# Report:

# GCCA+ gender sensitization and synergies Workshop



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# Preface

The Global Climate Change Alliance (GCCA+) is an initiative of the European Union (EU) which establishes a network between the EU and developing countries that are more likely to need support in mitigating and adapting to Climate Change. Under this initiative UNDP Suriname is working towards increasing the country's capacity to manage climate change impacts through increased climate information, institutional governance, sustainable agriculture and mangrove protection.

Under the GCCA+ Suriname Adaptation Project there are two (2) expected result areas by expanding the existing knowledge base on effects of climate change and on developing tools and instruments that will allow developing targeted adaptation measures to the benefit of the entire population and strengthening capacities for mangrove conservation.

Outcome (ERA) 1 will focus on climate change data collection, on the performance of the national meteorological service, on hydrological/hydraulic modeling as a basis for sustainable water resources management at country level and on adaptive research in the agricultural sector aiming to reduce the sector's vulnerability to the negative effects of climate change. This is linked to the local sector of the 11th EDF NIF, sustainable agriculture.

Outcome (ERA) 2 will address the problem of ongoing destruction of the mangrove ecosystems which provide a natural defense of the coastal area against sea level rise and erosion. The activities under this component are complementary to ongoing initiatives in this field and respond to priorities indicated by the national stakeholders concerned with mangrove conservation and coastal area management. In this sense, the project will facilitate the development of a mangrove strategy and the conduct of an economic (monetary) mangrove valuation study and improve the conservational management off the still abundant but threatened mangrove areas.

In both Expected Results Areas, the focus will be on the development capacity to adapt to climate change and contribute to mitigation of climate change in Suriname. Knowledge and information generated by the project will be essential inputs for subsequent climate change mainstreaming into

national policies and strategies in concerned sectors. The project will also directly contribute to global EU and international climate change commitments (REDD+, UNFCCC, SIDS etc.).

Since the start of the GCCA+ Suriname adaptation project, the UNDP has signed agreements and worked in close collaboration with appropriate partners towards execution of activities aimed at the achievement of project goals. The partnerships are not only signed with local NGO's and regional organizations such as the IICA, but also with research institutions such as the Anton de Kom University of Suriname.

Recently a workshop was hosted with the focus on gender sensitization and identification of the synergies among the partners of the GCCA+ project funded by the UNDP and EU. Gender sensitization of the partners has been identified as one area in which there is need for an execution of successful development projects. Often when discussing environment, conservation and development the specific role of women and subsequently the development impact is overlooked. With this workshop the UNDP intends to increase the capacity of communities through project execution so that the national resilience and adaptation against climate change can be increased. There were several organizations present and the workshop was extremely beneficial for the successful execution of the respective projects of the organizations.

# Contents

# 1. Welcome/Introduction

GCCA+ Suriname Adaptation Project Manager, Mrs. Haidy Malone, welcomes the participants and then continues to elaborate on the purpose and objective of this workshop, which is first to make the GCCA+ partners more aware about gender equity so that they can identify gender related factors which can be incorporated into the execution of their project activities. The workshop will help the partners identify the issues and come up with solutions and options to deal with these factors when carrying out their projects. In addition, the goal of the projects is to get information in a gender sensitive way. The second purpose of this workshop is to find commonalities among the various partners, so that the projects are executed in an efficient and effective manner especially considering the geographic areas and target groups. She then introduced the first speaker to do her presentation.

# 2. Presentation by Ms. Manorama Sunuwar; Gender specialist of the UNDP on gender sensitization for GCCA+ project partners

The presentation was done by Ms. Manorama Sunuwar (gender specialist of the UNDP) who highlighted the following:

- Basic concept of gender (gender, gender stereotype, gender role, gender division of labor, women empowerment.
- Gender related misconceptions.
- Gender inequality (with facts and figures).
- Gender mainstreaming (what, why, where and how?).
- Ways to conduct gender analysis.
- How to write gender responsive reporting.

