PACIFIC
WOMEN
LEAD

Pacific
Community
Communauté
du Pacifique

PACIFIC GENDER MAINSTREAMING TRAINING KIT

TRAINING MANUAL

MODULE 1: GENDER EQUALITY

PACIFIC GENDER MAINSTREAMING TRAINING KIT

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ACKNOWLEDGEMENTS

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INTRODUCTION

Over the past 30 years, the lives of many Pacific women have changed considerably. They have much greater access to education, healthcare, and, to some extent, employment. However, the region continues to record the lowest rate of women's representation in politics and the highest domestic violence rates.

Despite a quarter of a century of commitment to gender equality in Pacific Island countries and territories, there is still strong resistance towards gender equality. Such resistance is in large part due to a lack of information about the challenges that women experience and their impacts at personal, familial, community and national levels. It is also because the concept of gender equality is misunderstood and may clash with social norms.

Therefore, most capacity-building initiatives on gender mainstreaming should include elements of awareness-raising. The purpose of this learning product is to provide material that may be used to conduct training on gender mainstreaming at different levels and for different audiences in a progressive way using a process that moves from awareness-raising to practical application. The content of the training is the outcome of many years of training experience from gender experts in Pacific Island countries and territories as well as in other parts of the world in different development sectors.

This is the second module in a series of four, aiming at building understanding of gender equality.

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

This module is aimed at raising awareness about what gender is and how it influences and affects opportunities for both individuals and communities. It explains gender inequality issues in the region and commitments made by Pacific Island countries and territories for progressing gender equality.

The module is composed of 11 core sessions. Each session provides information on objectives, exercises or step-by-step instructions for group work, the content of presentations, expected lessons that emerge from the discussions, and evaluation questions. The evaluation questions are provided at the end of each session and may be used to assess the learning. The open questions can be used in group work or plenary, while the multiple-choice questions can be used in a written form.

It is important for facilitators to be aware that this module may generate discomfort among the workshop participants. The trainer/facilitator must therefore avoid using a confrontational approach. For many participants, this will be the first time they are exposed to the information and perspectives that will be shared. People in a position of power may feel particularly challenged by the content of the discussion.

MODULE SUMMARY

Session 1: The concept of gender
Method: Exercise and presentation on the concept of gender
Duration: 30 minutes

Session 2: Gender, social norms, and culture
Method: Exercise on gender and social norms and presentation
Duration: 45 minutes

Session 3: Gender, resilience and vulnerability
Method: Power walk activity
Duration: 30 minutes

Session 4: Gender issues in the Pacific
Method: Quiz, presentation and discussion
Duration: 45 minutes

Session 5: Gender stereotypes and assumptions
Method: Smiley faces activity
Duration: 30 minutes

Session 6: Gender roles and unpaid care work
Method: Exercise on time use
Duration:90 minutes

Session 7: How gender affects our lives
Method: Exercise and discussion
Duration: 60 minutes

Session 8: Equity and equality
Method: Equitable sharing of cookies activity and discussion
Duration:30 minutes

Session 9: Empowerment
Method: Presentation and exercise on the sources of power
Duration: 90 minutes

Session 10: Social inclusion
Method: Exercise on consultation with communities
Duration: 75 minutes

Session 11: Commitments to gender equality
Method: Presentation and exercise on gender commitments
Duration: 75 minutes

Learning outcomes of this module:

After completing this module, participants will be able to:

- explain the concept of gender and how it shapes people's roles and relationships

- explain how gender and social norms shape the roles, behaviour, entitlements of and expectations towards women and men

- give examples of measures that promote gender equity and contribute to gender equality

- identify different sources of power and explain what empowerment entails

- review their practices to make them more inclusive

- give examples of gender inequality issues in their own country or territory

- describe commitments to gender equality made at the regional or national level.

Total time: Approximately 10 hours

SESSION 1

THE CONCEPT OF GENDER

DURATION:
30 minutes

OBJECTIVE:
To explore the concept of gender and understand how it shapes people's responsibilities, activities, behaviours, relationships, entitlements and rights.

METHOD:
A group exercise and facilitated discussion followed by a presentation on the concept of gender.

MATERIALS:
- Adapted statements for Exercise 1.1
- PowerPoint presentation (Presentation 1.1) on the concept of gender

LEARNING OUTCOMES:
At the end of this session participants will understand:
- the difference between 'sex' and the concept of 'gender'
- the differing expectations that societies have towards women and towards men
- how gender roles have changed over time
- why women, in specific contexts, are more vulnerable to violence than men
- how gender inequalities affect development.

FACILITATOR'S NOTES

The purpose of this session is to explain what the concept of gender entails. It is important to insist on the fact that although people are born with physical attributes of male or female, they 'become' a boy, a girl, then a man, a woman or another gender. What women do or how men act are learned skills and behaviours. In recent years, extensive time was dedicated in gender training to explaining the differences between gender and sex. It may not be as important anymore because it can become counter-productive when opponents of the concept of gender begin to engage in a discussion on biology or religion instead. It is more important to facilitate the discussion on social norms, beliefs and behaviours and their consequences on individuals, women, men or people with another gender identity, rather than on the perceived 'rights' or 'wrongs' of the concept of gender.

The participants may ask about other genders existing in many Pacific Island countries and territories. It is important for the facilitator to be ready to answer that kind of question as objectively as possible. There is some information included in Session 2 about this topic. Some participants may have difficulty in acknowledging that gender norms, roles and relationships between women and men are learned and not natural. The suggested exercise is to help participants understand that, although few activities or characteristics are due to biological functions, the way of doing and being of an individual is often the result of learning. However, the facilitator must be careful to not reinforce stigma and rejection of people with diverse sexual orientation and gender identities who were born with those characteristics.

It is recommended to postpone discussion about sexual orientation and gender identities until later in the course of the workshop because of the risk of raising significant resistance. Some people who are uncomfortable discussing gender issues may take this opportunity to mix the discussion on gender norms and roles with their positions against the acceptability of other gender identities and reject any reference to gender. If the workshop participants are eager to engage in a discussion about it, plan another session and invite people with diverse sexual orientations and gender identities to share their experience. In all scenarios, it is important to show respect and prevent derogatory and discriminatory views and expressions.

This session includes a short exercise and discussion, followed by a presentation on what gender is about.

PROCESS

1. Conduct Exercise 1.1 on gender roles (10 minutes) followed by a facilitated discussion to analyse the learnings from the exercise (10 minutes).

2. Deliver Presentation 1.1 (10 minutes).

SESSION CONTENT

EXERCISE 1.1
WHO HAS EVER…?

STEP 1: Ask participants to form a circle and explain that you will read statements on activities performed by people. When an activity you mention is one they have ever performed, they should take one step forward (within the circle).

Alternative for online training: Read each statement and ask participants to go onto their video camera and raise their hand when an activity you mention is one they have ever performed.

STEP 2: Ask the group a series of questions. The questions below are suggested but can be adapted to suit the cultural or national context of the participants.

- Who has ever cooked a lovo (or traditional meal)?
- Who is attending town council meetings regularly?
- Who has ever sold food at the local market?
- Who has ever given birth to a baby?
- Who has ever fished?
- Who has ever cooked a whole pig?
- Who has ever fed a baby, either by breastfeeding or bottle feeding?

- Who has ever driven a car?
- Who has ever worn a dress?
- Who usually washes the dishes almost every day?
- Who has ever travelled to a foreign country?
- Who has ever occupied a leadership role?
- Who has ever managed a budget?

STEP 3: Ask the participants which activities were performed more often by men and which are the activities more often performed by women. Ask why those activities were more often performed by men or women. Ask how people learn to do those activities or take up those responsibilities.

STEP 4: Summarise the discussion, noting the following key points:

- The expectations that society and/or a community have towards women and men are what shape their roles and responsibilities.
- Physical differences of women and men affect only a few activities and responsibilities of women and men, like giving birth or breastfeeding.
- Girls and boys learn what society expects them to do by observing their families and people in their community, by what is being taught in schools, and through the media.

STEP 5: Following the discussion, move on to the PowerPoint presentation.

PRESENTATION 1.1
THE CONCEPT OF GENDER

The PowerPoint slides and speaking notes for Presentation 1.1 are available on the **Pacific Data Hub**.

https://pacificdata.org/mainstreaming-gender-in-development-toolkit

The difference between sex and gender

Sex refers to the biological characteristics of women and men. These characteristics exist for reproduction purposes. Sex is about being 'male' or 'female' while gender is about being a 'man' or a 'woman'. Gender refers to the roles and responsibilities that the society has decided to allocate to women and men.

Gender roles and expectations

The concept of gender includes the expectations that people have about what women and men can do, how they must behave, and what they are supposed to be able to do. This is about femininity or what it means to be a good woman; and masculinity or what it means to be a real man.

FIGURE 1.
Gender roles and expectations

A 'GOOD' WOMAN? A 'REAL' MAN?
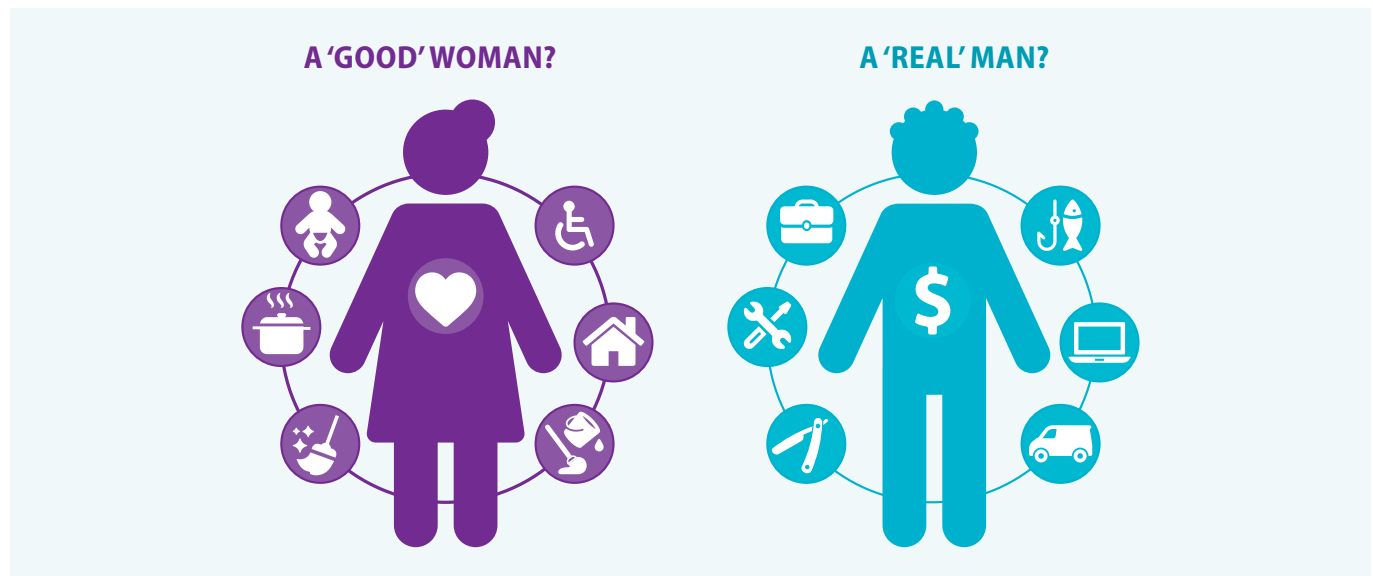
Gender roles are learned

The roles and expectations towards women and men are learned; they may also change over time and between cultures and locations. But if something is learned, then it can also be changed.

Accommodating different needs and priorities

Because of their gender, women and men have different life experiences, knowledge, skills, needs and priorities. Those differences are not a problem but failing to acknowledge those differences may have significant implications for how we deliver our services. Treating everyone the same can contribute to inequalities because it is based on the assumption that everyone has the same needs, capacities, and priorities.

Gender influences relationships, entitlements, and privileges

Another dimension of gender is relationships between men and women who are in different locations, and have different backgrounds and identities.

In most societies, those relationships are uneven, resulting in women traditionally being less valued than men and being dependent on men. In most cases, men have more rights, more opportunities, and more control over resources and people than women do.

Public servants and development practitioners need to be aware of those inequalities and adapt how they deliver their services to ensure they contribute to their elimination. It is important that their actions do not contribute to increase those inequalities in any way, even unintentionally.

FIGURE 2.
Gender influences relationships, entitlements and privileges
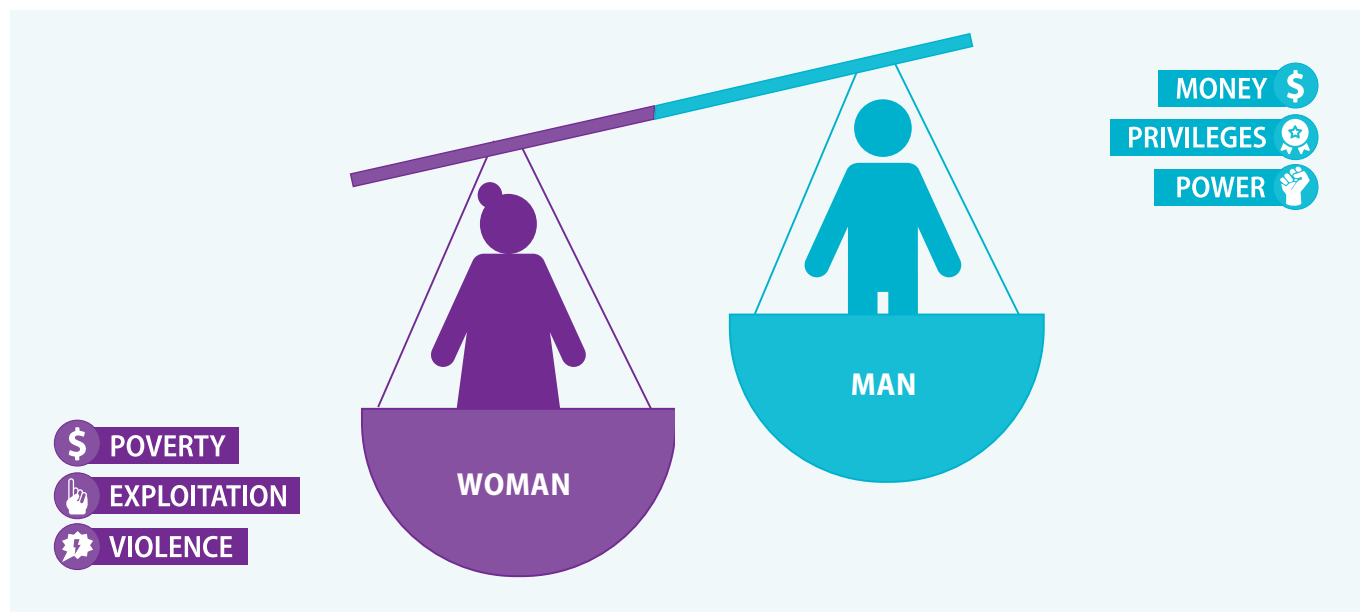
Inequality and vulnerability

Inequalities between women and men result in women being generally more vulnerable to poverty, exploitation, and violence. Those inequalities impact women's capacity to access and benefit from public services and development programmes.

Gender roles can change over time

Gender roles and gender relationships change over time based on how our societies evolve.

FIGURE 3.
Gender roles can change over time
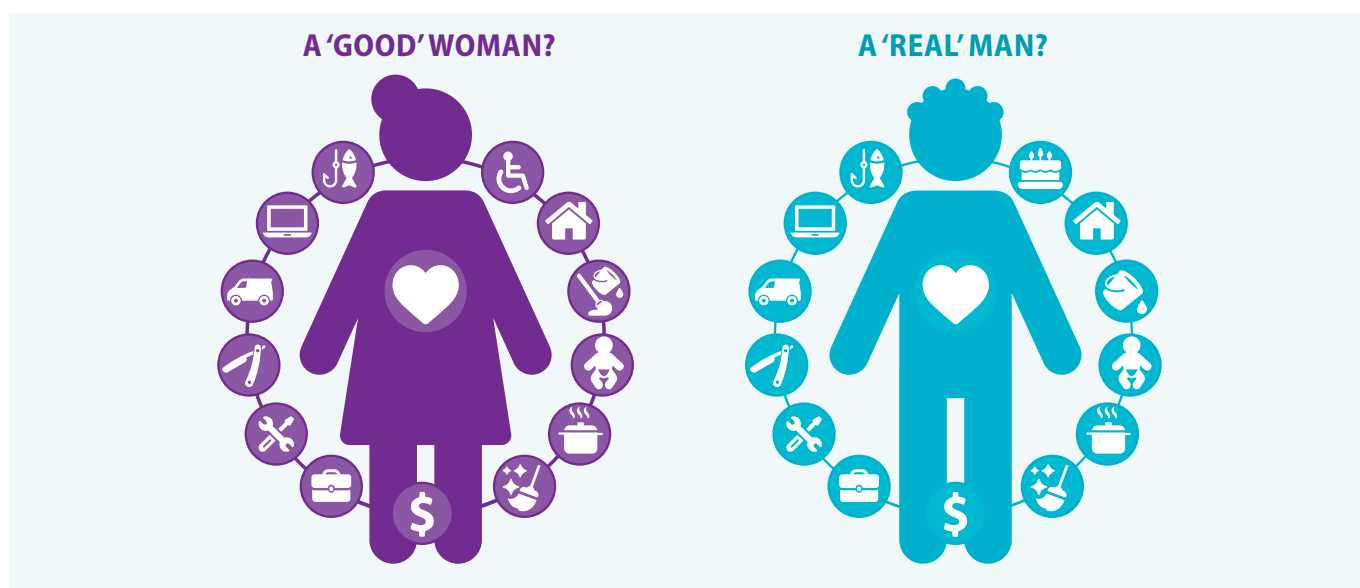
EVALUATION QUESTIONS

Open questions

1	Give two examples to illustrate the expectations societies have towards women and towards men.
2	Give an example to illustrate how gender roles have changed over time in your country.
3	Explain why women, in specific contexts, are more vulnerable to violence.
4	Explain how gender inequalities affect development.

Multiple-choice questions

1. Give two examples to illustrate the expectations that societies have towards women and towards men.

a. Women have to obey their husband

b. Men are the breadwinners

c. Women can stay single

d. Men stay home to perform household chores

Answers: a., b.

