Pacific Community
Communauté du Pacifique

GEF Pacific Ridge To Reef Programme

Gender Mainstreaming Toolkit

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GEF Pacific Ridge To Reef Programme
Gender Mainstreaming Toolkit

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Communauté du Pacifique

Original text: English

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ABBREVIATIONS

CEDAW	Convention on Elimination of Discrimination Against Women
CRC	Convention on the Rights of the Child
CRPD	Convention of the Rights of the Persons with Disabilities
CSO	Civil Society Organisation
FSM	Federated States of Micronesia
GEF	Global Environment Facility
GEAP	Gender Equality Action Plan
IW	International Waters
NGO	Non-Government Organisation
PLA	Participatory Learning Activities
PCU	Project Coordinating Unit
PLGED	Pacific Leaders Gender Equality Declaration
PMU	Project Management Unit
PRA	Participatory Rural Appraisals
PLA	Participatory Learning Actions
PNG	Papua New Guinea
R2R	Ridge to Reef
RMI	Republic of the Marshall Islands
SPC	Pacific Community
SDG	Sustainable Development Goals
UNDP	United Nations Development Programme

1. INTRODUCTION

1.1 General

The Gender Mainstreaming Toolkit guides Project Managers and Practitioners using the appropriate tools on how the process of gender mainstreaming can be incorporated in implementing the ridge to reef approach. The toolkit is designed to be adapted and used in different contexts of PICs, particularly when the opportunity arises in future R2R investments.

Gender Mainstreaming within R2R Projects is guided by the R2R Gender Mainstreaming Strategy. The strategy outlines strategic entry points for advancing gender equality and mainstreaming gender in each outcome of the GEF Pacific Regional International Waters Ridge to Reef Project results framework.

The Gender Mainstreaming Strategy aims to increase gender awareness and more gender responsive activities in communities. This will enable a shift from very little gender awareness and gender blind interventions, in some cases, to gender responsive and gender inclusive interventions and activities.

1.2 Purpose & Scope

The purpose of this toolkit is to provide guidance on participatory approaches and tools on the implementation of gender mainstreaming for the GEF Pacific R2R Programme. The target for countries is to move from the gender blind interventions, to increased gender awareness where project adopt gender sensitive methodologies and approaches. The Pacific R2R Programme is guided by a Gender Mainstreaming Strategy with the goal of ensuring the inclusion of gender sensitive approaches, activities and assessments of the implications for women and men and vulnerable groups of any planned action, including planning, policy and legislation.

The scope is to provide guidelines for strategic gender interventions for the mainstreaming of gender into projects and interventions under the Pacific R2R Programme, through the Pacific Regional R2R International Waters (IW) Project and the National STAR[1] projects. The Gender Mainstreaming Toolkit will be used to help mainstream gender into R2R projects and interventions in communities in the 14 Pacific Island countries. The toolkit outlines key steps required for conducting participatory gender assessments and for developing a Gender Action Plan[2]. It also provides information on key gender terminology, cultural and social norms, and other guidance on how to use the tools through participatory discussions and consultations.

1.3 Requirements of Gender Mainstreaming

The Pacific R2R Gender Mainstreaming Strategy is based on the premise that the development objective of gender equality is not separate from the development goal of improvements in people's lives and the environment they depend on. The goal of mainstreaming is to achieve gender equality.[3] Some important considerations, include:

- Gender Mainstreaming work should have **political will** or support with gender mainstreaming targets and indicators included.

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[1]   System for Transparent Allocation of Resources.
[2]   GEF Guidelines, 2016.
[3]   GEF. 2017. Guidance to Advanced Gender Equality in GEF Programs and Projects. Global Environment Facility.

- There must be **technical expertise** to do the work, or the project must have training on inclusion of gender awareness work. Staff should have the **technical capacity** to integrate gender considerations into their everyday work and have the necessary capacity to develop and implement the Gender Action Plan.
- **Resources** should be set aside to ensure the inclusion of women, disadvantaged men and other vulnerable groups in activities undertaken.
- Clear **organisational structures** and procedures to support gender mainstreaming will ensure that the gender mainstreaming process continues even when skilled individuals leave the organisation. The more deeply embedded the practice of gender analysis becomes in the work of R2R in countries; the more likely that staff will include gender mainstreaming in their work.
- **Gender sensitive indicators** and a monitoring process need to be established so that projects can clearly show how they have included gender considerations and any progress or change shown in gender inclusion work.
- A lack of attention to gender inclusion where appropriate may result in gender related, unintended negative consequences.

The Gender Mainstreaming Toolkit provides for a more systematic approach to ensure projects are gender relevant, by address the link between gender equality and environmental sustainability, sustainable livelihoods, poverty reduction, climate resilience in communities and the promotion of the inclusion of other vulnerable groups.

The Gender Toolkit is not prescriptive but offers a guide that practitioners and managers can use to collect information on gender relations, to identify gaps in gender inclusive work and ensure gender mainstreaming into all planned interventions and activities.

1.4 Gender and the Pacific R2R Programme

Gender mainstreaming is one of the guiding principles of the Pacific R2R Programme. It is embedded throughout the results framework as a combination of targeted gender analysis and gender mainstreaming in programme activities along with the systematic collection of baseline sex-disaggregated data. The programme supports and addresses national priorities and the development needs of 14 Pacific Island countries while delivering global environmental benefits by focusing on a more cross-cutting approach to water, land and coastal management[4].

Effective implementation of the GEF Pacific R2R Programme Gender Mainstreaming Strategy, the Gender Action Plan and the use of this Gender Mainstreaming Toolkit is the joint responsibility of the Regional Programme Coordination Unit (RPCU) and National Project Management Units of both IW and STAR R2R projects. The RPCU plays a key role in coordinating implementation and gender mainstreaming in regional outputs. The coordination role also includes annual regional reporting on the actions taken and progress made on the implementation of the regional strategy.

The National Project Management Units (PMUs) have a key role in collecting and reporting on gender mainstreaming nationally, identifying areas for strengthened gender mainstreaming and for sharing lessons learned through gender mainstreaming actions. Each national IW and STAR project will identify country specific entry points for gender mainstreaming in their national project results frameworks and through gender analysis, incorporate gender responsive activities with associated indicators.

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[4]   Fifth Meeting of the Regional Scientific and Technical Committee for the GEF Pacific Ridge to Reef Programme Nadi, Fiji 28th July 2019.

1.5 The GEF Gender Mainstreaming Policy and Guidelines

The Global Environment Facility (GEF) is dedicated to the improvement of gender equality and, through its Gender Mainstreaming Policy 2012[5], has committed itself and its partner agencies to this end. GEF recognises that gender equality is an important goal in the context of the projects that it finances because it advances both the GEF's goals for attaining global environmental benefits and the goal of gender equity and social inclusion.

The **objectives** of the GEF Gender Mainstreaming Strategy[6] are:

"….to attain the goal of gender equality, the equal treatment of women and men, including the equal access to resources and services through its operations. To accomplish this goal, the GEF Secretariat and GEF Partner Agencies shall mainstream gender into their operations, including efforts to analyze systematically and address the specific needs of both women and men in GEF projects."

The GEF Policy on Gender Equality requires programmes/projects that have identified gender responsive measures and actions to include in their results framework or logical framework gender-sensitive indicators and sex-disaggregated targets when direct beneficiaries are targeted.

This entails conscious consideration of how proposed project activities and results may affect women and men differently and how reducing gender gaps could support project success and sustainability. A core component of tracking gender results is the formulation of sex-disaggregated and gender-sensitive indicators.

