



PEUMP

Pacific-European Union Marine Partnership Programme

Workshop on Gender, Human Rights-Based Approaches, Monitoring, Evaluation and Learning, Communications and Visibility

3-6 June, 2019

University of the South Pacific (USP)

Suva, Fiji

Workshop Report



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I. Introduction

The combined training on Gender/Human Rights, Monitoring, Evaluation and Learning (MEL) including Communications and Visibility was conducted from 3-6 June, 2019 at the University of the South Pacific, School of Marine Studies, Lower Campus in Suva, Fiji. The four-day training was facilitated by the Pacific-European Union Marine Partnership (PEUMP) - Programme Management Unit (PMU), namely by the MEL Specialist Tupe Samani, Gender and Human Rights Specialist Natalie Makhoul and Communications Specialist Debbie Singh. The human rights sessions were co-facilitated by Albert Seluka, Senior Human Rights Adviser with the SPC Regional Rights Resource Team (RRRT). The SPC Social Development Program (SDP), through its Gender Adviser, Brigitte Leduc, provided valuable guidance and feedback on the training programme beforehand.

A draft training program was shared with participants, PEUMP Key Result Area (KRA) 6 staff for their comments and feedback to ensure existing training needs were well reflected and the level of pre-knowledge was acknowledged.

The training was designed to provide a broader overview of PEUMP's cross-cutting areas to establish a learning base and a general understanding of abstract concepts and ideas. Where possible, the training design addressed KRA6-specific issues and allowed open spaces for reflection and thoughts on entry points for the mainstreaming of cross-cutting topics through group work activities.

a) Background, Purpose and Objectives

The EU-SPC PEUMP agreement emphasises the need to take into consideration cross-cutting topics on gender equality, human rights based approaches, poverty reduction, youth empowerment and social inclusion. A holistic approach is required throughout all programme cycles to ensure that PEUMP assistance contributes to overarching national, regional/international goals.

During the PEUMP programme's inception phase, a need for training on gender equality and human rights based approaches (HRBA) as well as MEL was identified as a way forward to assist technical staff across all six Key Result Areas to: (i) mainstream gender/HRBA into their respective work areas; (ii) align and feedback into the PEUMP overarching MEL structure; (iii) and to ensure adequate communications and visibility of all PEUMP-related activities guidelines and protocols. The latter was included to the training program to ensure a common understanding and harmonised application of the PEUMP Communications and Visibility Strategy across all KRA lead agencies, including USP.

The following training objectives were identified:

- Capacity of PEUMP technical staff to integrate cross-cutting issues is strengthened
- Entry points for the integration of cross-cutting topics per KRA at activity level are identified and explored
- PEUMP performance indicators and targets are reviewed and refined
- Effective reporting practices in line with the EU-SPC-PEUMP Contracting Agreement requirements are followed
- Methods of evaluating impacts and effectiveness of project activities and outputs are strengthened
- An understanding of the PEUMP Communications and Visibility approach, strategy and branding requirements are understood and implemented.
- Specific areas requiring communications support from the PMU are identified.

More details on the training background and purpose can be found in the Concept Note in **ANNEX I**.

b) Participation

The total number of participants that attended the workshop was 16, of which 11 were female and 5 male, with the age ranging from 24 - 45. The composition of the participants were Post Graduate and Master Students, research fellows and PEUMP USP KRA 6 staff and 5 PMU staff attending. In addition, we opened participation to the USP MEL staff and a representative from Women in Fisheries. The participants chosen added value in discussion and group activities to the understanding and work of the KRA 6 component of the PEUMP Programme

II. Sessions and Content

The four-day workshop consisted of a one-day training on gender and social inclusion, with a one-day session on Human Rights and Human Rights Based Approaches, one-day session on MEL and a half-day session on Communications and Visibility.

These are PEUMP's overarching and cross-cutting areas through which the PMU provides guidance and technical assistance to all its stakeholders. The training workshop ended with an evaluation session before participants received certificates from the PEUMP programme.

a) Gender Equality and Social Inclusion (GESI)

The GESI training started with a stocktaking exercise and participants were asked to write down their existing understanding and knowledge of gender equality and social inclusion. Only two participants out of 10 indicated a decent understanding on GESI because they had attended a prior GESI training. However, they noted that previous GESI training was more general and not specific to the fisheries context while it was country-focused in the Fiji context. The other eight participants had little or very basic knowledge on gender equality while most participants indicated a little to no knowledge on social inclusion. In their responses, three participants indicated that gender equality is not only about women but also about men and the wider LGBTQ community. Two participants were able to provide more specific answers on gender equality being about equal access to opportunities and resources. While all participants had something to say on gender equality, the answers on social inclusion were less specific and three participants had no knowledge at all about social inclusion and what it means. Only three participants indicated a basic understanding of social inclusion, while the most typically socially excluded groups listed were Persons with Disabilities (PWD), followed by women and youth. Only one participant showed a more in-depth understanding of social inclusion as being the opposite of a discriminatory behaviour on the grounds of gender, ethnicity, and religious background.

The Gender and Human Rights Specialist provided an introduction into the concepts and definitions of gender equality. A quiz on the differences between gender and sex revealed that participants were generally able to distinguish between attributes linked to gender or sex. Out of 15 questions, only three questions were not answered correctly. Interestingly, the three falsely answered questions were statements on Pacific cultural norms creating gender roles for women and men which participants associated with sex instead. Participants were able to correct these after the definitions on gender and sex were presented. Gendered roles in the Pacific context were discussed as well as influential factors that shape these roles; the difference between equality and equity was presented and group work conducted to unfold the differences between having 'access to a resource' and 'having control and having ownership of a resource'. Gender Equality was presented from two different angles: Gender Equality as a fundamental human right with reference to the regional and international human rights framework and gender equality as a development goal with reference to the Sustainable Development Goals (SDG) 5. The narrow understanding of gender equality as being for women, about

women on women's issues was broken down by explaining the shifting concepts of *women in development to gender and development* while explaining the different approaches of (women's) empowerment, women's rights focus and gender equality as a value that concerns everyone. With reference to the Convention on the Elimination of all forms of Discrimination Against Women (CEDAW), the term discrimination was discussed to present the different forms, intensities and nuances of discriminatory behaviour on the grounds of gender. Based on that, concepts of formal and substantial equality were illustrated.