2. Give an example to illustrate how gender roles have changed over time in your country.

a. Today, most girls go to school

b. Today, women are taking all decisions in the community

c. Today, it is not acceptable for a man to beat his wife

d. Today, more than 50% of the parliament are women

Answers: a., c.

3. Explain why women, in specific contexts, are more vulnerable to violence.

a. Because they are weak

b. Because social norms compel them to stay with their husband even if he is violent

c. Because women do not listen to their husbands

d. Because men are naturally violent

Answers: b.

4. Explain how gender inequalities affect development.

a. It does not affect development at all

b. Half of the population do not fully benefit from development outcomes

c. Only men work

d. We have to pay women the same salary as men and it costs more

Answers: b.

SESSION 2

GENDER, SOCIAL NORMS AND CULTURE

DURATION:
45 minutes

OBJECTIVE:
To explore the concept of social norms and their role in shaping the behaviours and entitlements of women and men.

METHOD:
A group exercise and facilitated discussion followed by a presentation on the concept of gender and social norms.

MATERIALS:
- Printed copies of Handout 1.2 for each participant or printed copies of character cards
- Flipchart and markers
- PowerPoint presentation (Presentation 1.2) on gender and social norms

LEARNING OUTCOMES:
At the end of this session participants will be able to:
- understand the meaning of social norms
- communicate the negative consequences of gender inequality as a social norm
- provide examples of harmful gender norms that perpetuate gender inequality.

FACILITATOR'S NOTES

This session aims to reinforce the understanding about the role the society plays in defining what the responsibilities, behaviour, entitlements, and status of women and men should be, and the relationships between them. When talking about gender roles and the unequal status and rights of women and men, such situations are too often explained by referring to culture and values. For example, if someone challenges social norms that are harmful to women that person is often seen as being critical or negative about people's culture and values. This position also reflects the idea that culture is static and cannot change, and that trying to change the existing gender norms would be disrespectful to the culture

and values of a community. In other cases, culture and tradition are referred to as being inherently negative and in opposition to the well-being of women and human rights. It is thus important for the facilitator to be prepared to discuss culture, religious beliefs, and social norms. The following points may be useful when preparing to have those discussions in a group.

First, it is critical to take the stand that not everything in a culture is negative and goes against improving the status of women, gender equality, or human rights. In fact, some values can reflect the benefit of women's empowerment or the importance of respect between women and men. It would be useful for the facilitators to find examples in references to the cultural background of the participants.

Secondly, it is important to explain that a culture is constantly changing. You can ask the participants if there are activities that women or men took up in recent years that the previous generation would have not done. For instance, girls are going to school, a woman can become a business entrepreneur or magistrate, and it has become more common for men to be involved in children's care. This presents an opportunity to discuss the difference between values and practices. Some practices may have been necessary many decades ago but are outdated today because people live differently. It is important to have the discussion to show that it is possible to keep and promote traditional values, but at the same time change the practices. The facilitator should regularly ask participants why something used to be done in a particular way and ask them to provide reasons for certain cultural practices in their own communities.

It is not uncommon for participants to refer to their religious belief to explain gender roles, relationships, status, and inequality. The facilitator may invite the group to discuss this perspective while taking a step back and not being directly involved in the discussion. Any discussion around faith is sensitive. The facilitator may want to invite a gender advocate with substantial theological knowledge to discuss how gender equality and faith are not exclusive.

In Presentation 1.2 there are some slides on additional gender identities that have been part of many Pacific cultures. Taking into account the profiles of the participants, the facilitator must decide how far the discussion on additional gender identities should be extended to add to the understanding of the concept of gender as a cultural construct compared with the risk of alienating or upsetting the participants. In Polynesian countries and in Fiji, there is a greater acceptance of diverse gender identities than in other Melanesian cultures.

This session includes an exercise on learning about gender roles and discussion. The facilitator may choose between the two exercises proposed. It is followed by a presentation on social norms. Based on the participants' questions and feedbacks, the facilitator may want to add part of the presentation on diverse gender identies, matrilineal society structures, and patriarcal structures.

PROCESS

1. Conduct Exercise 1.2 (a) or Exercise 1.2 (b) on gender roles (10 minutes).

2. Conduct a facilitated discussion (Discussion 1.2) to analyse the learnings from the exercise (10 minutes).

3. Deliver Presentation 1.2 (10 minutes).

SESSION CONTENT

The session starts with an exercise to support a reflection on the role of social norms and expectations towards women and men. The facilitator can choose one of these two exercises: Exercise 1.2 (a) proposes the beginning of statements about what a woman or a man can or cannot do to be completed by the participants. Exercise 1.2 (b) is organised around storytelling to illustrate the pathway of womanhood and manhood in order to understand how gender roles are constructed.

EXERCISE 1.2 (A)
BECAUSE I AM A WOMAN/MAN

STEP 1: Divide the participants into gender segregated groups.

STEP 2: Ask the participants to picture themselves in a specific sociocultural and geographic context (for example, from a specific outer island or in an urban context) and complete the sentences in Handout 1.2 (a).

STEP 3: Ask each group to present their answers before moving on to the facilitated discussion (Discussion 1.2) and Presentation 1.2.

EXERCISE 1.2 (B)
PATHWAYS TO WOMANHOOD AND MANHOOD

STEP 1: Divide the participants into groups of five or six people. Each group must nominate a scribe who will write down the story being told.

STEP 2: Give a card to each group. Each card provides a few lines to introduce the character. Each member of the group, one after the other, adds a part of the story related to a major event. Each participant builds on their predecessor's part of the story. The group may not go back to change something in the story. A period of 15 to 20 minutes is allocated for the story telling exercise in groups.

The facilitator can provide the same scenario to all groups, alternatively the same scenario with the main character being of a different gender, from a different location, or any other socioeconomic differences. During the story, the groups can add life-changing events; for example, '*after an accident, Mary loses her sight*' or *'Adolescent Peni realised he is a fa'afafine'.*

Stories should start from childhood and be contextualised in terms of the location and background of the parents. Below are some examples of scenarios that the facilitator can provide to the groups to initiate the story.

Mary is the first born. Her father is a farmer and her mother runs a small shop.

- What does she do in her childhood?

- Who does she play with?

- What are the most important events in her life?

- What changes happen at puberty?

- Continue the story...

Peni is the first-born child. His father is a farmer and his mother runs a small shop.

- What does he do in his childhood?

- Who does he play with?

- What are the most important events in his life?

- What changes happen at puberty?

- Continue the story...

STEP 3: Ask the rapporteur of each group to narrate their story, before moving on to the facilitated discussion and Presentation 1.2

DISCUSSION 1.2

In starting the discussion in plenary, the facilitator should ask what factors shaped the lives of the characters. Ask the following questions of the whole group to support a gender analysis of social norms.

- What are the main differences in society's expectations towards the roles of women and men, their behaviours, and entitlements?

- Where do women experience more restrictions? Where do men experience more limitations?

- According to you, is there a relationship between society's expectations at the household level and the community level? Why?

- What will happen if a woman or a man does not comply with society's expectations about their role or behaviour? Will they have any problem? Which problems?

- Do you think these constraints and differences influence the capacity of women and men to access public services or development programmes?

- Are there cases where it would be more difficult for women than men to access services or participate in a programme? Why?

- Are there cases where it would be more difficult for men than women to access services or participate in a programme? Why?

- Do you know any examples of women or men who do not follow social norms or people's expectations towards them? Do not name any individual; simply explain how people react towards them? Are the consequences the same for women and for men?

In summarising the discussion, facilitators should note the following key points:

- Women and men have different responsibilities, behaviours, and levels of entitlement, power, and rights. For example, in most Pacific Island countries and territories, although this is changing, women continue to experience more restrictions than men. This is reflected not only in the type of activity they are expected to do for their family and community but also in the places they are allowed to go or not, how they should behave with men, or the people they can meet, amongst other examples.

- The consequences can be very severe for a woman who behaves differently from what their family and community expect from her; she can be the object of gossiping; her reputation can be damaged; she can even be beaten or sexually assaulted.

- A man who does not fulfil his responsibilities or who behaves differently may also face harsh consequences, such as being laughed at, belittled, distrusted, or isolated.

PRESENTATION 1.2
GENDER, SOCIAL NORMS AND CULTURE

The PowerPoint slides and speaking notes for Presentation 1.2 are available on the **Pacific Data Hub.**

https://pacificdata.org/mainstreaming-gender-in-development-toolkit

Social norms define who we are

Expectations from the society about people's responsibilities, behaviours, rights and entitlements are part of the social norms.

Who we are is defined by social norms. Social norms define a person's roles, activities, responsibilities, mobility, behaviours, relationships, status, and entitlements based on their gender, age, or other factors.

Some examples of social norms include:

- putting aside the best pieces of food for the men in a communal gathering

- giving the honour to the father's family to name the firstborn child of a couple

- expecting that a woman's primary role is to look after the family and the home

- giving someone a return gift or favour when they have done the same for you

- expecting that a man's primary role is to be the breadwinner and provide for his family.

Social norms as unwritten rules

Social pressure to conform to those expectations is very strong. Overall, people want to feel accepted and that they belong to their family and community. People will not go to jail because they do not follow social norms, but they will suffer from disapproval and can even be excluded from their family or community. In most cases, social norms have more impact on people's behaviour than formal laws.

Social norms are ways of behaving

Social norms are not fundamentally good or bad. They are simply ways of doing things. Some of those norms may be positive like the custom to help each other; others can be harmful like insisting that women should be submissive to men or expecting that men should risk their lives during a cyclone to protect the family's possessions. Some customs can be both positive and harmful, depending on the context. For example, men are considered to be the head of the family, hence they are responsible for providing for their family and making sure all members are well and safe. In some cases, 'responsibility' is seen as having authority and rights to decide for everything and everybody, using violence if needed for people to conform to the men's decisions. In other cases, being considered responsible for providing for the family may be a heavy burden, especially during a period of unemployment or during a financial crisis.

FIGURE 4.

How social norms are learned
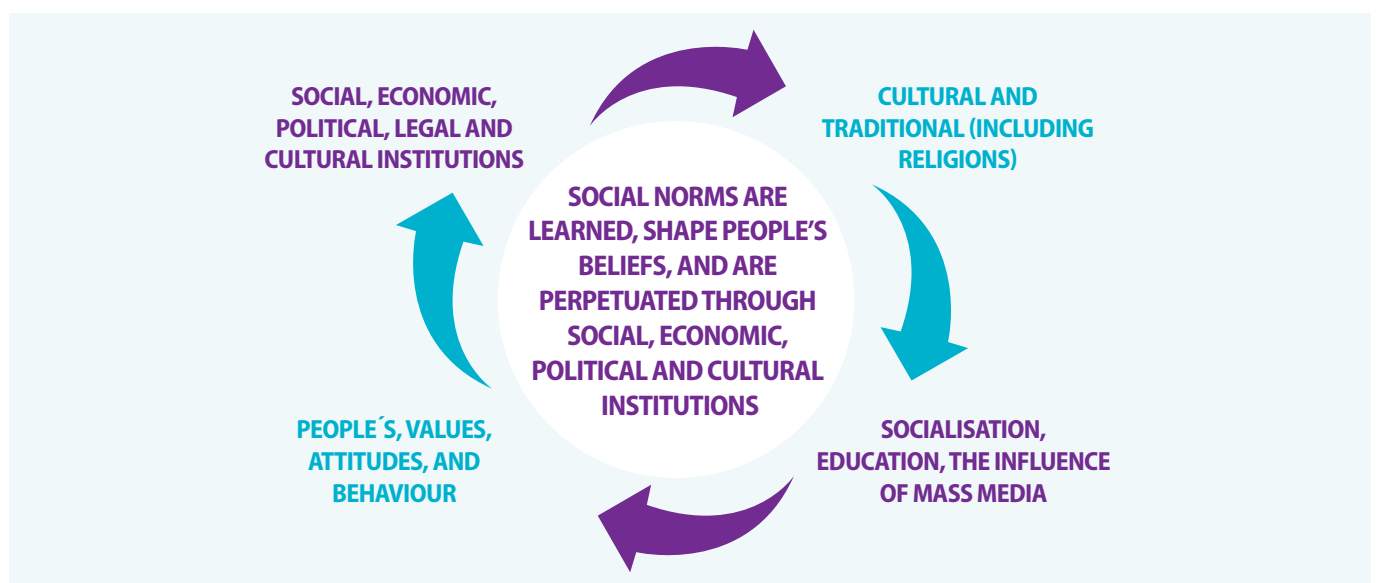
How social norms are learned

Social norms are learned. They shape our values, attitudes and behaviours. They are maintained through social, economic, political and cultural institutions and reinforced through socialisation, education and the media.

What happens when gender inequality is a social norm?

Discrimination faced by women at the household level is transposed at the community level. For example, women are seldom invited to take part directly in decision-making processes in the community because at the household level, it is already established that men make the decisions. Even when women exercise leadership at work, they are often expected to shift their role at home and in the community to conform to society's expectation about their 'place'.

Men and Women's different roles, responsibilities, and relationships have a significant impact on development. Women's contributions to development are rarely fully recognised, their specific needs are not always addressed properly, and their knowledge and skills are seldom acknowledged. Women have fewer opportunities to access information about development programmes, public services, or rights because they are confined to their home and spend less time in public spaces.

FIGURE 5.
What happens when gender inequality is a social norm

IN THE WORKPLACE   IN THE HOME   IN THE COMMUNITY

Social norms are shaped by culture

Social norms are shaped by the culture, which is a set of distinctive spiritual, material, intellectual and emotional features of society or a social group, that encompasses not only art and literature but lifestyles, ways of living together, value systems, traditions and beliefs.

Cultures are dynamic

A culture is constantly changing because the social, economic, demographic, and physical environments change, and people need to adapt. People are more educated, change what they eat, work in different places, dress differently, practice other faiths, use modern transportation and mobile phones, have radio and television, have more information and training, have fewer children, and migrate more often. Within countries as well there are increasing changes; shifts in governance systems; the government is delivering more services to the population; the development of the national economy depends on relationships with other countries; people are being exposed to new diseases; and the general environment is changing. This all has an impact on a particular culture and also on people's beliefs, values, behaviour, and relationships.

Should gender roles and relationships adapt to a changing environment?

Additional gender identities in the Pacific region

Social norms impose rules about how a person behaves based on their biological characteristics. A male is expected to act like a man and a female like a woman. However, many Pacific communities recognise other gender identities and expressions as an integral part of their culture. The fa'afafine and the fa'afatamas in Samoa, the fakaleiti or leiti in Tonga, the vaka sa lewa lewa in Fiji, fakafifine in Niue, pinaipinaaine in Kiribati and Tuvalu, the akava'ine in the Cook Islands, and raerae / māhū / māhūvahine in Tahiti all have specific roles in their society.

However, being acknowledged does not mean that they are automatically well accepted by all and will not be subjected to gender inequality. In a patriarchal system, men are the dominant gender that controls resources, has power over others, and makes decisions. In contrast, women and other genders are expected to comply and be at the service of men. Like women, the rate of gender-based violence among persons from diverse gender identity and expression is very high, and they are more vulnerable to poverty and hardship.

Matrilineal societies and gender equality

The various Pacific communities are organised differently, influenced by the different social norms that exist in the Pacific around land custody, the transmission of property and the position of women in their community.

In some Pacific communities, kinship is determined through the mothers' line; names, titles, land rights and property are inherited from the mothers and not from the fathers as in patrilineal systems. Matrilineal systems are still prevalent today, particularly across the western and northern parts of the Pacific. In a matrilineal society, women exercise significant responsibility for the land, including participating in decision-making regarding land use and property rights. In some cases, women are the primary decision-makers on matters related to land and men – often their brothers – act as advisers. Observation suggests that women are less vulnerable to poverty and violence in matrilineal societies where they are more involved in community affairs and leadership functions.

It is important to note that matrilineal does not equate to a matriarchal system. Even where women play a significant role in decision-making, it does not mean that they dominate men; instead, in some cases, the relationships between women and men are more equal – or they used to be. In fact, the matrilineal system has been eroded, and the traditional role of women as custodians of the land has been disregarded by colonial powers, missionaries, and modern private sector corporations. Social norms related to the important role of women in land management have changed and continue to change.

The patriarchal system

Pacific societies are patriarchal. The patriarchy is 'a form of social organisation where men make all the important decisions; there is an absence or under-representation of women in places of power; preference is given to boys and there is devaluation of girls; there is a lack of control by women over their destiny (choice of spouse, profession, maternity); economic dependence of women; and a high risk of violence.

EVALUATION QUESTIONS

Open questions

1	Give an example to illustrate the social norms regarding men's responsibilities.
2	Give an example of one harmful gender norm that perpetuates gender inequality.

Multiple-choice questions

1. Which of the statements below illustrate the social norms regarding men's responsibilities?

a. Men are expected to let their wife be the head of the household

b. Men are expected to make the decisions on behalf of their household

c. Men are expected to be emotional

d. Men are expected to stay single as long as possible

Answers: b.

2. Which of the statements below can be considered harmful gender norms that perpetuate gender inequality?

a. Men are expected to risk their lives to protect household belongings during a cyclone

b. Women are expected to obey their husband in any circumstances

c. Women are expected to bear as many children as possible

d. A person is expected to behave like a man if they have male biological characteristics

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

EXERCISE RESOURCES(SEE OVERLEAF)

Handout 1.2 (a) – How are you expected to behave?

EXERCISE: HOW ARE YOU EXPECTED TO BEHAVE?

In groups, complete the following sentences based on the context in your own community or a community you believe would be representative of where your services are being delivered.

At the community level
(In the village, in every public place – school, market, church, hospital)

Because I am a **woman**:	Because I am a **man**:
I cannot do...	I cannot do...
I have no access to…	I have no access to…
I must avoid...	I must avoid...
I must do……	I must do……
I must behave……	I must behave……
I must think…	I must think…

At the household level
(In and around the house, and places owned by the family)

Because I am a **woman**:	Because I am a **man**:
I cannot do...	I cannot do...
I have no access to…	I have no access to…
I must avoid...	I must avoid...
I must do…	I must do…
I must behave…	I must behave…
I must think…	I must think…

Consider the following questions:

1. What are the main differences in terms of society's expectations towards the roles, behaviours, and the entitlements of women and men?