The objective of the GEF Policy on Gender Mainstreaming is that "the GEF Secretariat and GEF Partner Agencies shall strive and attain the goal of gender equality, the equal treatment of women and men, including the equal access to resource and services through its operations." The Policy requires GEF Partner Agencies to have policies or strategies that satisfy seven (7) minimum requirements to ensure gender mainstreaming[7]: The requirements are as follows:

Table 1: GEF 7 Minimum Requirements for Gender Mainstreaming

1. Institutional capacity for gender mainstreaming	2. Consideration of gender elements in project review and design
3. Undertaking of gender analysis	4. Measures to **minimize/mitigate adverse gender impacts**
5. Integration of gender sensitive activities	6. **Monitoring and evaluation** of gender mainstreaming progress
7. Inclusion of gender experts in projects.	

The target for countries is to move from the not gender relevant, to increased gender awareness where projects adopt gender sensitive methodologies and approaches. The R2R programme includes a gender mainstreaming strategy with the goal of ensuring assessment of the implications for women and men of any planned action, including policies and legislation**.**

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[5]   GEF. 2012. Mainstreaming Gender at GEF. Global Environment Facility.
[6]   GEF. 2017. Guidance to Advanced Gender Equality in GEF Programs and Projects. Global Environment Facility.
[7]   The Gender Equality Action Plan (GEAP) was approved by the GEF Council at the 47th Council meeting in October 2014. The GEAP (GEF/C.47/09. Rev.01) aims to operationalise the gender mainstreaming policy.

Tonga Member of Parliament Losaline Ma'asi discusses Tonga IW R2R Project Results and Lessons Learned during stakeholder consultation meeting, Nukualofa Tonga (August, 2021)

2. GENDER ASPECTS IN THE PACIFIC REGION

2.1 GEF Gender Principles

Through their different roles and responsibilities and varied priorities and needs, women and men alike shape the drivers and pressures on environmental resources and systems. Women and men use natural resources in different ways. They also influence in different ways markets; policies; and global, regional, national, and local incentives and behaviours that impact the health of the global environment. As such, women are vital to tackling environmental challenges. Nevertheless, gender inequalities and gaps persist and, despite women constituting half of the country populations, their needs, roles, and capabilities are often not recognized or are undervalued.

Social drivers such as cultural factors and economic inequalities between men and women hold back prospects for sustainable development and sustainable livelihoods as is in the goal of this programme. The systematic inclusion of gender aspects into projects could create positive synergies between improved environmental management and greater gender equality.

The GEF Gender Implementation Strategy identifies three gender gaps most relevant to GEF projects and programmes in the GEF-7 programming directions. These are (1) the unequal access to and control of natural resources; (ii) the unbalanced participation in decision making in environmental planning and governance at all levels; and (iii) the uneven access to socio-economic benefits and service.

The transformative potential of addressing gender gaps and more effectively engaging women stems not only from the opportunity to engage more people in environmental efforts in terms of absolute numbers, but also from (i) the inclusion of unique skills, knowledge and experiences of women, including their roles as primary users and stewards of many natural resources; and (ii) supporting women's roles to change the causal chain of environmental degradation from their involvement in governance and the public and private sectors, to their choices as consumers in the global market, to investment choices.

Implementation of the GEF Pacific R2R Program Gender Mainstreaming Strategy is a joint responsibility of the Regional Project Coordination Unit (PCU) and the National Project Management Units (PMU) of both the IW and STAR projects. The PCU has a key role in coordinating implementation and gender mainstreaming in regional outputs and takes the lead on developing and adapting reporting mechanisms[8].

[8]   SPC, 2020. Regional International Waters Ridge to Reef Project Overview and Status (2020)

Gender Rating Scales of GEF[9]

The following matrix covers GEF gender rating scales, and it is recommended for use as part this toolkit. The gender rating scales are particularly relevant in reporting against requirements of GEF funded projects and programmes.

#	Rating Scale	Details
1	Not gender relevant	Gender plays no role in the planned intervention.
2	Gender blind	Project does not demonstrate awareness of the roles, rights, responsibilities, and power relations associated with being male or female.
3	Gender aware	Project recognises the economic/social/political roles, rights, entitlements, responsibilities, obligations, and power relations socially assigned to men and women. However, it might work around existing gender differences and inequalities, or it does not sufficiently show how it addresses gender differences and promotes gender equalities.
4	Gender sensitive	Project adopts gender-sensitive methodologies (a gender assessment is undertaken, gender-disaggregated data are collected, and gender-sensitive indicators are integrated in monitoring and evaluation to address gender differences and promote gender equality.
5	Gender mainstreamed	Project ensures that gender perspectives and attention to the goal of gender equality are central to most, if not all, activities. It assesses the implications for women and men of any planned action, including legislation, policies, or programmes, in any area and at all levels.
6	Gender transformative	Project goes beyond gender mainstreaming and facilitates a critical examination of gender norms, roles, and relationships; strengthens or creates systems that support gender equity; and/or questions and changes gender norms and dynamics.

2.2 Gender Inclusion Work in the Pacific

Gender inclusion work has progressed significantly in the region in the last 10–15 years and a lot of this progress can be attributed to gender responsive policies, increased awareness, and national commitments to international instruments such as the Convention on Elimination of Discrimination Against Women (CEDAW), the Beijing Platform for Action, the Convention on the Rights of the Child (CRC) and the Convention on the Rights of Persons with Disabilities (CRPD).

At the regional level, the Pacific Leaders have supported gender work under the 2012 Pacific Leader's Gender Equality Declaration (PLGED) and in the Framework for Pacific Regionalism. The revised Pacific Platform for Action for Gender Equality and Women's Human Rights 2018–2030 considers these existing regional and international instruments for promoting and progressing gender equality.

All Pacific Island countries have committed to Sustainable Development Goal 5 (SDG 5) of the 2030 Agenda for Sustainable Development on gender equality, inclusion, and mainstreaming.

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9   GEF. 2018. Evaluation of Gender Mainstreaming in the GEF. Global Environment Facility

SDG-5 serves as an overarching goal to direct and provide benchmarks and indicators for progress in gender work at the national level. Donors and funding agencies also require that gender considerations are included in programmes and projects.

Linking Gender to Ridge to Reef

The Pacific R2R Programme focuses on natural resource use and management, research, technical activities, capacity building and social and economic activities from the land to the sea. The social and economic activities include farming and food collection, fisheries activities, pig rearing, waste management and agriculture activities situated along the catchment to the reefs. Different members of the community will be involved in different activities. Women, men, youth, the elderly, and other vulnerable groups will be impacted differently by the project.

By collecting sex-disaggregated data on the socio-economic activities and use of resources, projects can better ensure increased awareness and inclusion of gender considerations from the start of the projects.

The best way to learn what people need and what they see as possible solutions to their problems is to work directly with them using participatory approaches. Participatory activities build awareness and willingness among the people to take part in any planned action in community targeted work, all sectors of the community should be included, and these include women, youth, and vulnerable groups

2.3 Cultural and Social Norms

It is important to keep in mind the diverse cultural and social backgrounds of Pacific Island countries. There may be local dynamics that need to be understood before starting any community engagement work. Local governance systems, traditional institutions, cultural norms and women's status and roles in these institutions need to be understood.

[10]*Figure 1. Gender inclusion in committees. FSM –Photo credit-FSM R2R team*

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[10]   Note there is only one woman in this committee, thus more women in such committees are the aim of this toolkit, where practitioners can use the tools to ensure more gender equity.

