

ANALYSIS OF POLICIES AND BEST PRACTICES ON GENDER EQUALITY IN THE PACIFIC ALLIANCE COUNTRIES

SUSTAINABLE DEVELOPMENT AND SKILLS FOR EMPLOYMENT IN THE
EXTRACTIVE SECTOR OF THE PACIFIC ALLIANCE





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Foreword

The inclusion of women in economic life is a key driver of growth. As essential drivers of progress towards inclusive and sustainable development, women's economic empowerment and mainstreaming gender equality are a priority for the Pacific Alliance (PA). Chile, Colombia, Mexico and Peru, as member countries of the Alliance, have demonstrated a strong commitment to gender equality through the work carried out by the Gender Technical Group (GTG), which promotes the mainstreaming of gender equality in the bloc's areas and actions.

The Pacific Alliance is convinced of the need to remove the obstacles faced by women in accessing trade and is committed to promoting the autonomy and economic empowerment of women and respect for their human rights. For this reason, on December 11, 2020, within the framework of the XV Summit of the Pacific Alliance, the leaders of Chile, Colombia, Mexico and Peru signed the Pacific Alliance Declaration on Gender Equality, and the Roadmap for the Autonomy and Economic Empowerment of Women in the PA (HRAEM). These instruments recognize the fundamental role played by all the diverse women in the growth and development of the countries that make up the bloc; they also emphasize the need to move towards the removal of barriers that limit women's autonomy and economic empowerment and call for the promotion of their entrepreneurship and their participation at work.

Women and girls still face significant challenges and obstacles in gaining access to traditionally masculinized areas due to gender stereotypes, cultural practices and unequal access to goods and to training and employment opportunities; however, there are several areas, such as the Extractive Sector or training in Science, Technology, Engineering, and Mathematics (STEM), which provide an opportunity to reduce gender gaps, ensure the effective participation of women, and expand their employment opportunities under equal conditions. Effectively addressing these challenges requires the creation of differentiated statistical data to identify the main gaps and take informed and effective actions to ensure women's access and participation in all areas.

We thank Colleges and Institutes Canada (CICan) for the creation of strategic institutional alliances aimed at incorporating the gender equality aspects into the Pacific Alliance Education for Employment (PA-EFE) Program, whose purpose is to increase socioeconomic opportunities for women and men in a sustainable and inclusive extractive sector, as reflected in this study on good practices and gender equality policies.

We are certain that the information gathered in this study is a key element to show the obstacles faced by women related to these sectors of the economy, and also to allow the creation of strategies and actions aimed at effectively ensuring women's economic rights in the Pacific Alliance.

**Gender Technical Group
of the Pacific Alliance**
Colombia-Chile-Mexico-Peru
2022



Summary

This document brings together the experiences of designing and implementing 29 policies and programs in the four Pacific Alliance countries.

The systematisation of policies was done in two phases, a *Documentary Systematization* (29 policies) and a *Participatory Systematization* (25 policies) and the objective was to identify, together with the countries, potentially shareable policies and best practices across countries and institutions in order to contribute to regional dialogue and to identify progress regarding gender equality.



The goal was sharing best practices, as well as opening the possibility of exchange, establishing relationships among specialists from public and private entities in the PA countries and promoting horizontal evaluation based on knowledge of the identified policies.

During both the documentary and the participatory systematization processes, representatives of the following ministries or secretariats were asked to participate: Education, Mining, Energy, Women's Rights, Foreign Affairs and Economy; as well as universities and other bodies in the countries.

These policies or best practices, products of the two systematization phases, are collected throughout the document, in 5 chapters:

1. Context

Presents the objectives of the PA-EFE Program and the general framework of this work.

2. Document Systematization

Presents the steps developed in this first phase, as well as the systematized fact sheets.

3. Participatory Systematization

During the participatory systematization process, interviews were conducted with various stakeholders involved in policy design and implementation, subjects of the policies and specialists on the topic, who shared their experience based on their participation in previously systematized policies.

4. Recommendations

The recommendations are directed to the countries for policy implementation, resulting from the two systematization phases based on the analysis of policies and the testimonials of the men and women who participated as key actors in this work.

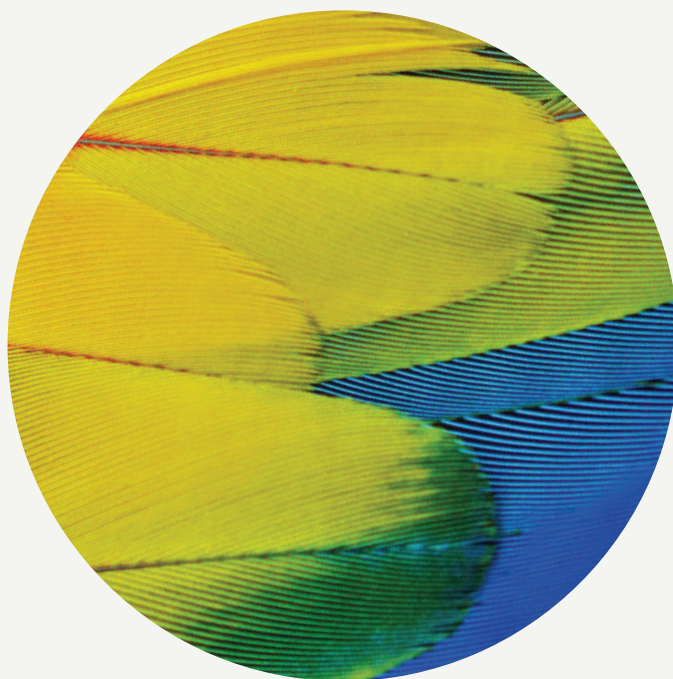
5. Conclusions

In this last chapter, the lessons learned from the entire process are summarized and it is a call for regional dialogue and the sustainability of actions.

