

A Review: Monitoring Gender and Economy in Melanesian Communities:

Resources for NGOs, government
and researchers in Melanesia



Claire Rowland

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INTRODUCTION

This Review report summarises the key findings of an external review into the usage of the International Women's Development Agency (IWDA) resource: *Monitoring Gender and Economy in Melanesian Communities: Resources for NGOs, government and researchers in Melanesia*. The review was undertaken over 12 days between March- May 2018 by consultant Claire Rowland for IWDA's GenderWISE Program.

Sections 2-4 describe the background of the review, its purpose and the approach adopted to interview and document findings.

Section 5 outlines Findings, exploring who, how and where the resource kit has been used. The overall strengths, weaknesses, opportunities and threats associated with the current resource kit are outlined in 5.1, with a detailed SWOT analysis of each tool that has been trialed documented from 5.2-5.6.

Section 6 outlines the consultant's Recommendations in two key areas: increasing the resources relevance and impact, and; increasing uptake of the resource through targeted marketing.

The participant list and key questions used in the review are included in Annexes 1 and 2.

1. BACKGROUND

Between 2010 and 2012, IWDA, in conjunction with university partners¹ and non-government agencies,² undertook ADRA funded research in Solomon Islands and Fiji. The purpose of the research was to explore Melanesian understandings of gender and economy and to develop localised indicators and tools for tracking change in gender relations and economic opportunity / outcomes in Melanesia. A key publication arising from this research was a resource kit titled '*Monitoring Gender and Economy in Melanesian Communities: Resources for NGOs, government and researchers in Melanesia*' (The resource kit).

The *Monitoring Gender and Economy in Melanesian Communities* resource kit contains:

- A 'River of Change' poster, describing four main tributaries of change necessary to improve gender relations in Melanesian communities
- A poster using floating coconuts to help in understanding roles of women and men in economies in Melanesia
- Flash cards for three participatory monitoring tools to test the strength and the flow of the 'River of Change'.
- Instructions for two additional participatory monitoring tools to test the strength and the flow of the 'River of Change'.
- A manual of indicators and tools for tracking change in gender relations and the economy in Melanesian communities.

Approximately 100 resource kits have been printed and distributed³ through networks, at key academic and practitioner conferences and workshops in Australia since publication in 2012. In 2016, one thousand floating coconut posters were printed as stand-alone tools. The total number of resource kits downloaded from the IWDA website is unknown. Despite recent efforts to retrospectively document the organisations

¹ The University of Western Sydney, Macquarie University, Fiji National University

² Women's Action for Change, Union Aid Abroad APHEDA and Live and Learn.

³ The resources are also available for download on IWDA's website: <https://iwda.org.au/resource/gender-and-economy-in-melanesian-communities-manual/>

and programs that have accessed hard or soft copies of the resources, the lack of systematic data collection processes has made this task very challenging.

Over time, development professionals and academics have contacted IWDA informally to share positive experiences of using resources from the kit. Several of these professionals have championed use of the materials in other development organisations such as CARE International.

IWDA is considering reprinting and/or redistributing the toolkit in 2018. The organisation contracted Claire Rowland⁴ 'the consultant', to speak to users of the kit and document their experiences, learning and recommendations to contribute to a revision (if deemed necessary) of the resource kit's content and the 2018 distribution strategy.

2. PURPOSE

The resource kit has several quality tools that drive gender equality outcomes in development programming. The kit's "floating coconut" activity for example, was recognised in the ANCP Gender Thematic Review as a gender analysis and programming tool.

IWDA commissioned this review to ensure that the kit's resources are appropriately valued and maximised in future (both internally and across the sector): to support IWDA's contribution to gender transformative programming in Asia and the Pacific, and to build the organisation's growing reputation for evidence-based localised gender tools and resources.

The key objectives of the review are to:

- Document practitioners' use of and learning from the resource kit
- Increase IWDA's understanding of where and how the resource kit has been and can be used.
- Develop recommendations to adapt or revise the tool kit, if applicable, based on the outcome of consultations.
- Develop a strategy for IWDA to maximise the value of the resource kit, including through re-distribution or alternative means of promotion.

3. APPROACH

The consultant developed a range of key questions⁵ in consultation with IWDA, to guide the review, including a range of qualitative interview questions and 6 Likert scales to provide quantitative data.

In total, fifteen practitioners from the region were contacted and twelve were interviewed⁶. Participants were identified from IWDA's Resource kit contact list⁷, through word of mouth and through marketing of the review through a range of sources including:

- ACFID gender equality community of practice
- IWDA Genderwise network
- ACIFD RDI e-newsletter

Interviews took between thirty minutes and two hours and were undertaken via phone/skype, in person and by email. The majority were digitally recorded and summarised into interview summary sheets for comparative and thematic analysis and quote selection. Of the twelve people interviewed, ten had used tools in the resource kit, and two had been exposed to the kit and were keen to see increased uptake of the

⁴ The consultant was involved on the initial development of the tools and a research team member, and author.

⁵ See Annex 2

⁶ Full participant list can be found in Annex 1

⁷ IWDA's contact list was developed as practitioners contacted the agency (or academic partners) to share their experiences using the tools. At the time of distribution, names and organisations of people using the toolkit were not documented.

kit in the sector. Only one respondent was identified through marketing activities, and only one was male. All respondents were supportive of the resource kit and keen to see its increased uptake in the sector.

4. LIMITATIONS

The review aims to provide a snapshot of the range of uses and outcomes of the resource kit; a comprehensive assessment is outside the review's scope and budget and largely impossible due to a lack of data around who (individuals and agencies) has acquired a copy of the resource kit (digital or hard copy) over time.

Many of the participants have used the materials opportunistically, based on activities they are undertaking at the time (often in a consulting capacity). This means that some, particularly consultants, have not had sustained opportunities to use the tools in the same location or within their work more generally. Identifying outcomes at community level can be challenging in this context as further contact with community members is not always possible.

The review is dominated with perspectives from Australian development workers or academics (11 out of 12) who introduced the resource kit into projects or activities in Melanesia. Greater representation of Melanesian voices in future reviews would add critical perspectives to any analysis, as would reviews of country level impact.

Not all participants completed all questions - for example, the two participants who had not directly implemented tools from the kit, did not answer the Likert scales and some of the qualitative questions – instead a more general discussion was held.

5. FINDINGS

The resource kit (referred to by respondents using a range of names such as “the green book, Melanesian toolkit, the economies kit”) is widely considered by review participants to be a useful, practical and relevant collection of tools for gender equality work.

Elizabeth Cowan, who convenes the CARE Global Gender Cohort⁸, explained how she felt on discovering the toolkit:

“I was just really excited that it was so practical and I really liked the fact that it had been designed for people to just pick up and run with it. A lot of other guidance materials are often either too high level or not specific enough”.

Consultant Louise Hiele (a child/youth specialist in Solomon Islands), who undertook the SINPA 2016 review described the resource kit as “brilliant”. When she had to undertake a gender analysis in a very patriarchal society with patrilineal land inheritance, she used participatory tools in the resource kit to engage participants:

“I knew that doing the gender analysis dry as it were would be difficult. I would need some good participatory tools to get people to engage with the concepts. So, I immediately thought of the IWDA manual and went back and used the flashcards.”

A gender consultant (name withheld) who used a range of tools from the resource kit during a CARE baseline study in Laos in 2015⁹, expressed her appreciation of the toolkit:

“This is an incredible toolkit.....This was the best field work I have ever done and I feel privileged to be able to use the tools.”

⁸ The objectives of the CARE Global Gender Cohort are to: 1) Increase access to affordable gender technical assistance (TA) across CARE; and 2) Build the skills and experience of CARE staff in gender transformative development programming.

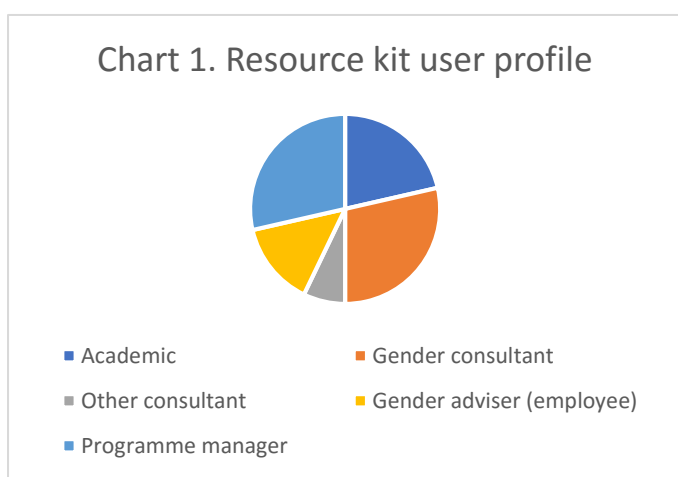
⁹ The baseline was conducted for the CARE ‘Women organised for rural development’ program.

All respondents who completed Likert scale questions during the interview said that they were either highly or moderately likely to use the resource kit again.

5.1 Who has used the resource kit?

“I think the great thing about it [the resource kit] is because the language is really plain and user friendly it could be used by anyone in a head office designing a project to anyone implementing, including local partners”. Elizabeth Cowan, Convenor CARE Gender Cohort.

The resource kit users interviewed for this review had diverse roles and backgrounds: academics, gender consultants, other (non-gender) consultants, program managers, and gender advisers/specialists in a permanent role. As can be seen from Chart 1 below, the largest cohort of users engaged in this review were gender consultants and program managers, followed very closely by academics, and gender advisers.