Culture, traditional beliefs, perceptions, social dynamics, and norms highly influence gender dynamics and relations in the Pacific. For example, ethnicity and culture are significant factors in gender relations in Solomon Islands. The traditional culture "kastom" dictates the role of women and men and this is also true for other Pacific Island countries. This means that gender affects how women and men conceive of themselves and their capabilities; how women and men interact within the framework of social expectations and how opportunities are structured, and resources distributed within institutions like the market and the state[11].

In the northern Pacific, countries like Palau, FSM, RMI and Nauru have strong matrilineal cultures where women own land, have historical decision-making authorities and women's issues are very progressive. In Palau, the matrilineal succession of land rights gives women a position of great importance and influence in traditional society. According to custom, every Palauan has land rights inherited from his or her mother[12]. In the Marshallese culture, women are traditionally respected as key decision-makers and landowners and recognised for their contribution to the economy, society, and families[13].

Micronesian women are the initiators in community planning, the peacemakers, economic contributors, "preservers of the home", "acquirers of prestige", and they also have roles in Micronesian politics[14]. Nauruan society is patriarchal with an old system of chiefdom, but its land system follows matrilineal approaches. Women are involved in reproductive activities and are not actively included in decision making processes for political and public life. The matrilineal social system, however, gives *women* a lot of power, so they lead behind the scenes, while men take the political *roles* in government[15].

 In Samoa, the fa'afine[16] has special status in the families and communities and are embraced within families and where there are no young women, the fa'afine or young men are treated as the young woman of the family. Many third gender individuals hold integral roles within societies and are well respected for their strength, hard work, and ability to discuss taboo topics[17]. In Tonga, the unmarried women have special status, which is played out in certain traditional or social activities. *Tonga* is traditionally a matriarchal society, meaning *women* hold higher social standing than men. This attitude is taught from a very young age[18]. In Fiji and larger Melanesian countries, there exists a diverse range of gender relationships and dynamics. For example, in some parts of Fiji there are women chiefs and in other areas women have very little decision-making powers. Women have less decision-making power than men. Some may have a high rank in their village or community, in which case they are deferred to for their wisdom and status. However, largely, a woman turns to her husband to resolve things for her[19].

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[11]   Kruijssen, J; Albert, J; Morgan, M; Boso, D; Siota, F; Sibiti, S and Schwarz, A. 2015. Women in Fisheries Bulletin, Secretariat of the Pacific Community.

[12]   The Ministry of Community and Cultural Affairs, Government of the Republic of Palau, and Ann Hillmann Kitalong, The Environment Inc, 2016. Stocktake of the Gender Mainstreaming Capacity of Pacific Island Governments: Republic of Palau, SPC.

[13]   Community Development Division, Ministry of Culture and Internal Affairs, and the Economic Policy, Planning and Statistics Office, Office of the President Government of the Republic of the Marshall Islands, 2018. Gender Equality, where do we stand? Republic of the Marshall Islands, SPC.

[14]   Wikipedia, 1991. Women in the Federated States of Micronesia. WIKIPIDEA Last edited 2021.

[15]   ADB, 2017. Poverty, Social and Gender Assessment. Nauru: Port Development Project

[16]   On the island of Samoa, there are four recognized cultural genders: female, male, fa'afafine, and fa'afatama. Fa'afafine and fa'afatama are fluid gender roles that move between male and female worlds.

[17]   National History Museum, 1940. Beyond Gender: Indigenous Perspectives, Fa'afafine and Fa'afatama

[18]   Cultural Atlas, 2016. Tongan Culture. https://culturalatlas.sbs.com.au/tongan-culture/tongan-culture-family

[19]   Cultural Atlas 2016. Fijian Culture. https://culturalatlas.sbs.com.au/about

Women collecting water - Majuro, Marshall Islands

A generalisation of women's roles, achievements and decision-making powers will undermine many positive aspects of culture which can be used as entry points into progressive gender relations. For example, chiefs, pastors, and elder's wives usually have decision making powers in the community and they can be targeted for gender mainstreaming training and become the agents of change in the community. For example, PNG is so diverse, and gender equality challenges the *cultural* mind-sets and power structures in our social systems[20].

Thus, using entry points by working with women who have some status, whether through birth, marriage, business success, or education is important. The chief's wife, the pastor's wife, a successful businesswoman can help in introducing gender considerations to communities and can be respected.

In Vanuatu, women's traditional gendered roles as mothers and housewives have meant that few women enter positions of seniority in both public and private sectors, resulting in only a handful of champions for women's rights at the national level[21]. Thus, there is the need to look for businesswomen and those women already in positions of authority to help in gender mainstreaming work.

In Kiribati, women face a lot of cultural barriers to being part of decision making, or to be invited to community forums, thus the need to ensure that spaces where women can participate in are identified and that women groups can be used to enable women participation.[22].

20   DevPolicy Blog. 2016. PNG Women in Leadership.
21   Piau-Lynch A. 2007. 'Vanuatu: Country Gender Profile.' Report to the Japan International Cooperation Agency. Viewed 15 December 2016 at: www.jica.go.jp/english/our_work/thematic_issues/gender/background/pdf/e07van.pdf.
22   Countries and Cultures. 2016. https://www.everyculture.com/Ja-Ma/Kiribati.html#ixzz6x98yUnK0

3. GENDER MAINSTREAMING TOOLKIT

3.1 General

In this gender mainstreaming toolkit GEF principles guide the proposed tools. The tools can be used to create increased gender awareness, build capacity, allow for community participation and to ensure gender mainstreaming is applied throughout the identification, design, implementation, monitoring, and evaluation of projects and. Gender mainstreaming includes the use of a diverse set of tools and these tools can be contextualized to suit different cultural and social situations.

3.2 Gender Responsive & Sensitive Activities

For gender responsive activities, what actions are required to ensure equal opportunities for women and men to participate in and benefit from the project? For example, activities that aim to address barriers between women and men in access to opportunities and resources (e.g., entrepreneurship opportunities, training).

What actions could help to address identified gender gaps and opportunities to empower women? For example, activities or strategies that address underlying gaps between women and men that can help enhance delivery of environmental benefits (e.g., barriers for women to participate in decision making, or gender gaps relating to control of or access to land).

3.3 Toolkit Modules

The toolkit is divided in 5 modules with different activities to be undertaken under each module, and details follows below.

Representatives from line ministries, NGOs, Civil Society, Member of Parliament and communities participating on the IDA Workshop - R2R Tonga

MODULE 1:

Participatory Learning Tools/Participatory Rural Appraisals

These tools and explanations are to guide practitioners working on the Ridge to Reef Projects in countries. The tools are best used using a participatory approach at the community level. Because these tools are to ensure the inclusion of both men and women in projects and that their interests and priorities are included in planning, implementation, and monitoring, it is advisable to have both men and women /or either a man or woman facilitate focus group discussions or consultations. There are other PLA/PRA tools, and these can be used with these tools or adapted for use by project managers in countries. All these tools will help you conduct gender assessments or analysis of projects. Most of the tools will be used as participatory activities and women and men will understand more about their roles and areas of work after going through the exercises.

What is PLA/PRA?

Tuvalu Participatory Learning activities
Photo: Tuvalu R2R team

Tonga Capacity building and participation
Photo: Tonga R2R Team

Participatory Rural Appraisals (PRA) and Participatory Learning Action (PLA) are a growing combination of approaches and methods that ensure the participation of men, women and all the different sectors at the community level. One of the key principles of PRA is the visualisation of questions and results by using simple tools that are easy to use by people. For example, community mapping as in the Tuvalu photo above, is where participants visualize and draw what they know. The capacity building exercise or teamwork for example can take place outside under trees, or on the shorefront as in the photo from Tonga above.