In another session, the importance and methodology of conducting a gender and social inclusion analysis were discussed. The SPC Pacific Handbook on Gender and Social Inclusion Mainstreaming in the Coastal and Aquaculture Sector¹ was handed to participants and the module on GESI analysis was used to present the different steps and survey tools to conduct a GESI analysis. Two of the three PEUMP-funded postgraduate students (Masters, PhD) confirmed that they would be using the handbook and the GESI analysis tools in particular to include gender-integrated research components as it aligns with their work with coastal communities. Findings from gender and fisheries assessments were presented, in particular findings that are relevant for KRA6 thematic areas. These findings revealed research gaps which can be considered through USP's capacity building mandate.

In a separate session, the term social inclusion was focused on. The PEUMP design documents are not specific on social inclusion. A general definition was presented while the opposite term social exclusion was discussed. Given the wide definition, a context-specific definition is needed to allow KRA6 to mainstream social inclusion issues into their work. In group work, participants designed their own definition of social inclusion relevant to their daily work based on the general principles provided by the facilitator and using the Pacific Handbook chapter and examples of social inclusion/exclusion in the Pacific fisheries context (see III. Outcomes).

GESI Mainstreaming as a strategy was explained using the Pacific Handbook. Group work provided insights into KRA6 entry points for mainstreaming gender and social inclusion (see III. Outcomes).

All sessions included insights into the fisheries sector either through examples, case studies and findings presented or through group work on the GESI dimension of the fisheries sector and other illustrative means such as videos.

b) Human Rights and Human Rights Based Approaches

The Human Rights training started with an overview on what human rights are, the roles of duty holders and duty bearers, the concepts of human rights and a presentation of core human rights frameworks at international and regional levels. In addition, the progress of human rights in the Pacific was presented, providing an overview of all PICs and their status on signing and ratifying main international human rights treaties. The process of signing and ratifying was explained and the consequences of these processes for PICs in terms of commitment and obligations of duty bearers was highlighted. In a second part, CEDAW was presented in more detail linking gender equality as a fundamental human right and highlighting key principles of CEDAW and the factors that affect their implementation at the national level. Group work was conducted which allowed participants to apply learnt content in a real life scenario with practical relevance to the KRA6 thematic area. This session was facilitated by SPC RRRT Senior Human Rights Adviser, Albert Seluka who also introduced RRRT and their work areas as SPC's human rights programme and his supportive role to the PEUMP in this regard.

¹ Referred to as Pacific Handbook

A specific lens into human rights issues in oceanic fisheries and coastal fisheries was provided in following sessions by Natalie Makhoul. Human rights issues in oceanic fisheries were presented through a recent case study by Greenpeace 'Misery at Sea' that involved Vanuatu. The case study showed several human rights violations at sea such as different forms of abuses of worker's rights and elements of forced labour, while discussing the triggers and enablers of human rights abuses on the high seas, the use of flags of convenience, transshipment at sea and the links to human trafficking and IUU. Solutions to these problems were presented, for example, harmonised labour laws for workers at sea and the ILO minimum standards for workers at sea through the ratification of their work in fishing convention. Human rights issues in coastal fisheries focussed on marine tenureship rights embedded in the human rights framework of indigenous people's rights versus the right to property and the state's interest in using marine areas for the common good (e.g. development of tourism, infrastructure or economic interests in mining or logging). Further, displacement and forced evictions were discussed presenting international human rights law that sets minimum procedural standards for compensation. Other human rights issues such as access to information, access to participation and active roles in decision-making processes at local and national levels were briefly presented, while discussion the narrow understanding of human rights dimensions of costal fisheries that often lacks the broader picture of the right of fisherfolk to education, health and infrastructure. This was also discussed in light of existing research gaps in the Pacific and the role of academia.

Lastly, Human Rights-Based Approaches were presented using an article that provided several models of how human rights based approaches in the climate change context of Inuit people in the Arctic could look like. Participants identified HRBA through e.g. Marine Protected Areas (MPA), environmental assessments and the link to people's lives, empowerment of indigenous people to shape the development of their environment using their traditional knowledge, advocacy campaigns and raising awareness, local ownership and long-term planning. The concept of interconnectivity between human rights, environmental changes and socio-economic development and the ecosystem approach were highlighted as a HRBA. Participants were also asked to transfer the context and HRBA in the article to the Pacific Ocean context with reference to climate change and local resiliency. This group work created the link to the last session on the RRRT designed "PLANET" principles which were introduced and presented by Mr Seluka.

c) MEL

Introduction to MEL

The MEL sessions (covering a full-day) were facilitated by MEL Specialist, Ms. Tupeope Samani and the Programme Coordinator, Mr. William Jatulan. The session began with asking the participants to write down what experience do they have with MEL and what topics on MEL do they want to further training on? Six respondents out of nine had knowledge of MEL, varying from little to good knowledge level. Experience in MEL from respondents ranged from none to extensive. Examples of these experiences were from current work in reporting against logframe indicators, participating in designing and implementing MEL components in projects either in government or regional organisations, reviewing projects progress, monitoring of different components of research project.

The training plan for MEL is to have further trainings in the future on specific topics identified by KRA partners and country stakeholders. The training for USP did not cover all aspects of MEL but focused on introducing MEL along and key aspects such as input, outputs, goals and indicators. It was also an opportunity for the USP PEUMP team to review and discuss the KRA 6 indicators and brainstorm on possible data sources and storage mechanisms.

Topics that the respondents listed as wanting to learn more about included: development of an M&E system, developing and using creative ways of evaluating activities in countries and across

stakeholders, MEL specifically for coastal fisheries that include gender and human rights, data analysis, developing indicators, fisheries M&E in relation to climate change, other MEL tools.

The blind runner and guide during the Paralympics was used to describe the relationship between project/program implementation and MEL. The definitions of monitoring and evaluation was discussed with the participants been asked to share a situation from their experience that can be used to describe monitoring or evaluation.