2. Where do women face more restrictions? Where do men face more restrictions?

3. In your view, is there a relation between society's expectations at the household level and at the community level? Why?

4. If a woman or a man does not comply with expectations about their role or their behaviour, what will happen to them? Will they have any problems? Which ones?

5. Do you think these constraints and differences influence the capacity of women and men to access public services or development programmes (such as education, health care, public transport, others)? Why?

6. Are there cases where it would be more difficult for women than men to access services or participate in a programme? Why?

7. Are there cases where it would be more difficult for men than women to access services or participate in a programme? Why?

YOUR NOTES

SESSION 3

GENDER, RESILIENCE AND VULNERABILITY

DURATION:
30 minutes

OBJECTIVE:
To understand how gender and other social factors affect people's vulnerability and resilience.

METHOD:
A group exercise called a power walk.

MATERIALS:
- A set of customised character cards (see Handout 1.3 (b))
- A set of customised statements (see Exercise 1.3)
- Copies of the game board (see Handout 1.3 (a)) and tokens (optional).

LEARNING OUTCOMES:
At the end of this session participants will understand:
- which social factors enhance resilience
- which social factors contribute to the vulnerability of some segments of the population.

FACILITATOR'S NOTES

Session 3 proposes an exercise to illustrate how gender and other characteristics like age, disability, income status and other social status can intersect and make someone more vulnerable or more resilient. This exercise usually results in the participants being more receptive to discussing the impacts of gender inequality and social exclusion. It has often been used early in a training session, and sometimes as the first activity. This exercise can be used in a short awareness raising session because it helps to illustrate different aspects of gender inequality and social exclusion such as access to information, control of productive assets, mobility, participation in decision-making, and advantages linked to social status.

During the exercise the facilitator distributes cards to participants describing the profile of a person. The participants have to imagine themselves as the person described (whether or not the gender and other characteristics depicted on the ID card corresponds to their own profile or situation). All participants will start from the same position, on a line in the middle of the classroom or outside. The facilitators read statements and the participants follow the instructions, taking steps forward or backward based on their ID. At the end, most participants will have moved from their original position. Their position will thus reflect the advantages or disadvantages of the character profiled in their ID.

There are three ways to conduct the exercise. The first way is for the participants to take their place in a line and move forward or backward depending on the facilitator's instructions. Depending on the number of participants, this method requires space, and it is recommended to conduct the exercise in a location where there is enough space for people to move about 12 steps forward and backward. This is the ideal set-up because it is visual and engages the participants. However, it is important to be mindful of participants who may have mobility or other impairment.

A second approach would be to conduct the exercise using a board – similar to a board game. A sample board is presented in Handout 1.3 (a). You may want to divide the participants into groups. While you read the statements, the participants will move tokens on the board.

A third approach can be used if you conduct the exercise in an online session. Each participant will receive an ID with the profile of a character and the board, and will move the tokens on the board. At the end of the game, the facilitator can ask participants to raise their hand depending on their position on the board.

Once all statements have been read, the facilitator asks people in front to say who they are (according to their character card); then the ones at the back; and the ones who are around the middle, where they started. The facilitator can ask people to express 'how' they feel about their position and why they think they are there.

The statements proposed here relate to climate change vulnerability. You may want to develop different statements based on other sectors or issues; for example, health, food security, and governance, amongst others. When you formulate statements, try to cover issues of participation, decision-making, access to information, mobility, exposure to violence or poverty, access to opportunities and rights, and power structures.

PROCESS

1. Before the session commences, prepare the character cards customised to the appropriate country context using Handout 1.3 (b) as a guide.

2. Conduct Exercise 1.3 (15 minutes).

3. Lead a discussion (Discussion 1.3) to analyse the learnings from the exercise (15 minutes).

SESSION CONTENT

The session starts with doing an exercise about people's experience and the presentation combines with the learning from the exercise to introduce the concepts.

✎ EXERCISE 1.3
STEP FORWARD, STEP BACK

STEP 1: Ask participants to line up in a straight line in the middle of the room where the exercise will be conducted. Ensure there is ample space of at least 10-15 meters in front and at the back of the line.

STEP 2: Give a character card to each participant and ask them not to show it to other people. Character cards should be distributed randomly: do not take into account the gender mentioned on the card.

STEP 3: Explain to the participants that you will read a series of statements. For each statement, you will ask them to take 1 step forward or 1 step back depending on the characteristics of the person they represent (based on their character card). Tell the participants that they have to imagine the status and the experiences the character of their card would have, based on social norms.

STEP 4: Read each statement and give the participants enough time to take the steps as instructed.

1. **My community considers my opinion to be highly important and listens to my ideas.**
   Take one step forward if the answer is yes.
   Take one step back if the answer is no.

2. **During a cyclone, I can make a quick decision to move to a safer place immediately.**
   Take one step forward if the answer is yes.
   Take one step back if the answer is no.

3. **I can get a loan from the bank to buy or repair my house.**
   Take one step forward if the answer is yes.
   Take one step back if the answer is no.
   Remain in place if unsure.

4. **There was a flood, and most of my crops were destroyed.**
   Take one step forward if the answer is no.
   Take one step back if the answer is yes.

Ask participants who have taken a step back to raise their hand. Climate change is expected to increase the intensity of floods. Therefore, it has the potential to affect agricultural production.

Those with their hand raised must take another step back.

5. **I can help my community before and after a cyclone, a flood, or an earthquake**.
   Take one step forward if the answer is yes.
   Take one step back if the answer is no.
   Remain in place if not sure.

6. **My source of income or job depends on natural resources like land, water, or ocean.**
   Take one step forward if the answer is no.
   Take one step back if the answer is yes.

Ask participants who have taken a step back to raise their hand. Explain that climate change is expected to increase the intensity of cyclones. Therefore, it has the potential to affect the resources that people need for their livelihoods as well as infrastructure like roads or wharves.

Ask all those with their hands raised to take another step back.

7. **I know what to do to protect myself and my family during a cyclone, an earthquake, or a tsunami.**
    Take one step forward if the answer is yes.
    Take one step back if the answer is no.

8. **If a consultation was held in my community about climate change adaptation, I would be invited to attend.**
    Take one step forward if the answer is yes.
    Take one step back if the answer is no or not sure.

9. **I can leave my community to work in a town/city.**
    Take one step forward if the answer is yes.
    Take one step back if the answer is no or not sure.

10. **I have resources to look after my family after a disaster.**
    Take one step forward if the answer is yes.
    Take one step back if the answer is no or not sure.

11. **I can count on family and community members to support me in difficult times.**
    Take one step forward if the answer is yes.
    Take one step back if the answer is no.

12. **I am safe from physical abuse at home.**
    Take one step forward if the answer is yes.
    Take one step back if the answer is no.

STEP 5: Once the statements have been read, there will be people situated in different places in the room. Ask them to remain where they are and ask those in front to read what is on their ID card, then the ones in the middle, and then those in the back.

STEP 6: Ask participants to come together and facilitate a discussion explaining why some people were ahead and others were behind.

DISCUSSION 1.3

In starting the discussion, the facilitator should ask what factors shaped the lives of the characters described in the cards. Ask the following questions to the whole group to support a gender analysis of social norms.

- What are the characteristics of people who are ahead?

- How many are women, and how many are men?

- What are the characteristics of people who are behind?

- How many are women, and how many are men?

- Who would be the people more resilient to climate change impact? Why?

- Who would be the people more vulnerable to climate change impact? Why?

- Can you give examples of what can be done to bring forward those people who are behind?

- As a public servant or development practitioner, what lessons did you learn from this exercise?

In summarising the discussion, facilitators should note the following key points.

The characteristics of people who are ahead include:

- they have more information because of their social status (chief, pastor, and government staff);

- they have more resources (more money);

- they live in a safer place;

- they can make decisions;

- they live in a place with better infrastructure.

These people are more resilient to climate change because they have what they need to adapt to changes and recover quickly if they face a problem (like a cyclone).

The characteristics of people who are behind include:

- they live in an isolated and sometimes unsafe place;

- they do not have many resources and may be poor;

- they depend on others;

- they may need permission to go somewhere;

- they are unsafe (because of domestic violence or threats of rape);

- they do not have access to basic infrastructure;

- they do not participate in decision-making;

- they do not have enough information;

- they are less mobile (they cannot go somewhere else).

People behind are more vulnerable to climate change because they do not have what it takes to adapt and recover quickly from a crisis like a cyclone.

In general, men have more opportunities, more information, more resources, more choices and are likely to be more resilient. Women, however, have less access to information and fewer options, they are less mobile, are more dependent, and less safe.

However, the exercise also showed other factors of vulnerability that will make people more resilient or vulnerable – not only gender. Age, disability, poverty, location, and social status all affect a person's resilience.

To bring the people behind forward, we would need to make sure they have more capacity in mobility, decision-making, rights, income, safety, and control over their resources and lives. This is what empowerment is about.

It is important as a government official or a development practitioner to be aware of different factors that affect people's capacity to use available services and benefit from programmes. It is essential to know the conditions in which the people who are being served live, as well as the obstacles they may experience because of their gender, age, disability,

economic or social status. Communities are composed of different people experiencing different issues and constraints. One important area of work is to raise awareness within a particular ministry or division, as well as amongst the population that is being served. Information should also be used to adapt the way in which services are delivered.

EVALUATION QUESTIONS

Open questions

1	Which social factors enhance people's resilience to climate change?
2	Which social factors contribute to the vulnerability of some segments of a population?

Multiple-choice questions

1. Which social factors enhance people's resilience to climate change?

a. When people are poor because they have nothing to lose.

b. When people are empowered.

c. When people are alone.

d. When people can leave the country.

Answers: b.

2. Which social factors contribute to the vulnerability of some segments of the population?

a. When people are weak like women and children.

b. When people are wealthy.

c. When specific problems experienced by women or by men are ignored.

d. When people decide for themselves.

Answers: c.

EXERCISE RESOURCES (SEE OVERLEAF)

Handout 1.3 (a) – Game board
Handout 1.3 (b) – Character cards

EXERCISE: GAME BOARD

									+12
									+11
									+10
									+9
									+8
									+7
									+6
									+5
									+4
									+3
									+2
									+1
									Start
									-1
									-2
									-3
									-4
									-5
									-6
									-7
									-8
									-9
									-10
									-11
									-12

EXERCISE: CHARACTER CARDS

35-year-old single mother
You live on an outer island and have two children.
You earn money selling vegetables from your garden in the market.

25-year-old single woman
You are from an outer island working at the front desk of a hotel in the capital city.
You support your family with your income.

65-year-old woman
You look after your two grandchildren on an outer island.
Their parents work in a supermarket in the capital city and send money every fortnight.

26-year-old woman
You are from a remote outer island, and you work as a nurse in the health centre.

36-year-old single man
You are the Under-secretary of a Government Ministry. You are not married, and you live with your elderly parents.

23-year-old single mother.
You live in the capital city with your two children. You have an office job in the capital city.

Pastor

Traditional Chief

17-year-old woman
You are a Form 6 student.
You are from an outer island, and your parents grow taro to sell in the local market.

28-year-old single man
You are a construction worker living and working in the capital city.

17-year-old man
You are a Form 6 male student.
You are from the main island and your parents work and live in the capital city.

70-year-old man
You are living with your son and his family on a remote island.
Your village has just been hit by king tides and a cyclone. Your house has some damage.

42-year-old Chinese migrant man
You are the owner of a grocery shop just outside the main town.

32-year-old woman
You are a climate change management officer. You work for a government ministry.

24-year-old married man
You are working in a government office as a junior accounts clerk.
You live in the main town with your wife and 4 children.

45-year-old married man
You are a prison officer living in the capital city with your wife and four children.

65-year-old married man
You lost both your legs to diabetes and get around in a wheelchair. You are dependent on your family, and you all live on an outer island.

75-year-old woman
You live with your daughter's family with very limited income on an outer island, and you are ill.

43-year-old married man
You work as a disaster risk management officer in a government Ministry. You have eight children

23-year-old pregnant woman
You live in a village. You have two children, and your husband is a fisherman. A king tide recently hit the area where you live.

33-year-old man who is a widower
You are a teacher in a village.
You have four children.

32-year-old single woman
You work as a pilot for an Airline.

35-year-old woman
You live in a village, you are a successful farmer, and you own a shop. Your husband left many years ago. You have five children.

33-year-old single man
You are carving wood, and you are a well-known artist. You live with your aunt and her family in the capital city.

33-year-old married woman
You successfully run a small hotel in the capital city. You have three children. Your husband is violent and takes your money.

36-year-old single man
You work in a shop in a village. You refuse to get married, and your family is upset with you.

25-year-old single woman
You live on an outer island where you produce jewellery. You have a severe hearing impairment.

30-year--old married man
You live on an outer island. You work as a translator in a development project. You have a severe visual impairment.

SESSION 4

GENDER ISSUES IN THE PACIFIC

DURATION:
45 minutes

OBJECTIVE:
To develop participants' knowledge about gender issues in Pacific Island countries and territories.

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

MATERIALS:
- A set of customised quiz questions (see Handout 1.4)
- PowerPoint presentation (Presentation 1.4) on gender issues in the Pacific.

LEARNING OUTCOMES:
At the end of this session participants will be able to:
- name critical gender issues facing Pacific Island countries and territories
- explain why being aware of gender issues is relevant to their work.

FACILITATOR'S NOTES

Session 4 introduces different aspects of gender roles and inequalities in the country where the workshop takes place. The session content includes a quiz and a presentation on gender issues in the Pacific, followed by a discussion.

The quiz has been designed with a regional perspective and provides information about different Pacific Island countries and territories. However, the facilitator should customise the quiz to introduce information about the country where the training is being held or in relation to the sector for which the participants work (such as, amongst others, fisheries, water and sanitation, or education). It is helpful to include questions that are from other Pacific countries to illustrate important information that does not exist in the country; for instance, information about the value of unpaid household work in Fiji could be included.

The quiz should be followed by the presentation on gender issues in the Pacific which includes key facts supported by sex-disaggregated data.

At the end of the quiz and the presentation, the facilitator should ask participants about what they have learned and how this information is relevant for the type of work they are involved in.

PROCESS

1. Prepare a set of quiz questions, or adapt the sample questions provided in Handout 1.4.

2. Conduct the quiz as outlined in Exercise 1.4 (15 minutes).

3. Discuss the outcomes of the quiz (15 minutes).

4. Deliver the presentation on gender issues in the Pacific (15 minutes).

SESSION CONTENT

EXERCISE 1.4
QUIZ ON GENDER IN THE PACIFIC

STEP 1: Divide the participants into two groups. Play the game in an exciting way. Provide buzzers or bells to each team and the first team to ring the bell and give their answer will win the point if they provide the right answer. If not, provide the other team with the opportunity to answer. If the game is played online, participants can play individually. You can also decide to ask the whole group their answer to each question, especially if you decide to do the quiz at the beginning of the programme or if the participants are government officials accustomed to expected protocols.

STEP 2: Read each statement with a multiple-choice question. Sample quiz questions and answers are presented in Handout 1.4, and are also available as PowerPoint slides in Presentation 1.4 which can be accessed on the **Pacific Data Hub (**https:// pacificdata.org/mainstreaming-gender-in-development-toolkit).

STEP 3: At the end of the quiz, ask participants what they have learned from this exercise and whether the information is new to them. Is there information they were completely unaware of? Consider asking the following questions:

•   What were the main gender inequality issues raised?

•   Are you aware if there are laws or policies to address those issues?

•   According to you, what are the impacts of gender inequality?

•   Why is it important for development practitioners or public servants to be aware of gender inequality?

STEP 4: Summarise the discussion, noting the following key points.

Inequalities between women and men exist in the Pacific Island countries (and in the specific country where the training is being done). In most cases, women are more disadvantaged than men because they are women. In contrast, men have more opportunities and resources to support themselves.

- The main gender inequalities are the limited participation of women in decision-making, sexual and gender-based violence, the limited opportunities to earn an income and be financially secure, and the violation of women's human rights, including sexual and reproductive health and rights.

- Women contribute significantly to the well-being and safety of their family and communities but even so, their experiences and ideas are often overlooked because they do not participate in decision-making as much as men and rarely exercise leadership functions where decisions are made for communities and the country.

- Inequalities between women and men often prevent women from benefiting from the same opportunities as men to develop their skills, earn an income, and to access public services or other development resources.

- As public servants or development practitioners, it is important to be aware of gender inequalities and to avoid reinforcing those inequalities, discriminating against people, and further harming people, even if unintentionally.

PRESENTATION 1.4
GENDER ISSUES IN THE PACIFIC

The PowerPoint slides and speaking notes for Presentation 1.4 are available on the **Pacific Data Hub**.

https://pacificdata.org/mainstreaming-gender-in-development-toolkit

Information within the presentation has been extracted from **Beijing +25: A summary of the review of progress in implementing the Beijing Platform for Action** which was published by the Pacific Community in 2021. Facilitators are encouraged to adapt the presentation or develop a new one that is tailored to the country context. A list of additional reading suggestions and resources that may be useful for customisation can be found in the speaking notes of Presentation 1.4.

Education

In most Pacific Island countries and territories, gender parity has been achieved (or almost achieved) at the primary school level. Multiple countries and territories have introduced policies to ensure that girls can complete their education, even if they become pregnant as adolescents. Concerns about safety from sexual harassment and assault can prevent rural girls from attending boarding schools to complete their secondary education.

Health

Maternal health indicators have improved across almost all Pacific Island countries and territories. However, the unmet need for contraceptives, adolescent pregnancies and addressing the sexual and reproductive health needs of women with disabilities remain problematic.

There is a very high rate of non-communicable diseases (NCDs) across the Pacific. Women bear a disproportionate share of the burden of caring for family members while falling victim to NCDs themselves.

Mental health and depression are largely unmeasured but surveys on violence against women indicate that women who experience violence are often depressed and may consider suicide.

Sexual and reproductive health and rights for women of all ages, diversities and abilities remains an area of challenge.

Violence against women

The rate of violence against women is particularly high in the Pacific region. Large numbers of women do not report violence due to fear of stigma or further retaliation

Women in power and decision-making

The Pacific region has the lowest representation of women in parliament in the world.

Three Pacific Island states currently have no women in parliament. The Inter-Parliamentary Union reported in 2016 that across the region (including Australia and New Zealand), women accounted for less than 16 per cent of parliamentarians.