Different tools are used to gather information from small focus group discussions or larger community groups. The tools will help you conduct gender assessments or analysis of projects. Most of the tools will be used as participatory activities and women and men will understand more about their roles and areas of work after going through the exercises.

Because of the culture of silence in Pacific Island countries, people do not volunteer information, are not always vocal or engage in discussions because of existing cultural norms or traditional rules of engagement. For example, women in Fiji and many other Melanesian countries are not always part of community decision making processes unless they hold some traditional status. Young men in Samoa do not take part in decision making and the same in Palau where migrant men are not included in decision making. PRA/PLA techniques can help people participate without the need to speak extensively in a large group.

To undertake PRA/PLA it is important to have all sectors of the community represented. It is important to note that in doing community discussions that in some instances, women are separated from men

and elders, chiefs and leaders are separated from youths, women, marginalized groups. This is to allow women, men youth to talk freely. In these cases, panel discussions and presentations by the different groups will allow for comparison of discussion outcomes.

In some situations, mixing up the groups will result in women not contributing at all and this can be the case in Fiji, Solomon Islands, Vanuatu, Kiribati, etc. where culture can restrict free discussions. In cases like Palau, women are free to talk and say what they want to say, women are leaders in society so how activities are organised will differ and there can be mixed groups. Mixed groups can also be used when conducting exercises outside of community settings.

These tools encourage participation, making it easier for people to express their views and help to organise information in a way that is more meaningful and accessible to the community. PRA tools allow for active and meaningful participation from participants. This is especially important in cultural settings where gender, age and status bias prevent full involvement of all sectors of the community.

Facilitating Community PRA/PLA work

The facilitator does not assume the situation and does not have his/her own opinion on the situation in communities and guides the discussions and activities, making sure that all members of the community are included.

Gender participation in this context includes all other vulnerable groups – women, men, some traditional chiefs, landowners, the disabled, those who hold no status/landless, migrant communities, young people, children, the poor (below the poverty line). Facilitators should remember that they are facilitating the discussions only and the people will be giving information. The facilitator should be aware of the following:

- The facilitator does not decide whether answers are right or wrong; he or she just facilitates discussions.

- The facilitator has no pre-conceived ideas about situations on the ground. The facilitator is aware of local cultures, social structure and the various taboos and relationships that may exist.

- It is important to have icebreakers when you feel that people are not attentive or need a break from discussions**.**

3.4.3   Ice Breakers

These are introductory activities that can be used to get people to relax, to get to know each other and make people participate and open in discussion.

Exercises for rural areas will be different from urban settings. This is because traditional taboo relationships that may exist between participants in rural areas may not exist or are weak in a wider intercultural group in urban areas. Icebreakers in rural settings can be singing, introducing each other, an interactive game or someone relating an experience.

MODULE 2:

UNDERSTANDING GENDER MAINSTREAMING.

Module 1 is basically to educate R2R project personnel so that they can conduct PRA and ensure gender considerations are included. The module includes a discussion on what we mean by "gender" and gender mainstreaming, with definitions of some commonly used gender terms. This module also includes a discussion on how to do gender analysis and talks about gender myths or stereotypes. The module also covers what to think of when mainstreaming gender into projects and include a discussion on risks and assumptions.

What is Gender?

Make this session interactive. Question and Answer session, where participants say what they think is the difference between sex and gender. After some discussion, explain that sex is a description of the biological difference between a male and female while gender refers to social behaviour, social interactions and expectations for men and women i.e., how men and women are supposed to behave in certain situations or settings.

What is Gender mainstreaming?

Gender mainstreaming is about strengthening institutions to advance gender equality.

Mainstreaming a gender perspective is the process of assessing the implications for women and men of any planned action, including legislation, policies, or programmes, in any area and at all levels. It is a strategy for making the concerns and experiences of women as well as of men an integral part 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. The goal of mainstreaming is to achieve gender equality.

Women will continue to be marginalised in the agriculture, forestry, fisher sectors as officials or fishers and farmers if government policies and strategies are not gender sensitive. Political will must be demonstrated in concrete gender strategies, and there should be adequate resources to support the advancement of women. Because gender mainstreaming is a "people-centred approach", it looks at how policies and services can have a greater impact on the women and men working in the sectors.

Community women's group tapa-making, Masilamea Tongatapu Tonga

Terms to Use

A discussion on gender terms to be done with the session on gender mainstreaming.

Table 2: Gender Terms

Gender roles	Refers to what males and females are expected to do (in the household, community, and workplace) in a given society. E.g., Men are typically expected to do field work while women are expected to take care of domestic work.
Gender bias	Refers to beliefs about women and men, boys and girls that are passed from generation to generation through the process of socialization. They change over time and differ in different cultures and populations.
Gender relations	Refers to social relations between and among women and men that are based on gender norms and roles. Gender relations often create to hierarchies between and among groups of men and women that can lead to unequal power relations, disadvantaging one group over another.
Gender stereotypes	Images, beliefs, attitudes, or assumptions about certain groups of women and men. Stereotypes are usually negative and based on assumed gender norms, roles, and relations
Gender inequality	Unequal participation in society due to stereotypes, norms, beliefs, and discrimination based on a person's gender e.g., unequal pay for a male and female employee despite the same qualification and position
Gender equality	Refers to equal chances or opportunities for groups of women and men to access and control social, economic, and political resources, including protection under the law (such as health services, education and voting rights). It is also known as equality of opportunity – or formal equalit
Gender Blind	This refers to a conscious or unconscious lack of attention to different gender roles and responsibilities, and, consequently, the failure to analyse policies and projects in terms of the differences in their effects on women and men
Gender Discrimination	Gender discrimination occurs when individuals are treated differently based on their sex. This affects both women and men
Gender Disaggregated Data	This refers to a process of data collection and analysis that focuses on issues of relevance to women and men, girls and boys, and their different roles and positions within society.

Gender Analysis

A gender analysis begins with the collection and analysis of sex-disaggregated data (i.e., information that is collected and presented separately on men and women). Women and men often perform different roles, which leads to different experiences, knowledge, talents and needs. Gender analysis explores these different roles and experiences so that policies, programmes, and projects can identify and meet the different needs of women and men. Gender analysis also facilitates the strategic use of distinct knowledge and skills possessed by men and women.

Gender analysis is described as "the collection and analysis of sex disaggregated information. Men and women both perform different roles. This leads to women and men having different experience, knowledge, skills and needs. Gender analysis explores these differences so policies, programs and projects can identify and meet the different needs of men and women. Gender analysis also facilitates the strategic use of distinct knowledge and skills possessed by women and men.

Tagabe River Catchment Report, Port Vila, Vanuatu. Women involved in data gathering and research work on the ground. Photo: SPC, 2018.

Gender analysis is a set of processes for assessing and deepening understanding about the differences in the lives of women and men, their participation in social and economic life, and the differential impacts on their lives of policies, programmes, and services. The aim of gender analysis is to redress inequalities and inequities. In general, women and girls have different experiences in many areas of life and are often treated differently to men and boys. This can be a source of inequality. Gender analysis involves acknowledging the historical and social disadvantages that women face and designing policies and programmes to meet the differences in women's and men's lives. This includes considering women's particular experiences and responsibilities and considering their generally lower level of access to resources and decision-making processes.