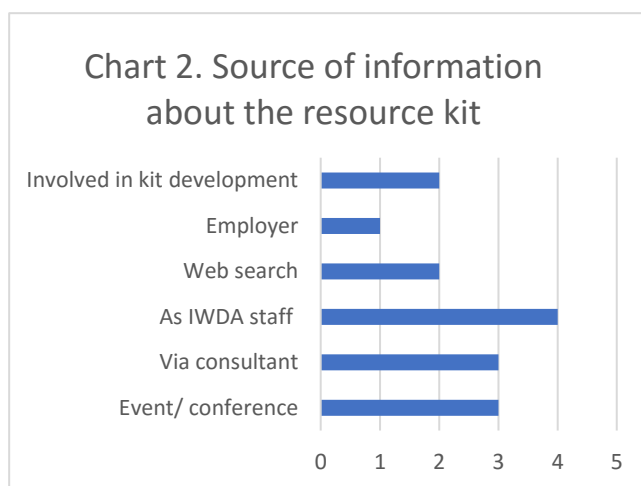


77%

of users were employed by an International non government organization (INGO) /Non-government organization (NGO) when they used the resource kit. 14% were working for a managing contractor, and the remaining users were split equally between working for Department of Foreign Affairs and Trade (DFAT) and for NGOs.

As can be seen in the Chart 2, users discovered the materials through a range of channels. In many cases finding the materials seems to be a case of serendipity rather than strategic marketing. Several respondents spoke of the fact that the materials are little known and should be more broadly available. Damian Grenfell, Director of the Centre for Global Research at Royal Melbourne Institute of Technology (RMIT), spoke of the missed opportunity to engage the academic community, who were largely unaware of the materials but could greatly benefit from them.

A common thread drawing users to the resource kit was the need for simple, participatory, visual and easily adaptable tools that open conversations on critical gender issues at community level.



5.1.1 Users becoming champions

The review highlighted the potential of users to act as champions and spread the word and uptake of the resources in the sector. Three respondents¹⁰ described providing information and/or training on resource kit tools to others within their organisation and/or external agencies. Exposure to the tools resulted in the

¹⁰ Heather Brown (training provided to CARE Gender Cohort in 2018), Danielle Roubin (information provided to Vanuatu Program Quality Network) and Barbara Pamphilon (training provided through Pacific Women PNG to UN Women, Family PNG, FSH Agency and a Mining company in PNG in 2017)

Gender Adviser in Oxfam encouraging the use of the resource kit in the development of Oxfam's SEED (social and economic empowerment design) framework and approaches.

Both CARE and OXFAM have used the tools in more than one country context for different applications. Several programs have created publications featuring the tools¹¹; CARE Laos even created localised flashcards for *Participatory activities 1-3* with the support of a consultant (name withheld)¹². According to consultant Heather Brown, who is a member of the CARE Gender Cohort, and Elizabeth Cowan who convenes the Cohort, there is scope to build on CARE's interest in these resources.

5.1.2 Impact of resource kit on users

Several users at an early career stage, or with a specialization other than women's economic empowerment highlighted the important impact the resource kit had on their professional practice. Heather Brown, explained that on a personal level, the toolkit "*really changed my whole way of thinking [about economic empowerment]*". According to Heather the resource achieved this by grounding the reality of women's care work burden, and the impacts of this on women's broader economic opportunity. It also raised the issue of the links between violence and women's economic activity and in doing so highlighted the lack of consideration of these issues in programming in the region.

For one consultant (name withheld), exposure to participatory activities led to a realization of the importance of images in participatory processes and she has since increased use of these in her work.

Consultant Louise Hiele explained how the toolkit helped her gain skills to work on gender equality issues in the Pacific:

"My area of expertise has been children and youth.... I feel less comfortable with gender work. The gender stuff I had done was more theoretical, with a feminist jurisprudence focus, I hadn't really tackled the theory of gender in the Pacific. Having the theoretical framework [in the toolkit]– I did learn a lot. I'd say what I learned the most was really practical strategies on how to tackle gender discussions in a way that was so highly contextually relevant. You can't mistake it for a tool that has been designed for Africa – it is clearly designed for the Pacific. That is also why I keep going back to it."

5.1.3 The "appropriate" target audience

Respondents were asked to reflect on who would most benefit from access to the resource kit. Many felt that the sector would benefit from greater access to and use of the materials. Suggestions provided by respondents included:

- programs in the Pacific promoting economic inclusion that could benefit from a stronger grounding in feminist economics and definitions of 'work' (for example Pacific Financial Inclusion program and a World Vision program in Solomon Islands), and;
- gender focal points in INGO and NGOs at country level in the targeted region
- academics working in the targeted region (but not necessarily based there)

5.2 Where has it been used?

Tools from the resource kit have been used in Melanesian countries Solomon Islands, Vanuatu and PNG, in Timor Leste and in the south-east Asia countries of Myanmar, Vietnam and Laos.

Numerous respondents were excited about the resource kit because as stated by consultant Louise Hiele, there is "*dearth of localised Melanesian resources*" addressing gender equality. The fact that the resource

¹¹ See IWDA's *Do No Harm* resource; of DFAT's PNG's Family Farm Team Manual

¹² For the 2015 Baseline study for their Women organised for Rural Development program. The tools should have also been included in the midline and final evaluation of the project. Program management staff have changed however and it is unclear if this in fact took place. It is unclear where CARE Laos members came across the toolkit.

kit was based on research from the region, and clearly represented Melanesian people in the flashcards and used local analogies (e.g. floating coconut, river of change) was linked to the ease of adoption and use by Melanesian facilitation teams and communities.

“The tool is so relevant, particularly because it was developed from research in the Pacific and has Pacific images– the local village teams own it, discuss it, debate it....” Barbara Pamphilon, DFAT PNG Family Farm Teams Program.

“It has been really valuable to have a Melanesian-based resource to engage with local actors on gender, rather than something imported. We found it tangible and engaging to use with both partners and communities.” Danielle Roubin, formally of Oxfam Vanuatu

“The floating coconut poster is amazing and can be used to discuss broader issues than economics - it talks about power in communities, valuing of labour, division of labour- a wonderful discussion tool to get people started talking about gender and society. The list of activities are so Melanesian specific it is hard for people to say that ‘it is a foreign idea, it is not about us.’” Louise Hiele, Child and youth consultant, Solomon Islands.

67% of
respondents used the
resource kit in a
Melanesian context

Despite the Pacific theme in the resource kit, the concepts have relevance and were largely successful in other parts of the world where they were applied. *Indicators* from the kit were used in a baseline and final evaluation of Women’s Economic Empowerment Program in Vietnam. *Participatory activities 1-3* were used in Myanmar and Laos. According to the consultant that used a range of tools in Laos as part of a CARE baseline survey:

“When someone hands you a toolkit that is excellent like this one, it is a fabulous foundation on which to do some tweaking [to meet the local context].”

The resource kit tools are not all applicable in Asia due to differences in gender norms from Melanesia. *Participatory activity 3 (Different approaches to managing household finances)* requires significant adaptation to work in an Asian context (for further details see section 5.6) as shared management of income is common between women and men¹³. The images of women with short hair also created confusion in group discussions (women in Timor Leste, Myanmar, Laos and Vietnam wear their hair long). This led CARE Laos to recreate the flashcards from *Participatory activity 1-3* using a local artist and an Agricultural development research project to create images for *Participatory activity 1* for use in Myanmar.

5.3 How has the resource kit been used?

Users appear to pick and choose tools from the resource kit, adapting where necessary to fit and strengthen existing Programs or assessment/engagement processes. A number have used the kit several times, drawing from different activities /tools to meet different needs at different times. None of the users interviewed had used all the tools within the resource kit.

The most popular tools were the *Floating coconut*, *River of Change* and *Participatory activities 1-3*. A few users selected indicators from the resource list for their monitoring activities. None of the users interviewed had used *Participatory activities 4-6*, or the comprehensive survey tool. A respondent provided one view on why agencies may not be using the survey, describing the survey as being too proscriptive and suggested that instructions be provided to help users apply sections adaptively within a program context. For others, time and budgetary constraints meant they were not able to undertake a significant survey process. One possible reason for the lack of uptake of *Participatory activities 4-6* is that they do not use flashcards, which is a strong selling point with other tools¹⁴.

¹³ In this context management (the day to day tracking of money and purchase of daily needs) may be shared, but this does not mean there are equal rights to purchase items, particularly large value items. This differs quite differently from Melanesia where income is often (but not always) not combined at a household level, and there are significant challenges in establishing men’s accountability for contributing to household expenses.

¹⁴ There is potential to create cards for these activities, drawing on the Participatory Activity 1 model.