ANALYSIS OF POLICIES AND BEST PRACTICES IN ENVIRONMENTAL SUSTAINABILITY

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1. Context



1.1 The PA-EFE Program

The Pacific Alliance Sustainable Development and Skills for Employment in the Extractive Sector [Program](#), (referred to as the Pacific Alliance Education for Employment (PA-EFE) Program) seeks to increase socioeconomic opportunities for women and men in a sustainable and inclusive extractive sector within the Pacific Alliance (PA) countries. The program is funded by the Government of Canada through Global Affairs Canada.

The Program recognizes two key pillars for its development. The first is the promotion of dialogue in the four Pacific Alliance (PA) countries, *support to good governance of the extractive sector through the establishment of opportunities for the exchange of experiences and best practices among representatives of the public, private and civil society sectors related to the extractive sector* of the four countries; the second pillar is the *establishment of interinstitutional alliances between higher-education institutes members of Colleges and Institutes Canada (CICan) and technical education institutions of the four PA countries.*

At the national level, the Program intends **to support dialogue and exchange** among the countries and institutions involved in the Program. One of its objectives is the identification of policies, programs, guidelines and best practices.

In the case of partnerships between Canadian institutes and PA technical professional training institutions, the main objective is to **support the development of skills** among people living in the Mining and Energy production areas who are at risk and vulnerable because they lack the qualifications required to perform the jobs offered by the industry or to generate independent work, which would provide them with a source of income that is sufficient to improve their situation. The eventual beneficiaries of institutional support are young men and women from communities and training centres in selected regions within the four countries: Chile, Colombia, Mexico and Peru, as well as communities where extractive sector companies operate, all of whom need to develop skills demanded by the labour market and will have access to training processes in the technical training institutions participating in the Program.

In addition, the Program has defined one of its outcomes as the development of training and awareness raising actions on gender equality issues, relations with Indigenous communities and environmental sustainability through the development of thematic forums within the strategy for regional dialogue between the countries and public, private and civil society actors, specifically in communities living in the territories where companies belonging to this sector operate.

Incorporating the gender equality dimension into the PA-EFE Program seeks to provide technical support to overcome the gaps identified by the analysis of the general and preliminary diagnosis on gender developed by the CICan PA-EFE team for the four countries during the planning phase, and the development of the Program Implementation Plan (PIP), among men and women working in the extractive sector.

This involves a series of actions performed with each of the institutions and stakeholders involved in the Program (ministries, secretariats, training institutions, productive sectors, civil society, etc.) in each country.

Work has been undertaken in the form of alliances between the technical professional training institutes in each PA country, Canadian institutes, companies, ministries and secretariats, and other leaders in the sector, entities that are all fundamental to making progress in gender equality.

According to the Program's diagnosis and other analyses developed by institutional alliances, there are considerable gaps regarding the opportunities that women face for training and employment.

In this sense, professional education, employment opportunities and youth training become a priority in the countries' agendas and also a human right. Education for employment is a basic requirement to access better living conditions and encourage the professionalization of young people; it involves designing programs that meet these demands and needs.

At the same time, women's participation in the extractive sector is scarce, especially in positions of greater responsibility, and they have few options for generating their own resources. In addition, women continue to be primarily responsible for caring and household chores, which can become an obstacle to their training.



1.2 A look at the broader context

This process enabled us to visualize and learn about the progress made in gender equality and public policy developed in the Pacific Alliance countries through the voices of their protagonists.

According to Subirats (2008): “[Public policy is]...a series of intentionally coherent decisions or actions taken by various public and sometimes non-public actors – whose resources, institutional links and interests vary – in order to solve, in a timely manner, a problem politically defined as collective.” - Subirats (2008)

Subirats points out the relevance of coordinated interactions between various actors to solve a public problem and whose decisions affect the way of life of the beneficiary population. These public and private actors have roles in the policy design and implementation phases; they also control various resources associated with the degree of internal organization and capacity for external mobilization. However, not all of them have the same resources, so the distribution of power and decision-making capacity results in interaction that takes place in an asymmetric environment.

Women's demands and feminist movements face obstacles to becoming public policy, but progress in gender theory, portrayed in a prolific theoretical production, has contributed to defining and narrowing down the factors involved in the design and implementation of gender-equality policies, visualizing the complex networks of power relations and the ways that people access resources, benefit from them and have control over them.

In this regard, the participation of women as a group has historically been limited in decision-making areas, so their perspective and concerns have generally been invisible in the public agenda.

The gender perspective began to be incorporated into the public agenda in the mid-twentieth century, in light of the incorporation of new approaches to generating development policy. Starting in the 1970s, a series of international mechanisms was created to highlight the social demands of women in the context of gender relations. In 1979, the United Nations Convention on the Elimination of All Forms of Discrimination against Women, known as CEDAW, was established, marking a milestone in legal history as the first international treaty on women's human rights.

Subsequently, a set of international agreements and commitments was established to determine the foundation for the treatment of policies on Gender Equality and rights women, teenagers and girls in all their diversity. In the 1980s and 1990s, public policy incorporated women without taking into account structural limitations, developing policies using a “familyist” and assistance-based approach for women, and many of these policies included women as part of the vulnerable population and aimed to strengthen the family as society's core.

Currently, [Sustainable Development Goal No. 5](#) aims to end discrimination and violence and achieve equality and empowerment of women in United Nations-member countries by

2030. Therefore, the intensification of gender-equality measures in all parts of the world would make it possible to move towards sustainable and egalitarian development by 2030.

Where a country's public administration takes a stance in favour of mainstreaming a gender-based approach, it assumes the responsibility of progress in the creation of policies that promote an egalitarian and democratic society among men, women and marginalized people.