While there are no legal barriers to women contesting elections, social barriers are pervasive. These social barriers include negative perceptions of women in politics, and views about leadership and decision-making as male domains.

Women in the economy

Pacific women are entrepreneurial by necessity, and are highly involved in microenterprises and the informal production of goods for subsistence. Across the region the public sector is the largest employer of women. Women in urban areas are more likely to be in secure paid employment than rural women.

Intersectionality

Gender inequality is not experienced the same way by all women and men. There are women and men who are more advantaged than others due to their social status, age, wealth, level of education, employment, health, ethnicity and so on. Others are disadvantaged, marginalised, or socially excluded because of the same factors. For example, a young single woman with disability may experience different layers of discrimination because she is young, a woman, and lives with a disability. This is called 'intersectionality'. Intersectionality is the combination of gender and other factors of discrimination (or disadvantages) experienced by an individual.

The concept of intersectionality was formulated by Kimberlé Crenshaw in 1989 to describe the oppression experienced by black women due to both gender and race. The concept has been expanded to encompass various forms of oppression.

Intersectionality is an important consideration when developing policies, strategies, programmes, and services. It is important to understand that even if an initiative aims at empowering women, it is likely that women who have a good social and economic situation will benefit first, while other marginalised women may not benefit at all.

For example, running for election is challenging for everyone but those afforded this opportunity are more likely to be wealthy and have a high social status. Men who do not meet those criteria have a smaller chance of being elected. However, women have even less opportunity because leadership is seen as being a man's prerogative. Nevertheless, there are women who run for election and they are more likely to be wealthy and have a high social status (or benefit from their spouse's social status). However, a young single woman with a limited income has less opportunity to run for election and is even less likely to be elected.

The facilitator may want to present the short three-minute video clip **What is intersectionality?** (https://www.youtube. com/watch?v=O1islM0ytkE)

Additional reading

- **Gender equality: Where do we stand? The Kingdom of Tonga** (https://tinyurl.com/mr3zhkp3) prepared by the Women's Affairs Division, Ministry of Internal Affairs, Government of the Kingdom of Tonga and published by SPC in 2019.

- **Gender equality: Where do we stand? Republic of the Marshall Islands** (https://tinyurl.com/bdz5ddw2) prepared by the RMI Ministry of Culture and Internal Affairs and published by SPC in 2018.

- **Gender equality: Where do we stand? Solomon Islands** (http://www.mwycfa.gov.sb/resources-2/reports-assessments/25-solomon-gender-equality-where-do-we-stand/file.html) prepared by the Ministry of Women, Youth, Children and Family Affairs and the National Statistical Office Government of Solomon Islands and published in 2016.

- **Gender equality: Where do we stand? Cook Islands** (https://www.mfem.gov.ck/oldsite/index.php/mfemdocs/amd/783-gender-equality-where-do-we-stand-low-res/file)

- **Gender inequality and domestic violence** (https://www.youtube.com/watch?v=UpgZ5PCuf8A). Pacific Community. 5 minutes.

- **Women of Power in the Pacific Part 1** (https://www.youtube.com/watch?v=hibQdMfuPYc&t=89s). THE COCONET.TV. 16 minutes.

- **Women of Power in the Pacific Part 2** (https://www.youtube.com/watch?v=h45nxY_gxQE). THE COCONET.TV. 11 minutes.

- **Women of Power in the Pacific Part 3** (https://www.youtube.com/watch?v=cDlB8L0PLiU). THE COCONET.TV. 23 minutes.

EVALUATION QUESTIONS

Open questions

1	List four critical gender issues in Pacific Island countries and territories.
2	Explain why being aware of gender issues may be relevant to your work.

Multiple-choice questions

1. Name one critical gender issue in Pacific Island countries and territories.

a. Women make all decisions everywhere.

b. Girls perform well at school.

c. Men share household chores.

d. There is a high incidence of violence against women.

Answers: d.

2. Why will being aware of gender issues be relevant to your work?

a. Help me develop inclusive programmes and services.

b. Help me make people do what I want.

c. Help me save my budget by hiring more women.

d. Help me explain why we should not recruit women.

Answers: a.

EXERCISE RESOURCES (SEE OVERLEAF)

Handout 1.4 – Quiz

EXERCISE: QUIZ GENDER ISSUES IN THE PACIFIC

1. In Melanesia, on average, men outnumber women in formal employment by:

a. 3 to 1

b. 2 to 1

c. Women outnumber men

2. In the Pacific, the percentage of Pacific women who have experienced sexual violence by their intimate partners in their lifetime is:

a. 63%

b. 50%

c. 43%

3. Women and girls with a disability are victims of physical or sexual abuse:

a. Less than women and girls without a disability

b. 2 to 3 times more likely

c. Very rarely

4. In 2009 in Vanuatu, households headed by a single female head (that is, with no spouse present):

a. Owned more cash crops than only male-headed households

b. Owned fewer cash crops than single male-headed households

c. Owned about the same amount of cash crops as single male-headed households

5. In the Cook Islands, the gender pay gap (ratio of women's average earnings to men's average earnings, expressed per 100) in 2011 was:

a. 96

b. 72

c. 80

6. In the household sector, the contribution of handicrafts to the gross domestic product in RMI in 2012 was estimated at:

a. USD 3.4 million

b. USD 2.7 million

c. USD 1.5 million

d. USD 10.5 million

7. In Solomon Islands, where 90 per cent of vendors are women, the estimated annual turnover of Honiara's central market is

a. Around USD 10 to 16 million

b. Around USD 2 to 5 million

c. Around USD 7 to 9 million

8. Collecting and fetching drinking water during the drought in RMI increases the burden of men and young men:

a. Up to two hours a day

b. Up to one hour a day

c. No difference because women are doing it

9. In Palau, the proportion of deaths related to Non-communicable Diseases (NCDs) is:

a. 6 out of 10 deaths

b. 7 out of 10 deaths

c. 8 out of 10 deaths

10. Sexual harassment is frequent in the workplace, but data about this are scarce. A study conducted in Fiji in 2016 revealed that the number of women interviewed who had been sexually harassed in the workplace is:

a. 1 in 5

b. 1 in 3

c. 1 in 10

11. An Australian commissioned report released in 2008 has estimated the value of unpaid household work in Fiji at almost:

a. USD 117 million

b. USD 324 million

c. USD 480 million

12. In Federated States of Micronesia, Niue, Rarotonga (Cook Islands), and rural areas of Solomon Islands, the population significantly over-represented among the poorest households is:

a. Households headed by men composed of more than seven people

b. Female-headed households

c. Households with migrant workers

13. In which Pacific country do women constitute at least 50% of the members of parliament?

a. Palau

b. French Polynesia

c. None

14. In Tonga, women go fishing.

a. No way!

b. Of course they do!

c. A little bit to help their husband only

Quiz answers

1.   Answer: a. 3 to 1. For the Pacific, the average is 2 to 1. (Source: Pacific Islands Forum Secretariat, 2018)

2.   Answer: b. 50%. This constitutes 63% of Melanesian women; 44% of Micronesian women; and 43% of Polynesian women. (Source: Pacific Islands Forum Secretariat, 2018)

3.   Answer: b. 2 to 3 times more likely to be victims of physical or sexual abuse. (Source: Pacific Islands Forum Secretariat, 2018)

4.   Answer: a. Owned more cash crops than only single male-headed households. (Source: Vanuatu National Statistics Office, 2009)

5.   Answer: c. 80. (Source: Secretariat of the Pacific Community, 2012)

6.   Answer: c. USD 1.5 million. (Source: Leenders, Holland, & Taylor, 2017)

7.   Answer: a. Around USD 10 to 16 million. (Source: International Finance Corporation, 2010)

8.   Answer: a. Up to two hours a day. (Source: Leenders, Holland, & Taylor, 2017)

9.   Answer: c. 8 out of 10 deaths. (Source: MCCA, 2014).

10.   Answer: a. 1 in 5. (Source: Fiji Women Rights Movement, 2017).

11.   Answer: c. USD 480 million, a figure greater than the income created by sugar or tourism in Fiji. (Source: Narsey, 2007)

12.   Answer: b. Female-headed households.

13.   Answer: b. French Polynesia.

14.   Answer: b. Of course they do! In Tonga, women tend to fish in the daytime and not at night. They focus on shallow waters close to shore whereas men also go further out. They go fishing for shorter periods of time than men, and mainly fish without using canoes or motorised boats. (Source: Kronen, 2009)

SESSION 5

GENDER STEREOTYPES AND ASSUMPTIONS

DURATION:
30 minutes

OBJECTIVE:
To support reflection on gender stereotypes and assumptions.

METHOD:
Exercise followed by a group discussion.

MATERIALS:
Statements and emojis

LEARNING OUTCOMES:
At the end of this session participants will be able to:
- understand why it is important to challenge gender stereotypes
- give examples of common assumptions made about women and men.

FACILITATOR'S NOTES

This session proposes a game to reflect on gender stereotypes and assumptions. The exercise is meant to be light and not harsh or confrontational. As such, it is important to remind participants that there are no right or wrong answers. For the facilitator, the exercise is a useful way to gauge participants' knowledge, identify potential areas of resistance, and discuss misconceptions about a gender approach to development. It is useful to note that the exercise can also be conducted online by inviting participants to activate their camera and respond with a thumbs-up or thumbs-down symbol to indicate whether they agree or disagree with the statement.

The discussion component of this session is important for highlighting the assumptions that people can make about gender roles and inequality. It can be used to emphasise that development practitioners and government personnel must be aware of their own biases, as these can affect the design, planning, and delivery of programmes and services.

If participants believe that men are supposed to be the leaders and heads of the household, they may overlook women's experience and needs while perpetuating gender inequalities.

PROCESS

Conduct Exercise 1.5 (15 minutes) followed by a facilitated discussion to analyse the learnings from the exercise (15 minutes).

SESSION CONTENT

EXERCISE 1.5
SMILEY FACES

STEP 1: At the start of the session, stick four emojis in different places around the meeting room. The emojis should convey the following sentiments.

Agree	Neutral	Disagree	Confused

STEP 2: Explain that you will read a statement and ask participants to move to the emoji that corresponds to their opinion. For example, if they agree with the statement, they should walk to the side of the room with the smiling face emoji. Make it clear there are no right or wrong answers and that their response constitutes their personal opinion and can be based on their own experience.

STEP 3: Read each of the statements one by one, allowing time for participants to move to their desired location. Then ask one or two persons from each group standing under an emoji to explain their position. Ask the group if they can give an example supporting or contradicting this position.

Some proposed statements are below, or you may choose to formulate your own. After participants have decided on their opinion and have moved to the emoji corresponding to their opinion, the statements are shared:

- Gender equality is about women and projects benefiting women only.

- Men have proven themselves to have greater capacities than women to be managers and decision-makers.

- Community leaders know the problems of the community well and can represent the interests of everyone.

- We should not question women's roles and men's roles and places, as this is part of our Pacific culture and traditions.

- Both men and women benefit from government services, so there is no need to differentiate.

- Women are more vulnerable to the adverse impacts of climate change than men.

- The best way to ensure gender equality is to have some women attending the meetings when decisions about community development are being discussed.

- Overall, women have very limited experience in management.

- Violence against women is a women's issue.

- It is always better to respect the traditional roles … [(*wait while people take their position and then read the rest of the sentence*] … it means that women should stay at home and men should be making decisions and speak on their behalf.

STEP 4: On completion of the exercise, engage in a discussion with the participants about the importance of understanding our own bias and assumptions, noting the following key points:

- We need to be careful regarding our assumptions about people's preferences, capacities, and priorities based on their gender.

- Our own experience as a woman or man, or within our own family, can differ from other people's experiences.

- If we base our opinions only on our own experience, we may overlook important factors that will likely affect the delivery of our services or people's capacity to benefit equally from it.

EVALUATION QUESTIONS

Open questions

1	Why is it important to challenge gender stereotypes?
2	Give two examples of people's assumptions about women or men that are not always right.

Multiple-choice questions

1. Why is it important to challenge gender stereotypes?

a. Because stereotypes overlook the diversity of capacity, knowledge and experience that individuals have.

b. Because they can result in discrimination.

c. Because gender stereotyping can prevent girls and boys from developing to their full potential.

d. Gender stereotypes are good because they keep women and men in their place.

Answers: a., b., c.

2. Give 1 example of people's assumptions about women or men that are not always right.

a. Men are better leaders.

b. Alcoholism is the reason for domestic violence.

c. Girls are bad in maths.

d. Boys will be boys.

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

SESSION 6

GENDER ROLES AND UNPAID CARE WORK

DURATION:
90 minutes

OBJECTIVE:
To develop participants' understanding of gender roles and the impact that gender roles have on the activities that people perform.

METHOD:
Exercise followed by a group discussion.

MATERIALS:
- Printed copies of Handout 1.6
- Flipchart and markers
- PowerPoint slides (Presentation 1.6)

LEARNING OUTCOMES:
At the end of this session participants will be able to:
- describe and conduct a gender analysis of time use
- understand the value of a gender analysis of time use
- understand the concept of unpaid care work
- understand the gender dimensions of unpaid time work.

FACILITATOR'S NOTES

This session introduces participants to the concept of unpaid care work, and the extent to which these activities are performed by women and girls. It explores how care work is intrinsically linked to women's roles, and that girls learn to perform those activities from an early age. It is important for the participants to understand what unpaid care work entails and how critical this work is for the households' and communities' maintenance. In short, not only unpaid care work performed by women benefit members of their families, but also to the entire communities and even to the country's economy. Yet, this work is undervalued and a large experience of women's life is overlooked. Moreover, unpaid care work can take a heavy toll on women and girls health and be an obstacle to their financial security.

The daily time use exercise is a useful tool to engage participants in applying a 'gender lens'. It encourages them to look at the contribution of different individuals in the household, and demonstrates that tasks impact differently on the people performing them, and are *valued* differently by both household members and society at large.

This session includes an exercise on time use and a presentation on unpaid care work.

PROCESS

1. Conduct Exercise 1.6 (60 minutes) followed by a facilitated discussion to analyse the learnings from the exercise (15 minutes).

2. Deliver Presentation 1.6 (15 minutes).

SESSION CONTENT

EXERCISE 1.6
DAILY TIME USE

STEP 1: Divide the participants into groups. You may want to have at least one group composed of women only; one group composed of men only; and other participants divided into mixed genders. You may want to compare the outcomes of the exercises after the group presentations and show if the groups information is different, complementary, or if there is a lack of knowledge about activities performed by the other gender.

STEP 2: Provide participants with a copy of Handout 1.6 and explain the instructions.

STEP 3: When groups have completed the exercise, invite them to report on their findings.

STEP 4: Facilitate a discussion on the outcomes of the activity, using the following questions as a guide.

- What kind of information is generated by a gender analysis of time use?

- What are the main differences between men and women in terms of time use?

- How many hours a day women dedicated to work (including household work and care work); community; leisure; and the rest compared with men.

- How relevant is this information for someone working in the government or a development practitioner in your sector?

In summarising the discussion, facilitators should note the following key learnings:

- A gender analysis of time use helps participants to realise the variety of activities that women and men are involved in. Household work is composed of many tasks that have to be performed every day and require a significant amount of time throughout the day, especially for women.

- The analysis shows the activities women and men are involved in and reveals who has knowledge, skills and experience about different issues. For example, women may have more information on the impact of water shortages on health and hygiene, while men may have more information on the impact of water shortages on livestock and the family budget.

- The exercise makes visible the respective contribution of women and men in livelihoods and household well-being. It can also make visible the participation of women and men in a specific sector or livelihood activity. In Fiji, for example, many women are involved in aquaculture by feeding the fish stock daily. They used to be seen as 'helping' their husbands in the production process while, in fact, they are doing most of the day-to-day activities.

- In general, men and boys have more 'free' time than women. It allows them to be involved in sport, training activities, community meetings, or even political activities.

- Even when they are involved in income-generating activities, women are performing most of the unpaid care work. Overall, they have less time than men to rest and be involved in activities outside the house.

- This information can be relevant for development practitioners and government officers when information is needed on specific issues (like water shortage, disaster preparedness, health, amongst other issues). It also helps to identify some of the constraints women or men may have in accessing public services or being involved in development programmes. It can also help to identify when people are more available and when it will be most convenient to meet with different segments of the population.

STEP 5: Following the discussion, move onto the PowerPoint presentation.

PRESENTATION 1.6
UNPAID CARE WORK

The PowerPoint slides and speaking notes for Presentation 1.6 are available on the **Pacific Data Hub**.

https://pacificdata.org/mainstreaming-gender-in-development-toolkit

What is unpaid care work?

Unpaid care work refers to all unpaid services provided within a household for its members, including care of persons, housework and voluntary community work. These activities are considered work, because in principle one could pay a third person to perform them.

Although unpaid care work remains undervalued and often invisible, this type of work is indispensable for the wellbeing of both people and households. It is also an important contributor to the economy: if people are well fed, live in a clean environment, are healthy, and available, they can more easily earn an income by producing goods and services.

The economic value of unpaid care work

Only a few countries around the world have measured unpaid care work. Where it was done, it was estimated that unpaid care work contributes to an additional 20 to 60 per cent of Gross Domestic Product (GDP). Research done in Fiji in 2008 estimated the value of unpaid household work at USD 480 million, higher than the value of tourism and sugar cane.

Most unpaid care work is done by women and girls

The exercise on time use shows that most of the unpaid care work is being done by women and girls. The social norm is that women are the ones responsible for the housework while the men's responsibility is to earn an income to provide for the family. However, although women are predominantly performing unpaid care work, it does not mean that they are not also involved in income generating activities. However, those activities are usually organised around their household work.

The burden of unpaid care work

Depending on the number of household members, the time dedicated to cooking, cleaning, and providing care to members of the family – young and old – can be a heavy demand that takes a toll on the women's health and wellbeing. It also contributes to women remaining financially dependent on their husbands. Nevertheless, women seldom complain about it and consider that this is their function. It is also expected that they perform those activities out of love and duty as good wives and good mothers.

Unpaid care work is invisible and undervalued

Why is unpaid care work so undervalued? Is it because the work is unpaid? Is it because the work is most often performed by women? Or is this type of work performed by women *because* it is unpaid and undervalued?