The major components of logical framework was introduced, along with definitions of each term with examples. An exercise on matching examples with the components of the logframe was carried out. Responses showed that the participants understood the differences in the terms and examples of each.

Indicators play an important role in the MEL. Time was given to enable to participant to grasp what exactly an indicator is and its role in MEL. The SMART criteria was discussed. The approach that the PEUMP PMU undertook to revise the original PEUMP indicators was discussed.

With the understanding of what an indicator and its importance, the training then moved to data collection for to determine progress and it's evidence for USP's KRA 6 indicators.

Data Collection and Review of Indicators

The session looked at definition of data collection and what is to be considered when looking at data and information to collect to support in measuring and assessing the progress of activities and indicators. The qualitative and quantitative type of data was discussed with examples given. The different methods of collecting data such as interviews, questionnaires, observations, focus groups, ethnographies, case studies and documents were also discussed. The participants were asked to share their experience on the methods they used to collect data in their work or studies. Characteristics of an effective MEL system was discussed. Results oriented, evidence based and been able to verify progress was qualities of an effective system.

Specific indicators for USP KRA 6 was discussed in detail. Important components of an indicators such as its description (precise definition, unit of measure and disaggregation into gender, country, courses) along with planning for data collection to determine progress of the indicators. What to consider such as sources, method of data collection, reporting frequency and who will be tasked with collection was discussed. An example indicator was presented and the participants were asked to attempt at redefining the indicator to make it clearer. The possible data sources for this indicator was brainstormed amongst the participants and discussions followed. Possible data sources were sign in sheets, agenda, training report, and closeout memo.

Targets for each indicator and its role in MEL was discussed. The end of project target and annual target was defined. An example was given of M&E tracking table that showed the indicators, its targets per year and achievement progress. The importance of having a database for MEL and filing data sources as evidence to back up project and MEL achievements.

The practical group work session where the participants were divided into 2 groups. Each group were given 2 indicators each from USP KRA 6 to discuss and answer 6 questions. The results of the group work is outlined in the next section of this report under Outcomes.

d) Communications and Visibility

The PEUMP Communications Officer Debbie Singh conducted a half-day training session on Communications and Visibility. The session also included group work at the end.

The communications and visibility session focused on:

- i. PEUMP's Communications Strategy and approach
- ii. PEUMP's key messages
- iii. Branding Guidelines (EU, Sweden, PEUMP)
- iv. PEUMP communications templates
- v. PMU's approval and clearance mechanisms
- vi. Monitoring and tracking PEUMP's visibility actions
- vii. Reporting gender, human rights and social inclusion in the media
- viii. Group work

An additional session on reporting gender, human rights and social inclusion in the media was included in the communications session as a way to contextualise and link communications to gender and human rights-based approaches.

The communications and visibility session was conducted in an interactive manner, with focus on the use of videos and strong imagery to communicate messages. Links to Blue Pacific Narrative, the New Song for Coastal Fisheries, Framework for Pacific Regionalism, Samoa Pathway, SDGs/SDG 14) (Life below water) and gender, human rights and social inclusion in the fisheries sector were discussed in the context of the PEUMP Communications Strategy.

The Communications Officer advised that PEUMP's key messages needed to be local, national and regionally focused. It was emphasised that messaging should be tactical, consistent, active, positive and non-reactive and must also include, where appropriate, a link to gender and human rights-based approaches in the fisheries sector. Messaging should also share the work of the PEUMP programme with emphasis on its multi-partner nature, highlighting the support of the EU and Sweden.

Using the Narrative Model, PEUMP's Communications and Visibility Strategy would also share positive stories of impact and change across KRAs through PEUMP partners, beneficiaries and with donors.

The last session was a group work. There were 2 questions that were given out for the groups to discuss and report back. The outcomes of the group work is presented in the outcomes section of this report.

III Outcomes, Follow-up actions and the Way Forward

Outcomes for GESI and HRBA:

Main **outcomes** on GESI were the identification of opportunities for GESI mainstreaming within KRA6 and the definition of social inclusion in the fisheries context and with relevance to KRA6. Participants identified the following opportunities for mainstreaming activities:

- Review of current marine affairs/science programs and the incorporation of GESI and HRBA into existing USP marine courses (curriculum based) and incorporation of GESI into new courses (from TVET up) which will be developed under KRA6
- Strengthening of social science aspects in post-graduate research to include components on GESI through gender-integrated or gender-focused research; stronger focus of data collection in post-graduate research to be sex-disaggregated

- Post-graduate research to pick up gaps in GESI and fisheries based on findings of gender and fisheries assessments
- Need to target the lecturers to be trained on GESI and to reinforce train-the-trainer approaches within KRA6 and the broader USP Marine Institute team
- Short training course on gender inclusivity and social inclusion in the fisheries sector to be carried out at different levels, e.g. different USP stakeholders such as NGOs, GOV
- Communication of GESI-related findings to reach a wide audience, also outside of USP

Participants identified main aspects of social inclusion in the fisheries oceanic and coastal context as well as specific social inclusion considerations that can be used by KRA6 to mainstream social inclusion.

Social inclusion in the KRA6 context	Social inclusion in the Coastal Fisheries context	Social Inclusion in the Oceanic Fisheries context
1. Social inclusivity for all levels of stakeholders in fisheries marine resource management are able to access these opportunities 2. Selection process for scholarship recipients should consider: <ul style="list-style-type: none"> - Gender balance and disability inclusiveness - Advertised widely across 15 PICs using various media tools that are available and most popular in PICs (e.g. radio or social media platforms) - Financial disadvantaged students have a fair opportunity - Not just merit based but applied and relevant to the industry in the region - Selection Committee composition must be gender balanced - Language barrier at community levels must be taken into account 	1. Equal access to capital (fishing gear) and transportation 2. Limitations in accessing fishing grounds for some parts of the community 3. Lack of inclusion and involvement of women in decision making processes 4. Passing of traditional fishing knowledge are learned towards male in the family 5. In a mixed settlement accessing fishing grounds is limited to qoliqoli owners (Fiji context) 6. Women’s inclusion is often limited to their gender roles such as: <ul style="list-style-type: none"> - Handicraft activities - Supporting and contributing to social community functions - Income spend for community benefits 	1. Risk Groups: Domestic vs foreign vessels e.g. Kiribati, more priority given to foreign vessels 2. Safety and hygiene issues excludes or limits women to work on offshore fishing fleets <ul style="list-style-type: none"> - Need for harassment policy, define harassment and create awareness 3. Marine education needs to address and mainstream social inclusion and gender – these topics are excluded from mainstream education 4. Lack of infrastructure for persons with disabilities

Participants identified main human rights issues in the oceanic and coastal fisheries context.