In this sense, as part of regional initiatives developed to support the recognition of women's rights, the Pacific Alliance contributes to the establishment of policies that advance gender equality through various strategies, one of which is the Gender Technical Group (GTG) created during the X Presidential Summit (Paracas, 2015). The GTG commits member countries to incorporating the gender perspective in their programs and activities in order to strengthen the empowerment of women in trade activities.

The PA-EFE Program, as mentioned in previous chapters, includes a Gender Equality and Intercultural Strategy, whose general objective is to incorporate the gender approach in all its actions, methodologies, strategies and funding, and to do so in constant agreement with participating stakeholders.

The Program's analysis on gender policies shows important progress and changes in the PA policies analyzed.

It must be acknowledged that the gender perspective and its instruments, incorporated into state and private action, have undoubtedly enriched the actions of governments and international cooperation over the past 30 years, and the design of public policies from a gender perspective has had an impact on people's economic, political, cultural and social life.

If anything is having an impact on changing contemporary societies, it is the implementation of policies and programs aimed at closing inequality gaps. **All of the PA countries have made significant progress in the design of regulations and programs aimed at implementing these policy frameworks, which demonstrate the importance of advancing gender equality** and the changes needed to close gaps and end discrimination in clearly patriarchal societies.

However, gender equality policies in these countries regarding training for employment in the hardest sectors of the economy still need to be championed. This requires agreements among stakeholders, political will and implementation mechanisms, as well as financial and human resources. This is still a challenge for countries in the region.



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2. Document Systematization



The logical framework of the PA-EFE Program defines one of its intermediate results as a long-term increase in discussions among PA countries, with the support of Canada, on policies, guidelines and sustainable practices, contributing to the training of men and women in strategic sectors under equal training and employment conditions.

The Program also aims to support the identification of policies and best practices in the PA countries in order to disseminate them and create opportunities for exchange and learning among the stakeholders responsible for designing and implementing policies and monitoring their results.

First, CICan developed the Forum on Gender Equality in the Extractive Sector: “Sustainable Development and Skills for Employment in the Extractive Sector of the Pacific Alliance” in Chile in March 2019, where policies and best practices were shared, as well as recommendations for implementing gender equality policies and programs in the four countries. Second, a strategy, an action plan and an appropriate methodology were developed to respond to the expected results in the identification of policies and best practices in terms of gender equality in the countries’ various sectors.

The strategy proposed organizing working groups at the regional and national levels to provide information on policies, programs and best practices regarding gender, education and the extractive sector that are being implemented in each country and which are subject to systematization and can be shared among the countries. This group comprised representatives from each country and from each of the ministries involved.

This working group included key actors from ministries and state secretariats in key roles as experts, implementers or beneficiaries of the policies or programs developed. On April 23, 2021, the regional gender working group was formed. The group’s first task was to identify and propose sector policies, programs or projects that could be reviewed, systematized, strengthened with recommendations and disseminated as best practices or examples of public policy in the sectors involved in each of the four countries. This contributed to dialogue and knowledge management.

The PA National Coordination teams appointed representatives in the countries and the ministries or secretariats of the identified sectors. In April 2021, the working group was formed with the participation of 42 people: 35 women and 7 men. Of these 42 people, 23 were key informants.

A fact sheet was created, containing questions or requests for key information about a given policy or best practice: first, CICan reviewed all the documents sent and prepared the fact sheets to be sent to the countries for their review and approval. Around 60 documents were reviewed and 32 policies and best practices were selected for their national or local scope, the stakeholders involved or the importance that the countries attributed to these developments.

The process required an exchange between CICan and the ministries forming the regional working group, in order to select the policies and best practices and review the systematized summary in the fact sheets. From the four countries, 29 policies and best practices were systematized.

The fact sheet at hand is organized into blocks of information related to an area and sector, the policy name, enactment date, the organization in charge and the objective. The following blocks seek to identify strategies, actions and results. In addition, they seek to identify beneficiaries, sustainability measures, benefits of implementation and recommendations from experience, among other aspects.

TOOL 1: Policy/Best Practice Systematization Fact Sheet (Country, Number and Name)

Section 1

Managed by	
Key Informant	
Date:	

Section 2

Identification of policies and best practices	
Country:	
Public sector:	
Document name:	
Document type:	
Policy enactment or best practice approval date:	
Body in charge of the policy or best practice:	
Objective of the policy/best practice identified:	
Development strategy:	
Main actions and results:	
What is the geographic area where the policy/best practice is applied?	
Who are the beneficiaries or target group of the policy/best practice?	
Were the beneficiaries or target group involved in policy design or best practice systematization? How?	
What sustainability measures have been taken and what resources ensure its continuity?	
Does implementation include systematization reports or results assessments? Attach documents.	
Identified benefits:	
List the risk management recommendations for the implementation of the policy/best practice.	
Please copy the link here to access the official document (if any):	

2.1 Summary

The document systematization process was developed between June 2021 and February 2022. The following table summarizes the policies or best practices systematized in sheets for the four countries. It is important to highlight the diversity of sectors that participated, as shown by intersectional work in the jurisdictions of the four countries. It is also important to highlight the high level of coordination between the ministries or agencies in charge of gender equality policies and other sectors. Several policies were planned and developed jointly among ministries. This finding shows the importance of the creation of agencies responsible for gender equality that draw the road maps and policies to be followed in certain states and in the various sectors. In this case, this best practice has proven its importance and validity with respect to the necessary changes.