Interestingly, unpaid care work is also considered as being tasks that do not require any special skills or knowledge, when in fact it took years of practice to become a good cook, to be able to repair clothes, to maintain a clean house and ensure people's hygiene, to raise children well, to provide care to babies, children, elders, or a family member becoming ill, to identify the tasty seashell, or weave a mat. This is the same as the years of practice that are needed to know where to fish outside the reef, how to tend to the livestock, to build a house or a canoe, or to plant taro.

Unpaid care work is a gender issue

The unequal distribution of unpaid care work results in women having less opportunity to be involved in income generating activities. Women also have less time to give to training opportunities and professional development that will contribute to promotion at work and higher income. As a result, women continue to be dependent on men, and this makes them more vulnerable to poverty, exploitation, and violence.

People who contribute financially to the household or in their community usually have more power and control over other people and material goods. This is why women's economic empowerment is an important strategy for achieving gender equality. It is also why unpaid care work is not only a social issue but an economic one too. Nevertheless, unpaid care work is not usually given any priority in the development of economic policy.

Raising the value of unpaid care work

Care is central to wellbeing. Caring for each other is a strong cultural value in the Pacific Island countries and territories. It is therefore important to discuss what each individual might be able to do to raise the value of unpaid care work.

An important step is to understand what unpaid care work entails: what activities it includes, how many hours are dedicated to those activities; and what the economic trade-offs for women and for their families might be. Below are some other steps that will help to increase the value of unpaid care work and reduce the burden on women and girls.

• Recognise the value of care work for individual and community wellbeing.

- Invest in time-saving technology and infrastructure (such as electrification, water and sanitation, and transport) especially in the outer islands and rural areas.

- Develop child care and elderly care services.

- Recognise that unpaid care work is still work, and that it can be a heavy responsibility that affects women's health and their capability.

- Transform social norms and gender stereotypes that confine women as the main provider of care in the family to redistribute unpaid care work more equally between women and men.

- Promote paternity leave and family-friendly working conditions to encourage men to take a greater role in the care activities.

- Teach boys and engage them in cooking and cleaning activities.

EVALUATION QUESTIONS

Open questions

1	Explain what is needed to conduct a gender analysis of time use.
2	Give three examples of the type of information a gender analysis of time-use can provide.

Multiple-choice questions

1. What information is needed to conduct a gender analysis of time use?

a. The level of education of women and men

b. The monthly incomes of women and men

c. The activities performed by women and by men in a normal day

d. Whether women have voted at the last election

Answers: c.

2. What information can a gender analysis of time use generate?

a. Explaining the experience acquired by women and by men when performing specific activities

b. Identifying who may have knowledge about food security

c. Identifying when people are available for meetings or training activities

d. Identifying if there are gaps in terms of workload and rest between women and men

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

EXERCISE RESOURCES (SEE OVERLEAF)

Handout 1.6 – Daily time use

EXERCISE: DAILY TIME USE

1. Work within your group to agree on a family profile from a specific context. For example, choose if the family lives in a rural area, urban area, or remote island. You can also decide if they are located in a specific country or territory, or whether they belong to a particular ethnic group.

2. Use the table below to describe the activities performed by each member of the family from the time they get up to the time they go to sleep. The table below should be completed from top to bottom: list the mother's activities from the moment she gets up until she goes to bed; then the girls' activities; then the older woman's activities; the father's activities, and so on. The group can modify the timeline to reflect specific contexts (for example, the time people get up and go to sleep).

3. After completing the list of activities, answer the following questions.

    a. Identify activities that are considered 'work', those that are leisure activities, and those related to rest.

    b. Who is involved in income generating activities directly (where they earn an income from it) and indirectly (they do work that will generate income, but they do not receive payment)? How many hours are dedicated to income generating activities by women and by men?

    c. Who is involved in unpaid work? This could be household-related work like cooking, cleaning, caring for family members, collecting water and fuelwood, farming and fishing for subsistence, or other necessary tasks. How many hours are dedicated to unpaid work by women and by men?

    d. Who is involved in community-related activities (community meetings, church groups, civil society organisations, handicraft production and other farming activities for customary exchanges). How many hours are dedicated by women and by men to community-related activities?

    e. Estimate the number of hours performed by each family member related to work, leisure, and rest (including sleeping).

    f. How many hours of rest and leisure time do women and men have respectively? (Compare the number of hours of age groups – fathers/mothers, boys/girls, elderly men/elderly women).

YOUR NOTES

_____

_____

_____

_____

_____

_____

EXERCISE: DAILY TIMETABLE

	Women				Men			
	Mother	Girls	Elderly woman	Other women in the house	Father	Boys	Elderly man	Other men in the house
4:00 AM								
5:00 AM								
6:00 AM								
7:00 AM								
8:00 AM								
9:00 AM								
10:00 AM								
11:00 AM								
12:00 PM								
1:00 PM								
2:00 PM								
3:00 PM								
4:00 PM								
5:00 PM								
6:00 PM								
7:00 PM								
8:00 PM								
9:00 PM								
10:00 PM								
11:00 PM								
12:00 PM								

SESSION 7

HOW GENDER AFFECTS OUR LIVES

DURATION:
60 minutes

OBJECTIVE:
To increase participants' understanding of how development issues may be differently experienced by women and by men

METHOD:
A group exercise and facilitated discussion.

MATERIALS:
Flipcharts and markers.

LEARNING OUTCOMES:
At the end of this session participants will understand:
- how and why women and men may be differently affected by the same problem.

FACILITATOR'S NOTES

This exercise helps participants reflect on how a problem can have different impacts on women and on men because of gender roles and inequalities. This is important for the participants to understand that development issues are not experienced the same way by all people. In most cases, households or communities are used as units of analysis to assess and plan development programmes and government services. The assumption is that all members of a household or a community experience the same problem the same way or have the same capacity to address it or not. This approach fails to acknowledge the power dynamics within households and communities, and that people's capacity to deal with an issue is also based on their status and entitlements.

To do this exercise, participants should be using the learnings of previous sessions. They should be mindful of what they know about gender roles, social norms (expectations towards men and women in terms of behaviour), and how decisions are usually made at the household level, in the community, in the government and elsewhere.

This exercise can also be used at the beginning of a workshop as a first exercise before introducing the concepts to assess the participants' level of awareness on how gender can affect development processes. In this case, the facilitator would use the outcomes of the exercise to illustrate different concepts related to gender roles and social norms.

This session includes an exercise, followed by a discussion on the learning.

PROCESS

1. Conduct Exercise 1.7 (45 minutes) followed by a facilitated discussion (15 minutes) to analyse the learnings from the exercise.

SESSION CONTENT

EXERCISE 1.7
DIFFERENT IMPACTS

STEP 1: Divide the participants into groups.

STEP 2: Ask each group to choose a specific development issue to analyse: for example, disasters, water shortage, unemployment, poverty, conflict, NCD, COVID-19.

STEP 3: Instruct the groups to take a sheet from a flip chart, and to write the issue they have chosen at the top of the paper, followed by 'impacts on men' on one half of the paper, and 'impacts on women' on the other half of the paper.

STEP 4: Ask the groups to do quick analysis of the development issue they have chosen, writing down ways that the issue might affect women and men.

STEP 5: Ask each group to report back and answer the following questions.

- Are women and men affected in the same way by the issue? Why?
- What would your recommendations be to address this issue?
- How will the proposed solutions benefit women?
- How will the proposed solutions benefit men?

STEP 6: Summarise the discussion, taking the following key learnings into consideration.

- Men and women may experience development issues differently. In some cases, women will have a greater capacity to cope with an issue; in other cases, men will.

- People's capacity to adapt or respond to an issue depends on their day-to-day activities, incomes, health, and security related to the issue.

- In addition, it also depends on the information they receive, their capacity to access services or infrastructure or technology, their capacity to be mobile, their capacity to make choices, and their rights.

- In previous sessions, we have seen equity issues that make some segments of the communities more vulnerable to development issues or influence their ability to adapt to changes. Those factors are often related to social status and rights.

EVALUATION QUESTIONS

Open question

1	Explain why women and men may be differently affected by the same problem, such as a natural disaster or unemployment.

Multiple-choice question

1. Why is it that women and men may be differently affected by the same problem, such as a natural disaster or unemployment?

a. Because most decisions are made by men, and women's priorities and needs may be overlooked.

b. Because men are in charge, so they are more affected by any problem.

c. Because women are more emotional.

d. Because of gender roles – women dedicate an important amount of time to household chores and unpaid care work.

Answers: a., d.

EQUITY AND EQUALITY

DURATION:
30 minutes

OBJECTIVE:
To demonstrate the difference between equality and equity, and explain why different people may have different capacities to access services.

METHOD:
A group exercise and facilitated discussion followed by a presentation.

MATERIALS:
- Cookies or biscuits (one for each participant)
- Questions to guide the discussion
- PowerPoint slides (Presentation 1.8)

LEARNING OUTCOMES:
At the end of this session participants will understand:
- the difference between gender equity and gender equality
- the importance of considering equity in the design and implementation of programmes.

FACILITATOR'S NOTES

Equity and equality are two fundamental concepts of a gender mainstreaming approach. Those concepts are often used interchangeably and can be misunderstood. Some believe that equality is about not discriminating against anyone and treating everyone the same way or giving them the same resources.

Equality indeed entails non-discriminatory practices. However, failing to acknowledge that socioeconomic factors such as gender, social status, age, disability, and marital status affect a person's capacity to access the same opportunities

and benefit equally from development outcomes can contribute to discrimination. Gender shapes an individual's role, relationships, status, and entitlements. Because of that, women and men do not have the same rights in all areas of life, and may face particular obstacles preventing them from accessing and benefiting from development programmes and services.

The idea of equality between women and men is controversial almost everywhere. This is when participants refer to their culture and values; where they talk about people being at their respective place; about men being the head of the household and the leaders; and entitlements and duties.

This session is thus critical to harness participants' willingness to look into their practices – how they plan, how they deliver services, how they work – and adopt new ways of working that ensure gender equity and promote gender equality. The objective for the facilitator is to 'open the door'.

The 'cookie exercise'[1] was designed to show the differences and interactions between equity and equality. It also supports a discussion on what can be done to support equity, such as getting information, thinking about the ways to distribute the resources and which resources to distribute, and about communication. The process described below explains how to facilitate the discussion to allow the participants to provide their own solutions for promoting equitable access to the cookies, and to reach the objective of equality in terms of fulfilling everyone's need to not be hungry.

This session includes an exercise, followed by a presention on the concepts of equity and equality.

PROCESS

1. Conduct Exercise 1.8 which includes a facilitated discussion (20 minutes).
2. Deliver Presentation 1.8 (10 minutes).

SESSION CONTENT

EXERCISE 1.8
THE COOKIE EXERCISE

STEP 1: Distribute one cookie to each participant. All cookies must be the same size, flavour, shape and colour.

STEP 2: Facilitate the session using the following questions and discussion notes.

*   **How were the cookies distributed?**
    Each person got one cookie only – even those who did not want cookies or wanted more cookies.

*   **Was the cookies' distribution fair? Do you think equal distribution contributes to equal benefit? Why?**
    This distribution was equal. It was fair. Everyone has one cookie.

- **Did everyone in the classroom have breakfast this morning?**
  If not, ask again if the distribution was fair, considering that some people are hungrier.

- **What can be done to make it fairer?**
  Some participants may not have eaten breakfast. Hence, by failing to acknowledge this situation, we, in fact, discriminate against them. To have equal outcomes, which would be for everyone to have a bit of food, so they have more energy, everybody should start with the same conditions; then everyone can benefit equally from the cookies. To make it fairer, we may have to give people who did not have any breakfast more cookies.
  Tell the participants that someone in the classroom may have diabetes or be allergic to nuts. Therefore, the cookie is harmful to this person and can even kill them.

- **What should the facilitator do in the distribution process of the cookie to make it fair for them?**
  They should not be forced to take a cookie. They should also be offered an alternative, like fruit.

- **What should the facilitators have done at the beginning to support their process of cookie distribution to make it fair?**
  Find out about people's needs (the hungrier people) and their capacity (those who may have diabetes or allergies). Then adjust their distribution approach by giving more cookies to those who did not have breakfast and offering fruit to those who have diabetes or another health issue.

> *Lesson:* we need to know about the people we serve so that we can deliver services fairly. Therefore, we need to be asking the right questions.
>
> Giving additional cookies to the hungrier people and giving alternative foods to people with special conditions like diabetes or allergies is called affirmative action. In this case, it is not a 'privilege' or favouritism to receive more resources or different resources. The desired result is that everyone has fulfilled their need. We give additional resources, or different resources, to compensate for a disadvantage. Affirmative action helps to level the playing fields so everybody can benefit equally.

An affirmative action (or temporary special measure) is a measure taken to compensate for special conditions or disadvantages that some people experience. Those are meant to support disadvantaged people to be at the same level as others and benefit equally from outcomes. What we want to achieve with the cookie is for everybody to have a full stomach and have enough energy to go through the session: these are the desired outcomes. To achieve this outcome, the facilitator has to distribute something to eat to each participant – in most cases, one cookie because it is usually enough. Still, the facilitator may need to give two cookies to people who are hungrier and provide some fruit for people who are not able to eat the cookie.

- **Would it have been a better approach to put the cookies on a plate at the front of the room and ask people to help themselves?**
  No. Some people are shy and would not come and pick up a cookie. Other people may think there are enough cookies for them to take two or three. Maybe some social norms would have been at play, and the people would wait for the chief to have the cookies first before they can take one.

  In the end, the distribution would not be fairer because people in a position of power, or the fast ones, or the ones who like cookies a lot, may take most of the cookies, and only crumbs would remain for others. Therefore, you need to put a mechanism in place to ensure a fair distribution of cookies. In our case, the facilitators embodied this mechanism. This is often the government's role in ensuring that resources are distributed fairly so that everybody benefits equally from the available services. Otherwise, people in positions of power, people with access to resources (such as phones with internet), people that have more access to information will be the first to know about 'government services' or 'government support' and therefore have an advantage over those that do not.

- **If the facilitators had known in advance about the people who did not have breakfast and the ones who have health issues and they had started distributing the cookies fairly – giving some people more cookies and giving other people fruit – without telling you why they allocate resources like this, what would your reaction have been?**
  'This is unfair' or 'I guess those people are their friends.'

Lesson: *It is essential to share information so that everyone understands the reasoning behind how decisions are made.*

- **Does the concept of equality mean that everybody is being treated the same?**
  No. If we ignore people's needs and capacities and treat everybody the same, we may reinforce inequalities.

- **As a public servant, what lessons did you learn from this exercise? How is it relevant to your work?**
  Treating everybody the same or giving everyone the same resource does not guarantee that everybody will benefit equally. This is because 'Adapting to people's needs and capacities' equals 'equity'. But when 'public services and programmes equally benefit all', that is equality. It is the principle of 'no one is left behind'.

STEP 3: Deliver Presentation 1.8 to emphasise the difference between equity and equality.

STEP 4: Summarise the outcomes of the exercise, noting the following key learnings.

- Equity is about being fair; equity is about recognising that people are not on equal ground and government services and development programmes must be tailored to suit the different needs. Equality is the outcome we desire. It does not mean that everyone must be the same. Equality is about having the same rights, even if we are different.

- Giving everyone the same amount of something or treating everybody the same way does not result in equality.

- Rules, policies or programmes could, in fact, contribute to discrimination when social inequalities are overlooked.

PRESENTATION 1.8
EQUITY AND EQUALITY

The PowerPoint slides and speaking notes for Presentation 1.8 are available on the **Pacific Data Hub**.

https://pacificdata.org/mainstreaming-gender-in-development-toolkit

FIGURE 6.
Equity and equality

GIVING THE SAME RESOURCE TO EVERYONE DOES NOT LEAD TO EQUALITY

THIS IS WHERE EQULITY LIES

Equity refers to fairness and involves access to equal opportunities and the development of essential capacities.

Equity begins from the acknowledgment that not everyone starts from the same place.

In many cases, women have been disadvantaged because they are women, even if rules do not specifically discriminate against them.

Therefore, equity should necessitate special measures (affirmative action) to compensate for the disadvantages and level the playing field.

Equity is an essential step towards equality.

Gender equality refers to the equal rights, responsibilities and opportunities of women and men and girls and boys, and other genders.

Equality does not mean that women and men will become the same but that women's and men's rights, responsibilities and opportunities will not depend on whether they are born male or female.

Gender equality means that women and men and other genders have equal rights in all areas of life.

It means the right to:

- be safe
- be respected
- earn incomes
- express their views and be heard
- express their gender identity
- choose how many children they have
- choose their intimate partner
- have safe and accessible services and infrastructure for women with a disability
- participate in decision-making and occupy leadership positions
- decide for themselves the future they want.

📋 EVALUATION QUESTIONS

Open question

| 1 | Explain the difference between gender equity and gender equality. |

Multiple-choice questions

1. Gender equity means:

a. Women and men are treated the same way in every case.

b. Men get more resources because they have more responsibilities.

c. Women, men, or other genders may receive more resources to compensate for disadvantages experienced on the basis of their gender.

d. Women always receive more resources or different resources because they have more needs than men.

Answers: c.

2. Gender equality means:

a. Women and men and other genders have the same rights in all circumstances regardless of their gender.

b. Women and men are treated the same in all circumstances without exception.

c. Women have more rights.

d. Women have to behave like men in order to have the same rights.

Answers: a.

SESSION 9

EMPOWERMENT

DURATION:
90 minutes

OBJECTIVE:
To understand the importance to support the empowerment of women and men to progress gender equality.

METHOD:
A presentation (delivered in two parts) with a group exercise and facilitated discussion in between.

MATERIALS:
- PowerPoint slides (Presentation 1.9) on empowerment
- Handout 1.9

LEARNING OUTCOMES:
At the end of this session participants will understand:
- the concept of empowerment
- the role of empowerment in advancing gender equality.

FACILITATOR'S NOTES

Empowerment is an important concept to understand in the context of gender mainstreaming. The concept of power itself is sensitive and can generate negative reactions from the participants. Therefore, the approach proposed is to explain that there are different types of power – power over, to, with, within – and that empowerment is a process and an outcome that enables people to take action and be in control of their lives.