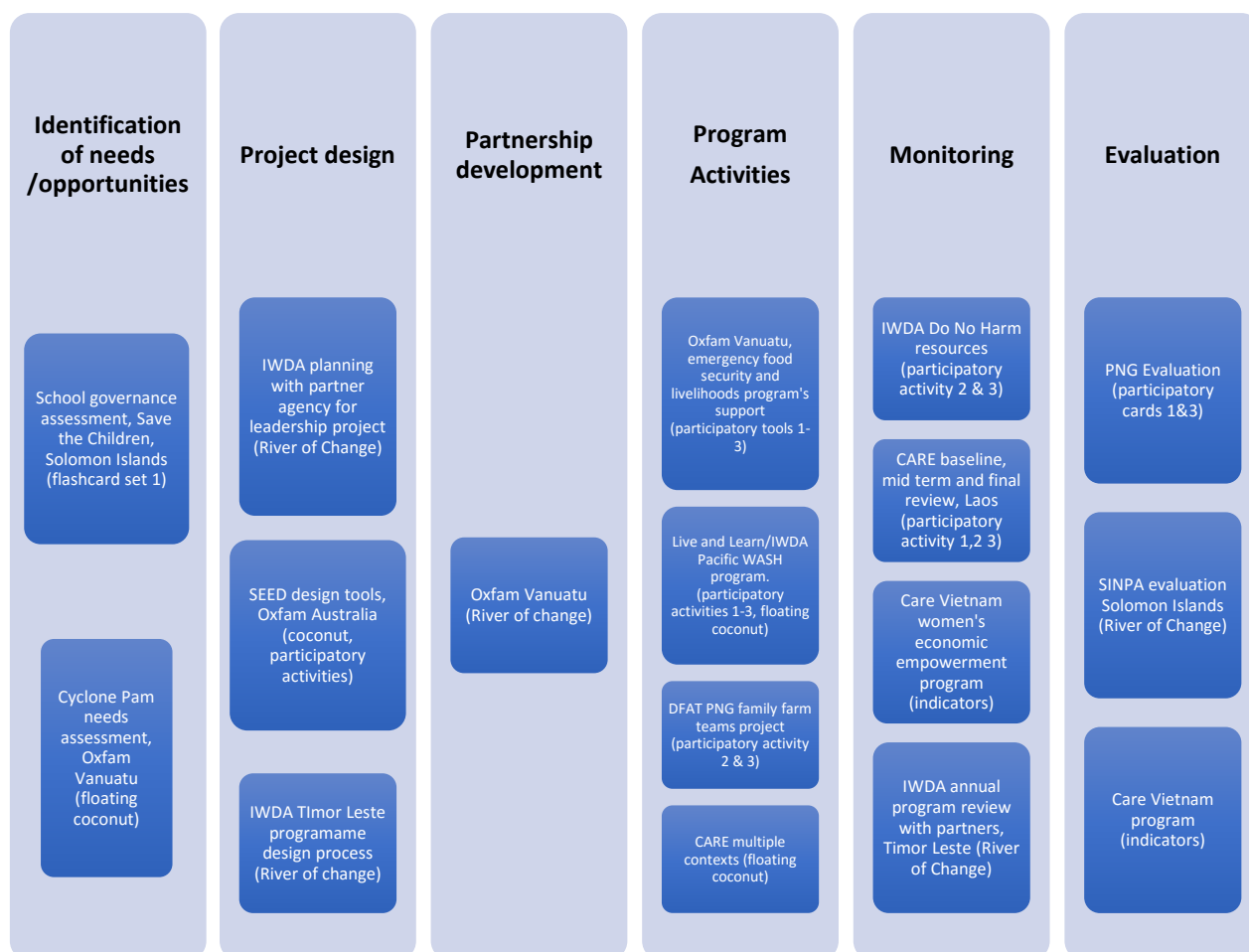
Of all respondents, half had used the resources for monitoring and evaluation activities. There were mixed reasons stated for limited adoption of the tools in an M&E context: lack of opportunity; needing to monitor other outcomes than those covered in the tools, and a preference for targeting individuals rather than group work in monitoring activities due to fear of social pressure influencing outcomes. The participatory activities (1-3) appear to be the most effective M&E tools at community level, and the River was useful as a tool to reflect on progress with partners. Heather Brown describes her recent experience using *Participatory activity 1 & 3* in a PNG evaluation as follows:

The tools were very effective. The PNG staff loved and found it very easy to use. It did generate interesting conversations and insights about women's role in household and community decision making for both women and men. I do think that this is a great tool for transformative evaluation and community members who engaged with it kept calling it training rather than evaluation - which I think is a good thing. Men and women were highly engaged with the pictures. We were also able to get the data needed for the evaluation. They were also a great reference point for people - where they could say - I used to be here, but now I am here - or I am here, but I want to be here.” [Heather Brown, consultant]

Most respondents saw the tools as excellent ‘conversation starters’, which according to Barbara Pamphilon can function as “*amazing triggers*” for rich and meaningful discussions that speak to the heart of respectful relationships, shared decision making and shared workload. Iva Koroisamanunu, Live and Learn WASH Project Manager (Vanuatu) described how the tools resonate with the communities with which she works:

“During one workshop there was a person who was not attending the workshop, but sat outside and listened into the group presentations. He said to us afterwards that this was the type of training we need in our communities; we need to know how women and men can come together and make decisions.”

A summary of the ways in which resource kit tools have been used across the program cycle is captured in the image below.



5.4 Resource kit strengths, weaknesses, opportunities and threats (SWOT)

The following SWOT draws from perspectives of the respondents to provide an overall snapshot of the strengths, weaknesses, opportunities and threats associated with the toolkit in its current format.

Strengths	Weaknesses/ learning
<ul style="list-style-type: none"> • Provides a feminist framing for economic empowerment that includes violence, unpaid and informal work, and decision making over income • Easy for respondents to understand and use • Resonates well in communities (particularly those in the Pacific), and is supported and loved by local facilitation staff • Engages women and men in discussions about gender equality. Moves away from working with women alone. • Promotes personal reflection and change (within communities and staff teams) • Tools are easy to adapt and are an absolute dream for strong facilitators who can use them to open conversations on a whole range of gender issues • Contributes to “transformative” M&E practice by engaging communities in processes to reflect on their own context and determine their progress towards goals defined by them. • Challenges commonly used didactic approaches to community work, enabling more participatory approaches • The resources fill a gap in the Pacific for participatory tools that incorporate Pacific context and images. Resources also have relevance in Asia. 	<ul style="list-style-type: none"> • There is no reported uptake of the tools by Pacific agencies (without the support of an external adviser/trainer). The language used in the kit may be a barrier to uptake • The positioning of the resource kit (as Melanesian and M&E focus) may be limiting uptake of the tools which have proven to be widely applicable to a range of contexts. • The survey has yet to be trialled, this may contribute to lack of uptake. • Needs guidance on the need to always do a trial of tools in new locations first to ensure that tools fit the local context and if being conducted in a foreign language, to have a translator present.
Opportunities	Threats
<ul style="list-style-type: none"> • There is a key opportunity to mainstream tools across IWDA (particularly in Pacific portfolios), in a range of contexts across the program life cycle to build staff skills, resources, and encourage peer sharing with other professionals across the sector. 	<ul style="list-style-type: none"> • The resource kit is IWDA branded but knowledge and internal uptake of the kit is reportedly low. This represents a missed opportunity for internal uptake and peer based marketing of the resource across the sector. It

<ul style="list-style-type: none"> • Tools could be adapted to support program planning, partnership discussions and IWDA monitoring and evaluation activities. • IWDA programs provide a perfect opportunity to iteratively improve and develop these and other gender tools, and to contribute to IWDA’s reputation as a resource/ thought- leader in the Pacific region. • Several tools within the kit have the potential to operate as stand-alone activities with broad application across the program life cycle. Rebranding tools away from an M&E focus alone would likely expand interest and uptake.¹⁵ • There is scope to expand the tools to an Asian audience. Linking with agencies that have adapted images would support this process. • There is a small but dedicated support base of users keen to engage in the resource kit’s uptake in the sector through training and professional development activities • IWDA also has a network of consultants to market the toolkit to: GenderWise. 	<p>also represents a risk to the credibility of the tools.</p> <ul style="list-style-type: none"> • All tools require strong facilitation skills to ensure that the wrong messages are not reinforced. IWDA does not currently monitor or train users of the kit; quality control risks exist for future distribution/uptake • The resource kit does not currently have a focus on inclusion - it does not enable participation or empowerment of people of trans and non-binary genders or those living with a disability. As such it risks reinforcing exclusion of these groups • Whilst tools are relevant to Asia, they may miss the nuances of different Asian cultures and economies, as they are based on Pacific research.
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5.5 Tool specific learning: *The river of change*

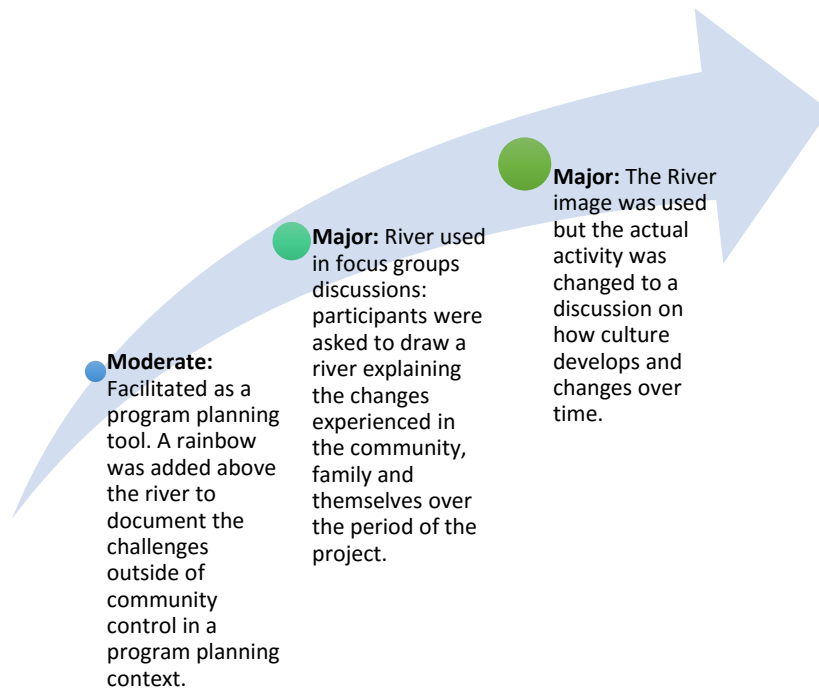
The original purpose of the River of Change poster was to support **program management teams** to:

- understand the main changes required to drive gender equality in economies in the Pacific;
- review program strategies to determine and address strategic gaps, and;
- ensure that program monitoring is adequately capturing data to assess the main concepts captured in the River that are relevant to the program.