Table 1: Policies and best practices by sector and country

Sectors/Countries	CHILE	COLOMBIA	MEXICO	PERU	Total
GENDER			3	5	8
MINING	2	5			7
EDUCATION	2	3	3	2	10
ECONOMY			1		1
FOREIGN RELATIONS	2		1		3
TOTAL: POLICIES AND GPs	6	8	8	7	29

Of the 29 fact sheets included in this dossier, the majority were developed by the Ministries of Education, followed in number by those from the authorities governing gender equality, while those of the mining and energy sectors were in third place, in addition to those in the areas of foreign affairs and economy. While some are considered policies and regulations, others are not only strategies, plans, programs or specific actions, but also best practices that are very valuable for collective learning about the region.

Each one of them is an input to be reviewed by the countries to learn from what has been achieved, as well as the advantages and sustainability measures developed.

All the fact sheets have been placed in the following folders, so that they can be reviewed by all the people who have access to this dossier.

Chile:

https://collegesinstitutes.sharepoint.com/:f:/g/extcollab/EqSYFGcg6z1BiOQR7uGkxKMBt9GwXpykZE8_Xzy6NnAjJg

Colombia:

<https://collegesinstitutes.sharepoint.com/:f:/g/extcollab/EnyqBsWxNyFHt7q1EDVC6ScBi0DGv-RUY3QiLs2Whinlig>

Mexico:

https://collegesinstitutes.sharepoint.com/:f:/g/extcollab/EgkDDvKcoDNFu27X79B2U4EBE4VPSxy_Jv-MCeVRwcvlog

Peru:

https://collegesinstitutes.sharepoint.com/:f:/g/extcollab/EoRL3PXDh55Og4ptNjEzUVkByLNUnYzvrpirVEW_3Nvvg

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3. Participatory Systematization: The Voice of its Protagonists



Because of the context surrounding the design and implementation of the policies stated above, there is a need to explore the dynamics of recent processes involving various government actors. In this sense, this chapter seeks to gather perceptions and experiences, and it also seeks to inquire about the difficulties and positive factors that guarantee the appropriate development of public strategies supporting gender equality, before proceeding with recommendations from experience in the design and implementation stages of the policies.

Within the framework of the study, around 32 interviews took place between January and March 2022. These sessions were conducted virtually and were attended by the Senior Officer of the PA-EFE Program, Brigid Shea; the Specialist in Gender Equality and Indigenous Communities, Eliana Gallardo; and the Consultant for Participatory Systematization, Diana Loconi.

The participants in this systematization process were key people that provided information about the design or implementation of policies or best practices, as well as representatives of institutions in the sector. To this end, the ministries or organizations with which we coordinated during the document systematization process were asked to collaborate in the identification of these people.

1. **Policy or best practice designers or implementers:** These people have background information on the processes, know the stages of the policy's or program's creation as well as its design and implementation processes, the expected results, and the challenges faced. They also presented these policies or programs to the authorities and negotiated their approval. They are usually specialists in the sector targeted by the policies or programs designed or developed, and they are also involved or familiar with work from a gender equality perspective.
2. **Subject Specialists/Experts:** These people are related to the subject in some way and have reflected on it. Their contribution is fundamental because it is the result of an analysis or result of research performed on the subject.
3. **Beneficiaries:** This group is fundamental, although it is difficult to identify. The group's experience is very important because it allows us to analyze the results of the policy or best practice and evaluate whether it is effective or not.

Interviews were developed around five thematic axes:

1. **Positive factors:** In the design and/or implementation of a policy, there are determining factors that support the full development of an initiative or public action. We need to know their nature and the implications of having them or not having them.
2. **Difficulties or challenges:** It is also important to know the main challenges faced by public management when designing and/or implementing policies that support gender equality, in order to identify the potential risks involved in their development.
3. **Sustainability:** This axis aims to explore the various sustainability mechanisms that accompany policy proposals with a gender perspective, in order to identify the actions that ensure their permanence or evolution over time.

4. **Lessons learned:** The lessons learned will be a fundamental part of applying experiences to society, since these lessons help identify the dynamics that may be considered and subsequently applied and replicated when designing and implementing policies that support gender equality.
5. **Recommendations:** This axis will enable us to provide a set of suggestions in light of the main parties' lived experiences, in order to apply this knowledge to other contexts.

Table 2: Number of policies and agents addressed in the PS process by PA country

Item	Countries				Total
	Chile	Colombia	Mexico	Peru	
Policies	6	7	7	5	25
Implementers/Designers	5	3	8	5	21
Experts/Specialists	2	3	3	2	10
Beneficiaries	5	2	0	4	11

PS involved 42 participants: 21 implementers and/or designers, 10 experts and 11 beneficiaries, from a total of 25 selected policies and best practices.

Table 3: Selected policies by country and sector

Country	Sector	Name of Policy or Good Practice
CHILE	Gender and Trade, Foreign Trade	Incorporation of the Gender and Trade Chapter into the Free Trade Agreement with Canada
		Incorporation of Gender and Trade Chapters into Free Trade Agreements
	Education	Work Plan for Education with Gender Equity
		Technical Assistance and Support Plan for HEIs
	Mining	National Roundtable on Women and Mining 2018–2020.
		W.R. Procedure for Reporting and Sanctioning Labour Mistreatment, and Workplace or Sexual Harassment
COLOMBIA	Education	Guidelines for prevention, detection of and attention to violence and any type of gender-based discrimination in Higher Education Institutions (HEIs) for the development of protocols on Inclusive and Intercultural Higher Education Policy, Ministry of Education.
		A Gender Identity Approach for Inclusive Higher Education Policy Guidelines
		Best practice, in the creation of a toolkit to ensure inclusion. Inclusion Index for Higher Education.
	Mining	Gender guidelines for the mining and energy sector.
		Diagnosis of the state of gender equality and women's empowerment using gender guidelines for the mining and energy sector
		Meaningful Experiences in environmental and social management in the Mining and Energy Sector for 2020.