Human rights in oceanic fisheries	Human rights in coastal fisheries
Rights of fishing crews to have decent wages and on-board living conditions	Environmental rights <ul style="list-style-type: none"> - Safe, clean, sustainable
Worker’s rights in processing factories <ul style="list-style-type: none"> - Living wages, working conditions 	Right to access to food + resources
Selection & hiring processes should be fair	Right to access to coastal areas

Human rights in oceanic fisheries	Human rights in coastal fisheries
- Women recruited at the lower level of the organisation (bottleneck structure)	
Oceanic state resources and the right of the Pacific people and their countries to exploit the benefits (income source)	Right to freedom of expression
Increase in female observers on board demands for gender friendly conditions because conditions are mainly suitable for male crew	Cultural rights
	Right to education (including informal education)

Outcomes for MEL Group work:

The 2 groups were given 2 indicators each from USP KRA 6 to answer the following and report back:

1. Define the specific words in the indicator
2. Confirm the unit of measure and clarify plan how data will be disaggregated
3. Identify and enumerate data sources for the indicator
4. Describe the methods how will data be collected, analysed and aggregated?
5. Identify who would collect and analyse this data and what is the frequency of reporting
6. Describe how you will store data

The outcomes of the group work were presented and commented on in the plenary discussion. Based on these outputs and comments, the USP PEUMP team would to further clarify and refine the KRA 6 indicators.

The group discussion outcomes are as follows:

Indicator 1: Number of men/women benefitting from TVET/tertiary skills development funded by the project (M/F)

Define specific words in indicator:

- Number: how many
- Men/women: gender/hr issues
- Benefit: looking at sponsorship, completion (graduates), poverty reduction, intake, employment
- TVET/tertiary types of training

Unit of measure:

- Number, percentages
- By sex, country, age, other group (social inclusion)

Data Sources:

- Cohort delivery results from USP student academic
- Services for Pacific TAFE in Fisheries enforcement and compliance programme/certificates
- Project annual reports
- Student application, completion certificates

Method for data collection, analysis and aggregation:

- Quantitative and Qualitative methods
- Tools – online survey, face to face interview, focus groups, literature survey

Who will collect and analyse data:

- TVET team

How will you store data:

- USB, timesheet, electronic database, hard copies

Indicator 2: Number of new training courses in coastal fisheries and sustainable marine developed and delivered

Define specific words in indicator:

- Number: how many
- Training courses – types of courses (guidance of this from needs/gaps analysis)
- Coastal fisheries/sustainable marine (specific areas)

Unit of measure:

- Number, disaggregated by targeted areas

Data Sources:

- Training needs/gaps analysis, training programme (course content)

Method for data collection, analysis and aggregation:

- Quantitative and Qualitative method, same as indicator 1.

Who will collect and analyse data:

- TVET team

How will you store data:

- Electronic database, hard copies

Indicator 3: Number of beneficiary participants successfully completed the graduate programme (PhD, Masters) in marine science/marine management.

Define specific words in indicator:

- Precise definition for successful completion – Letter of completion.

Unit of measure:

- Gender
- country

Data Sources:

- Letter of completion, official academic certificates

Method for data collection, analysis and aggregation:

- Frequency: contract tenure

Who will collect and analyse data:

- Project Team leader

How will you store data:

- USP Records management system and hard copy

Indicator 4: Number of people trained on gender, social inclusion and HRBA

Define specific words in indicator:

- “People” referring to trained participants (students, Govt, NGOs etc)

Unit of measure:

- Disaggregated by: gender, target groups, country

Data Sources:

- Attendance sheet, pre/post evaluation, training reports, certificates

Method for data collection, analysis and aggregation:

- Frequency – quarterly collection and reporting of data

Who will collect and analyse data:

- Project Team Leader and training consultant

How will you store data:

- Electronic copies and hard copies

Outcomes for Communications & Visibility Group work:

The following questions was given to each group to discuss and report back:

- (i) How can we improve the visibility of gender in fisheries in the media and specifically, through KRA 6 (linking to USP’s activities?)
- (ii) Highlight any barriers to this (if any) and suggest possible opportunities and solutions.

The following Outcomes that resulted from group discussions:

Questions	Outcomes
How can we improve the visibility of gender in fisheries in the media and specifically, through KRA 6 (linking to USP’s activities?)	Interview fisheries research students and feature their stories on social media platforms.
	Use USP Open Day as a platform to provide visibility through short, impact-focused video stories and testimonies.
	USP’s public seminars can also be used to highlight and profile women’s involvement in the fisheries sector, in training or in other relevant areas.
	USP newsletter articles
	Use radio and newspapers to gain additional visibility.
	Create additional visibility and awareness through collaboration with Ministries of Fisheries in PICs, USP centres, NGOs etc.
Barriers	Language, accessibility to certain media platforms, lack of support or interest, finance.
	Media bias and/or lack of interest
	Lack of gender awareness in the media industry
	Translation of information into vernacular
	Seek co-financing with partners and explore proactive measures to encourage support.

Follow-up actions were identified based on group-work and feed-back sessions:

1. PLANET principles to be tailored for KRA6 working with PMU and RRRT
2. Support the development of a questionnaire to assess socio-economic circumstances of scholarship applicants to ensure these criteria are considered with regards to poverty

reduction/improved livelihoods, as well as gender and social inclusion considerations for accessing capacity building initiatives

3. Refining indicators with regards to gender and HRBA, special focus on the clarification on indicator 6.4) Number of women and men trained on GESI & HRB; and the process of accreditation vs. USP endorsement with regards to the 2 TVET new courses
4. Discussions on establishment of a gender focal point and linkages to TOR performance indicators to strengthen KRA6 GESI mainstreaming from an institutional perspective
5. Follow-up trainings and making sure new USP KRA6 recruits are trained
6. Final training guide to be developed by the Gender and Human Rights specialist to serve as a tool for KRA6 to support GESI mainstreaming and for train-the-trainer purposes.