This is also critical for development practitioners to be aware that any development initiative or government program can contribute to empower or disempower women. Taking a conscious empowerment approach is not only about "what" we do, but also "how" we do it. For instance, consulting women directly – and sometimes separately from men – can have a tremendous impact on women's self confidence because it is a recognition that their knowledge and experience are valuable.

This session entails presentations, exercises and discussion on power and empowerment.

PROCESS

1. Deliver the first part of Presentation 1.9 (15 minutes).

2. Conduct Exercise 1.9 (45 minutes) and the facilitated discussion (15 minutes).

3. Deliver the second part of Presentation 1.9 on supporting empowerment (15 minutes).

SESSION CONTENT

PRESENTATION 1.9
EMPOWERMENT: PART 1

The PowerPoint slides and speaking notes for Presentation 1.9 are available on the **Pacific Data Hub**.

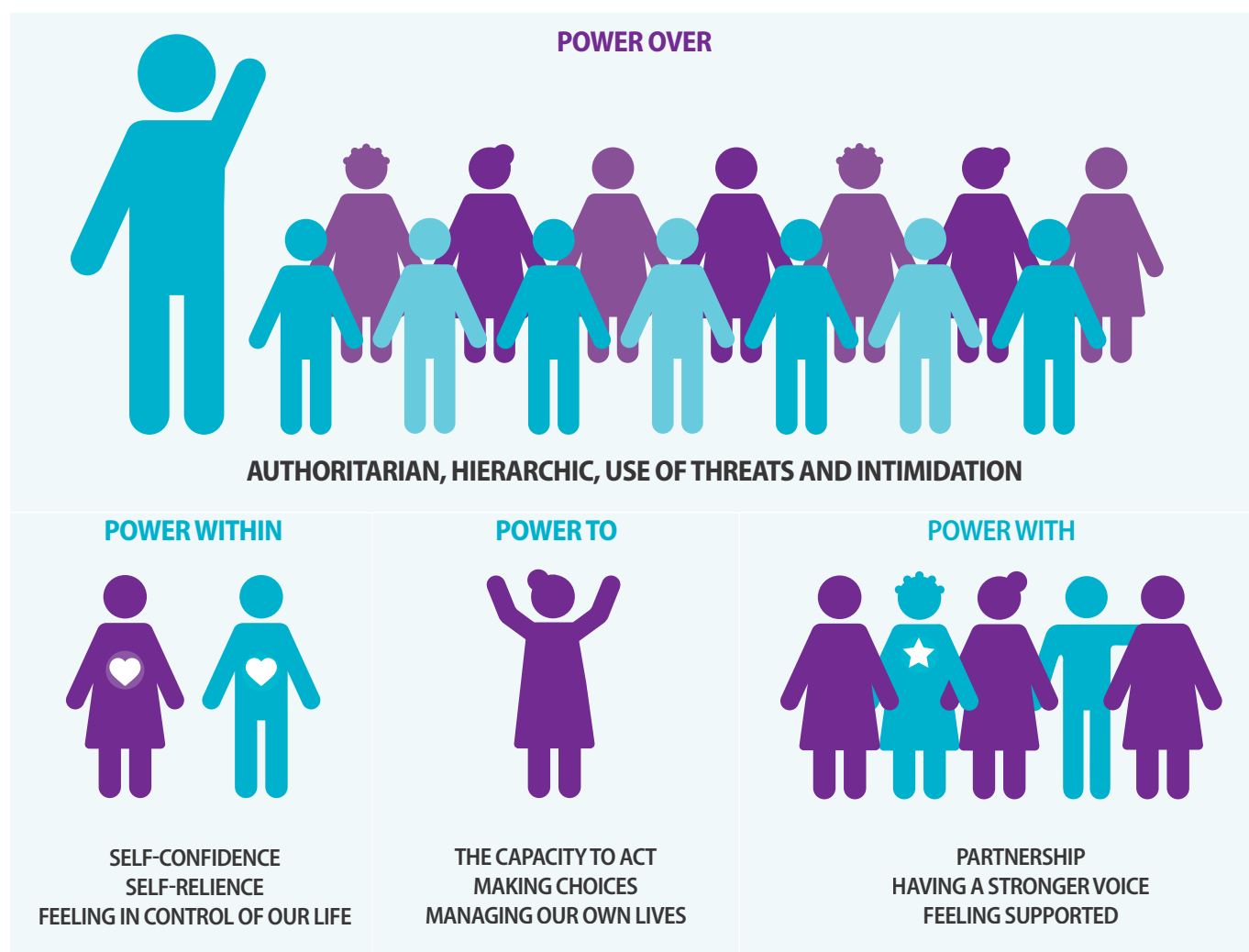https://pacificdata.org/mainstreaming-gender-in-development-toolkit

Different ways to exercise power

There are many ways to exercise power and this session will discuss four particular ways: power over; power to; power with; and power within. Each of these is explained in more detail below.

At this point, the facilitator may want to invite two volunteers to illustrate the types of power by acting or miming them.

FIGURE 7
Different ways to exercise power

POWER OVER

AUTHORITARIAN, HIERARCHIC, USE OF THREATS AND INTIMIDATION

POWER WITHIN

SELF-CONFIDENCE
SELF-RELIENCE
FEELING IN CONTROL OF OUR LIFE

POWER TO

THE CAPACITY TO ACT
MAKING CHOICES
MANAGING OUR OWN LIVES

POWER WITH

PARTNERSHIP
HAVING A STRONGER VOICE
FEELING SUPPORTED

Power over:

One type of power – 'power over' – is based on domination/subordination relations. It is authoritarian. It is hierarchic. It uses threat, intimidation or even violence.

Power to:

There is a kind of power based on capacities, known as 'power to'. Power to means the ability to make choices; solve a problem; understand; communicate; and manage our lives.

Power with:

There is a collective power – 'power with'. When people get together and become organised, they feel stronger. They feel they can support and help each other.

Power within:

There is finally the 'power within'. This is when someone believes in oneself, in her/his capacities; has self-confidence; does not fear to speak, to express her/his opinions; and can take on responsibilities and have control over one's life.

EXERCISE 1.9
WHO IS POWERFUL?

STEP 1: Divide the participants into groups and distribute Handout 1.9.

STEP 2: Ask each of the groups to think of a particular community/cultural context and identify the five most important sources of power in that context. Sources of power might include age, religious status, political status, experience/knowledge, wealth and so on.

STEP 3: Ask the groups to think about each source of power, and identify to what extent men and women exercise it, where X means only a small amount of power and XXX means a large amount of power. For example, older men can have a significant amount of power within a community, so we might put XXX. Older women can also have considerable power, especially over younger women and their sons – but less than older men – so we might put XX.

STEP 4: Ask the groups to identify what type of power is related to the source of power. Is it power over (domination), power to (capacity), power with (unity), or power within?

Table: Sources and Types of Power

Sources of power	Who Exercises it?		Type of power
	Men	Women	
Age	XXX	XX	Domination – power on Capacities – power to
Religious status	XXX		Domination – power on Capacities – power to
Political status	X		Domination – power on Unity – power with
Experience and knowledge	XXX	XX	Capacities – power to
Wealth	X	X	Domination – power on Capacities – power to
Skills and competencies	XX	XX	Capacities – power to
Education	X	X	Capacities – power to
Strength	X		Domination – power on

Violence	XX		Domination – power on
Harassment	X	XX	Domination – power on
Wisdom	XX	XX	Capacities – power to Power within
Unity	X		Unity – power with
Fame or celebrity	X	X	Domination – power on Capacities – power to
Diplomacy	XX	XX	Capacities – power to

STEP 5: When the exercise is completed, ask the groups to present their analysis.

STEP 6: Summarise the outcomes of the exercise, noting the following key points.

- Men, particularly from the elite, use the most important sources of power, and the type of power they exercise is more often the type of 'power over'.

- Women are not entirely deprived of power; in some circumstances, they have power, and they can use it to counter-balance sources of power that they lack.

- Sources of power can be changed. Moreover, the importance people attribute to one or another source of power may also change over time.

- Power relations affect development work; they deprive certain social groups of the ability to participate in and benefit from projects. As a result, the resources and benefits of development projects are monopolised by dominant groups who are usually already more privileged.

- There are other ways to exercise power than through domination: people can become powerful through unity or develop their skills and gain experience.

STEP 7: Move on to make the second half of the presentation on supporting empowerment.

PRESENTATION 1.9
EMPOWERMENT: PART 2

The PowerPoint slides and speaking notes for Presentation 1.9 are available on the **Pacific Data Hub**.

https://pacificdata.org/mainstreaming-gender-in-development-toolkit

What is empowerment?

Empowerment is about people having control over their lives: making their own choices, gaining skills, having self esteem, solving problems, and developing self-reliance. It is a collective, social, and political process and an individual one.

Why empower women?

Why do we focus more on the empowerment of women? Because in most areas, women are disadvantaged and experience discrimination more often or more acutely than men.

Because women have been disadvantaged in many areas of their lives, attaining their empowerment is necessary; when women and men are empowered, they work together as partners to support their family and community's well-being.
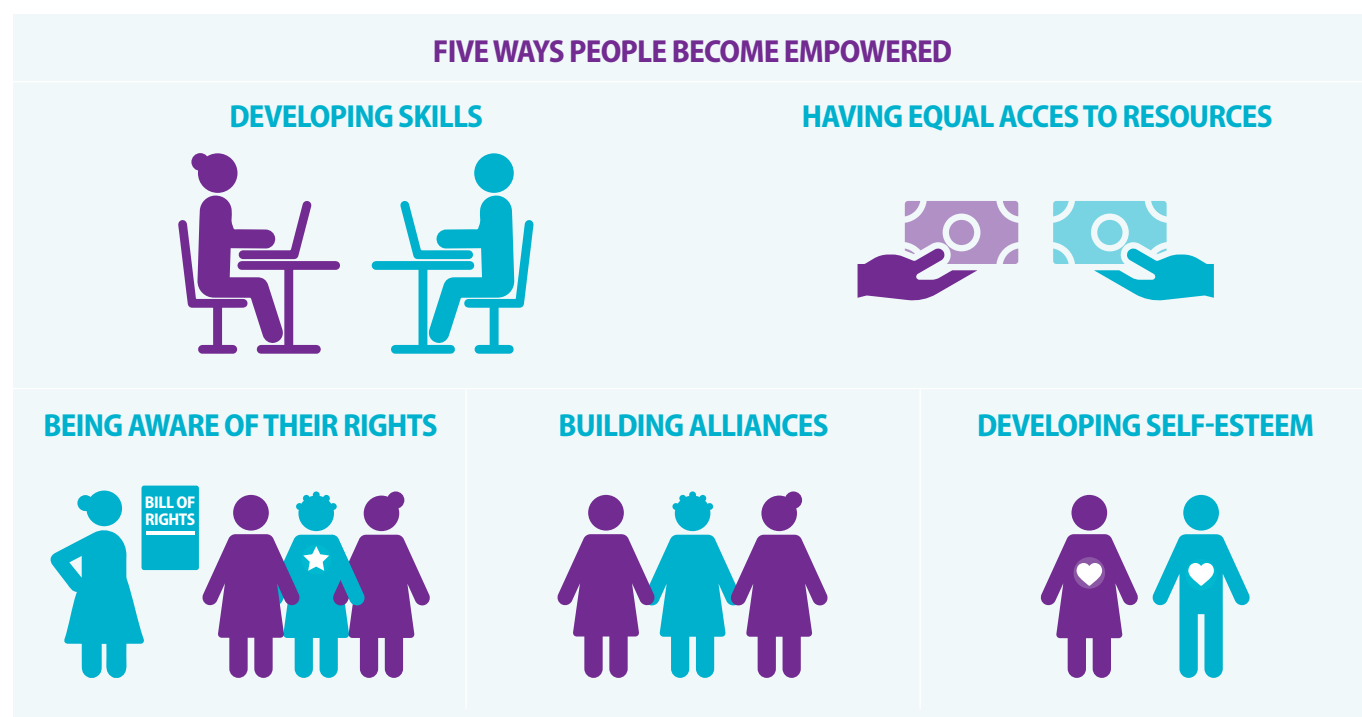
Empowerment and social norms

Social pressure to conform to gender norms (what it is to be a 'real man' and a 'good woman') is strong. Men also need to be empowered to be able to play a role in transforming harmful social norms.

When people are empowered:

- they have more capacities
- they can express their views
- they can be part of the conversation
- they can influence decisions
- they can better protect themselves
- they can increase their contribution to the wellbeing of their family and community
- they have the power to change what is happening around them
- they can transform harmful social norms.

FIGURE 8

How people become empowered

FIVE WAYS PEOPLE BECOME EMPOWERED

DEVELOPING SKILLS

HAVING EQUAL ACCES TO RESOURCES

BEING AWARE OF THEIR RIGHTS

BUILDING ALLIANCES

DEVELOPING SELF-ESTEEM

How people become empowered

Empowerment is a process that emerges from people themselves being able to make choices and to speak out. The role of development practitioners is to provide tools (information, awareness, training) to support empowerment. There are no instant formulas; each context has its specificity, and development workers must be able to analyse and identify effective methods for each situation. Empowering people requires a combination of different actions that are explained below.

- Developing skills to participate in decision-making; communicate; influence and negotiate; lead; and conduct technical tasks.

- Providing equitable access to resources such as information; training; technology; decisions; networks; and money.

- Awareness-raising to make the contribution and potential of women both visible and valued;

- Help people understand their rights.

- Solidarity that is required in building alliances and promoting a sense of belonging and cooperation between women; supporting women to create their own group of influence; promoting the integration of women in processes or groups where they are usually excluded; and supporting networking.

- Developing self-esteem to support women to ˝dream` of a different life and improved conditions and set their own agenda; give value to their contribution; and increase their self-confidence.

EVALUATION QUESTIONS

Open questions

1	Explain what empowerment means.
2	Explain why it is necessary to empower women and other people who have limited power.
3	Give 2 examples to illustrate how to support the empowerment of women.

Multiple-choice questions

1. Explain what empowerment means.

a. Empowered people decide for everyone else

b. It means there is no chief, and everyone is the same

c. Some people have more rights than others

d. Empowered people trust in their own capacity and take control over their lives.

Answers: d.

2. Explain why it is necessary to empower women and other people who have limited power.

a. They can express their views and participate in decision-making

b. They can be more resilient

c. They can contribute even more to the wellbeing of the family and community

d. They can boss men around.

Answers: a., b., c.

3. Give two examples to support the empowerment of women.

a. Give the power to women only.

b. Provide information on their rights.

c. Support women's networks and social capital.

d. Adopt measures to ensure equal opportunities in all sectors.

Answers: b., c., d.

EXERCISE RESOURCES (SEE OVERLEAF)

Handout 1.9 – Who is powerful?

EXERCISE: WHO IS POWERFUL?

1. Decide on a particular context in term of cultural context, community and/or location.

2. Identify the five most important sources of power in that context. Sources of power might include age; religious status; political status; experience and knowledge; wealth; skills and competencies; education; strength and similar. Enter the sources of power that you have chosen into the table.

3. For each source of power, identify to what extent men and women exercise it. Use X where there is only a small amount of power. Use XX if there is a moderate amount of power, and XXX where there is a large amount of power.

4. In the final column, identify what type of power is related to the source of power. Is it power over (domination), power to (capacity), power with (unity) or power within?

Sources of power	Who exercises it?		Type of power
	Men	Women	

SESSION 10

SOCIAL INCLUSION

DURATION:
75 minutes

OBJECTIVE:
To understand what social inclusion entails and reflect on participants' practices.

METHOD:
A group exercise and facilitated discussion followed by a presentation.

MATERIALS:
- Handout 1.10
- Flipchart and markers

LEARNING OUTCOMES:
At the end of this session participants will understand:
- how to recognise social inclusion
- the complexities of social inclusion and how to promote inclusive practice.

FACILITATOR'S NOTES

This session introduces the concept of social inclusion. Social inclusion and empowerment are two complementary processes aimed at ensuring that women and men of different conditions and situations are treated equitably and benefit equally from development outcomes. When empowered, people know their rights and are able to get organised and overcome issues that may arise.

Social inclusion is a process that takes place within institutions. It is about identifying people who are not at the table and creating the conditions for them to join. It entails reviewing how 'things are done' and transforming the practices that contribute to the exclusion of certain segments of the population so that they too benefit from the institution's benefits.

To initiate the reflection on social inclusion, an exercise is proposed to assess 'who' participates in and who is absent from a simple community consultation. Expected outcomes of the discussion are included to help the facilitator extract the key information and messages from the exercise. The exercise is followed by a short presentation on the concept of social inclusion.

PROCESS

- Conduct Exercise 1.10 (30 minutes) which includes a facilitated discussion (30 minutes).
- Deliver Presentation 1.10 (15 minutes).

SESSION CONTENT

EXERCISE 1.10
WHO IS CONSULTED?

STEP 1: Divide the participants into groups.

STEP 2: Ask each group to describe the usual ways that their institution or organisation engages with communities to inform them of an upcoming project or to consult with them on the impact of a specific problem.

STEP 3: Instruct the groups to use the flip chart paper to write down who is likely to attend and be actively involved in discussion at community meetings, who might attend but not talk, and who will likely not attend the meeting. Ask the groups to consider the type of information they would usually get from such meetings.

STEP 4: Provide the groups with a copy of Handout 1.10 and ask them to compare the information generated in the case study from the Republic of the Marshall Islands (RMI) to the information they would have collected through their consultation.

STEP 5: Ask each group to report back and talk about how they would conduct the consultation in a manner to be more inclusive.

STEP 6: Lead a group discussion asking the following questions:

- Are there people in communities often excluded from discussions or meetings, people who are often marginalised or disadvantaged? Who are they? Who was not involved in your consultation in the exercise?
- Why are these groups marginalised or disadvantaged?
- In your opinion, what may be the results of someone being marginalised or socially excluded?

STEP 7: Summarise the discussion taking the following key learnings into consideration:

- A participatory approach or a 'community consultation' is not always inclusive. We must intentionally take actions to ensure that different segments of the population have the opportunity to participate in the discussion, express their perspectives, and be heard.

- We need to be aware of the power dynamics in a group, be it in a household, community, workplace, or any setting.

- Some people are recognised as having the authority to talk on behalf of others, and people who have less power, or have a different status, will not share new ideas or different points of views – even if they could provide critical information to support the effective delivery of services or the implementation of a development programme.