MEXICO	Women	PROIGUALDAD (PRO-EQUALITY)
	Economy	Economic inclusion of women entrepreneurs.
	Environment and Natural Resources	Gender Policy of the Secretariat of Environment and Natural Resources
	Education	Actions to eradicate gender stereotypes in higher education careers
		Actions to address and prevent teenage pregnancy
Actions to prevent violence in schools		
Foreign relations	List of training sessions, workshops, talks and forums on gender issues implemented by the Ministry of Foreign Relations (SRE).	
PERU	Women	Conceptual Framework on Care
		National Policy on Gender Equality
		Municipal Ordinance Promoting the Socioeconomic Inclusion and Autonomy of Women - Regional Network of Women Entrepreneurs and Businesswomen
	Education	Provisions for the Prevention, Attention and Sanction of Sexual Harassment in Technical-Productive Education Centres and Higher Education Institutions and Schools
		Guidelines for the Application of A Gender Approach in Technical-Productive Education Centres and Higher Education Institutions (HEIs) and Schools

The vast majority of implementers, designers or experts who participated in the PS process are professional civil servants who have been promoting and leading the policies since their inception. Some of them also belong to partner institutions that actively participated in policy design or implementation. Gathering these people's contributions from their role and experience enriched the dialogue and helped identify the factors involved in the development of the policy — some of which help development and some of which hinder it — and above all, allowed for the recollection of recommendations on public management that arise from their experience.

3.1 Main findings

Whether it is the education or foreign trade sector, it is possible to highlight some dimensions that mainstream the processes, and which are considered necessary by the agents interviewed, as well as certain conditions required to enable the development of strategies with a gender perspective. For example: Technical capacity, consensus on the concepts used in the proposals, citizen participation and the creation of alliances and networks, among others.

However, one continuous concern has been the need to mainstream a gender approach in the organizational culture of the sector or other institutions benefiting from the policies; in addition, there is a need to strengthen the regulatory frameworks and, above all, to secure a solid budget to ensure the sustainability of the strategy.

Within this framework, the main findings are classified according to the axes described above and are shown below, highlighting the particular characteristics of the countries belonging to the PA.

3.1.1 Positive factors

Policies that pursue gender equality justice require the coexistence of a series of factors to ensure their full development. These factors vary according to the context of each country, whose reality includes: The country's political situation, demands from organized women's groups, regulatory progress in terms of gender issues, among others. According to the interviews, the positive factors detected come from multiple sides, the most recurrent of which are political will, strategic alliances and citizen participation.

Political will:

The testimonials show that public policies with a gender perspective remain vulnerable to changes of the authorities in office. Since these policies do not fall within structural policy of the State's architecture, in many cases their full development depends on the political will of the government in office. In this regard, for many interviewees, having the support of decision-making bodies is fundamental in the design or implementation of the policy or best practice.

However, the experience of Chile's Foreign Trade is worth mentioning, since the willingness of the country's leaders to include a gender chapter in the negotiations of free trade agreements was decisive. Based on this premise, it was possible to make progress in the design and subsequent implementation of the chapter.



In 2019, we proposed that there should be a chapter on gender, but there has to be an agreement between both parties and this does not always happen [...] So, the first thing is the political will to negotiate a chapter on trade and gender. So once enough political will is created, the technical personnel takes charge of negotiating and defining what the chapter should contain" (Designer and implementer / Chile).

The same applies to the Mexican foreign affairs sector, whose participation with a gender approach is identified as a positive factor, since it shows political will for the development of training and programs within the framework of Gender Equality Policy.



"The first aspect to highlight would be the will to leave no one behind and no one outside; the political will within the Ministry of Foreign Affairs and, above all, the Government of Mexico, has been essential to carry out all these trainings and all the programs on gender equality, but it is also necessary to highlight the political struggle in support of women in Mexico." (Expert, Mexico)

The COVID-19 pandemic context is a special situation: when certain priority measures were implemented to address that emergency, efforts were doubled down to meet the needs of the most vulnerable population.

This was the case of women entrepreneurs and businesswomen in Peru, whose activities were paralyzed as a result of the establishment of restrictions aimed to avoid contagion. Many of these women led small businesses in areas such as handicrafts, tourism and textiles; however, they had no funding to sustain their businesses.

The initiative promoted by the Ministry of Women and Vulnerable Populations in Peru gave them the opportunity to create solid networks to promote their financial autonomy through associations, capacity building and coordination with the markets.



“The pandemic made this strategy a priority for us as a ministry. And, that first year, we doubled down in our efforts to move forward with the networks at the regional level; that is, with more intensity.” (Designer and Implementer, Peru)

While it is true that political decisions at the national level indicate where a country is heading in terms of gender equality, in some cases they do not permeate the organizational culture of the various institutions that make up the sectors where a public policy is applied. As a result, efforts to institutionalize the gender perspective continue to be an essential in ensuring that structural changes impact all citizens. An example of these efforts is the initiatives promoted by higher education institutions in Colombia, whose representatives emphasize the need for political support from powerful bodies, which are those that make strategic political and budgetary decisions. This concern for mainstreaming the gender approach translates, in some cases, into action plans and the establishment of protocols created by the institutions themselves.



“The 2034 Plan seeks to ensure that regardless of which president takes office, inclusion policies are maintained for at least a relatively prudent period” (Expert, Colombia).



“[With protocols] there is a different level of formality, since we’re no longer talking about just a memo or a document issued by a vice-president’s office, but an institutional and political commitment to address all these types of situations.” (Beneficiary, Colombia)

In general, it is worth mentioning the need to achieve favourable consensus on gender issues within the bodies that make the strategic decisions that impact gender gaps.