Gender analysis helps gain an understanding of the different patterns of participation, involvement, behaviour, and activities that women and men in their diversity have in economic, social, and legal structures and the implications of these differences

The gender analysis should not only describe the current state of the gender situation but should also explore the causes and effects of gender disparities on the target population. Looking at the reasons behind inequalities and discrimination helps to set relevant and targeted objectives for resolving them and determine which activities may contribute to eliminating such inequalities that women face.

Gender Integration Checklist

The Gender Integration Checklist contains a series of questions to be used as a guide for ensuring that gender is mainstreamed within the different project phases. The checklist can help to identify potential gender issues or problems that may arise with the introduction of a project or any development intervention. The checklist is also intended to indicate possible areas or entry points within the programme/project stages where gender mainstreaming could be introduced and addressed. Furthermore, it can serve as a guide in developing strategies to address identified potential gender issues or problems that may arise during the project. The checklist and corresponding strategies span the project cycle stages from project identification to project design, through to project implementation and monitoring and evaluation.

Table 3: Gender Integration checklist

Checklist questions	How to implement
Planning and implementation	
Has there been involvement of men and women in the planning and development of the project?	Ensure training of women and men
Have the specific needs of men and women in the community been addressed?	Identify different needs of men and women before project planning and implementation
Are the men and women involved in the project aware of gender issues?	Ensure staff training on gender awareness
Are there safeguards in place to protect men and women when undertaking the project?	Impacts of the projects on men and women and youths to be identified
Do both men and women benefit from the project?	Find out from men and women's group feedback on benefits of project
Does the project identify any hindrance to men and women working together or being equally addressed under the project?	Obtain through consultation any constraints or hindrances to gender inclusion.

Myths relating to Gender Work

Focus Group Discussions

Go through each myth circled and let participants discuss and debate on the statement. For example, gender work is about women, some can argue that the reality on the ground is that gender work targets women only. This is the opportunity to say that gender work is about women and men. The objective of this exercise is to dispel myths and stereotypes about gender work.

Myths

Gender work is about women	**Environmental related work is too hard for women.**
No, gender work is about men and women.	No, women do a lot of environmental related work
Women cannot make decisions at community level	**Women who work want to take over from men**
No, there are entry points women can use	No, women just want acknowledgement for their work
Our culture does not recognise gender issues	**Women are always disadvantaged in all cultures**
No, most cultures have gender roles/issues	No, cultures are different.

Risks and Assumptions

Gender work in Pacific Island countries is not easy given the traditional and customary barriers that exist in countries. Social and cultural barriers could slow the work to be done. In addition to this, the lack of expertise in countries to work on gender issues, can result in gender inclusion work not being undertaken or just largely reflect numbers of women that turn up to meetings, with no strategic attempt at making interventions gender and socially inclusive. Threats from natural disasters like cyclones can impact work undertaken in countries.

Local governance mechanisms maybe hard to work through and need a lot more work to understand and to convince when working on gender mainstreaming. The lack of gender awareness at the community level, which will require time and resource to enable gender mainstreaming work to be undertaken. An example of how risks and assumptions can be captured.

Table 4: Risks and Assumptions

Risks/Assumptions	Lessons learned	Solutions/Way forward
Inclusion of women in Community meetings Inclusion of men in decision making forums (Palau)	Unwritten rules of resource use Non-inclusion of women/men in community meetings and decision making	Use existing institutions and social/cultural norms Finding entry points, women with status in the community (Businesswomen, pastors' wives, teachers, etc.).
Lack of expertise in gender mainstreaming work	Need for training of trainers	Gender mainstreaming training to project implementers Appointment of gender focal points.
Cultural norms and gender work including timing, engagement of women Cultural norms and expectations of vocal engagement, assertiveness	Time and engagement of women to be sensitive to social practices The culture of silence and other cultural norms to be considered	Have meetings at times and places conducive to women Using PRA exercises in community meetings and use tools that are appropriate to the local context
Conducting gender analysis of projects	No analysis will result in generalized approaches	Gender analysis to be conducted using the tools provided

MODULE 3:

STAKEHOLDER ENGAGEMENT-Gender Inclusive Stakeholder Mapping and Analysis Exercise.

This module explains how to conduct gender inclusive stakeholder mapping and analysis.

Stakeholder participation is important because it:

- Gives people some say over how projects or policies may affect their lives
- It will identify the roles of men, women, youth, and other members of the community.
- Builds capacity of men, women, youth, and other vulnerable groups and enhances responsibility and accountability for the project
- Helps identify vulnerable groups.

Stakeholder Engagement Plans

It is crucial that background work on countries is conducted first before any work on gender mainstreaming can take place.

Conducting inclusive stakeholder analysis and selecting participatory consultation methods that ensure that women's and men's needs, knowledge and expertise are heard; and that they are provided equal opportunity for participation and decision making in project design is important. This could include using participatory mechanisms and tools to determine how (and when) to involve the different stakeholders, as well as recognising that stakeholders can be engaged in various ways from gathering and giving information, to consultation, dialogue, and partnership. One of the most used approaches to community work is using PRA/PLA participatory rural appraisals

Stakeholder engagement plans include gathering information regarding stakeholders who have been and will be engaged, the means of engagement, dissemination of information, and roles and responsibilities in ensuring effective stakeholder engagement, resource requirements, and timing of engagement throughout the project/programme cycle.

Stakeholder engagement includes the identification of key stakeholders (including civil society organisations, indigenous people, gender groups and others. as relevant) and identifying how they will be involved in project preparation. Systematic consideration of gender during the stakeholder identification and consultation stage is needed to ensure that women's and men's voices alike are heard. It strengthens the design and implementation of GEF financed activities by reducing risks and addressing the social and economic needs of affected stakeholders.

In many Pacific Island countries, cultural and social barriers may exist that could limit the participation of women and youth. Thus, there must be consideration of where and when to hold the meetings/consultations, noting that people will not all be available at participate at the same time. Meetings should be at times when women are free to participate, separate meetings for women and men need to be considered for some communities where women and youth will not speak or participate freely during community consultations. Having leaders or chiefs in the same room as women and youths may not work in some societies because of respect for chiefs and protocols that exist which may not allow women to speak or engage.

Aligning to GEF principles, stakeholder engagement and analyses are conducted in an inclusive and gender-responsive manner so that the rights of women and men and the different knowledge, needs, roles and interests of women and men are recognised and addressed.

Activities are conducted, designed, and implemented in an inclusive manner so that women's participation and voice are, regardless of background, age, race, ethnicity, or religion, reflected in decision-making, and that consultations with women's organisations, including indigenous women and local women's groups, are supported at all scales

A stakeholder Mapping and Analysis helps identify the institutions, groups and partners in a community and build an understanding of their roles, interests, and needs, and how they will influence or be impacted by the project. The roles and functions of women and other vulnerable groups in the community will be mapped and NGOs and other institutions that work with women and vulnerable groups identified. Stakeholder analysis can also help identify duplications and overlaps and identify who has worked in the community previously, what projects may be implemented in a community and what gender work had been undertaken. Through the process, we can also start to have a picture of the gendered use of resources in a community.

. Stakeholder analysis identifies all women and men who have a vested interest in the issues with which the project or policy is concerned. This is thus a useful tool for gender issues, so that an understanding can be developed of how the project affects women and men differently and how women and men can contribute and/or influence the project differently. It can also identify potential conflicts that may arise as well as opportunities that can be built on during implementation

The stakeholder mapping includes marking institutions and stakeholders inside and outside the community, and for gender work this should include youth groups, women groups, men groups, church groups and others in the community. External stakeholders will include the Ministry for women, social affairs department, and Women NGOs. If the community has a close relationship with the stakeholder, the stakeholder is placed close to the community circle. If relationships are weak, they are placed farther away from the circle.