She started her presentation by raising the question: "what comes to mind when hearing the term gender", the audience answered that they immediately think about the same rights for men and women. The definition that she then gave was that gender refers to the roles, behaviors, activities, and attributes that a given society at a given time considers appropriate for men and women; it is

a social, cultural and psychological construct. Gender is not only male or female, but the third gender is also acknowledged. However, in this presentation the focus was on male and female, because they are in the majority. Although gender is socially and culturally derived, it is formulated by key building blocks which include; gender norms (rules for boys and girls), gender roles and gender relations. Some traditional expectations for men are that they are the economic provider for their family; they are allowed to make major decisions in the name of the family and they are valued for their rational approach to problem solving. Similarly, for women is that they are expected to take charge of caring for family members; they are allowed to make day-to-day household administrative decisions and they are valued for their role as nurturers of their family's emotional well-being.

**Question by Ms. Sunuwar:** What are some of the norms in Suriname?
**Audience:** Some of the traditional norms for women are that they should always be well behaved, while bad behavior is tolerated for men. However, it depends tremendously on the person and their background. In addition, the other above-mentioned expectations are also present in Suriname.

There are some stereotypes in our society for men and women in which; women are concerned about the public good, they are caring, nurturing, connecting, group-oriented and they are cooperative. While the stereotypes for men are that they are concerned about private goods, they are competitive, confrontational, acquisitive, autonomous and they are independent. However, this is not always true, because it can be different for every society and situation. Gender roles are different socially ascribed attitude, behavior, work or responsibilities assigned to men and women or boys or girls. They vary within and between culture, are specific to historical culture, are affected by age, social class, race, ethnicity and religion and they are changeable.

Social scientists have divided gender division in different categories, which are:

- Productive role: regards earning, which is done by both men and women in our society.
- Community managing role: is linked with the reproductive role e.g. who takes the children to the doctor when they are ill, it is usually conducted by women but men also do it.
- Reproductive role: regards those who takes care of the family and who produces children.

- Community politics role: regards who is more engaged in politics, which are usually men.
- Triple role: combines the productive, the community managing, and the reproductive role.

When looking at the roles, it can be said that there is gender inequality. It is therefore needed that gender lenses are used when projects are executed, because there are different roles; there are different needs and priorities; they (men and women) can experience it differently; they can contribute differently; could have different perspectives and there is a gender inequality, gaps and barriers in the society.

There are some misconceptions about gender, in which that gender only concerns women; it is always about vulnerability; taking gender responsive approach is complicated, costly and time consuming; consideration of gender in a project is just to deal with issues of violence against the women. Gender mainstreaming is a globally accepted strategy for promoting gender equality and it is one of the five principles of UN programming. The key components are:

- Include women's and men's concerns and experience.
- Access the different implication that any planned action had for.
- Ensure that men and women benefit equally.
- Make sure that gender inequality is not perpetuated.

When conducting gender mainstreaming, inequality in our society should be kept in mind. Gender inequality is unequal power relation that limits; access and control to natural resources and earning; choice and autonomy; participation in decision making; control over their sexuality.

Some facts and figures are:

A gender analysis research, conducted by the European Union (EU) shows that:

- In Suriname, there are 10,188 family farms of which around 60% of them produces mainly for the market and 40% of them are subsistence farming. Within the family farms, 65% is managed by men and 35% by women.

- In the three interior districts- Marowijne, Brokopondo, and Sipaliwini, the situation is the opposite, with some 71% of women working on the farm.

- The average gender ratio between cattle breeders was 85.6% men compared to only 14.4% women.

- Women are still facing gender inequities in having access to land, credit, technologies, information, advisory services and training.