Creation of strategic alliances and networks

According to testimonials, the design and implementation of public policies with a gender perspective require the coordination of various efforts at the intersectoral, interinstitutional and intergovernmental levels, which can be strategic alliances or networks capable of combining their knowledge in order to address requests in a comprehensive and efficient manner.

In addition, the involvement of other stakeholders implies the creation of networks that jointly support the action, program or service being developed. This way, responsibility for sustaining the strategy is shared among the various allied entities, which in turn provides financial, human and technical resources to achieve the objectives set.


In the case of Mexico's “*Mujer exporta Mx*” program, public-private partnerships were able to procure resources, so efforts were funded through collaborating entities that joined the project in order to achieve common goals. The implementation of this program has three important axes (funding, training and business sessions), whose objectives are based on the creation of greater business opportunities, always keeping in mind the specific needs of women exporters and those women who are on their way to becoming exporters.




“It is worth highlighting public-private partnerships because we have many budgetary restrictions. We have to make programs that cost \$0 for the Mexican Government, and how do we do that? With public-private alliances created through collaboration agreements where private entities, other public entities, commercial allies,


other governments and international organizations play, above all, a very important role, I would say. Private companies offer training, free materials, specialists, and trainers that are free for us and our beneficiaries” (Designer/Implementer, Mexico).

A similar case, Chile's *Women and Mining Roundtable*, is defined as a virtuous alliance where there is intersectoral participation from the State, unions, companies and suppliers from the private sector. It receives funding from the Inter-American Development Bank. This Roundtable has led to commitments from the sector in terms of gender equality and knowledge based on information collected by mining companies.


 *“This Roundtable is old [...] in 2018 it was expanded — before it was only unions — through the incorporation of companies and all industry suppliers, plus civil society [...] now, we have the participation of the Ministry of Mining and the Ministry of Women and Gender Equality with their respective undersecretariats, as well as departments associated with the Mining Sector. In this case, it is the National Geology and Mining Department. Also the Copper Commission, unions, the Mining Council, and the National Mining Society (SONAMI), which bring together the sector's unions” (Designer, Chile).*

Another stakeholder linked to the contribution of technical resources consists of the universities, who collaborate through diagnoses and should not be excluded, since they give us a broad view of the issue and make decisions based on evidence. This is the case of a strategy to promote women's economic autonomy: Peru's Regional Networks of Women Entrepreneurs and Businesswomen and the National Gender Equality Policy.

 *“The Chambers of Commerce have also played an important role, and so have the universities. And, finally, the productive sectors, with which we interact in a special way.” (Designer, Peru)*

 *“For example, in the case of academia, raising the public issue resulted in significant contributions. And even before that, when we defined the conceptual framework of gender equality for the National Policy on Gender Equality.” (Designer, Peru)*

In the case of Colombia, the National University, among other higher education institutions, contributed to designing the Gender Approach and Identities for the Inclusive Higher Education Guidelines. This interaction allowed us to merge academic knowledge with the experience of the technical team from the Colombian Ministry of Education; that way we could apply this knowledge on gender to policies that address this public issue in the field of education from an intersectional perspective.

 *“We did not do it alone, we did it in alliance with a university, the most important university, the National University of Colombia, where there is a school on gender that has been working on gender and women's issues for more than 70 years; it sets a national standard” (Designer and Implementer, Colombia).*

As for the Peruvian Ministry of Education, it worked jointly with higher education institutions through mechanisms of discussion between civil society, local governments and the State to design the *Guidelines for the Application of a Gender Approach in Technical-Productive Education Centres*. This type of participation is a necessary

condition, not only to ensure compliance with the policy, but also to discuss and establish the steps needed to consistently make progress in terms of gender justice.



“When the Guidelines were drawn up, we had the considerable participation of the most representative centres, technological institutes and artistic schools; several workshops were held to gather information, to validate it.” (Expert, Peru)



“We held consultation roundtables with all types of stakeholders, not only in the East and the jungle; here we invited students, teachers, the usual stakeholders, and also civil society [...]” (Designer/Implementer, Peru).

Interinstitutional work, or work coordinated in alliance with other decentralized entities, is also recognized as a positive factor, since it strengthens the field of analysis and contributes to the dialogue and the search for solutions. For example, in the case of Mexico, for the implementation of the National Strategy for the Prevention of Teenage Pregnancy, there are working groups that coordinate technical and budgetary collaboration strategies. INMUJERES, through the Fund for the Wellbeing of Women, convenes with the states to promote projects to eliminate teenage pregnancy. In addition, the State Group for the Prevention of Teenage Pregnancy (GIPEA) was established; this is where different public and private institutions meet periodically to provide strategic cooperation and support to the states.

It also highlights the commitment to achieve decentralized discussions, which are a fundamental component of establishing a common agenda, coordinating efforts, and sustaining a public strategy during discussions on the design of PROIGUALDAD.



“Legally, it is the local government that can create its own state equality programs within the framework of its own state equality laws. So what do we do? We sow synergy.” (Designer and Implementer, Mexico)

It should be noted then, that no governmental action will overcome potential challenges without intersectoral collaboration, decentralized bodies, private sector companies and institutions, and academia. Joint actions will allow us to achieve the sustained effect and the scale sought by a state's initiatives.

3.2 Stakeholder participation

Civil society organizations and, in particular, women's organizations play a crucial role, not only because they address the most important issues regarding gender equality, but also because of their capacity to enable processes and develop shared responsibilities, which eventually can sustain any project.