As a **way forward**, PMU will provide assistance and work closely with KRA6 to refine indicators and ensure a MEL gender-integrated system. The PMU will support with the development of sets of criteria that take into consideration GESI aspects to assess applications for PEUMP funded scholarships. To assist KRA6 with GESI mainstreaming and with GESI train-the-trainer initiatives, PMU will develop a training guide on GESI mainstreaming with strong reference to the Pacific Handbook and including HRBA. In partnership with RRRT, PMU and KRA6 will discuss opportunities to tailor the “PLANET” principles to the KRA6 context to make them applicable as a HRBA tool.

IV Evaluation

END OF TRAINING EVALUATION RESULTS

GENDER, HRBA, MEL & COMMUNICATIONS TRAINING – USP PEUMP KRA 6



Introduction

The MEL, Gender, HRBA and Communications Training was held from the 3-6 June 2019 at USP Suva. There were 11 responses (7 females and 4 males) to the survey. Thirty-six percent of the participants were between the age of 45 and 54 years. Twenty-seven percent of the participants were between the ages of 25 to 34 years. The age categories of below 25 years and between 35 to 44 years both had 18 percent each.

“Suggestion – 5 minute breaks:
Have 5 minutes breaks after sessions
for breather



Participant Qualification & Years of Experience

Participants were asked on their highest qualification attained and Masters was highest with 6, Postgraduate Diploma with 3 and PhD along with BA both had 1 each.

Years of Experience in Fisheries education sector, science, fisheries project level and marine conservation ranged from 0 years of experience to 30 years. There were 6 participants within the range of 8 to 30 years' experience and 5 participants from 0 to 5 years of experience range.

Only 2 responded to having attended a similar training before, specifically on Gender and Communications.

What I liked about the session on Communications:

“Communications session was great as it had lots of visuals and was interactive”



Ratings of knowledge/understanding *before* and *after* training

The participants were asked to rate what they knew **before** the training about gender, human rights based approaches, MEL and Communications. Their individual rating of their understanding of these topic areas **after** completing the training was also collected through the questionnaire. Figure 1 displays the results of each question against the response choices (strongly agree, agree, uncertain, disagree and strongly disagree).

What I liked about the session on Gender & HRBA: “I thought I knew about gender, but the training has made me fully aware of what gender equity/equality is”

“Gender aspects was new information for me”

“HRBA was an eye opener to the rights I have as an individual. Now I am more aware of HR and know its importance”

What I liked about the session on MEL:

“The M&E session was good as it is directly relevant/related to my line of work”

“Great ideas, information on how to collect data, what to collect, where to store data etc”

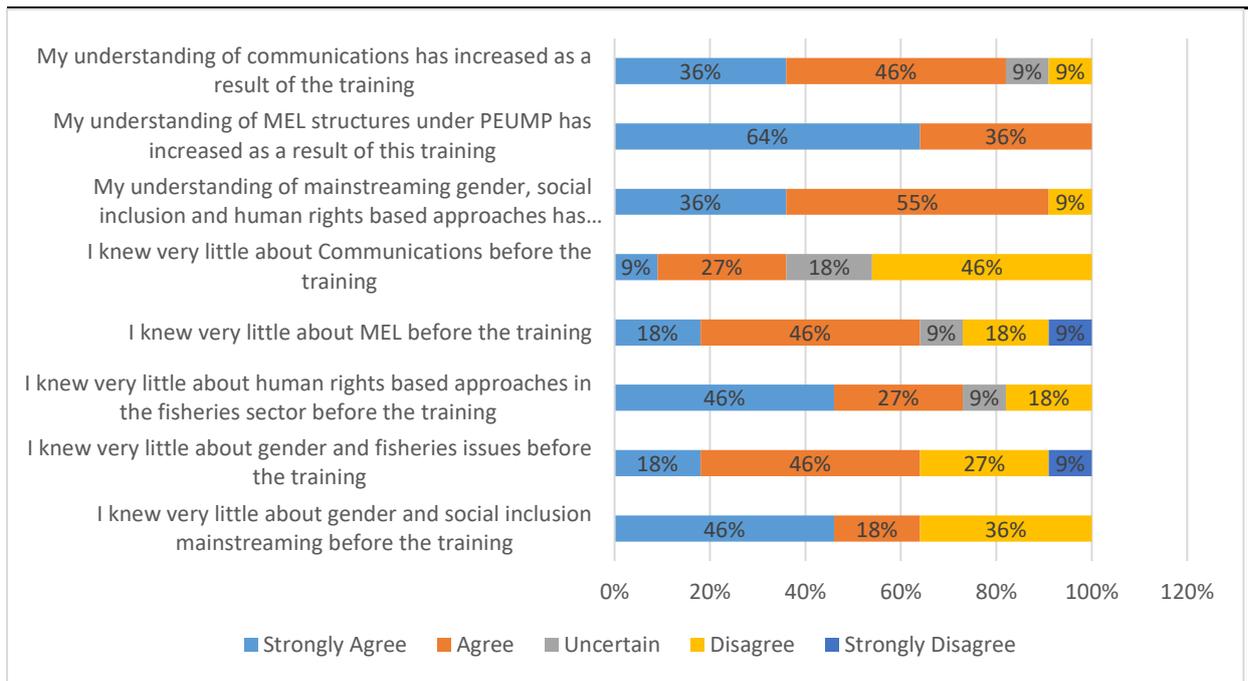


Figure 1: Participant feedback on knowledge and understanding before and after training.