This analysis will also help in project planning for a community. For example, once who know who is doing resource management, then these are partners you work with to ensure protection of mangroves or of forests. Government departments roles will also be specified under this exercise and what roles they play in projects you are trying to do identified.

Stakeholder Mapping
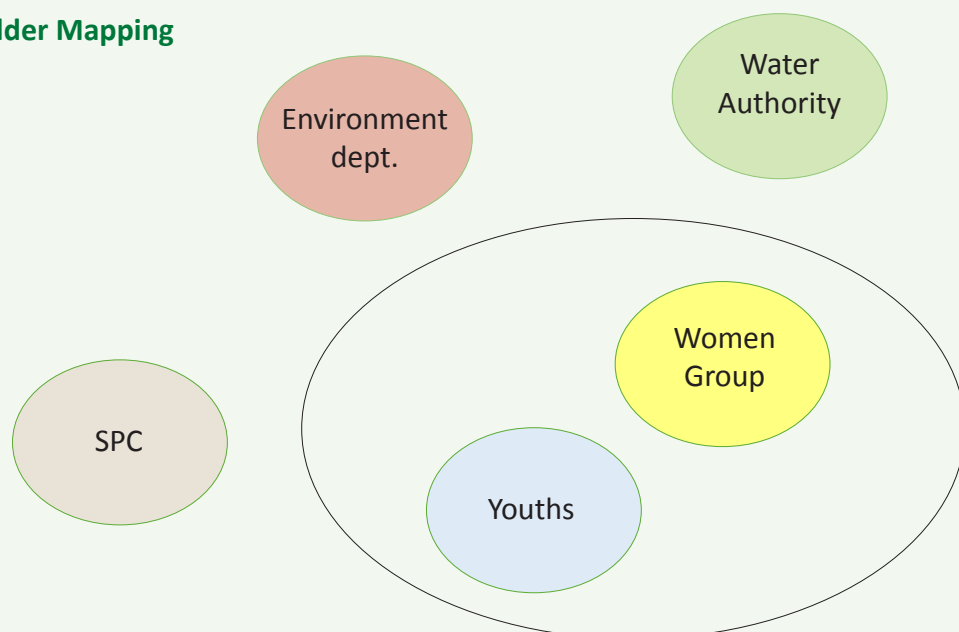
Stakeholders Profiling and Gender progress and collaboration

Information from the mapping exercise is then transferred to a table and roles of the partner explained and relationships and progress in collaboration noted.

Table 5: Stakeholder Analysis

Partner / Stakeholder	Roles	Gender progress- explain
National Government, **Ministry of Environment**	Environment Policy include gender equality clause- that ensures gender mainstreaming	Project team work closely with National Government –Gender Policy and how gender inclusion is aligned to national priorities.
Social Affairs/Department of Women	Gender Unit, gender policy, responsible for Gender mainstreaming in government	Department of Women work with Project team on community consultations and gender awareness and capacity building work
Other governments **Fisheries** **Agriculture** **Forestry**	Work with sectors on policies relating to resource use and management	Good working relationship and Departments work with project team on research work, assessments, and implementation of interventions.
NGOs	Work closely with communities.	Work with NGOs in communities as they already have links and have working relationships with the people.

Participants of the FSM inception meeting reviewing the results framework and planning demonstration site activities

MODULE 4:

OTHER PARTICIPATORY TOOLS

Other Tools that can be used include;

    A.   Seasonal Calendars

    B.   Time use surveys

    C.   Gender roles discussions

    D.   Social Mapping

    E.   Root Cause Analysis

    F.   Ownership/access to land and marine resources

    G.   Monitoring Tools

4.1 Seasonal Calendars

Seasonal calendars are developed through group work, commonly in groups divided by sex and age. The exercise aims to identify men's, women's, and youth's knowledge of activities in the different seasons. A seasonal calendar is a participatory tool to explore patterns and trends in planting and harvesting crops, nuts, fruits, vegetables, and marine produce. Divide participants into gender and sex groups men, women, youth, elders.

Steps:

    1.   1. A large circle is drawn on a large sheet of paper. This is then divided into 12 sections representing the months of the year.
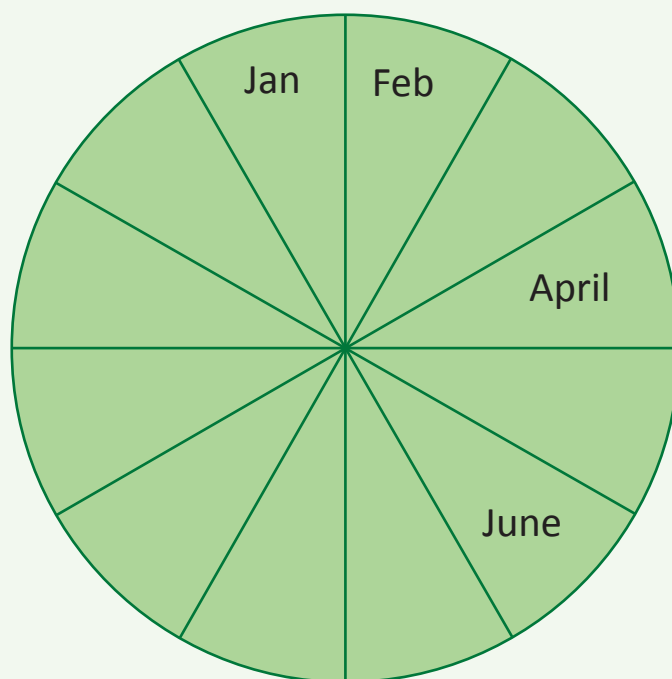
Seasonal Calendar

Figure 1: A seasonal calendar ready to be filled

2. Participants fill in the different months with information such as when crops mature, when certain fisheries are pursued, what women and men do in the different months, etc.

3. From this exercise, you can work out the different perceptions on gender and what sort of activities men and women engage in, in the community.

Note:

This tool can also be used to identify dates for key meetings, functions, and obligations the community will have, etc. and is helpful for organising the project activities around when men and women are free. For work at the community level, it must be at their time because men, women, young people live a subsistence lifestyle and livelihood sources are sought daily. Community tasks are programmed and usually there are set dates for tasks and activities. The calendar will also identify women's activities and where they do these activities.

4.2 Time use Surveys

This an activity profile which will highlight who does what within 24 hours. This tool is used to trace the amount of time men and women spend each day on different tasks. This is done in groups- men, women, youth, elderly. The groups draw the chart and fill in activities done by men and women at different times of the day. It identifies the division of labour or who is responsible for what in a household and in a community. The process can also help men realise the amount of time spent on household chores, care giving/etc. by women.

Table 6: TIME USE SURVEY: EXAMPLE

	4am-6am	6.30-8.30am	8.30-10.30am	10.30-12.30pm	1-3pm	4-7pm	8-11 pm	12pm-4am
Men	Sleep/ ready for work	breakfast	To the gardens	At the gardens	Lunch and rest	Rugby soccer	Watch television	sleep
Women	Prepare Breakfast	Children for school	Clean the house, washing, etc.	Look for vegetables Prepare lunch	Lunch washing	Cooking dinner Prepare food	Ironing Clothes for next day weaving	sleep

Sample of time use surveys

Note:

The time use survey helps identify the roles that men and women do, activities they engage in – use this to fill in the activity table men/women's activities in the Gender Action Plan. The Time Use survey helps identify who works in the garden, who fishes, who does the marketing, is responsible for pigs and pig waste, etc.