Other relevant facts are that 774 million people are illiterates of which women account for two third. This proportion has not changed over the past two decades. Disparities in education limits women's access to information and vocational options and hence constraining their economic autonomy.  Similarly, in Suriname, 57.7 % of adult women have reached at least a secondary level of education compared to 56.8 % percent of their male counterparts. As it relates to the control over sexuality, 1 in 9 girls will be married before they are 15; child and forced marriage are human rights violations. The adolescent birth rate is 46.1 births per 1,000 women of ages 15-19. Suriname has the highest number of teenage mother in the Caribbean region.

Concerning, politics the percentage of women in the parliament has nearly doubled in the past 20 years (1995-2015), but this only translates into 22% of women in the parliament today. In the decision- making process the participation of women is also in paucity; the participation of women in the parliament of Suriname was 25% in 2005, 9.8% in 2010 and 33% in 2015. These numbers show that it is fluctuating.

As it relates to disasters such as drought, floods and storms, kill more women than men due to structural gender inequalities.  The numbers show that women and children are 14 times more likely than men to die during a disaster, in the 2004 Asian tsunami, women in many villages in Asia, Indonesia, and in parts of India, accounted for over 70% of the dead and More women than men died during the 2003 European heatwave. In France, most deaths were among elderly women.

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The reason for these numbers are that there is gender inequality, for example in Asia women are not allowed to take swimming lessons, in some cultures women should stay inside if they do not have appropriate clothes. So, when a storm comes and they cannot find it, they are not allowed to come out, which ends up getting them killed.

She then showed a video on gender equality in climate change, which highlighted how the women grass roots leaders of Sub-Saharan Africa came together to talk about the ways in which they are affected by climate change and what they are doing about it. This was possible, because their needs had been identified.

Gender prospective can be everywhere. It can be done by:
1. Research: Organize separate focus group sessions or interviews, when doing a survey make sure that there are gender related questions. If the data is analyzed, make sure that there is data for men and women that is reflected in the report.
2. Advocacy: Needs to see if the policy is gender friendly, when mobilizing the people both men and women should be kept in mind.
3. Dialogue: Including gender perspective in the dialogue and participation.
4. Legislation: Is the legislation addressing everyone's needs (for men and women)
5. Policy: Conducting a policy analysis. if it is gender responsive? Has it captured gender perspective? Does it have any gender gap? Etc.
6. Program: Include gender prospective, first make a strategy. Activities could be, conducting a "need" analysis, also an overview of the issues and then strategies can be formalized in order to solve these problems in a gender sensitive way.



The project cycle could be:
- Proposal
- Implement
- Evaluate
- Exit

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In each area, it should be ensured that all genders are represented. Some of the key components of gender mainstreaming are, gender analysis and women empowerment. The tools are gender sensitive language (let's try to speak gender neutral), understanding of the political/ country context, gender mainstreaming capacity partners, women and men's participation in the decision-making, consideration of women and men's needs, rights and priorities, sex and age disaggregated data. In order to be gender sensitive, one needs to be mindful.

A case study on gender analysis is the **"Vanilla Bean Production in Uganda".** In the case study, the government of Uganda had put in place a policy to promote cash crops, with vanilla bean as the target corp. The government gave incentives to farmers to plant vanilla, provided agricultural extension workers to train farmers and gave the farmers the necessary inputs including fertilizer and credit. The results were outstanding the first year, however the second year it was less than targeted. During the third year, the output dropped significantly. To determine the cause of the failure, the government contacted several agricultural entities to do a research. However, they were unable to detect any problems. After that a different approach was used in order to get some answers and the Women's Studies Department was contacted. There findings were that the vanilla crop is very labor-intensive and that the women had to work harder than the men. As the women were not getting the benefits of the vanilla bean cash crop production, they acted and sabotaged the crop by nipping the bud at the point of germination. **This is a clear example that paying attention to gender differences was necessary for a successful outcome**.

A good gender analysis should provide, gender division of labor; gender differentials in access to control over resources; power and decision-making; legal rights and status; women's priorities, restraints and motivations; time. Women's empowerment is gaining power and control over their own lives, raising awareness, building self-confidence, expanding choices, increasing access to and control over resources; working to transform structure and institutions.