In practice, the River of Change has been used in a range of ways: for program design involving INGO and partner agencies, for partnership discussions, to highlight the constantly changing dynamic of culture (“culture is a river, not a rock”); and as a tool to monitor change at community level. The adaptations described here are represented below in Figure 1.

FIGURE 1. EXAMPLES OF USER MODIFICATIONS TO THE RIVER OF CHANGE

¹⁵ Further guidance would be needed to support this outcome.



The strength of the tool appears to be in broadening perspectives on gender programming within project teams and partner agencies, as described by three users below:

“The river was really helpful to identify the multiple but intersecting outcomes that were needed to contribute to the change the organisation was working towards.” [Tessa Walsh, IWDA]

“I found the River of Change a very useful tool for opening up discussion about gender equality and thinking about what change looks like and how it happens. In particular, it was useful to broaden the area of focus away from the women’s groups and recognise that change needs to happen in other areas - within women themselves, in the household and in the wider community.” [Georgia Ride, formerly IWDA]

“It hasn’t been transformative [using the River with one of our partner agencies]; they are a very traditional male-dominated NGO, but it has helped for them to conceptualise changes towards gender equality. It helped identify the need for them to set up links with other organisations working on areas of the River that they can’t get involved in.... That’s been a big change – helping to identify structural barriers and issues, rather than just assuming that working with women and their partners on agricultural techniques and marketing is going to bring about the livelihood changes that they want.” [Danielle Roubin, formerly Oxfam Vanuatu].

The strengths, weaknesses, opportunities and threats related to this tool are documented in the table below. Suggestions for improving the tool are outlined in Section 6: Recommendations.

Summary of user experiences: River of Change

Strengths	Weaknesses
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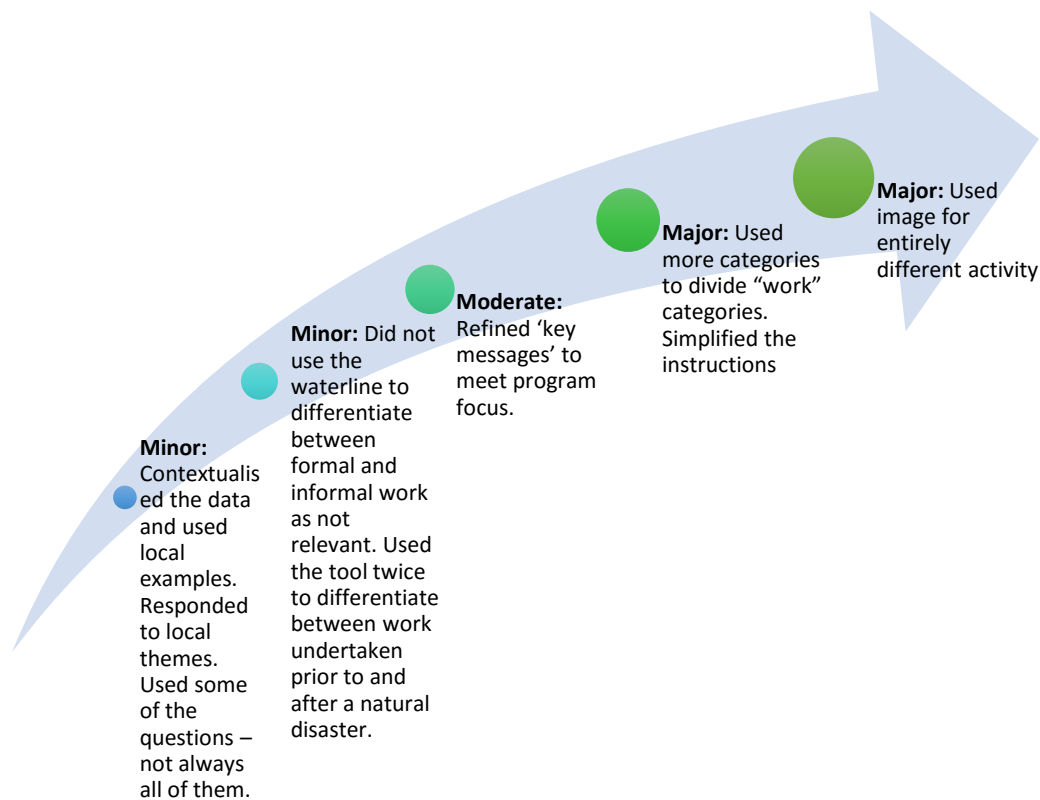
<ul style="list-style-type: none"> • It is an effective communication tool that can be adapted to context/ needs • Melanesian staff found the analogy of the river easy to understand • It represents social change as something complex and fluid rather than linear • It serves its purpose as designed: supporting planning processes (opening up discussions about gender equality in a programing context; thinking about what change looks like and how it happens; reflecting on existing program goals/ approaches; broadening a narrow program focus). 	<ul style="list-style-type: none"> • Is not a full program planning process – it only address a few parts of this process. • It falls short of providing a complete theory of change as it doesn't explain how to achieve the desired change, how change relates to other change and why the change is important. • Turning the River of Change into a design document is difficult without losing the rich content. • It can take longer to explain and facilitate the activity than expected. • Is best applied in an ongoing M&E or reflection process rather than as a one-off tool for engagement/ evaluation.
<p>Opportunities</p>	<p>Threats</p>
<ul style="list-style-type: none"> • Could be expanded to support an entire program design approach and to support partnership development. This could be used by IWDA program Managers in a range of contexts. It would also be valuable tool for the sector. • Could be further developed for engagement with communities to track broad community change over time 	<ul style="list-style-type: none"> • Current IWDA staff may incorrectly think that this tool meets the needs of planning processes – from problem identification to program design. • More thought and guidance needs to go into community applications of the tool as they had very mixed results, which has the potential to undermine the tool's perceived efficacy.

5.6 Tool specific learning: *The floating coconut*

The floating coconut is designed for use at community level to explore the gendered and age related division of labour between informal, formal sector work and unpaid household and community work. It is intended to promote conversations about equitable work division within households and in communities, to promote recognition, reduction and redistribution of women's unpaid care work burdens.

The coconut has largely been facilitated by respondents as per the design. There were a few adaptations made however, which are described in Figure 2 below.

FIGURE 2. EXAMPLES OF USER MODIFICATIONS TO THE FLOATING COCONUT



One of the most innovative adaptations was the use of the coconut as an assessment tool in a disaster context to determine the gendered impact of the disaster on work practices. This activity was quite successful (see story below) and highlights the potential of the floating coconut in a disaster response regionally.

The floating coconut's contribution to Oxfam's disaster impact assessment post Cyclone Pam

Heather Brown (the consultant) worked with Danielle Roubin from Oxfam Vanuatu to design and trial the rapid assessment process for Cyclone Pam, advocating for the inclusion of the coconut tool on the basis that it was "more engaging" than standard assessment tools. It was hoped that the tool would highlight shifts in gendered work resulting from Cyclone Pam. The assessment team used it twice in each target location; once to determine work undertaken prior to the cyclone; the second to identify new work patterns. The coconut quickly highlighted that women were doing a lot of the 'heavy work' related to cyclone clean-up, shattering perspectives of the recovery team that men alone were doing this work. It also highlighted that women had lost a key source of income /economic activity in the cyclone: pandanus leaves for weaving. This data enabled the assessment team to successfully advocate for women to be involved in cash for work programs that focussed on 'heavy' labour; an activity that they were excluded from. In addition, they used coconut data to highlight the opportunity to distribute materials and equipment necessary to recover women's economic activity. Emergency efforts had thus far focussed on distributing tools and equipment linked to 'men's work'. Unfortunately, the team's second recommendation was not adopted by the emergency leadership team.

The floating coconut is one of the more widely known (and loved) tools from the resource kit. Respondents reported apparent behaviour and attitudinal change in both women and men due to the coconut. Two examples are provided below:

"Everyone I work with loves the coconut, particularly men. Last time I used the coconut in Solomon Islands, one of the male participants got so excited about it he went home and on the same night got his brother in law, wife, sister and other family members (the extended family lived together) to sit down and reflect on how much work they do. And he is a very blokey bloke. He made them do

the coconut activity – using post-it notes and everything.....The outcome was that he told the men in the house that they need to do more work around the house. And apparently they do!” Ann-Maree Nobilus, GenderWise consultant.

“The coconut helps women recognise their value. They see that their activities are important – that they are the backbone of the economy. Prior to the activity, they would have considered informal activities as unimportant. Men also start to recognise the roles women play in the community and at home. Prior to the activity, they can think that women don’t do a lot. When they see how women contribute to the bottom on the coconut they realise they are the backbone of the economy. This is a big change.” Iva Koroisamanunu, Project Manager, Live and Learn Vanuatu

The table below summarises the reasons why the coconut is loved, and the challenges faced by those facilitating the method, and opportunities and threats identified. Suggestions for improving the tool are collated in Section 6: Recommendations.