Towards the end of the project, or at 6 monthly intervals it is good to go back to the same table and have another exercise where men's and women's roles can be checked. Are they still engaged in traditional roles or have there been some changes? Can be a monitoring exercise also*.*

4.3 Root cause of problems

Use this exercise to find out root causes of problems. The activity can also be used for gender analysis, who is impacted through projects implemented.

For example:

Set up a Marine protected Area-Mangrove area
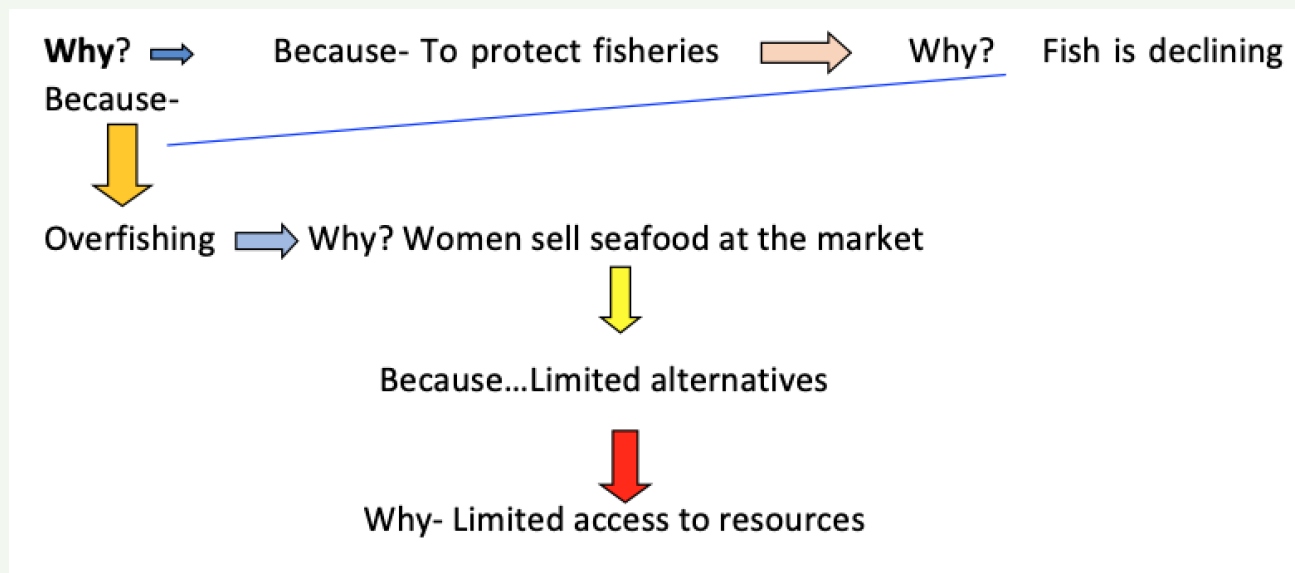
The above tool helps identify root cause of the problem and who is involved, actions to take and who can be responsible.

4.4 Gender Roles

Think of all the tasks done in your project area - in the catchment area (forests, agricultural lands, streams, and rivers) along the river systems (community water supply, pigs and other livestock, disposal, mangrove areas (fishing firewood collection), coastal areas, sand flats and reef area (fishing). With the help of the participants fill in the table noting down what tasks are carried out and what is done by women and by men. Understanding gender roles and who does what in a community/household is useful in planning projects as it enables project managers to know whom to target when introducing certain activities.

Table 7: Gender roles

Tasks	Men	Women	Comments
Timber logging	95%	5%	Timber logging is dominated by men.
Forest nuts	30%	70%	Women mostly collect nuts
Wild yams collection	30%	70%	Wild yams collection is mostly by women
Wild ferns collection	30%	70%	Wild ferns collection is by women
Medicine collection	50%	50%	Medicine collection is done by both men and women

Figure 4: Example of activities by gender

4.5 Social and Resource Mapping

A social map is a map that is drawn by the community members, and which shows the social structures and institutions found in an area. In some cases, the participants can be asked to draw their community, the settlements, houses, infrastructure, gardens, forested areas, coastal mangroves, and reefs. When working on R2R and trying to identify areas for management, areas that are degraded, these maps will help identify people's environment and resources. The maps will also help identify where critical resources and the principal user groups are, who uses the various resources, the sources of pressure on the resources and physical barriers to resource use (such as fences). Men and women will have different perceptions depending on what type of resources they target and where they are actively engaged in.

In participatory mapping, community members sketch maps to elicit information and provoke discussion on spatial issues. The maps are not intended to provide accurate cartographic information but rather to generate approximate information that can be used to generate further discussion. In the R2R case, maps can identify areas for management, areas that have been replanted for example and what men and women do in these areas.

Figure 5: A Social Map- will have symbols and marks known to the people. It will tell their story.

Note:

Separate the men from women when they are drawing maps- because their maps will show their different perceptions of the environment.

4.6 Land/Marine Ownership and Access

Land and marine tenure determine the rights to use, and access to resource areas. In the Pacific a mixture of cultures exist thus ownership and access of land is not always clear. In Fiji for example women may not have their names written as landowners, they are however part of land-owning units, thus have full access to land. Most of the access rights and user rights are under traditional understanding of usage, thus there are at times unwritten rules of resource use and access.

Table 8: Land Ownership- Example

	Men	Women	Young men	Young women
Land ownership/ control	70%	20%	5%	5%
Natural Resource access/including water	40%	40%	10%	10%
Mangrove areas, coastal fisheries access	30%	50%	10%	10%
Forestry/agriculture access	40%	30%	20%	10%

MODULE 5

GENDER ACTION PLAN

Under the R2R programme each country has a Gender Action Plan to ensure gender mainstreaming in the project activities. The R2R project work will cover all resource use activities from catchment areas, along the river systems, through forests and agricultural lands to mangrove areas, sand flats to the reefs, depending on the country's geography. It is important to establish what types of livelihood dependence there are on these different ecosystems, and then specifically look at the sites and target activities of the project in terms of engagement of men, women, and other groups. For example, where the project focus is on water catchment area reforestation and protection of fishing areas, gender inclusion in activities within these ecosystems will be the target of the gender analysis done.

The GEF Policy on Gender Equality requires that any planned gender-responsive measures to address differences, as well as identify impacts, risks, and opportunities, are provided through a gender action plan or equivalent. The gender action plan is a bridge between gender analysis and implementation, and it is a tool to help translate and make visible findings of the gender analysis in programme/project implementation and evaluation. An action plan is context specific[23]

The R2R Gender Action Plans state objectives, activities, targets, and indicators. It also outlines an Implementation plan, and monitoring of the role of women and men in the different components of the R2R programme. It is not a "standalone" women's project; rather it focuses on mainstreaming gender by including women at all levels of the project activities. The Gender Action Plan provides the templates that the Project Manager will use for reporting. Tools described in this toolkit will be used alongside the Gender Action Plan.

A gender-responsive approach is applied throughout the identification, design, implementation, monitoring, and evaluation of the project.

The Gender Action Plan will have the following components:

- Introduction/Background: Elaboration of findings from gender analysis.
- Strategies and Activities: Description of activities that will be undertaken.
- Monitoring and Evaluation: Description of how the project will be monitored and gender inclusion evaluated.

Resources: Indication of timelines, budget allocations, and resources dedicated to the activities

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[23]   GEF, 2017. Guidance to Gender Equality in GEF Programs and Projects, GEF.