The key components of gender responsive reporting are:



Conclusively, gender mainstreaming throughout the program/project, ensures tangible and sustainable results, increases the cost-effectiveness of our projects while reducing risk to the project success, maximizes distribution of equitable benefits to intended project beneficiaries, supports the achievement of SDG 5 (gender equality) as well as gender equality goals embedded in all SDGs.

Slides of the presentation is presented in annex 1.

# 3. Working group session

After the presentation, the participants were given the opportunity to participate in working groups. The working groups are organized around the themes discussed in the previous presentation and each group will have to discuss and answer a set of questions. Four working groups were formed which received approximately 45 minutes to discuss and answer the questions, following which each group had to report in plenary.

The questions to be answered were:

**Group 1 "Gender issues and gaps in climate change adaptation sector"**
Clues: Context, gender roles, key issues, recommendations.

Climate change affects gender roles in different ways.
1. What are the biggest differences in how men and women deal with or respond to climate change and adaptation?
2. Which recommendations could you give about climate change and adaptation for men and women?

**The answer to question 1 was:** The area is divided into coastal and interior to see how men and women react to climate change. In the coastal area, there are more men than women in the agricultural sector and they react to climate change by exploring innovative technologies for their corps. In the interior, more women are involved in the agricultural sector and they react to climate change by planting fast growing corps, while men go out of the community to find fast income jobs in the mining or timber sector. Culturally it also affects those in the coastal area, but they tend to buy luxury items such as air conditioning systems. While in the interior it affects their diets or their eating pattern.

**The answer to question 2 was:** Some of the recommendations are, more data and information gathering; create awareness programs and do an evaluation on the effectiveness of these programs; more optimal interaction between the government and the NGO's working in the community.

**Remarks by Ms. Sunuwar:** The strategy that was used was very impressive. However, it would be more appropriate and rewarding to involve men and women in the data gathering; the men and women were identified, but it needs some more elaboration; and analyze the role in detail to support the project.

**Group 2 "Gender mainstreaming activities in Climate Change Adaptation Project".**

Within the projects / activities related to climate change there are unequal starting points and capacities.

1. How would you adjust the message to reduce gender inequality?
2. What adjustments should be made to awareness-raising strategies to reach men and women better?

Clues: Capacity and Promotion

**The answer to question 1 was:** First identify and define gender inequality. Information can be retrieved by statistics, meetings, observations, baseline information about the working area.

**The answer to question 2 was:** There would be separate focus group sessions (for men and women), to capture different perspectives, men will be sensitized on the importance of gender equality and women's. Then the groups can be brought together to collectively discuss the subject. In addition, the subject can be publicized via social structures for example the men can be gathered after a football match, the women when washing clothes in the river (in the interior), via meetings (or krutu's in the interior), text messages, and if the group is illiterate then pictures, songs, paintings etc. can be used.

**Remarks by Ms. Sunuwar:** The different approaches that were used were good for instance, some activities captured the perspectives of both men and women in different groups and some programs were designed separately to address the special needs of women in context of climate change adaptation. Under the component of capacity some activities could be done for instance; gender sensitization to enumerators to collect information.

**Group 3 "Gender mainstreaming activities in Climate Change Adaptation Project".**

While implementing the climate change activities, the differences between men and women must be taken into account.

1.  How does one process the differences between men and women in planning activities in a way that both groups participate?
2.  Provide examples of ways to take the differences between men and women into account in planning.

Clues: Planning and M&E

**The answer to the questions were:** For the activities, the climate information on every location, the population, culture, traditions and time in which the people are available for a survey should be known. As it relates to monitoring, the problem needs to be identified first and if things do not go well then, the planning will be reviewed.