“Suggestion – Fit the training into 3 days rather than 4”



Overall Ratings

The training was relevant to the participants to gain knowledge and understanding of cross cutting areas of gender, HRBA, MEL and Communications. All responses were positive. They were either strongly agreeing or agreeing to the various questions in Figure 2. There was 1 form that did not answer the first 3 questions in Figure 2, hence the total percentage number of each not reaching 100%.

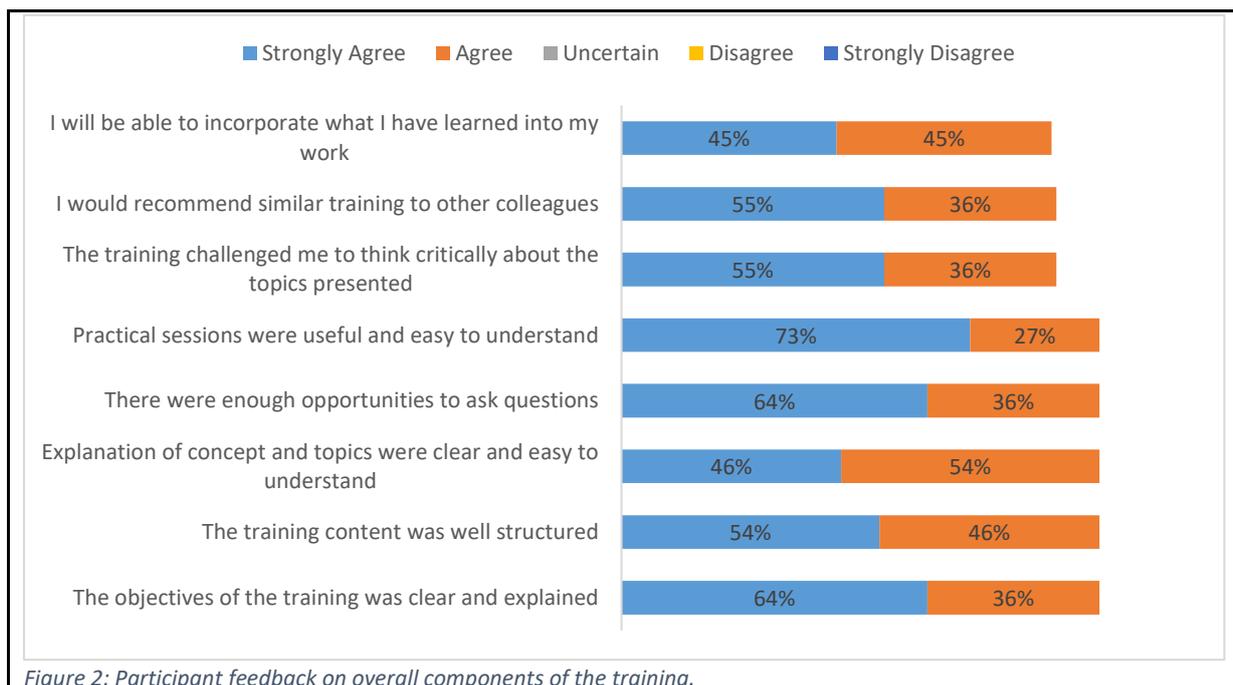


Figure 2: Participant feedback on overall components of the training.

A suggestion during the verbal evaluation session was to reduce the length of the trainings from 4 days to 3. This was reflected in the responses on the evaluation forms, which have nine percent (1 participant response) stating a “poor” rating and eighteen percent rated “average” on length of training.

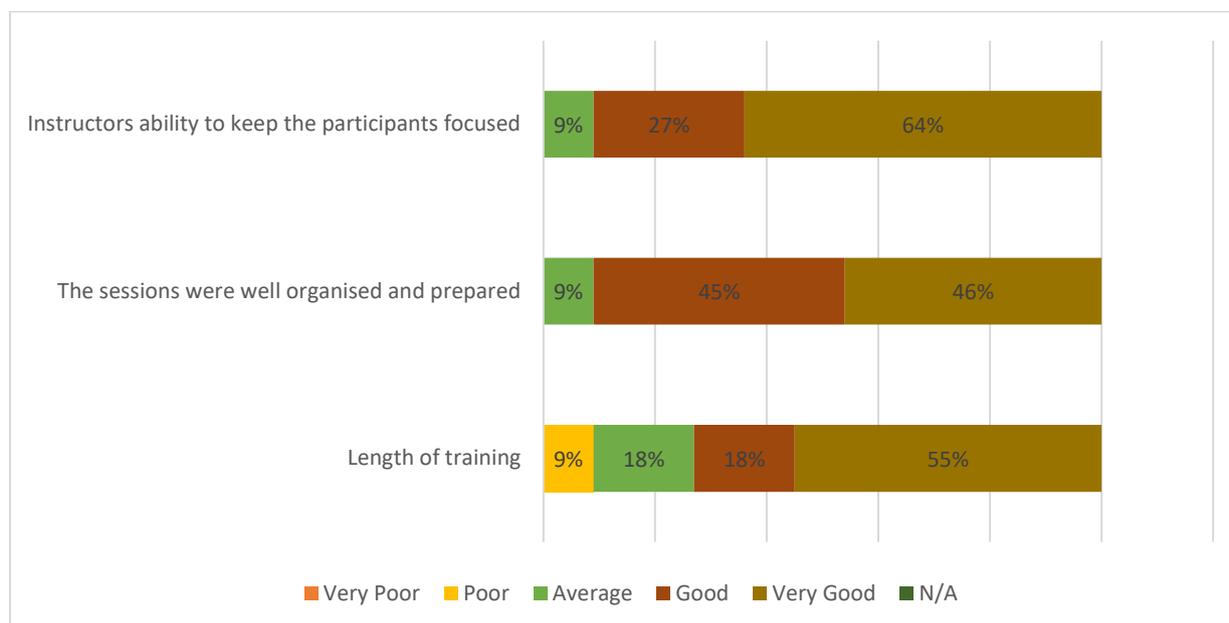


Figure 3: Participant feedback on instructor’s ability, how organised and preparedness, length of training.