- A social analysis, including a gender analysis, helps to identify the different segments of populations that we want to reach out to.

STEP 8: Move on to deliver Presentation 1.10.

PRESENTATION 1.10
SOCIAL INCLUSION

The PowerPoint slides and speaking notes for Presentation 1.10 are available on the **Pacific Data Hub**.

https://pacificdata.org/mainstreaming-gender-in-development-toolkit

What is social exclusion?

Social exclusion is a complex and multi-dimensional process. It involves the lack or denial of resources, rights, goods and services, and the inability to participate in the normal relationships and activities available to most people in a society, whether in the economic, social, cultural or political arenas. It affects both the quality of life of individuals and the equity and cohesion of society as a whole.

Social exclusion is based on who people are

People are excluded because of 'who' they are. This might be if they are a woman or a man; if they are young or old; if they are from a certain caste or ethnic group; based on their religion; if they are a person with a disability; and even based on their marital status.

People are socially excluded when they are treated differently and are discriminated against; they are not allowed to speak, express their ideas, choices, needs; they are not listened to; they may not have access to critical resources to improve their life; they may not have information; they may not have the possibility to improve their situation in their society; they are not respected; they may not be able to access certain services, resources, and places; and people may not give any attention to their problems and needs.

People are also excluded when they do not conform to certain social norms, such as when they act differently and talk differently from what is expected of them; occupy a non-traditional work role in relation to their gender; love someone who is different from what is expected; refuse to obey/to do what is expected from them; or have different beliefs or values.

Manifestations of social exclusion

Some manifestations of social exclusion include discrimination; limited access to and control over resources; and denial of rights and dignity. Let's explore each of these manifestations in more detail.

Discrimination

Discrimination is a differential and unfair treatment imposed on a group based on social, cultural, or physical differences. A person or a group who experiences discrimination is generally in a position of inferiority and subordination. Discrimination is embedded in beliefs, values, attitudes, and customs. Institutions perpetuate discrimination through laws, policies, rules, and education.

Can you give examples of discrimination you have witnessed? Who was discriminated against? Why?

Limited access and control over resources

Being socially excluded results in limited access and control over resources including education, health, employment, land, information, citizenship, rights and more. For example, an elderly person may not receive adequate health care services because the health staff consider the person to be too old. Indigenous people may be deprived of their traditional lands and livelihoods to make place for mining industries. Poor people in rural areas may not have citizenship papers because they cannot afford to go in to the capital to register births. Women may not be protected against domestic violence because the justice system is slow to proceed with court orders.

Do you know of cases where someone could not access resources because of their social status (for example, as a woman, child, elderly person, person with a disability)?

Knowledge and skills undermined

Even though many people who are socially excluded possess rich knowledge and valuable skills, these are often undermined, ignored, or even questioned. For example, women in leadership positions often have to prove their competencies and show they are as good as men in order to be sanctioned. A young rural man's knowledge and innovative ideas around food production may be challenged by elders. As a result, socially excluded people are rarely meaningfully consulted about development or community issues. This attitude negatively affects people who are already socially excluded, as their experience and priorities are being ignored. It also deprives communities of the experience and knowledge they may need to address complex issues.

Do you know cases where the problems experienced by some segments of the population were not addressed through a project? Why did it happen?

Disrespect

People who are socially excluded are frequently disrespected. This might include being subjected to insults, rude language and mockery; being made to feel inferior; and even violence. For example, women are often sexually harassed in public spaces. Children at school may experience physical violence from teachers. The physical integrity of a person with disability may be overlooked.

Do you k*now cases where people were disrespected? What happened? Why were people disrespectful?*

Violation of rights

The violation of rights may include violation of human rights; restricted access to education; denial of the right to information in the mother tongue; denial of cultural rights; economic exploitation; and denial of protection. For example, a widow may be forced by her in-laws to leave her house when her husband dies. Migrants may receive a lower wage and not be protected by labour laws. A child may be physically abused by an elder.

Social inclusion: No one left behind

Social inclusion is a process of removing institutional barriers and enhancing incentives to increase the access of diverse individuals and groups to development opportunities and promote changes at the system level.

Social inclusion is a complementary process to empowerment, where:

- empowered people know their rights, build their capacities, express their views, and set their own priorities
- socially inclusive organisations remove the barriers, transform the 'rules of the game' that prevent people from participating and benefiting from public services and development outcomes.
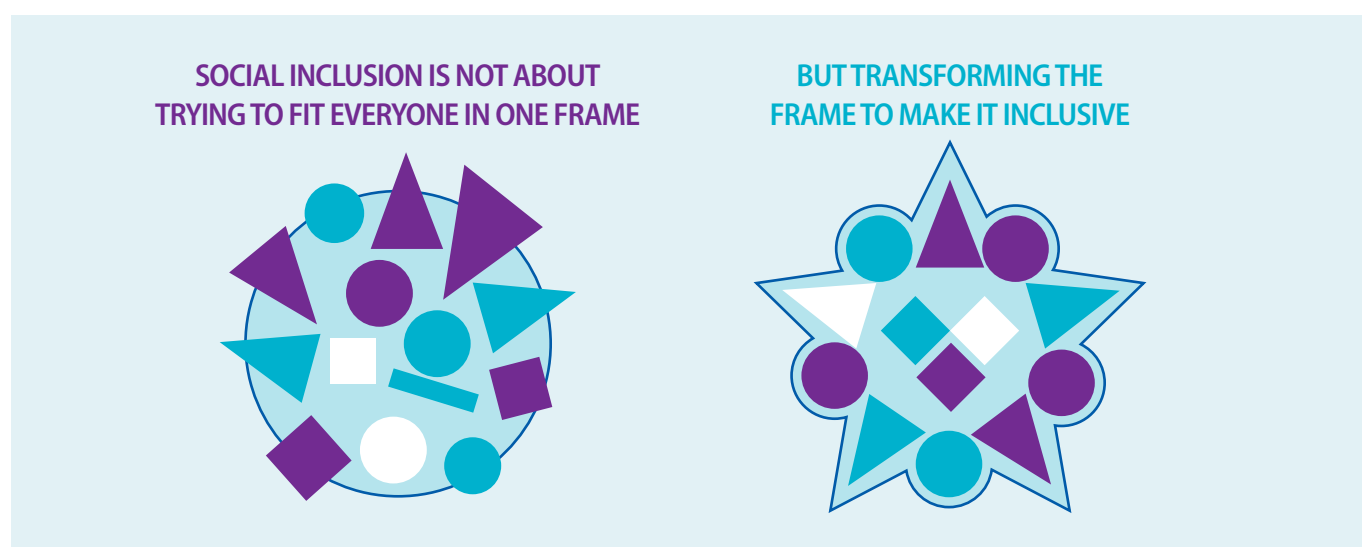
Transforming norms and rules

Social inclusion requires the transformation of norms and rules to remove institutional barriers that perpetuate unequal opportunities to access development outcomes. Social inclusion requires valuing diversity and promoting human rights. It means that every individual in the society must have equal opportunities to:

- access economic, political, social and cultural resources;
- develop their capabilities;
- participate in the development of their community;
- be recognised as a valuable and respected member of their community, with equal rights;
- benefit from development outcomes and a share of the wealth that those provide;
- exercise their rights (all of them!).

Social inclusion goes beyond including people in a project designed for the 'majority'. It is also about designing a programme and establishing rules that recognise the diversity of concerns and needs of different segments of the population and contribute to removing the obstacles, causing the exclusion of certain components of the society. It is furthermore about ensuring that human rights are promoted and protected and all forms of discrimination (on any basis) are addressed and eliminated.

FIGURE 9.
Social inclusion

SOCIAL INCLUSION IS NOT ABOUT TRYING TO FIT EVERYONE IN ONE FRAME

BUT TRANSFORMING THE FRAME TO MAKE IT INCLUSIVE

EVALUATION QUESTIONS

Open questions

1	Name three segments of a population that are often socially excluded.
2	Give an example of what socially excluded people may experience.

Multiple-choice questions

1. Name three segments of a population that are often socially excluded.

a. Youth

b. Persons with disabilities

c. Women

d. Migrants.

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

2. Give an example of what socially excluded people may experience.

a. They are discriminated against.

b. They are given favourable treatment.

c. They are wealthier than others.

d. Their views are usually valued.

Answers: a.

EXERCISE RESOURCES (SEE OVERLEAF)

Handout 1.10 – Who is consulted?

EXERCISE: WHO IS CONSULTED?

1. **You have been asked to consult with communities for a post disaster needs assessment related to drought. Describe how you will go about this task, being sure to specify who will be consulted, and the type of information you expect to get.**

YOUR NOTES

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2. **Read the following case study on the impacts of drought in the Republic of the Marshall Islands (RMI).**

Extract from the Post Disaster Needs Assessment of the 2015-2016 drought

A wife and mother of three reported spending three extra hours a day collecting and fetching water during the drought.

A young man from Arno spent two hours a day collecting his family's drinking water from the RO unit some distance away.

Everyone highlighted the cost of the drought in terms of additional financial and time burdens to secure potable water for drinking and other water for household tasks.

It is mostly men, and young men, in households who collect drinking water, because of their physical strength, while water resources are managed by both women and men.

However, when water supplies were at their lowest levels, whole families would go to the water stations to collect and carry as much water as they could.

Women in women-headed households relied on family members, friends and neighbours for their drinking water

Children's education was affected by:

- the need to collect drinking water in the mornings

- the lack of drinking water and sanitation in some schools

- the closure of one school for 20 days affecting 39 children

- not being able to attend school because of insufficient water to bathe or wash school uniforms

- general lassitude related to the high temperatures and insufficient drinking water.

The increased workload of women because of their role as caregivers was influenced by the following factors:

- Women are largely responsible for the health and well-being of their family, especially their children and older persons.

- The drought worsened seasonal disease outbreaks, notably conjunctivitis, diarrhoea, influenza and scabies.

- Based on the information from the incidence of drought-related diseases in 2016 and the previous years, the drought-related disease burden was especially high for families living in Aur, Jabat, Lae and Mili in terms of the proportion of households affected by the incidence of one or more of these diseases.

- In 2011, 25% of households on the island of Lae had a female household head, and these households would have felt the cost of care even more acutely.

- Breastfeeding mothers reported drinking between five to eight cups of water a day during the drought, which they considered adequate and is consistent with compensation for water lost through breast-feeding, which is estimated at 600 to 700 mL/d (Hydration for Health, 2016).

- In 2007, children were tested for signs of malnutrition. It was found that 17% showed signs of malnutrition, while overall 13% were observed to be malnourished after various tests and targeted observations.

- Malnutrition was more prevalent in the outer islands (rural areas) than in urban areas. The drought impact assessment shows that children with malnutrition treated in hospital increased almost five-fold, implying that the overall level of child malnutrition could have substantially increased.

- Low-income families were faced with difficult and stressful decisions about spending their limited income on water security rather than other regular purchases.

3. **Based on the information provided from the RMI case study, how wouldv you revise your consultation approach?**

YOUR NOTES

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SESSION 11

COMMITMENTS TO GENDER EQUALITY IN THE PACIFIC

DURATION:
75 minutes

OBJECTIVE:
To raise awareness about the Pacific Island countries and territories' commitments to gender equality and women's human rights and their linkages to national and sectoral priorities.

METHOD:
A group work exercise followed by discussion and a presentation.

MATERIALS:
- Summaries of major global, regional, and national commitments to gender equality and sectoral instruments. Some examples are included as handouts.
- Presentation 1.11 on Commitments to gender equality in the Pacific.

LEARNING OUTCOMES:
At the end of this session participants will understand:
- the international and regional gender equality instruments that are in place
- specific regional and national gender equality instruments and their local implementation
- how to use such instruments to advance the work of individuals in their communities and organisations.

FACILITATOR'S NOTES

Session 11 introduces the participants to the numerous commitments made by Pacific Island countries and territories on gender equality and women's empowerment. Instead of making a presentation on the gender equality instruments, it is proposed that the participants familiarise themselves with some of those international and regional instruments through an exercise. The session also provides the opportunity to engage with regional development (sectoral) frameworks and determine how those can contribute to gender equality.

Note that the exercise is not meant for the participants to know all the details about all international and regional frameworks, but rather for them to know that they exist and can serve as guidelines and reference to standardise the integration of gender perspectives in development strategies and the promotion of gender equity and equality.

International and regional gender equality frameworks have been summarised into bullet points and this format can be used for the exercise. Regional sectoral frameworks can be accessed directly by the participants online. The facilitator may want to select the sectoral frameworks based on the participants' professional backgrounds.

The presentation on gender equality frameworks can be made before or after the exercise.

For an in-country workshop, you may want to invite a government official from the division of women/gender equality to present the national gender policy.

When conducting the exercise, you may want to ask participants what they can do in their sector to progress gender equality using the strategic objectives of the Pacific Platform for Action (PPA). This could be used as an introduction in the gender mainstreaming module.

This session includes an exercise and a presentation on international and regional commitments to gender equality made by Pacific island countries.

PROCESS

1.   Conduct Exercise 1.11 (60 minutes).

2.   Deliver Presentation 1.11 (15 minutes).

SESSION CONTENT

EXERCISE 1.11
LINKING COMMITMENTS

STEP 1: Divide the participants into groups. Give each group a copy of Handout 1.11 (a) – the list of gender issues in the Pacific – and a copy of one of the international instruments that can be found in Handouts 1.11 (b) to (e).

STEP 2: Ask each group to identify how the instruments respond to gender issues in the Pacific. For example, domestic violence is a significant gender issue in the Pacific and the elimination of violence against women is a commitment made in the Pacific Leaders Gender Equality Declaration.

STEP 3: Give each group a copy of one regional sectoral framework listed in Handout 1.11 (f) and ask them to identify how those instruments respond implicitly or explicitly to a gender issue in the Pacific and align with global/regional commitments.

STEP 4: Ask the groups to remain where they are and select a spokesperson. The facilitator then lists one by one each gender issue and asks spokespersons to stand up if the instruments related to gender equality that their group worked on contribute to addressing this particular gender issue. For the second round, list one by one the gender priorities stated by the Pacific Leaders Gender Equality Declaration and ask spokespersons to stand up if the sectoral instrument their group reviewed reflects implicitly or explicitly the global or regional commitments to gender equality and how this is reflected.

STEP 5: If the participants are from a particular country or territory, you may wish to continue the exercise by asking how those global, regional, and sectoral commitments to gender equality are reflected in their national policies and sectoral strategies.

STEP 6: Conclude the discussion and deliver Presentation 1.11 on the linkages between global, regional, sectoral, and national commitments to gender equality.

PRESENTATION 1.11
COMMITMENTS TO GENDER EQUALITY IN THE PACIFIC

The PowerPoint slides and speaking notes for Presentation 1.11 are available on the **Pacific Data Hub**.

National, regional, and global commitments to gender equality

Gender equality commitments were made in the region over 25 years ago with the Pacific Platform for Action (PPA) for the advancement of women and gender equality endorsed by all Pacific Island countries and territories in 1994. The PPA was revised in 2004 and 2015. In 2012, the Pacific Leaders Gender Equality Declaration (PLGED) reiterated the commitments to gender equality.

Regional and national commitments to gender equality are in line with international instruments like the Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW) endorsed by 12 Pacific Island countries: the Beijing Platform for Action on gender equality: and the Sustainable Development Goals of 2015.

National, regional and global linkages

All Pacific Island countries and territories have national gender policies that cover the same areas as the regional and global instruments. These include:

•   increasing women's participation in decision-making and in leadership positions, including in the parliament

•   women's economic empowerment

- the elimination of violence against women and girls

- the adoption of gender-responsive legislation, policies, and programmes.

Pacific priorities

The priorities identified by the leaders of Pacific Island countries and territories include:

- gender-responsive government programmes and policies

- increasing women's participation in decision-making

- women's economic empowerment

- ending violence against women

- health and education.

Strategic objectives of the Pacific Platform for Action (PPA)

When the PPA was reviewed a second time in 2015-2016, it was clear that the region's priorities remained the same while the main issue was the slow progress being made. Therefore, the new version of the PPA focused on the means of implementation to accelerate progress and proposed five strategic objectives:

1. Research and gender analysis to support knowledge generation, communication and advocacy about gender equality.

2. Mainstreaming gender across all programmes and services delivered by government, regional organisations and civil society organisations.

3. Building effective partnerships so that women and men, individually and collectively, are empowered to prevent violence and all forms of discrimination.

4. Resource mobilisation and sustained investments to advance gender equality.

5. Establishing a mechanism to make stakeholders accountable for implementing commitments on gender equality.

Furthermore, progressing gender equality is included in other regional sectoral frameworks like the New Song for Coastal Fisheries and the Framework for Resilient Development in the Pacific.

EVALUATION QUESTIONS

Open questions

1	Name two international or regional instruments utilised in Pacific Island countries and territories to promote gender equality.
2	Explain how those instruments are reflected in national and sectoral policies and strategies.

Multiple-choice questions

1. Name two major gender inequality issues in the Pacific/your country or territory.

a. Women want to stay home

b. Gender-based violence

c. High representation of women in decision-making bodies

d. Limited opportunities for women to be economically empowered.

Answers: b., d.

2. Which topic is not mentioned in the Pacific Leaders Gender Equality Declaration?

a. Gender Responsive Government Programmes and Policies

b. Women's economic empowerment

c. Peace and security

d. Decision-making.

Answers: c.

EXERCISE RESOURCES (SEE OVERLEAF)

- Handout 1.11 (a) – List of gender inequality issues in Pacific Island countries and territories

- Handout 1.11 (b) – Sustainable Development Goal 5

- Handout 1.11 (c) – Convention on the Elimination of All Forms of Discrimination Against Women

- Handout 1.11 (d) – Beijing Platform for Action 1995

- Handout 1.11 (e) – Pacific Leaders Gender Equality Declaration

- Handout 1.11 (f) – Regional Frameworks

EXERCISE: LIST OF GENDER INEQUALITY ISSUES IN PACIFIC ISLAND COUNTRIES AND TERRITORIES

1. Weak representation of women in decision-making at all levels.

2. Very high rates of gender-based violence.

3. Limited opportunities for women to earn incomes.

4. Unequal distribution of unpaid care work and household chores.

5. Limited sexual and reproductive health rights.

6. Lack of recognition of women's knowledge, skills, and experiences in public policies, programmes and services, including through sectors (agriculture, fisheries, energy, infrastructure, disaster risk management).