**Remarks by Ms. Sunuwar:** The fact that the areas were identified was good. However, it needs more gender perspective; the information can be gathered from a gender perspective; the right timing for approaching the men and women should be taken into account; separate interviews can be the appropriate tool for smaller groups. While designing the M&E questionnaire, it should be made sure that there is a question related to gender needs, perspective and concerns for instance, who are more benefitting from the project? Does any group have special needs? Is there any gender gap?;  when gathering data both men and women should be consulted.

**Group 4 "Gender responsive reporting".**

1.  When and how should one start reporting gender responsive planning?
2.  What factors can be measured or followed at the beginning and end of the project to measure the impact of a project?

Clues: Data, role, topic, perspective, benefit, impact

**The answer to the questions were:** Reporting is important as it describes the whole process of the project and you can see how the project has developed. Reporting is done from the start, before conducting the project. Then the aspects of the project should be known, it is important to involve

as many females as men, the target group should be known, the report should be based on gender, timing is needed when doing the reporting (data gathering should be on time) and the gender of the respondent should be made clear. A pre- workshop questionnaire can be used to measure if the workshop has improved the knowledge of the participant; both men and women should be engaged; the perspective of men and women differ, so this can affect the project and reporting; the approach you use for gathering the information is also significant. Finally, it is necessary to highlight that media is also a factor for increasing the awareness.

**Remarks by Ms. Sunuwar:** It is good that a lot of issues and approaches were used. However, it is important to engage men and women, because the goal of the project is to increase the participation of men and women in the public sphere. In addition, reporting should comprise the gender perspectives, should include the concern of men and women, mention gender gap (if incase the project is creating) and reflect the gender disaggregated data etc.



*Presentation by two of the groups*

# 4. Presentation by Ms. Gillian Babb; Project assistant GCCA+ Suriname Adaptation Project on an overview of all projects

The presentation was done by Ms. Gillian Babb and highlighted an overview of the GCCA+ projects with their goal and objective:

1. **Stichting Support Recycling Suriname (SURESUR)**

**Project title:** Collection bins for plastic waste bottles and aluminum cans (Weg naar Zee Resort, Nickerie and Coronie).

**Expected Results:** Reduction in litter and clogging of drainage systems by collecting plastic bottles and aluminum cans at 30 locations.

**Goal:** Promotion to collect and recycle plastic bottles and aluminum cans.

**Target audience:** Local communities, particularly schoolchildren and youth.

**Geographical area:** Resort Weg naar Zee, Coronie and Nickerie.

2. **Surinaamse Rode Kruis**

**Project title:** Strengthening schools and communities in disaster preparedness and risk reduction.

**Expected Results:** Communities and schools with their capacity strengthened in disaster risk reduction.

**Goal:** Enhance resilience in vulnerable communities including schools in seven (7) communities in four (4) districts of Suriname.

**Target audience:** Local communities, particularly school children and youth.

**Geographical area:** Nickerie, Commewijne and Paramaribo.

3. **Inter-American Institute for Cooperation (IICA)**

**Project title:** Reducing farmer vulnerability to Climate Change impacts through the promotion of climate smart agricultural technologies in Suriname.

**Expected Results:** Increased knowledge and skills of farmers, agricultural technicians and students in the production of vegetables crops using protected agriculture technology, water harvesting and micro irrigation technologies to mitigate the effects of climate change.

**Goal:** To build the knowledge as skills capacities of crop farmers in Suriname in the use and management of protected agricultural structures.

**Target audience:** Farmers in Weg naar Zee

**Geographical area:** Weg naar Zee.


4. **Stichting Ontwikkeling door Radio & Televisie**

**Project title:** Upgrading and integrating of the Mangrove Educational Centre Coronie.

**Expected Results:** A solid and long-term plan for sustainable use of MECC and an interactive mangrove curriculum adapted for Suriname.

**Goal:** Increasing of climate related information and knowledge by upgrading MECC, training educators and management.

**Target audience:** People of Coronie and visitors of the MECC.

**Geographical area:** Coronie.


5. **Amazon Conservation Team Suriname**

**Project title:** Conservation rangers monitoring in Matawai.

**Expected Results:** A well-established, strongly performing, and locally backed conservation ranger program with proper capacity and resources to expand   existing knowledge on climate change impacts.