Their participation is essential throughout the entire policy cycle, since it makes it possible to develop, from the design stage, a broad perspective of the public issue; this helps to improve implementation, which in turn contributes to the strategy's operation. In addition, citizen participation nourishes the process, since citizens will not focus on passively accepting proposals, but rather will propose, from their own experience, solutions using a community-based and intersectional approach. This is the case of the forums promoted for the design of Mexico's PROIGUALDAD. PROIGUALDAD highlights the central role of women as a diverse group in the decision-making process.



“In the case of women, there were two requirements: the first one was absolute intersectionality; that is, Indigenous people with disabilities, people of African descent, people from our various Indigenous communities; in short, that they belonged to one of these priority groups for us from an intersectional point of view” (Designer and Implementer, Mexico).



“Since the creation stage, there have been academics at the roundtables, women who come from feminism that is built in the classrooms, from scientific thought, from critical thought; journalists, civil society organizations, feminist student collectives were present; that is, all of them were present, businesswomen (who I rarely recognize) and who were so important in the development of the design of PROIGUALDAD. [...]” (Designer and Implementer, Mexico).

Similarly, in the framework of Chile's Gender Equitable Education Plan, roundtables were set up with civil society groups, where, again, diversity was one of the main axes of discussion.



“We did it in 2017 with a very participatory process. Participants included women's diversity groups, women from Indigenous peoples, women with disabilities, women in vulnerable situations, etc.” (Expert, Chile)

Meanwhile, in Colombia, at the roundtable for the design of Gender Approach and Identities for Inclusive Higher Education Policy Guidelines, the need to discuss the demands of the LGBTI population was addressed, highlighting the urgency to promote actions that favour this segment of the population that has been historically excluded.



“Therefore, participation, collective construction, is a necessity. Giving voice and vote and allowing constant participation for those voices that are usually the most vulnerable in this particular issue, I believe that trans women and men are the ones who have the most to teach to us because they continue to experience quite complex violations of their rights in our societies, and maybe if we did a little for this population we would find practices that can be implemented” (Designer and Implementer, Colombia).

Citizen participation is always valued positively by designers, implementers and experts. This practice should be understood as a right, a responsibility and a complement to the traditional mechanisms of political representation.

This was the reflection that emerged during the dialogue with a designer from the Ministry of Women's Affairs regarding the setup of the *Regional Networks of Women Entrepreneurs and Businesswomen* in Peru.



“In this case, the main learning was about the strategy, which was extensively discussed with women entrepreneurs and businesswomen. This includes the creation of an ordinance, where they also actively participated. So, in that sense, a fundamental lesson learned is that when we carry out this type of initiative or when we promote public policy, we should always seek citizen participation.” (Designer, Peru)

In general terms, participatory processes where citizens have a voice and propose actions for change enable the process to be legitimized, which in turn contributes to sustaining the policy or best practice from its early stages. If the community is part of a jointly constructed

model, this will be the key to an efficient public strategy that has a high impact on the lives of people, especially women.

3.3 Sustainability mechanisms

To achieve sustainability, public institutions, civil society and the entire community involved in the process of a public policy or best practice must assume responsibility for its maintenance or management.

The experts interviewed agree that: a) the creation of strategies related to gender institutionalization and b) permanent technical training make up two of the most important strategies to guarantee the continuity and improvement of a policy or best practice.

3.3.1 Gender institutionalization

Institutionalizing the gender approach is about making visible, accountable and evaluable a set of social and economic variables referring to the gaps between men and women. Therefore, it involves deploying a new public policy paradigm, with the due development of instruments at the theoretical, conceptual, methodological and operational levels. In light of this definition, the interviews identified that a public policy must go hand-in-hand with sustainable transformation of the political apparatus and organizational cultures through changes in regulations and management mechanisms.

For the purposes of the study, institutionalizing gender is understood as mainstreaming the gender approach in two areas: a) the organizational culture of the institutions and b) the executive function of the State's sectors, which includes designing and implementing policies and/or good practices.

In the case of Chile's Energy and Mining Sector, internal instruments and procedures linked to the organizational culture of the Ministry of Energy and Mines have been identified. Thus, there is a procedure for reporting and sanctioning sexual harassment or abuse at the workplace, whose design is based on the Civil Service Guidelines, as well as an updated procedure for preventing and addressing domestic violence and a guide to inclusive language. Instruments are updated through a Gender Committee, led by the Department for Management of Personal Development; this internal coordination area furthers the content of the documents and fosters debate to reach a consensus on the key concepts for their implementation.



“And I think that the best of the whole experience was that in these three documents, which were our three deliverables of 2021, we worked jointly with people from all areas of the Ministry. This joint work gives us a comprehensive and multidisciplinary view of the issue” (Designer/Implementer, Chile).

A particular element that stands out in Chile, as in few countries in Latin America, is the institutional framework on gender issues that allows for policies with this perspective to be progressive; this facilitates management of the leading sectors, in this case, the Ministry of Education, with the Education with Gender Equality Work Plan, which provides clarity regarding this sector's objectives.



“I believe that the existence of gender institutionalization in Chile, which has been already 31 years in development, gives us a fairly solid base in technical terms, in terms of intersectoral work (...).” (Designer and Implementer, Chile)

As for Colombia, its education sector is developing sustainability mechanisms through the establishment of criteria on inclusive education within the accreditation system of various programs that need to make progress in this area, including the gender approach. Consequently, this creates — in the words of one of its promoters — the opportunity for enforceability within the education system itself.



“With these three strategies, what we did first was to influence the Colombian National Quality Assurance System; what we sought was that during the updating of a standard, the issues of diversity, equity and inclusive education will be incorporated as principles of quality assurance.” (Designer, Colombia)

The testimonials show the various aspects required to achieve the institutionalization of Gender Equality Policies, while the interviewed agents also show the difficulties and opportunities involved in policy implementation. This confirms the importance of certain bodies for the promotion of the institutionalization of the gender approach in the executive role of the State. For example, bodies with national impact, such as the highest planning authority in Colombia, were mentioned: The National Council for Economic and Social Policy (CONPES), where guiding instruments are developed to address gender issues and which have an impact on all State entities.