Summary of user experiences: Floating coconut

Strengths	Weaknesses
<ul style="list-style-type: none"> • Very visual tool for highlighting gender based work burdens, with appropriate images for Pacific use. • Provides an alternative¹⁶ to the 24-hour clock which is “over used” in the Pacific. • Staff and community members loved the coconut and could understand the analogy immediately. • It promoted good discussion about “why can’t women do(insert male dominated task/work)” • Helps people appreciate that non-cash and informal activities are important in the economy • Helps people value and understand each other’s contributions to the economy, reduces anger (for example at having a meal cooked late) and helps people think about how to share work in the household. • Opens up discussion about women earning money as well as men. Shows that women don’t access formal economic activities as 	<ul style="list-style-type: none"> • Some confusion exists about the work type definitions and some of the language: for example, is market work informal or formal work? In Timor Leste the word ‘economy’ was too formal for people to understand. • It can be hard to explain these concepts at community level. Communities understand when they see the poster, but introducing this before brainstorming can be a little directive. • Learning to facilitate it takes time. The facilitator must be very sure they know what they are doing and how to explain the categories before they start. The facilitator needs to really understand the concepts to ask questions and get people to analyse deeply – just asking the questions themselves is not sufficient. Strong facilitation is critical to ensure that the key messages emerge. • Existing questions are very broad in scope, trying to achieve big change – starting with a more modest goal/ simpler starting points would make the coconut easier to facilitate. • The tool needs guidance on ways to operate in low literacy environment where people do not draw/write

¹⁶ The coconut does not have the same outcome as the 24-hour clock which shows the hours worked at a range of tasks by different groups. However, it usually achieves the same goal – which is to highlight unjust burden of care work falling on women.

<p>much as men do. Highlights barriers to women’s economic opportunity and better jobs for all.</p> <ul style="list-style-type: none"> • Opens conversation about the importance of investing in children’s education, so they can gain formal employment. 	<ul style="list-style-type: none"> • The image is wordy and could be improved with images of the work tasks instead of words. • Facilitators needed to ask ‘who does this activity more frequently? Men or women?’ because both women and men were putting up things like: minding the baby, cooking dinner etc. • The distinction between formal and informal work may be more relevant in an urban context than rural where very little formal work is available or accessible.
<p>Opportunities</p>	<p>Threats</p>
<ul style="list-style-type: none"> • Could be developed as a stand-alone tool, sold to the sector as an alternative means to open-up conversations on work burdens in the Pacific • Could be adapted for Asia with the support of IWDA’s partner agencies • Could be further developed for use in disaster and other assessment contexts¹⁷ 	<ul style="list-style-type: none"> • Strong facilitation is critical to ensure that the key messages emerge and to avoid reinforcing the wrong messages. Need to consider ways of ensuring users are appropriately supported to effectively use this tool

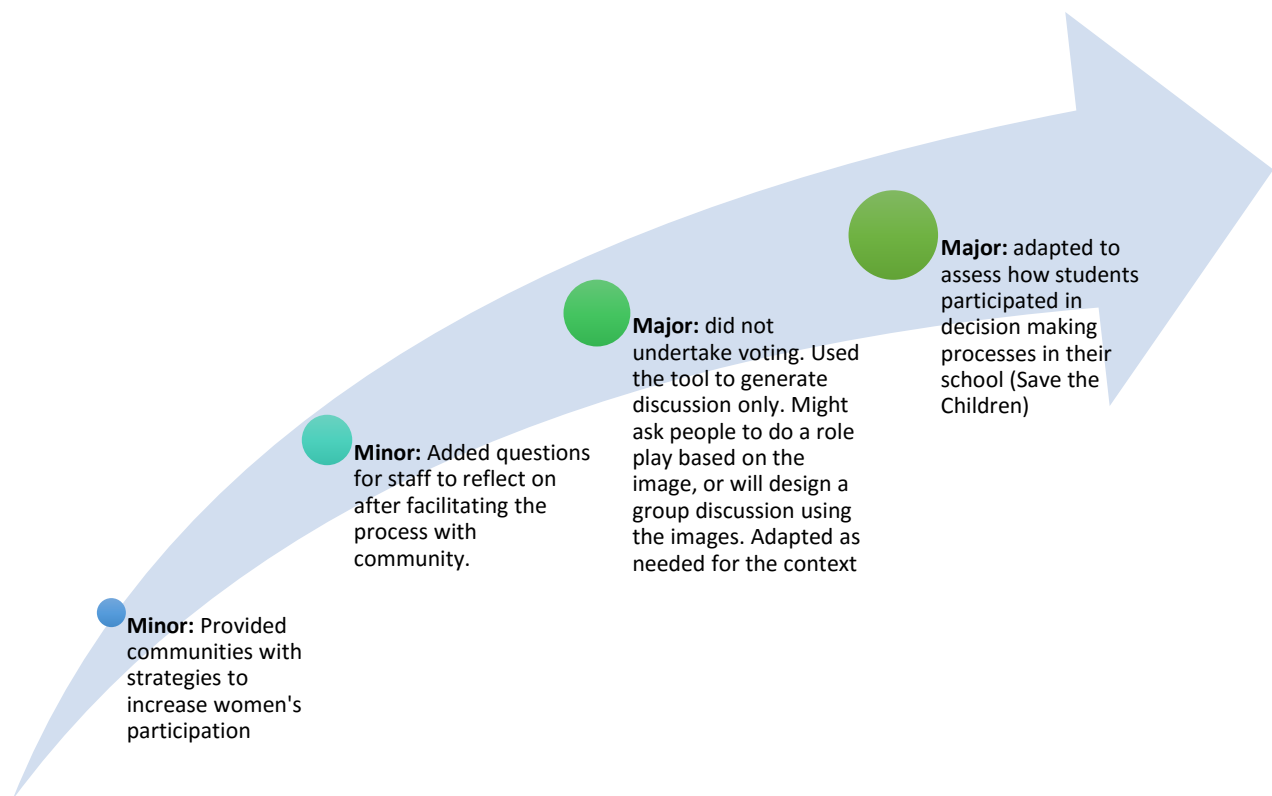
5.7 Tool specific learning: *Participatory activity 1: Participation levels of women and men in community-level discussions*

The purpose of *Participatory activity 1: Participation levels of women and men in community-level discussions* is to gain an understanding of the level of participation of women and men of different age groups in recent key decisions made by the community. The participatory tool is designed to generate qualitative and quantitative data, using anonymous voting processes to collect quantitative data.

In practice the participatory activity has been implemented in numerous ways; without voting – discussion only or with different activities like role plays; with voting; in different contexts – for example, it was used to determine the level of decision making students had on school boards to strengthen these processes. The range of modifications determined during the review are documented in Figure 3 below:

¹⁷ Additional guidance would be required

FIGURE 3. EXAMPLES OF USER MODIFICATIONS TO PARTICIPATORY ACTIVITY



A user's story: Adapting participatory activity 1

Consultant Louise Hiele adapted *Participatory Activity 1* to be included in a Save the Children gender analysis of a school governance project. She adapted the tool to identify how students participated in decision making processes in their school. Although she undertook a major adaptation of the tool, it was relatively easy to achieve. The main challenge she faced was that the images on the flashcards were all of adults and so she had to ask students to imagine that the images were those of children their age. She found that the use of images help ground the concept of decision making in the local context:

“Decision making flashcards were really good for me because I think it gave me an excellent entry point into talking about that issue [participation in school decision making] at the community level. Without the flashcards I think that the concept of decision making may have been too abstract for people to engage in very well.”

Louise used the data generated by the tool to highlight the importance of young people's involvement in school boards. Unfortunately, the consultant's engagement was short term and it is unclear whether the recommendations were adopted.

The table below summarises the key learning about this tool in a SWOT format. Suggestions for improving the tool are collated in Section 6: Recommendations.

Summary of user experiences: *Participatory activity 1*

Strengths	Weaknesses
<ul style="list-style-type: none"> • Achieves a lot more than gathering data on women’s participation in meetings. They also start conversations about power and gender roles in the community. • Flashcards help engage participants in discussions • Effective in low literacy contexts • Brings up other issues like corruption, lack of community consultation, issues within the local government and governance more broadly. • Brings up issues of intersectionality – participation is not just based on a person’s gender, but also ability, class, profession etc (eg. teachers are asked to participate in council discussions). • 	<ul style="list-style-type: none"> • Requires good facilitation to encourage genuine discussion • Tips on managing and promoting discussions would be helpful¹⁸. • Images of women with short hair were confusing in Timor Leste and Asia. • Card 1c and 1g may cause confusion in some contexts¹⁹. • Current focus of the cards is on mixed sex groups with the assumption that these exist. In some locations, such as Myanmar, single sex groups exist and mixed sex groups are very rare. • Images are likely to lead to a range of side topics as they are being interpreted by different people. This can be challenging to manage in a context with limited time²⁰. Guidance on ways to support interpretation of the cards, and manage discussion and steer conversations would be beneficial for less experienced or time poor facilitators. • The use of small flash cards enables voting as cards can be separated and attached to voting stations. They are not necessarily the best size for discussion based activities however, as they are hard to see by all participants in group contexts. A3 flip books would be more appropriate for starting critical conversations and other activity goals.