Suggestions for improvement

Suggestions on how the training can be improved in the future were asked. Some of the suggestions were:

- ▶ **More in-depth MEL trainings:** A bit more time to be spent on MEL and more in depth M&E trainings in the future.
- ▶ **More presentations:** Human Rights session needs more presentation.
- ▶ **Timing:** Maybe short 5 minute breaks after every 2 sessions for a breather. The length of the training was too long, suggest to fit the training into 3 days rather than the 4 days.
- ▶ **Too much information:** Gender session had too much information.
- ▶ **Terminology:** The terminology for Gender/legal framework related to fisheries needs to be understood before the content.

“The Communications session was very interactive and Debbie did a great job in keeping our focus”

For further information on this feedback, contact Monitoring, Evaluation and Learning Specialist, PEUMP: tupeopes@spc.int

V ANNEXES

Annex 1: Training Concept Note

Concept Note

Training on PEUMP cross-cutting issues: Gender Equality, Human Rights Based Approaches, Monitoring/Evaluation and Learning, Communication and Visibility

1. Background

The Pacific-European Union Marine Partnership (PEUMP) Programme addresses some of the most serious challenges faced by the region. Among these are the increasing depletion of coastal fisheries resources; threats to marine biodiversity, including negative impacts of climate change and disasters; the uneven contribution of oceanic fisheries to national economic development; the need for improved education and training in the sector; and the need to mainstream a rights-based approach and to promote greater recognition of gender issues within the sector.

The EU-SPC PEUMP agreement emphasises the need to consider cross-cutting issues on gender equality, human rights-based approaches, poverty reduction, youth empowerment and social inclusion. A holistic approach is required throughout the programme to ensure that PEUMP support contributes to overarching Sustainable Development Goals (SDGs). Equal access to marine resources as well as the fair, sustainable and inclusive use and management of these vital resources, is an important focus of the PEUMP programme. This is linked to the “New Song for Coastal Fisheries” document (The Noumea strategy), which aims to enable “more equitable access to benefits and decision-making within communities to include women, youth and marginalised groups”.

The inception phase of the PEUMP programme identified the need for training on gender equality and human rights-based approaches (HRBA), as well as Monitoring/Evaluation and Learning (MEL). This was suggested as a means to support technical staff across all six of the programme’s Key Result Areas with the following aims:

- (i) *To mainstream gender/HRBA into their respective work areas;*
- (ii) *Track and report progress of performance indicators to achieve realistic targets;*
- (iii) *Ensure adequate communications and visibility of all PEUMP related activities.*

1. Purpose & Objectives

The training will not only build the capacity of PEUMP staff but will simultaneously assist the Gender and Human Rights Specialist to assess existing technical capacity, identify specific training needs and gaps while exploring entry points for mainstreaming gender and HRBA per KRA at activity level. This stocktaking activity will then assist to determine future training needs and other types of technical assistance that can be provided through the Gender and Human Rights Specialist. Outcomes of the training will guide the development of a gender and human rights plan for the PEUMP programme. The training will also provide an excellent opportunity to present relevant findings, lessons learnt, good practices and recommendations from existing gender and fisheries assessments to inform programming and enhance evidence-based approaches. In addition, the training for each KRA technical team will enable the Project Management Unit staff (PMU) to build closer working relations with implementing CROP partners and foster cross-collaboration between KRAs and the PMU. This will, in turn, support mainstreaming efforts via a multi-sectoral approach, preventing work in silos.

The following training objectives have been identified:

- Capacity of PEUMP technical staff to integrate cross-cutting issues is strengthened
- Entry points for the integration of cross-cutting topics per KRA at activity level are identified and explored
- PEUMP performance indicators and targets are reviewed and refined

- Build effective reporting practices in line with EU-SPC-PEUMP agreement requirements
- Strengthen methods of evaluating impacts and effectiveness of project activities and outputs
- Develop an understanding of the PEUMP Communications and Visibility approach, branding requirements and the overall programme Communications Strategy.
- Identify specific areas requiring specific communications support from the PMU.

2. Training sessions

A draft training programme will be developed and shared with each KRA partner for review to ensure that the training is tailored to KRA outputs. The training will provide a general understanding of basic cross-cutting topics and will also include specific training sessions on KRA thematic areas such as coastal and oceanic fisheries, or a combination of both.

It is important to keep the training objectives broad as this is the first capacity building activity. This initial training programme will inform the PMU's planning of more specific follow-up activities based on identified needs.

Cross cutting topics include (i) the integration of gender and HRBA, social inclusion and poverty reduction; (ii) improved MEL systems for harmonised reporting and progress tracking; (iii) understanding communication and visibility processes under PEUMP.

Sessions will be designed using a participatory approach and the use of different media tools will be promoted.

3. Participants

The training is target at PEUMP staff at technical level (fully and partially PEUMP funded). The identification of additional non-PEUMP funded staff at CROP level who may benefit from the training will be encouraged. In addition, NGO/CSO participants are encouraged to join. Selection of participants shall be identified by each KRA focal point.

Annex 2: Training Program



Workshop on Gender & Human Rights Based Approaches, Monitoring Evaluation & Learning, Communications and Visibility

3-6 June, 2019

USP Lower Campus, Institute of Marine Studies (Room M107A),
Suva Fiji

Time	Session	Details	Presenter/Facilitator
Monday, 3rd June 2019			
9am – 9.15am	Registration and group picture		Debbie for the group picture
9.15am – 9.30am	Welcome and introduction	Purpose and PEUMP mandate on mainstreaming cross-cutting topics	William or/and EUD (Ingrid)
9.30 – 9.45 am	Overview	Role of the Gender & Human Rights Specialist and training programme overview	Natalie
9.45 – 10.30	What does 'gender' mean?	Definitions and concepts	Natalie
10.30 – 10.40	TEA BREAK		
10.40 – 10.45 am	Energizer		Tupe
10.45 – 11.40 am	The value of the gender equality principle	Gender Equality a human right and a development goal	Natalie
11.40 – 12.00pm	Violation of the gender equality principle and gender inequalities	What is a discrimination on the grounds of gender?	Natalie