7. Discriminatory laws, policies, and practices.

EXERCISE: SUSTAINABLE DEVELOPMENT GOAL 5: ACHIEVE GENDER EQUALITY AND EMPOWER ALL WOMEN AND GIRLS

5.1 End all forms of discrimination against all women and girls everywhere.

5.2 Eliminate all forms of violence against all women and girls in the public and private spheres, including trafficking and sexual and other types of exploitation.

5.3 Eliminate all harmful practices, such as child, early and forced marriage and female genital mutilation.

5.4 Recognise and value unpaid care and domestic work through the provision of public services, infrastructure and social protection policies and the promotion of shared responsibility within the household and the family as nationally appropriate.

5.5 Ensure women's full and effective participation and equal opportunities for leadership at all levels of decision-making in political, economic and public life.

5.6 Ensure universal access to sexual and reproductive health and reproductive rights as agreed in accordance with the Programme of Action of the International Conference on Population and Development and the Beijing Platform for Action and the outcome documents of their review conferences.

5.A Undertake reforms to give women equal rights to economic resources, as well as access to ownership and control over land and other forms of property, financial services, inheritance and natural resources, in accordance with national laws.

5.B Enhance the use of enabling technology, in particular information and communications technology, to promote the empowerment of women.

5.C Adopt and strengthen sound policies and enforceable legislation for the promotion of gender equality and the empowerment of all women and girls at all levels.

EXERCISE: CONVENTION ON THE ELIMINATION OF ALL FORMS OF DISCRIMINATION AGAINST WOMEN

Below is a summary of the Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW). For the complete text of the convention please visit: **https://www.un.org/womenwatch/daw/cedaw/text/econvention.htm**

State Parties:

1. Condemn discrimination against women in all its forms, agree to pursue by all appropriate means and without delay a policy of eliminating discrimination against women.

2. Modify the social and cultural patterns of conduct of men and women, with a view to achieving the elimination of prejudices and customary and all other practices which are based on the idea of the inferiority or the superiority of either of the sexes or on stereotyped roles for men and women.

3. Ensure that family education includes a proper understanding of maternity as a social function and the recognition of the common responsibility of men and women in the upbringing and development of their children.

4. Take all appropriate measures, including legislation, to suppress all forms of traffic in women and exploitation of prostitution of women.

5. Take all appropriate measures to eliminate discrimination against women in the political and public life of the country and, in particular, ensure to women, on equal terms with men, the right to vote, to participate in the formulation of government policy and participate in non-governmental organisations.

6. Grant women equal rights with men to acquire, change or retain their nationality and transmit their nationality to their children.

7. Ensure equal rights of women and men in the field of education including the same conditions for career and vocational guidance, access to the same curricula, same opportunities to benefit from scholarships, same opportunity to participate in sports and physical education, the elimination of any gender stereotypes, and the access to specific information to help ensure the health and wellbeing of families, including information and advice on family planning.

8. Eliminate discrimination against women in the field of employment in order to ensure, on a basis of equality of men and women, the same rights, including the right to work, equal opportunities of employment, job security, promotion, equal remuneration, treatment, social security, and protection of health and safety.

9. Prohibit dismissal on the grounds of pregnancy or of maternity leave and discrimination in dismissals on the basis of marital status and introduction of maternity leave with pay or with comparable social benefits without loss of former employment, seniority or social allowances.

10. Provision of the necessary supporting social services to enable parents to combine family obligations with work responsibilities and participation in public life, in particular through promoting the establishment and development of a network of child-care facilities.

11. Eliminate discrimination against women in the field of health care in order to ensure access to health care services, including those related to family planning.

12. Eliminate discrimination against women in rural areas in order to ensure, on a basis of equality of men and women, that they participate in and benefit from rural development.

13. Eliminate discrimination against women in all matters relating to marriage and family relations and ensure, on a basis of equality of men and women,

• The same right to enter into marriage;

• The same right freely to choose a spouse and to enter into marriage only with their free and full consent;

• The same rights and responsibilities during marriage and at its dissolution;

- The same rights and responsibilities as parents;

- The same rights to decide freely and responsibly on the number and spacing of their children;

- The same rights and responsibilities with regard to guardianship and adoption of children;

- The same rights for both spouses in respect of the ownership, acquisition, management, administration, enjoyment and disposition of property.

EXERCISE: BEIJING PLATFORM FOR ACTION 1995

Below is a list of the 12 critical areas of concern for achieving equality. For more information, consult **https://www. unwomen.org/en/news/in-focus/csw59/feature-stories**

1. Women and poverty

2. Education and training of women

3. Women and health

4. Violence against women

5. Women and armed conflict

6. Women and the economy

7. Women in power and decision-making

8. Institutional mechanisms for the advancement of women

9. Human rights of women

10. Women and the media

11. Women and the environment

12. The girl-child.

EXERCISE: PACIFIC LEADERS GENDER EQUALITY DECLARATION

Gender Responsive Government Programmes and Policies:

- **Incorporate** articles from the Convention for the Elimination of all forms of Discrimination against Women (CEDAW) into legislative and statutory reforms and policy initiatives across government;

- **Support** the production and use of sex-disaggregated data and gender analysis to inform government policies and programmes;

- **Strengthen** consultative mechanisms with civil society groups, including women's advocacy groups, on key budget and policy issues of national and sub-national governments.

Decision-Making:

- **Adopt** measures, including temporary special measures (such as legislation to establish reserved seats for women and political party reforms), to accelerate women's full and equal participation in governance reform at all levels and women's leadership in all decision-making.

- **Advocate** for increased representation of women in private sector and local level governance boards and committees (e.g., school boards and produce market committees).

Economic empowerment:

- **Remove** barriers to women's employment and participation in the formal and informal sectors, including in relation to legislation that directly or indirectly limits women's access to employment opportunities or contributes to discriminatory pay and conditions for women.

- **Implement** equal employment opportunity and gender equality measures in public sector employment, including State Owned Enterprises and statutory boards, to increase the proportion of women employed, including in senior positions, and **advocate** for a similar approach in private sector agencies.

- **Improve** the facilities and governance of local produce markets, including fair and transparent local regulation and taxation policies, so that market operations increase profitability and efficiency and encourage women's safe, fair and equal participation in local economies.

- **Target** support to women entrepreneurs in the formal and informal sectors, for example financial services, information and training, and review legislation that limits women's access to finance, assets, land and productive resources.

Ending violence against women:

- **Implement** progressively a package of essential services (protection, health, counselling, legal) for women and girls who are survivors of violence.

- **Enact** and implement legislation regarding sexual and gender-based violence to protect women from violence and impose appropriate penalties for perpetrators of violence.

Health and Education:

- **Ensure** reproductive health (including family planning) education, awareness and service programmes receive adequate funding support.

- **Encourage** gender parity in informal, primary, secondary and tertiary education and training opportunities.

EXERCISE: REGIONAL FRAMEWORKS

Framework for Resilient Development in the Pacific

http://tep-a.org/wp-content/uploads/2017/05/FRDP_2016_finalResilient_Dev_pacific.pdf

A new song for coastal fisheries – pathway for change

https://www.spc.int/DigitalLibrary/Doc/FAME/Reports/Anon_2015_New_song_for_coastal_fisheries.pdf

A Framework for Action on Energy Security in the Pacific

http://prdrse4all.spc.int/system/files/energy_framework_final_may2011_web.pdf

Pacific Sexual Health & Wellbeing Shared Agenda

https://www.aidsdatahub.org/sites/default/files/resource/pacific-sexual-health-well-being-shared-agenda-2015-2019.pdf

Pacific Regional Education Framework

https://www.forumsec.org/wp-content/uploads/2018/10/Pacific-Regional-Education-Framework-PacREF-2018-2030.pdf

RECALLING THE LEARNING

DURATION:
30 minutes

OBJECTIVE:
To assist participants to recall key gender-related concepts.

METHOD:
A choice of two exercises: Pictionary/miming or a crossword puzzle.

MATERIALS:
* List of concepts for the Pictionary/miming game, or printed copies of the crossword puzzle.

LEARNING OUTCOMES:
At the end of this session participants will:
* be able to recall key gender-related concepts.

SESSION CONTENT

EXERCISE R1
PICTIONARY OR MIMING

STEP 1: Divide the participants into two groups.

STEP 2: Write concepts on pieces of paper and put those in a container.

Proposed concepts include: gender; gender equality; gender equity; human rights; empowerment; discrimination; exclusion; social inclusion; unpaid care work; decision-making; power to; power with; power within; social norms; culture; gender-based violence; mother; father; woman; man; girl child; boy child; and economic empowerment.

STEP 3: One person from a team chooses a paper with a concept and draws something to illustrate the concept for other members of the team to guess. The person choosing cannot say anything or write a word on the flip chart. If the team guesses the word, they continue playing. If they do not, the opponent team takes the lead and chooses a paper. Allocate 90 seconds for each concept to be found (from the moment the person starts drawing) The winning team is the one that has identified the greatest number of concepts.

Alternatively, instead of drawing the concepts, the participants can be asked to mime/act out the concept for other people to guess.

EXERCISE R2
CROSSWORD PUZZLE

STEP 1: Provide printed copies of the crossword puzzle (see Handout R2) to participants to complete either individually or in groups.

STEP 2: Facilitators may wish to bring the group together after completion of the puzzle to discuss the correct answers.
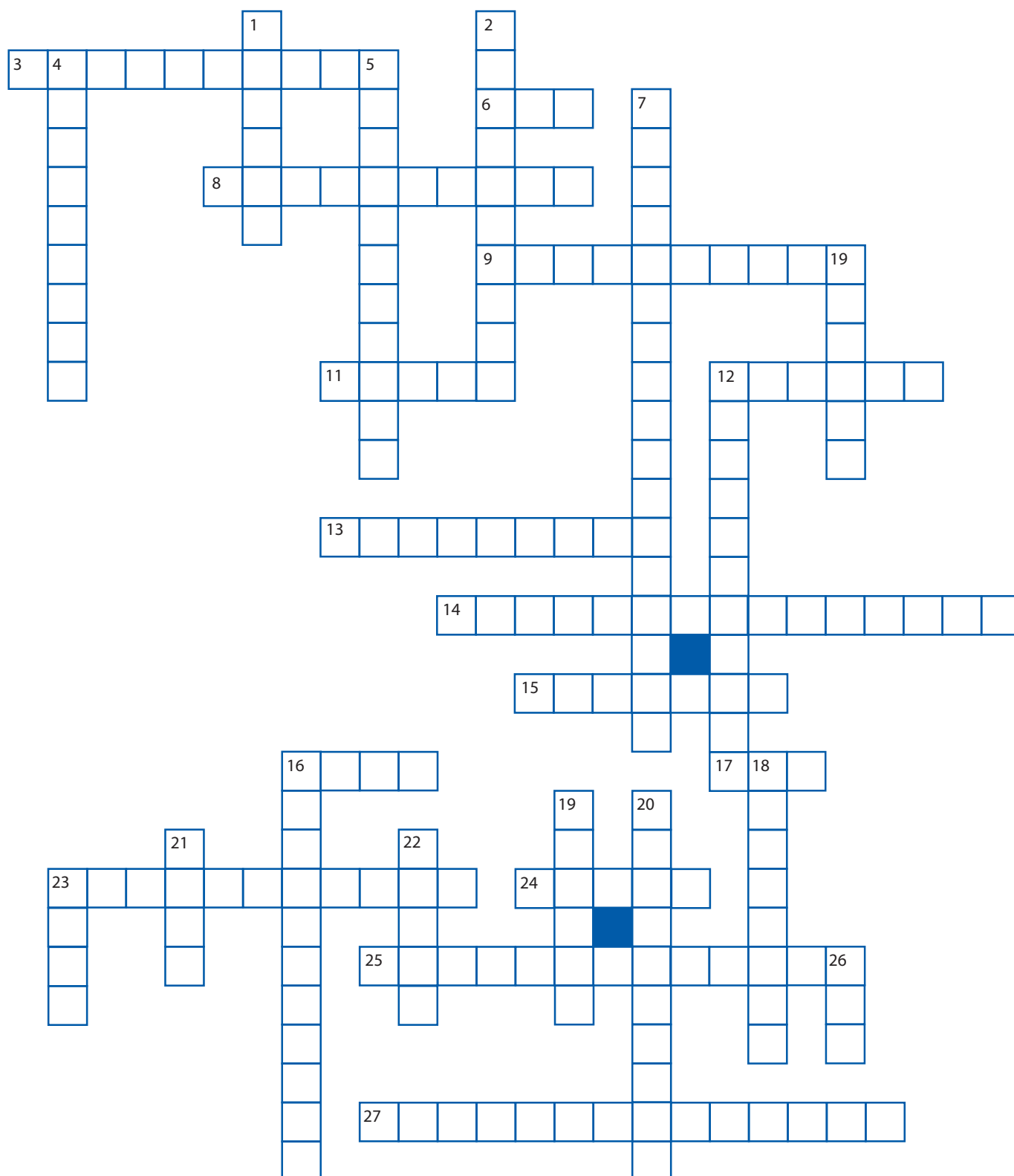
EXERCISE RESOURCES (OVERLEAF)

Handout R2 – Crossword puzzle

EXERCISE: CROSSWORD PUZZLE

ACROSS

3. The first woman to become head of state of a Pacific Island country in 2016. (5,5)

6. Acronym of a regional framework on gender equality that was endorsed in 1994. (3)

8. Quality of a policy or a programme that ensures women and men benefit equally from its outcomes. (10)

9. Making decisions on the use of resources. (6)

11. Sense of harmony between people. (5)

12. Freedom from harm or danger. (9)

13. Being marginalised and denied equal rights. (9)

14. Lifting barriers that prevent some people from enjoying equal opportunities and rights. (6,9)

15. Set of values and beliefs shared by a group of people and their environment. (7)

16. Acronym for a field of study that girls are encouraged to learn, related to science and technology. (4)

17. Biological differences between males and females. (3)

23. A generalised belief on what people can and can't do, based on who they are. (10)

24. Every person is entitled to these rights and freedoms. (5,6)

25. Strategy to integrate a gender perspective throughout an institution's policies, programmes and ways of working. (13)

27. Differential and unfair treatment imposed on some people based on their gender, social, cultural or physical differences. (14)

DOWN

1. A person's identity based on roles and characteristics that is associated with being a woman or a man. (6)

2. A type of household work that contributes to wellbeing. (6,4)

4. Breaking the mould to make space for diversity. (9)

5. State of people taking control of their lives. (9)

7. Cumulative factors and identities adding layers of discrimination on a person. (17)

10. Having the opportunity to use something. (6)

12. Unwritten rules shared by a group regarding appropriate behaviour in particular situations. (6,5)

16. Type of development that meets the needs of the present without compromising the ability of future generations to meet their own needs. (11)

18. Having the same rights. (8)

19. Fairness. Giving a shoe that fits. (6)

20. Few women in the Pacific exercise this function. (10)

21. Acronym of a set of rights regarding people making decisions about their sexuality and reproductive health. (4)

22. Most important international instrument promoting gender equality. (5)

23. Sustainable development goal number that is related to gender equality and empowerment of women. (4)

26. Acronym for violence perpetrated against women. (3)

SOLUTIONS

ACROSS

3. Hilda Heine

6. PPA

8. Responsive

9. Access

11. Peace

12. Security

13. Exclusion

14. Social inclusion

15. Culture

16. STEM

17. Sex

23. Stereotype

24. Human rights

25. Mainstreaming

27. Discrimination

DOWN

1. Gender

2. Unpaid care

4. Inclusive

5. Empowered

7. Intersectionality

10. Control

12. Social norms

16. Sustainable

18. Equality

19. Equity

20. Leadership

21. SRHR

22. CEDAW

23. SDG5

26. GBV

GLOSSARY

Culture

Culture is a set of distinctive spiritual, material, intellectual and emotional features of society or a social group, that encompasses not only art and literature but lifestyles, ways of living together, value systems, traditions and beliefs.

Discrimination

Discrimination is differential and unfair treatment that is imposed on a particular group based on social, cultural, or physical differences.

Equity

Equity refers to fairness and involves access to equal opportunities and the development of essential capacities. It begins from the acknowledgment that not everyone starts from the same place in life.

Empowerment

Empowerment is about people taking control over their lives: setting their own agendas, gaining skills, building self-confidence, solving problems, and developing self-reliance. It is a collective, social, and political process as well as an individual one (CIDA, 1999).

Gender

Gender refers to the roles and responsibilities that society has decided to allocate to women and men. The concept of gender also includes the expectations held by people about what women and men can do, how they behave, what they are supposed to be able to do; what femininity is, or what it is to be a good woman, and masculinity, or what it is to be a real man. Ask the participants to describe what a real man looks like; and what a real woman looks like. The roles of and expectations towards women and men are learned. They change over time and between cultures and locations.

Gender equality

Gender equality refers to the equal rights, responsibilities and opportunities of women and men and girls and boys. Equality does not mean that women and men will become the same but that women's and men's rights, responsibilities and opportunities will not depend on whether they are born male or female.

Gender equality means that women and men have equal rights in all areas of life, including:

- the right to be safe
- the right to be respected
- the right to earn an income
- the right to express their views and be heard
- the right to express their gender identity
- the right to choose how many children they have
- the right to choose their intimate partner
- the right to have safe and accessible services and infrastructure for women with disabilities
- the right to participate in decision-making and occupy leadership positions
- the right to decide for themselves the future they want (SPC, 2017).

Social exclusion

Social exclusion is a complex and multi-dimensional process. It involves the lack or denial of resources, rights, goods and services, and the inability to participate in the normal relationships and activities available to most people in a society, whether in economic, social, cultural or political arenas. It affects both the quality of life of individuals and the equity and cohesion of society as a whole (MACK, 2016).

Social inclusion

Social inclusion is a process of removing institutional barriers and enhancing incentives to increase the access of diverse individuals and groups to development opportunities and include changes at the system level.

Social norms

Social norms are the unwritten rules that a social group has regarding acceptable or appropriate behaviour in particular situations, the breach of which has consequences. It is also about society's expectations of people's responsibilities, behaviours, rights and entitlements (CHANDLER, 2011).

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