¹⁸ For example: guidance on how to encourage discussion about results when participants vote anonymously or when they do not participate in community activities but do not want to appear to be challenging the authority of local leaders by “complaining” about their lack of engagement. Amanda Scothern (IWDA) suggested that the the Learning Circles guidance provided in Gud Disisons Gud Lidasip manual or some of the other Solomons (with Live &Learn) resources may be a useful reference/ source for this.

¹⁹ For example, in Laos there are never opportunities for women or men to sit in single sex groups at a mixed sex community meeting. Additional flashcard sets could be made to support assessment of participation in single sex groups. In Myanmar there are very limited mixed sex groups.

²⁰ As an example, in a recent evaluation, one of the pictures resulted in discussion about whether the young man pictured was on drugs. In another, the building on one card was assumed to be a school because there are no other permanent buildings in the village.

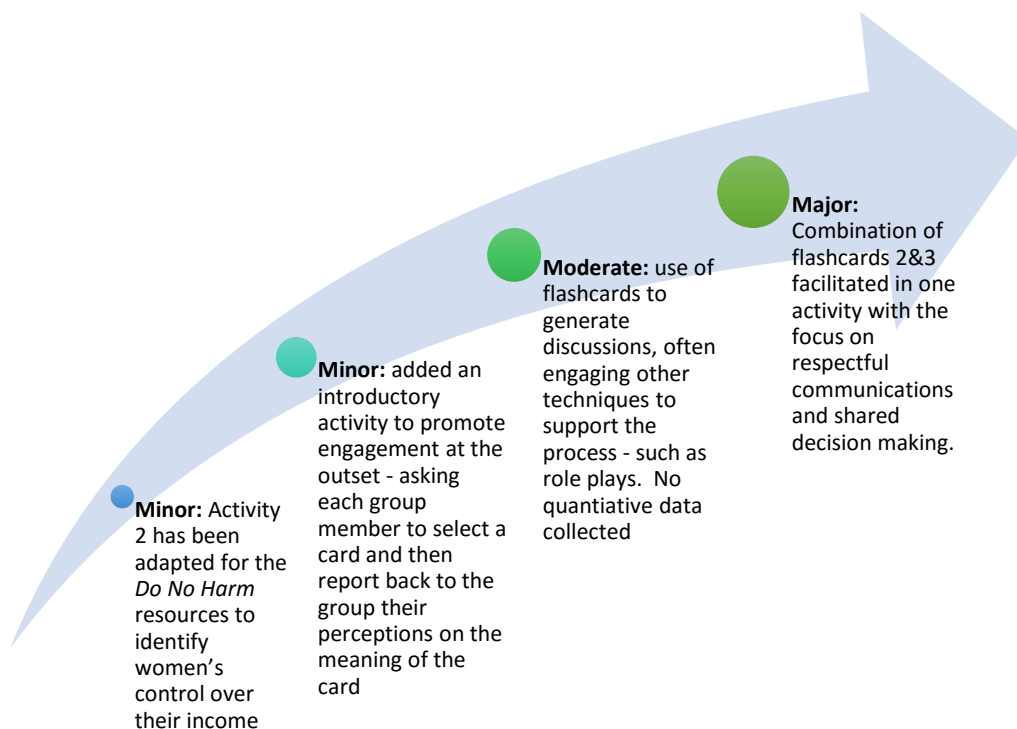
Opportunities	Threats
<ul style="list-style-type: none"> • Has the potential to be a stand-alone tool and could be further developed to achieve broader outcomes, applied in a range of contexts: starting conversations, targeted interventions and M&E. • An aligned card set could be developed to look at participation in single sex groups, focusing on who speaks (intersectionality) and questions raised in Participatory activity 6: forms of cooperation and conflict between women/men/other genders. 	<ul style="list-style-type: none"> • Cards show cisgender able bodied adults only. Age is a massive barrier to decision making and participation in many aspects of community and family life however, as is trans or non-binary gender status and/or disability. This needs to be addressed to avoid reinforcing exclusion • Strong facilitation is critical to ensure that the key messages emerge and to avoid reinforcing the wrong messages and to achieve useful data. In one context poor facilitation led to completely unusable data and confusion in the community. Need to consider ways of ensuring users are appropriately supported to effectively use this tool.

5.8 Tool specific learning: *Participatory activity 2. Women’s control over their personal income*

The purpose of *Participatory activity 2: Women’s control over their personal income* is to gain an understanding of women’s ability to manage and control their personal income, and how this is affected by dishonesty and bullying in the household. It can be used to open discussions on the risks of violence and intimidation in relation to income and cash management in the household. It is designed as a monitoring tool to be used with women and men and supports the collection of both qualitative and quantitative data.

The range of modifications users made to this tool are described in Figure 4 below.

FIGURE 4. EXAMPLES OF USER MODIFICATIONS TO PARTICIPATORY ACTIVITY 2



All cards in this set provide scope to discuss respectful relationships and non-violence. The experiences of the Family Farm Teams Program in PNG who have adopted these cards into the Family Farm Teams training approach is described in the story below

A user's experience
Using participatory tools in the Family Farm Teams Program, PNG

The DFAT Family Farms Team Program in PNG aims to support women smallholder small business development in three regions of PNG. It works with family members to create 'family teams' to support economic participation and benefit for all family members. Flashcards from activity 2 and 3 of the IWDA Resource kit have been included in Module 4 of the training program which focuses on respectful decision making and communication. The flash cards are used to contextualise the issue of power in decision making in a way that makes a lot of sense to the farmers targeted. The cards are used as a conversation starter and have served as "amazing triggers" to critical discussions on seemingly 'off-topic' issues such as ethics of polygamy or ways to respectfully address relationship challenges without resorting to violence. These topics are used as opportunities to drive home the fundamentals of communication and respectful relations/ family teams in real life contexts. The program team recently tried to undertake the workshop process without the IWDA flashcard set as the coordinating staff member had missed them in the printed materials. According to Barbara Pamphilon, without the picture cards *"We had to work so hard to try to contextualise and localise decision making."* The value of the cards was apparent as *"they trigger thinking and discussion with families in a non-threatening way."* It was at that point that Barbara realised just how important this card set was to the process; *"Really, family farm teams are cemented through decision making around money.....the cards are critical."*

A summary of user experiences with *Participatory activity 2* are included in the table below:

Summary of user experiences: *Participatory activity 2*

Strengths	Weaknesses
<ul style="list-style-type: none"> • In a skilled facilitators hands, these tools open-up a range of rich conversations on critical issues that can contribute towards creating change in gender relations. • "The men really got it because of the picture [Card 2d]"; the card helped men understand that using fear to force another person to comply with their wishes equates to domestic violence. 	<ul style="list-style-type: none"> • M&E requirements may mean that time for discussion is limited, and users may restrict or structure discussion to manage time commitments. • Card 2c was adapted to suit the Laos context. It is not common for men to steal from their wives in Laos as all they need to do is ask for the money and their wife is obliged to provide it. The consultant used this card to support women to discuss men spending their money on things that they (the women) didn't like. • The use of small flash cards enables voting as cards can be separated and attached to voting stations. They are not necessarily the best size for discussion based activities however, as they are hard to see by all participants

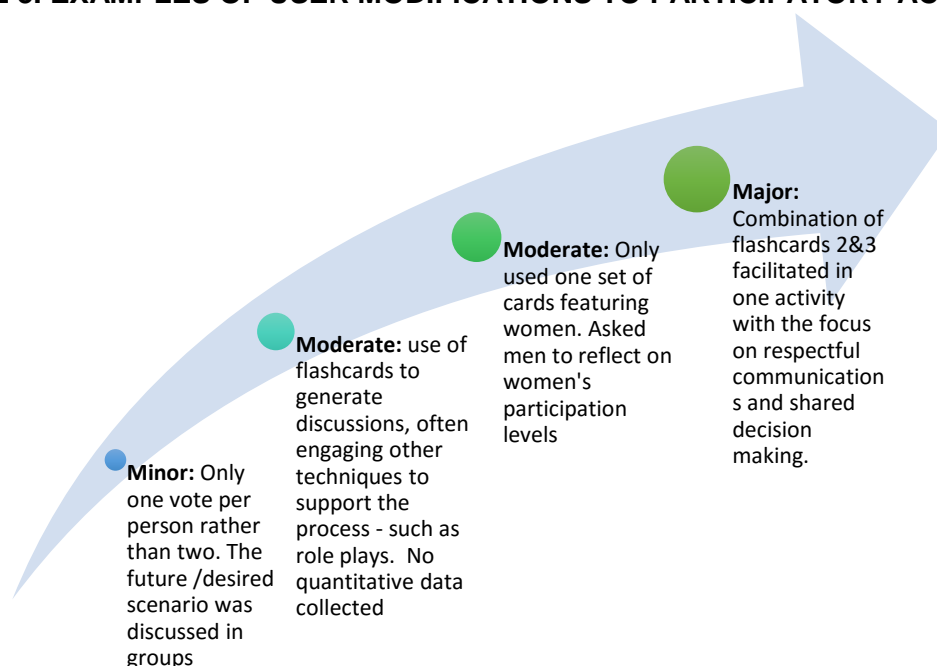
	in group contexts. A3 flip books would be more appropriate for starting critical conversations and other activity goals.
Opportunities	Threats
<ul style="list-style-type: none"> • Could be developed as a stand-alone tool to open conversations on violence and income in a range of contexts. (Note the activity has been included in the Do No Harm Resource as an M&E activity) • Could be adapted for Asia with the support of IWDA's partner agencies 	<ul style="list-style-type: none"> • Due to the endless possible interpretations of the flashcards, less skilled facilitators may be left in complex situations and seemingly 'off topic' discussions. These can in fact be opportunities to learn from communities and drive home key points, however strong gender knowledge and facilitation skills are required to do so. There is a risk (as faced in any participatory tool) of spreading damaging messages if the context and gender equality is not fully understood. Facilitator guidance, support and training are possible ways of addressing this risk.