12.00–1.00	Gender analysis Gender Equality and the fisheries sector – a social dimension	Gender Roles and available information Fiji Women in Fisheries Network – a short presentation	Natalie Cherie
1.00-2.00	LUNCH		
2.00-3.00	Social Inclusion	Definition and case-by-case meaning	Natalie
3.00-4.00	Gender Mainstreaming and social inclusion mainstreaming – an instrument to address inequalities in the heart of the issue	Mainstreaming gender to avoid silo work and isolation – everybody's responsibility Presentation of the Handbook on gender and social inclusion in coastal fisheries and aquaculture	Natalie
4 – 4.30	Questions and reflections		Natalie

Time	Session	Details	Presenter/Facilitator
Tuesday, 4th June 2019			
9am – 9.10	Welcome & Energizer	-	Tupe
9.10 – 10.00	Human Rights International human rights law	Brief overview of historic development and conceptualisation <i>Roles and Responsibilities: rights holders versus duty bearers</i>	Albert, RRRT
10 – 10.10 am	TEA BREAK		
10 – 11.00	Human Rights issues in the fisheries sector	Group Work	Natalie
11 – 12.30	Human Rights violations at sea and within coastal fisheries	Oceanic and Coastal Fisheries case studies and examples	Natalie
12.30 – 1.30	LUNCH		
1.30 – 3.00	Human Rights Based Approaches	How would such approaches look like? What would it look like in the fisheries sector? (separate Oceanic and Coastal) RRRT tools and People Centred Approach	Natalie & Albert (RRRT)

3 – 3.30	Evaluation	Evaluation of the training gender and HRBA	Natalie
3.30 – 4.00	Questions and Reflections		Natalie

Time	Session	Details	Presenter/Facilitator
Wednesday 5th June 2019			
9 – 9.10	Welcome & Energizer	-	Natalie
9:10-9:20	Overview of MEL training		Tupe
9:20-10:30	Introducing Monitoring, Evaluation & Learning		Tupe
10:30-10:45	TEA BREAK		
10:45-1.00	Planning for effective MEL	Group work (format and focus area to be confirmed)	Tupe
1 – 2	LUNCH BREAK		
2 – 3	Data Collection	Using reporting templates and MEL tools	Tupe
3 pm – 4.30	What to do with the data	Working with data and evidence base	

Time	Session	Details	Presenter/Facilitator
Thursday 6th June 2019			
9 – 9.10	Welcome & Energizer	-	Debbie
9.10 – 10.30	Cont. What to do with the data	Working with data and evidence base	Tupe
10.30 – 10.40	TEA BREAK		
10.40 – 12.00	Group work on case studies	Case studies given out and groups MEL scenarios with recommendations	Tupe
12 – 12:45	Reporting back and discussions	Group Work	Tupe
12.45 – 1.45	LUNCH Break		
1.45 – 2.15	PEUMP Communications and Visibility		Debbie
2.15 – 3.00	Evaluation - Pots-Evaluation of training Wrap-up and handover of training certificates		Natalie/Tupe/Debbie William

Annex 3: Participant List.

Name of Training	Participant Name	Gender	Job Title	Organisation	Org. Address	Country	City	Email
PEUMP Gender, HRBA, MEL Communications, USP Suva 3-6 June 2019	Dr. Simon Harding	Male	Research Fellow	University of the South Pacific	Laucala Bay, Suva	Fiji (679)	Suva	simon.harding@usp.ac.fj
PEUMP Gender, HRBA, MEL Communications, USP Suva 3-6 June 2019	Cherie Morris	Female	Fellow	University of the South Pacific	Laucala Bay, Suva	Fiji (679)	Suva	cherie.morris@usp.ac.fj
PEUMP Gender, HRBA, MEL Communications, USP Suva 3-6 June 2019	Shirleen Bala	Female	Research Officer	University of the South Pacific	Laucala Bay, Suva	Fiji (679)	Suva	bala_s@usp.ac.fj
PEUMP Gender, HRBA, MEL Communications, USP Suva 3-6 June 2019	Titilia Taito	Female	Masters student	University of the South Pacific	Laucala Bay, Suva	Fiji (679)	Suva	titiliataito@gmail.com
PEUMP Gender, HRBA, MEL Communications, USP Suva 3-6 June 2019	Rufino Varea	Male	Postgraduate Student	University of the South Pacific	Laucala Bay, Suva	Fiji (679)	Suva	rvarea97@gmail.com
PEUMP Gender, HRBA, MEL Communications, USP Suva 3-6 June 2019	Siosaia Vaihola	Male	Postgraduate Student	University of the South Pacific	Laucala Bay, Suva	Fiji (679)	Suva	svaiholajr@gmail.com
PEUMP Gender, HRBA, MEL Communications, USP Suva 3-6 June 2019	Leigh Ann Buliruarua	Female	Team Leader, PEUMP	PEUMP Project, USP	Laucala Bay, Suva	Fiji (679)	Suva	buliruarua_l@usp.ac.fj
PEUMP Gender, HRBA, MEL Communications, USP Suva 3-6 June 2019	Asenaca Wotta	Female	M&E Officer	SPC, USP	Laucala Bay, Suva	Fiji (679)	Suva	asenaca.wotta@usp.ac.fj
PEUMP Gender, HRBA, MEL Communications, USP Suva 3-6 June 2019	Joeli Bili	Male	Project Officer	Women in Fisheries Network	Suva	Fiji (679)	Suva	joeli@womenfisheriesfiji.org
PEUMP Gender, HRBA, MEL Communications, USP Suva 3-6 June 2019	Juliette Kon Kam King	Female	PhD student	UMR GRED (IRD-UPVM)	Suva	Fiji (679)	Suva	849-9902
PEUMP Gender, HRBA, MEL Communications, USP Suva 3-6 June 2019	Wati Kanawale	Female	Finance and Administration Officer	PEUMP Project, USP	Suva	Fiji (679)	Suva	wkanawale79@yahoo.com

Name of Training	Participant Name	Gender	Job Title	Organisation	Org. Address	Country	City	Email
PEUMP Gender, HRBA, MEL Communications, USP Suva 3-6 June 2019	Kalisiana Marama	Female	Research Assistant	University of the South Pacific	Suva	Fiji (679)	Suva	kalisiana.marama@usp.ac.fj