**Goal:** To build the knowledge as skills capacities of crop farmers in Suriname in the use and management of protected agricultural structures.

**Target audience:** Mattawai Community.

**Geographical area:** Boven Suriname.


6. **Anton de Kom Universiteit van Suriname (SMNR)**

**Project title:** Promote the sustainable use of ecosystems of mangrove forests.

**Expected Results:** Enhanced the decision-making processes regarding the measures that needs to be undertaken for the potential threats and improvement of management process due to the availability of up-to-date data.

**Goal:** Optimal mangrove management through data collection and awareness.

**Target audience:** People in Nickerie.

**Geographical area:** Nickerie.

### 7. Stichting Tropenbos International

**Project title:** Participatory mapping, ecosystem service assessment, and resilience against climate change.

**Expected Results:** Develop an inventory and a climate smart development strategy and income generation opportunities in agriculture which will lead to development and implementation of a work plan to test the strategies, including the establishment of a community cooperation structure and business and marketing plan.

**Goal:** A functioning strategy disseminated to the community, and the surrounding communities.

**Target audience:** Pikin Slee Community.

**Geographical area:** Boven Suriname.

### 8. Stichting Develop Art Foundation

**Project title:** Uncovering the Mangrove Ecosystem Services in Suriname.

**Expected Results:** Increase awareness on the services of mangrove ecosystems.

**Goal:** Inform national communities and international communities about the use of mangrove ecosystem services in Suriname.

**Target audience:** Local communities, particularly women and youth.

**Geographical area:** Nickerie, Coronie, Paramaribo and Commewijne.

### 9. Anton de Kom Universiteit van Suriname (Mangrove)

**Project title:** Mangrove rehabilitation project at Nickerie.

**Expected Results:** Rehabilitation of Mangroves through land gain.

**Goal:** Setting up a Sediment trapping unit to rehabilitate the Mangrove.

**Target audience:** People of the Bering hole Bigipan.

**Geographical area:** Nickerie.

### 10. National Disaster Office (NCCR)

**Project title:** Enhancing the disaster response mechanism in Suriname.

**Expected Results:** Enhanced knowledge of Districts Governance bodies regarding Disaster Risk Reduction (DRR) linked to climate hazards.

**Goal:** To enhance the response mechanism with regards to disasters on a sub-national level throughout the country.

**Target audience:** District Commissariat and disaster team**.**

**Geographical area:** Nationwide, all 10 districts.


### 11. Mangrove Forum Suriname (MAFOSUR)

**Project title:** Formulation a national mangrove strategy.

**Expected Results:** Improve the sustainable use and awareness of mangrove ecosystems.

**Goal:** To formulate a sound strategy for sustainable management (e.g. utilization, preservation and rehabilitation) of the mangrove and the mangrove ecosystem.

**Target audience:** Nationwide.

**Geographical area:** Costal areas.


### 12. Waterforum Suriname

**Project title:** Capacity building for integrated water resource management in Suriname.

**Expected Results:** Increase awareness and capacity regarding integrated water resource management.

**Goal:** Roadmap leading to integrated water resource management.

**Target audience:** Nationwide.

**Geographical area:** Nationwide.

**13. Foundation for Forest Management and Production Control**

**Project title:** Setting up a Mangrove biodiversity monitoring system.

**Expected Results:** Accurate and up-to-date information on the extent, the biodiversity and other characteristics of the mangrove forest.

**Goal:** To embed multipurpose mangrove monitoring in the existing structures national forest monitoring system.

**Target audience:** Nationwide.

**Geographical area:** Costal areas.

Slides of the presentation is presented in annex 2.