Table 9: GENDER ACTION PLAN- EXAMPLE

Project Outputs Successful pilot projects testing innovative solutions	Targets and Activities	Timeline	Indicators	Responsibility
Outcome 1.1 is about the testing of innovative approaches and measures to integrate land, forest, water, and coastal management, including climate change adaptation (CCA) via	The establishment and operation of national pilot projects at priority locations in the 14 countries	2019-2021	National pilot projects established in 8 Priority locations with women and men members of the committees.	Country RTR Project Management Team
The establishment and operation of national pilot projects at priority locations in the 14 countries	The R2R program and pilot projects will involve women and men and assess the potential impacts and benefits of the projects on women and men and in reducing gender inequality.	2020-2021	Establishment of 8 national pilot projects include women in decision making forums. Impacts and benefits of project to men and women assessed.	PMU/SPC, UNDP and country PMU.
Community leader roundtable networks established for strengthened 'community to cabinet' ICM/IWRM	Support an equal, equitable or fair representation of women and men in community leader participation	2020-2021	Community leader network have equal participation of men and women in at least 7 countries.	Community Stakeholders, National Project Management Unit, Council of Chiefs or traditional leaders, Association of Mayors in each country
The R2R Program will include gender equality and mainstreaming principles in the development of draft National Management Plan for ICM, including gender responsive outcomes and indicators	Gender mainstreaming principles and gender responsive outcomes and indicators included in the Draft National Management plan for ICM in countries	2019-2021	7 completed draft Management plans for ICM have included gender mainstreaming principles, gender responsive outcomes and indicators	. PMU in countries with SPC PMU.

| Project Outputs | | | | |
Successful pilot projects testing innovative solutions	Targets and Activities	Timeline	Indicators	Responsibility
Countries conduct research and develop State of the Coats Report to help direct integrated Coastal Zone Management.	The R2R Program will include gender equality and mainstreaming principles in the development of State of the Coast Reports for 14 countries, including gender responsive outcomes and indicators (	2019-2021	State of the Coast Report include gender responsive outcomes and indicators	National PMU and SPC PMU.

MODULE 6

MONITORING AND EVALUATION

After implementation of project, monitoring will be an on-going activity to check progress work done on the R2R. In the Gender Action Plan, changes in leadership at community and household level should be noted. Monitoring of activities can result in changes to gender dynamics and this need to be accurately recorded.

Table 10: Decision making and Participation of men and women

	Men	Women	Changes noted after Project implementation	Comments
Decision making in community affairs	90%	10%	Women involved in decision making.	There are more women in decision making positions in community projects
Traditional leaders and decision making	80%	20%	Women also involved in traditional decision making	A few women involved in this area
Membership in committees **(Which committees?)**	60%	40%	Increase in participation	There are more women participation in resource development and management committees
Participation in strategic development responses	80%	20%	Very limited participation still	

Monitoring of Gender Mainstreaming Work

There has been a notable shift and significant progress in the attention paid to gender and social concerns in GEF projects. The monitoring of the intervention is to ensure that progress and changes are documented, and new and emerging issues addressed and women's empowerment and shifts in cultural norms are acknowledged. Also included in the toolkit are indicators that can be used to measure progress of gender work.

Note:

The table below will be filled in after 6-9 months of the project to gauge changes. Changes will not be visible immediately but over time there should be some noticeable changes in the roles played by men and women. There should be changes to the engagement of women in committees and in decision making bodies in the communities. There will mostly be change in attitude to women and the work they do.

Table 12: Monitoring Gender Progress

Objectives and targets	Yes/No	Further explanation
Has the objective of the project met the needs of the target population- men and women?	Yes	Women priorities have been met and they are part of resource use committees.
Has the project ensured the meaningful involvement of women?	Yes	Women participation in decision making has increased and they are actively engaged in activities undertaken.
Gender roles		
Were roles of men and women targeted in the Project activities?	Yes	Different areas of women's work were targeted
How many women leaders and committee members were involved of the project? Did women in decision making made any difference to the project? Have gender roles been supported through financing of activities?	Increased no of women Yes, women were more engaged with other groups in the community Yes, women targeted activities were targeted	More women were involved Engaged with youths and other vulnerable groups Women specific projects were funded.
ATTITUDE CHANGES		
Do you think attitude to women and their work and roles have changed? What are two of these changes?	Yes, people more appreciative of women's roles No reservation in having both women speak, and men speak at meeting.	More women invited to be part of committees Women are now leaders of some intervention implemented.
CHANGES		
What have been three major changes- in relation to gender roles/participation in projects?	Increased participation of women in committees	Women chair committees
Are the various contributions of men/women better recognized?	Women participation acknowledged	
Were benefits to women/men higher than the costs?	Yes, benefits are better realized for men and women.	
What is the value added of women's inclusion? Does this change women status and people's perception towards women?	Women have started to take on new roles and there is wider acceptance of women taking on new roles and vice versa –men engaging in work previously done by women.	

Objectives and targets	Yes/No	Further explanation
What is the most important change brought about by gender mainstreaming? Can this be sustained?	A wider acceptance and appreciation of women's contribution	Yes, this can be sustained as there has been evidences of behaviour and attitude change
Barriers and challenges		
Are there cultural taboos or norms that prevent men/women from participating fully?	Yes, women' traditional roles and status in communities. However, some changes have taken place	Traditional status defines women and men's roles in society
What are other factors that Impact on the equal participation of men and women	There is more community synergy-working together	Women's issues, priorities and areas of work are addressed, and interventions developed to target women inclusion.

Indicators

Indicators should highlight progress and challenges to gender mainstreaming. The indicators will identify best practice that can be shared. Indicators to also highlight not just gender inclusion but a shift to gender transformative changes which can be leveraged for future work.

Examples of Indicators that can be used

Gender related indicators

- Attendance at stakeholder engagement is at least 30% women
- Attendance at participatory environmental monitoring is at least 30% women
- Number of independent consultations for women held to elicit their input into project activities (where culturally appropriate)
- Increased participation of women
- Increased proportion of women attending decision making events
- Number of times women's needs, and priorities are included in decisions
- Number of resources allocated to address women's needs and priorities
- Capacity to participate in decision making at the community level
- Access to environmental information
- Participation in steering committee
- Participation in Project Board
- Participation in project related community group
- Access to relevant information to make meaningful contributions to project activities
- % Of the budget/investments benefitting women directly
- % Of increased access of productive resources, proportion of women
- Hours of work – reduced or increased (if reduced it can be positive indicator; if increased, need to measure the
- Effective gender planning to ensure the equal opportunities for men and women to receive comparable social and economic benefits

- Inclusion of gender and social experts with rural community work experiences
- Equitable representation of women and other vulnerable groups as project beneficiaries
- Women as agents of change, champions of R2R, at the forefront of environmental work.
- Awareness raising on gender concepts and evidence of changes to attitude to women inclusion.
- Gender responsive approach, introduction of activities that ensure gender equality.
- Empowerment of women to tackle the drivers of environment degradation, water quality.
- Gender training conducted for staff. Implementers of project
- Increased inclusion of women in decision making processes.
- Progression in decision making from lower to higher governance levels.
- Consultative and collaborative processes, multi-stakeholder partnerships that enhance work on gender.
- Documenting practices and norms that support and enhance women's roles in traditional Pacific Societies.
- Inclusion of women and vulnerable groups at all community meetings.
- Networks developed with partners that have gender experience and collaborative work pursued.
- Gender information and data built and included in knowledge management communication strategies implemented.
- Enhancing gender-specific performance targets at all levels

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