional project to discuss. You can use the fictional projects in Handout 3.5 (a) for Module 3 –Session 5. Alternatively, the participants can use a project they know and are involved in. Groups can be based around professional backgrounds or sectors of work.

**Step 3:** Recall the key priority areas of gender equality at the regional or national level: women’s economic empowerment, ending gender-based violence, increasing women’s participation in decision-making and leadership, deliver gender-responsive policies, programmes and services.

**Step 4:** Ask participants to:

- identify information they would need in the baseline to help them measure results from a gender perspective
- set gender targets for the project or one component of the project
- design three gender equality indicators.

These instructions are provided in Handout 3.10 if you wish to print them.
Step 5: Ask each group to present the outcomes of their group work.

Step 6: In conclusion, reiterate the importance of:

- collecting sex-disaggregated data and gender analysis to use in baselines and for programme decision-making
- avoiding generalising results through collection of data at the unit level, such as ‘households’ or ‘communities’ that can hide the benefits to different members of households or communities (such as men).
- include at least one qualitative indicator to go beyond numbers and understand people's perceptions of why change is or isn't happening.

EVALUATION QUESTIONS

Open questions

1. What is the purpose of using a gender sensitive monitoring, evaluation and learning system?
2. What are gender equality indicators?

Multiple-choice questions

1. What is the purpose of using a gender sensitive monitoring, evaluation and learning system?
   a. To find out if women are satisfied with a project.
   b. To assess the benefits women and men get from a programme or service.
   c. To adjust our intervention to ensure gender inequalities are not reinforced by our actions.
   d. To make sure the budget for women's activities has been used.

   Answers: b and c, and to some extent a.

2. What are gender equality indicators?
   a. Indicators to show the situation of women compared to men before and after the implementation of a project.
   b. Indicators to show women's situation before and after the implementation of a project.
   c. Indicators that show the project’s results in terms of reducing gender inequalities.
   d. Indicators that show specific project inputs dedicated to women.

   Answers: c

RESOURCES (OVERLEAF)

- Handout 3.10 – Group work questions
Group work questions

Using the information provided as part of your assigned case study, consider and discuss the following.

1. Identify the information you would need in the baseline to help measure results from a gender perspective.
2. Set gender targets for the project or one component of the project.
3. Design three gender equality indicators.
SESSION 11:

MAINT STREAMING
GENDER IN YOUR WORK

OBJECTIVE:
To engage participants in identifying concrete actions they can take for mainstreaming gender.

METHOD:
Exercise and group discussion.

MATERIALS:
• Job descriptions (participants to bring these)
• Printed copies of Handout 3.11
• Flipchart and markers

LEARNING OUTCOMES
At the end of this session participants will understand:
• actions that they can take to mainstream gender in their own work.

FACILITATOR’S NOTES

In this session, participants are supported to analyse their key result areas or key functions and identify actions or approaches they can adopt to support the gender mainstreaming process in their own work. In order to successfully undertake this session, it is important for the facilitator to instruct participants in advance to bring a copy of their job description to the training.
**PROCESS**

- Conduct Exercise 3.11 (60 minutes)

**SESSION CONTENT**

**EXERCISE 3.11**

**MAINSTREAMING GENDER IN YOUR OWN WORK**

**Step 1:** Divide the participants into groups based on their work functions, for example managers, scientists, administrators, communication officers, technical staff and so forth. Ask each group to define their key result areas or key functions and then identify how they can mainstream gender in their functions.

**Step 2:** Provide each group (or individual) with a printed copy of Handout 3.11 which outlines the instructions for the exercise. Ask each group to define their key result areas or key functions and then identify concrete actions to mainstream gender in their own work.

**Step 3:** Distribute flipcharts and markers to the groups, and allow participants 30-40 minutes to complete the exercise. At the close of the session, invite each of the groups to present the outcomes of their discussion.
EVALUATION QUESTIONS

Open questions

1. Name three actions you can take within your work to support gender mainstreaming in your organisation or your sector or through the delivery of services/implementation of a project.

Multiple-choice questions

1. To support the mainstreaming process in your organisation, you can:
   a. Speak on behalf of (other) women because they cannot speak for themselves
   b. Try to learn as much as possible about gender issues in your country and your sector and inform your colleagues
   c. Ensure that the services your organisation provides are responding to women’s needs as well as men’s needs
   d. Treat all your colleagues respectfully.

   Answers: b, c, d.

RESOURCES (OVERLEAF)

• Handout 3.11 – Mainstreaming gender in your own work
EXERCISE: MAINSTREAMING GENDER IN YOUR OWN WORK

1. Use your current job description and identify the key result areas or key functions – these will be the ones most common in the group, but others can be added that are specific to only a few members of the group.

2. Analyse your functions and identify actions or approaches you can adopt or changes you can make in the way you work to support the gender mainstreaming process. Think about how you can contribute to:

   - Make your programme or service more equitably accessible to women and men
   - Include both women and men in your team
   - Support the empowerment of women in your services delivery or your team
   - Support inclusive decision-making processes
   - Give visibility to the contributions of both women and men to your sector; the delivery of services; and/or your work
   - Produce and use sex-disaggregated data and gender analysis to inform your work
   - Promote gender equality and human rights
   - Address practical and strategic needs of women and men.
VIDEOGRAPHY

What is gender responsive budgeting? 4.37 minutes. UN Women. [https://www.youtube.com/watch?v=mquOclPJYPs](https://www.youtube.com/watch?v=mquOclPJYPs)

Gender responsive budgeting: Institutionalisation of GRB in the public finance process in Kenya. 10.34 minutes. One United Nations On Gender in Kenya. [https://www.youtube.com/watch?v=n1ZToh-y5kI](https://www.youtube.com/watch?v=n1ZToh-y5kI)


An essential guide to gender mainstreaming. 2.16 minutes. EIGE. [https://www.youtube.com/watch?v=WZvNcflKBDo](https://www.youtube.com/watch?v=WZvNcflKBDo)

Gender equality: The power of change. 2.25 minutes. IPPF. [https://www.youtube.com/watch?v=OlsyVZCB3KM](https://www.youtube.com/watch?v=OlsyVZCB3KM)

Sustainable gender equality – a film about gender mainstreaming in practice. 12.18 minutes. [https://www.youtube.com/watch?v=udSjBbGwJEg](https://www.youtube.com/watch?v=udSjBbGwJEg)

Gender mainstreaming: What does it take to build a gender responsive organisation? 4.38 minutes. [https://www.youtube.com/watch?v=ELg5EFlv1eQ](https://www.youtube.com/watch?v=ELg5EFlv1eQ)

Gender mainstreaming: process plan example. 3.34 minutes. [https://www.youtube.com/watch?v=CbcethRsiz0](https://www.youtube.com/watch?v=CbcethRsiz0)

Gender mainstreaming. 5.26 minutes. IEFH IGVM. [https://www.youtube.com/watch?v=3K6c6FKz5Z8](https://www.youtube.com/watch?v=3K6c6FKz5Z8)
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Secretariat of the Pacific Community. (2012). *Cook Islands Gender Profile*. Noumea: SPC.