5.9 Tool specific learning: *Participatory activity 3. Different approaches to managing household finances*

Participatory activity 3 aims to identify different ways families manage their money and the perceived benefits and downfalls of each approach. Discussion linked to voting activities is designed to give space for women and men to raise concerns about misuse of money in the household, unequal levels of accountability for expenditure by women and men, and challenges in encouraging men to contribute their income to family needs over personal interests.

A range of modifications were made to this tool as described in Figure 5 below.

FIGURE 5. EXAMPLES OF USER MODIFICATIONS TO PARTICIPATORY ACTIVITY 3



This tool has proven to be the most challenging one to be applied in an Asian context. The Summary of user experiences table below highlights some of the cultural differences that make the tool less effective. It also includes ideas about ways of facilitating this tool that may help promote discussion to address the key issue of shared decision making.

Summary of user experiences: Participatory activity 3

Strengths	Weaknesses/challenges
<ul style="list-style-type: none"> • <i>“I loved this set – it was really, really terrific”</i> consultant (name withheld) • Men and women were highly engaged by the images. • The tools successfully generate critical data for program evaluation. • The voting process provides a great reference point for people to assess change in their lives. • The flashcards generate very valuable and interesting discussions • The cards are successful in helping women and men reflect on power (for example, Card 3d helps men reflect on power - it shows a woman controlling men’s access to money). 	<ul style="list-style-type: none"> • Some users used the discussion to generate data for the desired future state rather than voting twice. • Different colour paper for older and younger women and men was used to disaggregate results more. • The photos appear somewhat biased and may skew voting results (although they are helpful for generating discussion).²¹ This could be addressed by challenging participants to discuss whether the situations described always end in the various emotions prior to voting. • In an Asian context, often couples will report joint management of income. This may well be true but does not highlight the nuances of the management arrangement and difference between management and control. • The use of small flash cards enables voting as cards can be separated and attached to voting stations. They are not necessarily the best size for discussion based activities however, as they are hard to see by all participants in group contexts. A3 flip books would be more appropriate for starting critical conversations and other activity goals.
Opportunities	Threats
<ul style="list-style-type: none"> • Could be developed for Asia with an additional card set that explores decision making control over different value items – as women often have the responsibility of ‘managing’ money but may not have control over big expenditure items. This would address challenges in getting to shared decision making in M&E or discussions. [This card set would also be relevant to the Pacific for building on the existing activity]. 	<ul style="list-style-type: none"> • In current format the tool has mixed outcomes in an Asia context due to different family decision making models. This could undermine the value of the tool in Asia if not clearly spelt out or adapted for this context.

²¹ For example, in the photos where women and men are not sharing decision making, they look unhappy - particularly where the men or women are giving money to the other partner. The couple that is working together looks happy.

6. RECOMMENDATIONS

6.1 Increasing the resource kit's relevance and impact

Approaches to increase the relevance and impact of the tools arising in the review can be broadly summarised as: improving tool guidance, increasing geographic scope; creating individual stand-alone tool sets from existing tools, and; expanding the range of applications for each tool. These options can be explored independently or in combination.

Currently the tools are marketed as Melanesian with a focus on monitoring and evaluation. However, this restricted scope does not capture the full potential or application of the resources and may limit the perceived relevance of the tools with potential users.

Broadening the resources' applications (both geographically and in the activity purpose) would have the added potential impact of raising IWDA's reputation as a thought-leader and resource centre, particularly for the Pacific where resources are challenging to find.

The most complex of these changes would be expansion in geographic scope, as some tools would need significant modification (for example: creation of new flashcards with localised images, and a different coconut capturing very different economic activity) to enable appropriate and successful use. Scaling up use in the Pacific by creating stand alone tools with a range of applications may be a more achievable and successful strategy.

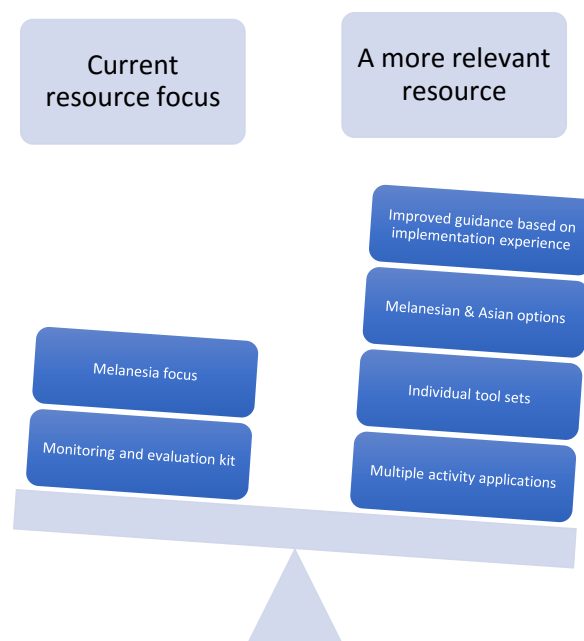
In recognition of the resource implications of different approaches, I have outlined two potential pathways to improve the relevance of the tools: a "quick and dirty" approach with a range of simple suggestions that can be adopted according to budget and time requirements, and; a 'comprehensive option' which outlines larger, more resource intensive requirements. These are outlined in the table below.

It is important to note that IWDA has not had a systematic marketing strategy to promote the resources in the past, and so with one in place uptake may increase without requiring significant changes to the resource (although changes would definitely open up more opportunities for resource use). There is a significant need for M&E resources in the sector that address gender, as highlighted in the 2016 ANCP thematic Review (gender equality and women's empowerment). On page 22, the document states:

There appears to be a need for broader attention to M&E and the development of gender sensitive outcomes and indicators, particularly for in-country partner NGOs.....despite having activities or strategies directly addressing gender based issues.... there appears to be a gap in understanding on how to translate this activity knowledge into M&E systems²².

A tool like the River of Change is particularly relevant to addressing this need.

	Quick and dirty	Comprehensive
Whole resource kit	<ul style="list-style-type: none"> Update existing tools to address inclusion and practical facilitation concerns Re-name to be less M&E focussed 	<ul style="list-style-type: none"> Split the resource kit into individual components of stand-alone tools (coconut, river, flash cards sets) with attached guidance demonstrating ways they can be



²² The 2013 ANCP meta-evaluation noted the limited attention to gender in ANCP evaluation reports as described.

	<ul style="list-style-type: none"> • Rename activities to have broader appeal, explain activity purposes in a way that helps people understand the activity potential. • Add examples to highlight the different ways in which the tools can be applied (without going so far as revising or adding to guidance notes) 	used in different contexts (planning, review, partnership engagement activities etc.)
Coconut	<p>Consider further dividing the coconut to help with facilitation of workload types. Consider changes or further clarification to language: non-cash and informal.</p> <p>Consider using images instead of text on the coconut.</p> <p>Provide a blank coconut (possibly on the back of the existing coconut), moving the instructions to a separate document.</p> <p>Simplify questions and key messages</p> <p>Make these tools more inclusive: include images of transgender and genderqueer people, as well as people with disabilities</p>	<p>Create as a stand-alone tool with a number of applications, addressing quick and dirty concerns as well as the following:</p> <ul style="list-style-type: none"> • options for context specific applications of the coconut (rural/ urban) with different coconut structures and divisions presented. • Guidance for use in other contexts: for example disaster and other assessments such as sectoral assessments (e.g. agricultural) • Option for use in inclusive assessment of work options (and work around building opportunity for people with disabilities for example to contribute meaningfully to their economy)
River	<p>Make clear that the tool (in current format) is for working with organisations, not communities</p> <p>Ensure that the economic components are more clearly reflected in the River through changes to the river, definitions or guidance notes.</p> <p>Make these tools more inclusive: include images and guidance of/for engaging transgender and genderqueer people, as well as people with disabilities</p>	<p>Address quick and dirty concerns as well as create stand-alone design tool with guidance for using in:</p> <ul style="list-style-type: none"> • entire program design process • partnership development activities • community level discussions
Participatory activity 1: Participation levels of women and men in	<p>Remove 1g and 1c from the kit and change instructions as needed to accommodate the change</p> <p>Include extra questions to support discussion of intersectionalities in</p>	<p>Address quick and dirty concerns as well as packaging this activity up as a stand-alone tool for use in:</p> <ul style="list-style-type: none"> • M&E • Promoting discussion with communities

<p>community-level discussions</p>	<p>this activity. For example, are there women who feel more confident than others? Why?</p> <p>Build reflection on intersectionality into flashcard instructions. Add “conversations you might want to have” into guidance.</p> <p>Add in direction for facilitators to choose cards based on realities of group participation in the location (mixed sex, single sex) so that they make sense.</p> <p>Add more direct guidance on making the flash card processes even more participatory and empowering (an implicit component of the process that may be missed by less experienced users)²³.</p>	<ul style="list-style-type: none"> • Strengthening women’s groups²⁴ <p>Make these tools more inclusive: create additional card sets to explore the experiences of transgender and genderqueer people, as well as people with disabilities</p> <p>Consider using A3 flipbooks for use in discussions, providing flashcards as optional downloads. The portability, storage and price of A3 flipbooks are some of the factors to be considered in this decision.</p>
<p>Participatory activity 2: Women’s control over their personal income</p>		<p>Address quick and dirty concerns as well as packaging this activity up as a stand-alone tool for use in:</p> <ul style="list-style-type: none"> • M&E • Promoting discussion with communities • Assessment for banking options/ risks for safe income management <p>Add additional card sets that address the issue of control over income for transgender and genderqueer people, as well as people with disabilities.</p> <p>Consider using A3 flipbooks for use in discussions, providing flashcards as optional downloads. The portability, storage and price of A3 flipbooks are some of the factors to be considered in this decision.</p>
<p>Participatory activity 3: Different approaches to managing household finances</p>	<ul style="list-style-type: none"> • Provide guidance to explain and overcome any bias in the cards • Include examples of different voting options. 	<p>Address quick and dirty concerns as well as packaging this activity up as a stand-alone tool for use in:</p> <ul style="list-style-type: none"> • M&E • Promoting discussion with communities or at family level on cash management • Managing business finances at home tool

²³ For example, model inclusive leadership, respectful group dynamics and egalitarian participation by asking sex/age groups to split into smaller groups, interpret card meanings and share these back to the broader group. This will ensure a more broader representation of voices, and perspectives and build confidence of group members to speak in meetings.