# 5. Working group session

The participants were once again given the opportunity to participate in working groups. The working groups were organized around the goals, activities and target areas of the projects in order to find connections among them and develop strategies so that the target groups are not pressured too much and also that the projects are effective and efficiently executed. The four working groups received approximately 45 minutes to discuss, following which each group had to report in plenary.

**Group "Capacity building"**
The participants were from DAF, Tropenbos Int'l Suriname, Rode Kruis Suriname, IICA, SORTS and NCCR. The synergies that were found were for IICA and MAFOSUR, because both are working in the area of Weg naar Zee and it is important that the coastal area is protected. There will certainly be information/ data sharing and community activities. Concerning Coronie, there will be looked at collaboration with all the organizations.  As it relates to awareness there will be collaboration with all the organizations. The sharing of information is necessary through a medium or portal, which is still to be developed. To conclude they observed the sharing of knowledge, data and organizational strengthening for the communities and target groups.

**Question from the audience:** Do the target groups know that so many organizations will be visiting the area?
**Answer from the group:** Yes, they are aware of that.

**Group "Area"**
This group consisted of participants from SURESUR, SORTS, DAF, ADEK (Mangrove), ADEK (SNMR), Rode Kruis Suriname and NCCR. The area in which most of the organizations will focus on are, Coronie and Nickerie and the topic is "mangrove". There will be field visits, training for the communities, there will be collaboration among the organizations where necessary, awareness sessions will be held, they looked at collaboration concerning Weg naar Zee, field visits with SURESUR and ADEK to see which questions can be used in the questionnaire, exchange of

activities and capacities and data storage will be looked into. Finally, there will be more communication among the different parties to strengthen their collaboration and cooperation.

**Group "Hinterland"**

The participants were from NCCR, Tropenbos Int'l Suriname, ACT and LVV. Unfortunately, there were not many commonalities among the organizations. However, there can be collaboration in the area of logistics, approach. The first step is connecting with the target audience; Tropenbos Int'l Suriname has some experience with the Boven Suriname area and ACT in the Matawai area, these experiences can definitely be shared. There should be communication among the stakeholders, culture and traditional protocol should be kept in mind, continuity of the project for the sustainability.

Mrs. Malone then added that it is clear that there is common ground, it is therefore important that attention is paid to the continuation of this. Most importantly that all collaboration opportunities are identified.



*The groups in discussion*

# 6. Closing

Together with all the participants Mrs. Haidy Malone then explored the applicability of making all that was discussed in the previous session operational; The goal is for it to continue and become feasible, so that there can be more collaboration among the several project grantees. She suggested group meetings as a method to achieve this, however it would be time consuming to mobilize people. A solution therefore could be one on one meetings. The participants collectively suggested:

- Google Drive.
- Dropbox.
- Face to face meetings.
- Skype meetings.
- Group mailing lists.
- Newsletters.
- Create folders where information can be stored and everyone can access.

After some discussion, it was agreed that quarterly face to face meetings, google drive and a quarterly newsletter are the most efficient. However, the meetings and newsletter will be voluntary. The newsletter will therefore be written by the grantee and will be published on the website of the UNDP based on the quality of it. A notable remark that a participant made was that there should be a certain level of commitment in order for the above mentioned to be effective.

Mrs. Malone also added that the transfer of information to the relevant persons will also be important. She then announced that the workshop pre-and post-evaluation showed an increase of 11 % in the knowledge level of the participants. She continued by assuming that this percentage is actually higher, but that the responses might have been difficult to interpret because the review questions were in English. The reporting after the workshop sessions actually proves that the participants have internalized the concepts already and are already much more aware of the factors which influence gender equity and mainstreaming. The solutions for the issues are proof that the workshop has sensitized all the participants present.

Another suggestion by one of the participants was that it would have been more appropriate if the evaluation forms were in Dutch. Hereafter Mrs. Malone indicated that she was impressed by the level of participation and then indicated that the session had reached its end and thanked all the participants, with special vote of thanks to the people that made the day a success.



*Mrs. Haidy Malone giving her end remarks*