²⁴ Create additional cards using 1g and 1c that show participation levels in single sex groups. Combine ideas from participatory activity 6 with this activity to promote discussion on women’s collective action.

		<p>Create card sets for non-typical family structures (single sex partners, polygamy) and non-binary and transgender family members.</p> <p>Create additional card set to explore decision making control issues in Asia and the Pacific.</p> <p>Consider using A3 flipbooks for use in discussions, providing flashcards as optional downloads. The portability, storage and price of A3 flipbooks are some of the factors to be considered in this decision.</p>
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6.2 Increasing uptake of resource kit through targeted marketing

IWDA is in a unique position to boost resource kit uptake in the future. The organisation has extensive consultant networks, regional NGO networks and links to universities. It also has a range of talented staff no doubt keen for new methods to supporting planning and M&E with partner agencies. This review proposes capitalizing on these strengths to push the uptake of the materials in their future iteration. Some suggested approaches to doing this are listed below for consideration:

- Build facilitation capacity and support for the tools internally with IWDA staff members and genderWise consultants – to position IWDA strategically and also drive peer to peer marketing in the sector.
- Include references to the resources in appropriate Frameworks and internal processes
- Work with champions to build uptake of revised/ new materials in existing networks – for example within the CARE Global Gender Cohort (they currently only have experience of the coconut), PNG Gender networks (through Barbara Pamphilon) and within Oxfam Vanuatu.
- Target regional gender advisers, consultants, academics and program managers in a range of organisations (INGO, NGO, Contractors, Private sector) and programs to raise awareness of the tools. This could be instigated by IWDA program managers (after gaining confidence in using the tools) in conjunction with existing users of the tools.
- Distribute materials through targeted sector events²⁵ and host training and professional development activities about the materials to reduce risks of poor quality outcomes.
- Consider the development of resource sharing networks in the selected target region (e.g. IWDA could consider creating a Pacific network for innovative gender tools or build this into existing networks) to promote sharing, feedback processes and development mechanisms to identify new approaches, applications and opportunities to collaboratively expand IWDA's resources database.
- Develop resources to help people use and embed the tools within their organisation and provide some level of quality control: videos or presentations of materials; photos; stories of adaptation / challenges; contact lists of others that have used the tools in select countries.

²⁵ For example, if the coconut is further developed as a tool for disaster recovery assessment, target workshops, conferences and specialists in this area.

- Document contact details of any potential user who downloads the materials online from the IWDA website or takes a hard copy of the resources from events/office. Consider follow up options such as automated survey 3 months after download / acquisition.

ANNEX 1: PARTICIPANT LIST

	Name and role	Program/consultancy	Context of use	Documentation
1	Heather Brown (consultant)	Consultancy: gender and social inclusion	Rapid assessment of cyclone Pam (Vanuatu). Used to determine how work (women and men, young women) changed as a result of the cyclone.	NA
2	Barbara Pamphilon (University of Canberra) working in conjunction with Australian Centre for International Agricultural Research (ACIAR)	The Family Farm Teams program in PNG provides practical guidance for men, women and young people to build the strong, equitable and sustainable family units that are key to improved livelihoods.	As a component of a community engagement module to promote more gender equitable decision making and communication as a family team. “This activity helps families think about the range of ways that families may make decisions about money which can help them deal with similar situations in their own family”.	Family financial management tool features in p75 of The PNG Family Farm Teams Manual
3	Consultant (name withheld)	Baseline study of a CARE Laos program: Women organised for rural Development	Select indicators and participatory activities 1 and 3 were used in the baseline activities.	Report: Baseline Study. CARE produced localised cards for these two cards. The consultant does not have rights over these but may be able to access CARE staff to facilitate access. The consultant was unable to contact appropriate staff members.
4	Michelle Carnegie, University of New England.	Agricultural Research Development program using PLA methods to determine	Participatory activity 1 and 3 were used to assess gender factors impacting farming	Partial card set art available for <i>Participatory Activity 1</i>

	Name and role	Program/consultancy	Context of use	Documentation
		factors impacting on crop yields. Michelle introduced gender analysis into the program.	practices in 3 target locations in the dry Zone of Mynamar.	featuring Myanmar style and dress.
5	Elizabeth Cowan, CARE Global Gender Cohort convenor	CARE Australia	<p>Has adapted the Coconut for a CARE tool on social norms</p> <p>Used two indicators from the kit in the baseline and final evaluation of Women's Economic Empowerment program in Vietnam.</p>	
6	Danielle Roubin, formally of Oxfam Vanuatu	Oxfam Vanuatu	<p>Used the coconut and flashcards during a disaster assessment post Cyclone Pam</p> <p>Flashcards used in gender session for the emergency food and security and livelihoods program.</p> <p>River of change during partnership development</p> <p>Tools shared in sector strengthening activities</p>	
7	Georgia Ride, former Program Manager, IWDA	IWDA partnership and program planning activities, Timor Leste program	<p>The River of Change Tool was used in a program planning activity with two Timor partners, and annual reflections on progress and impact.</p> <p>Georgia also used the coconut + flashcard set 1 in gender training for two partners.</p>	<p>Image of Timor Leste program River of change</p> <p>Facilitation instructions in Tetum.</p>

	Name and role	Program/consultancy	Context of use	Documentation
8	Ann-Maree Nobilus. Genderwise consultant	Pacific WASH program, Live and Learn	In WASH program in Vanuatu, Solomon Islands and PNG	Photos available.
9	Tessa Walsh, consultant, former Program Manager, IWDA	Do No Harm	Materials production Partnership discussions and planning activities	
10	Damian Grenfell, Director of the Centre for Global Research at RMIT	Research in region	Has not used it yet. Missed opportunity to use it on last consultancy.	
11	Iva Koroisamanunu	Pacific WASH program, Live and Learn	WASH manager, trainer of trainers for use of materials in community based activities to promote women's economic empowerment in the WASH program.	Photo and video footage available on request
12	Amanda Scothern, Solomon Islands and Timor Leste Program Manager IWDA	Economic empowerment working group, IWDA (has not met for 6 months due to staff changes and loss of enthusiasm). Initially created to drive interest in the Resource kit	Working to promote adoption of tools internally within IWDA	

ANNEX 2: KEY QUESTIONS

Key and prompt questions for IWDA Review of the Melanesian toolkit

- a) How did you come across the toolkit?
 - Type of organisation or specialisation of consultant/academic using the kit
 - How did they hear about the toolkit?
 - Initial impressions upon receiving the kit
 - Why did you want to use it?
 - In what contexts did you see that it might be useful?

- b) In what context did you use the tool(s)?
 - What tool(s) from the kit were used?
 - Context of use? (country, intervention/ activity)
 - Direct implement or train others to use it?
 - How/ why were they selected?
 - How many times used?

- c) How were the tool(s) adapted for use (if adapted)?
 - Were they adapted? Can you explain the adaptation?
 - Why did you make these changes?
 - When did you make the changes (before use or after)?
 - Can you share a copy of your adapted process?

- d) What did you like most about the tool(s)?
 - What did you like most about it?
 - How easy was it to follow instructions/ train others to use it?
 -

- e) What was most challenging about using these tool(s)?
 - Any component confusing, frustrating or difficult? What and why?

- f) What were the immediate outcomes of using the tool / toolkit?
 - What did you learn from using the tool (if anything) about gender or economies or M&E?
 - Did this result in any changes in your practice?
 - What changes did you see in the group/context the tool was applied as a result of using this tool?

- g) Recommendations for improving a specific tool or the toolkit more broadly
 - Do you still use this tool? Would use it again? Why/ why not?
 - What changes would you make to the tool or toolkit to improve its use or impact?
 - Applicability of specific tool used in a different context (e.g. outside M&E)
 - Other tools in the kit – can you see relevance, potential for use in other contexts? What prevents you using them?
 - Recommendations for sharing this approach more broadly?
 -

Quantitative data collected included: frequency of tool use, level of adaptation, ease of adaptation, effectiveness of tool at promoting discussion at community level on gender issues, generating useful M&E data, extent of impact on own practice, likelihood using of toolkit in future

Level 1, 250 Queen Street
Melbourne VIC 3000

1300 661 812
iwda@iwda.org.au
www.iwda.org.au

ABN 19 242 959 685
ACN 126 216 165