[...] CONPES creates this type of guides. They are not only for the Education Sector, but for all entities promoting gender equality, especially through actions that promote or develop affirmative strategies or vindication for women (Designer/Implementer, Colombia).

Similarly, we should point out that permeating an institution so that it assumes a gender perspective also involves having specialized bodies that promote this approach. As an example, there are bodies that coexist with higher education schools and higher technical-productive education institutions in Peru. Through the provisions approved by the Ministry of Education, these entities have the obligation to form a Student Defense Committee (CODE) where the entire educational community can discuss the various issues faced by students in the context of gender relations and take action aimed at eradicating violence and closing the gaps between men and women.


Undoubtedly, another fundamental aspect in progressing toward eradicating gender gaps is a regulatory framework. In this sense, from the testimonial of the interviewed women actors, there is a need for a regulatory framework that makes it possible to: a) sustain public actions into the future, since the continuity of certain strategies could be at risk in the absence of binding elements. Progress — or setbacks — would depend solely on the political will of the authorities in office; and b) make the problem visible as an issue of interest to government leaders and establish the most efficient ways of addressing it from a gender perspective.

The aforementioned elements can be identified in the Guidelines for the Application of A Gender Approach in Technical-Productive Education Centres in Peru, whose guidelines harmonize the ways in which violence is addressed in Higher Technical Education


Institutions; the situation experienced some years ago, when this type of instrument did not exist, is emphasized.


 *“(...) we definitely consider the Guidelines to be important because this document helps me to look at how I am going to deal with the issue of sexual harassment as a teacher, as a manager in favour of continuity, permanence and the entry of women in traditionally male-dominated careers (...).” (Expert, Peru).*

Likewise, in Colombia, the guidelines for prevention, detection of and attention to violence and any other type of gender-based discrimination, implemented in higher education institutions, provide transforming tools that can be used to deconstruct gender biases in the organizational culture.


 *“We are making a very important commitment, on the one hand, to enable these teams within the institutions and, on the other hand, to advance the cultural transformations that are required in terms of stereotypes and imaginary perceptions” (Designer and Implementer, Colombia).*

As for Peru, testimonials from the designers and experts interviewed in each of the sectors agree that in order to promote women's rights, we must recognize the importance of establishing a regulatory framework that lays the foundations for addressing this public problem from a gender perspective. Regarding the recognition of their economic rights through municipal ordinances that make up the regional networks of businesswomen and women entrepreneurs promoted by the Ministry of Women and Vulnerable Populations:

 *“(...) we have a technical assistance component aimed at building a regulatory framework that favours women's economic autonomy. It is the only regulatory document that expressly addresses women's economic autonomy and also points out the development of women as entrepreneurs and businesswomen. [...] we have aligned it with the National Gender Equality Policy because it is related to the exercise of their economic rights. So now we have the government's National Policy, which mentions the specific line of intervention (2.5.4) that refers to promoting and developing entrepreneurship led by women.” (Designer and Implementer, Peru)*

 The right of women to a life free of violence in the educational sphere is recognized by the Ministry of Education: *“Because the Ministry did not have a regulation applicable to the higher technological and technical-productive level. So, this was like the starting point to make this problem visible: the problem of sexual harassment and other forms of gender-based violence that is evident in our educational environments.” (Designer and Implementer, Peru)*

Along the same lines, there is the Mexican experience, where governments have been promoting gender mainstreaming in the State's apparatus for several decades, based on nationwide strategies that promote structural changes; this is the case of PROIGUALDAD, whose binding nature is granted by the National Development Plan's guidelines. This program also falls within the framework of the National Equality Act on men and women.

 *“Mexican governments at every level have this obligation by law because the National Development Plan requires the inclusion of the gender approach. In Mexico, the National Women's Institute is the institution in charge of ensuring that*

the gender perspective permeates all bodies, that is, the ministries, and that they have concrete tasks to deliver results, and this is reflected in Proigualdad” (Designer/Implementer, Mexico).

3.3.2 Technical capability

Beyond regulatory frameworks and institutional bodies, policies are developed in specific areas and setup by managers, technicians, specialists and administrators who do not always understand the gender approach, are not sensitive to it, or lack knowledge of the institutional framework for promoting gender mainstreaming in the policies of the sector for which they work. Therefore, efforts to raise awareness and setup ongoing training are essential to ensure the progress of policies and the deployment of efficient processes in terms of time and budget.



“The second thing is undoubtedly the technical capabilities, that is, it is terrible because there may be a regulatory framework, but some people do not manage to understand what the gender approach is; that is, to this day, there are people who say ‘the gender approach for women’, so there are disastrous things, because that does not help, there is no technical capability in the leadership. This is terrible because, for example, when other policies are created, everything is mainstreamed, but since there is no such perspective, no such knowledge, then a lot of opportunities for mainstreaming are lost” (Designer and Implementer, Peru).

In the context of procedures, reporting and sanctioning of labour mistreatment or sexual harassment in Chile, the need for constant training on gender issues is emphasized, since changes in behaviour do not occur immediately after attending a workshop. Technical training is perceived as an activity that must be sustained over time.



“So the focus does not have to be on having a procedure or complying with it, but it also has to be known by all the people working in the institution. And that awareness process must be constant and continuous over time because it is a learning process that is not finished in a single talk or workshop, it has to be constantly repeated, because it implies changes in behaviour or changing ideas we have about how to behave, or what is right or what is wrong.” (Designer and Implementer, Chile)


It is also emphasized that the development of institutional strategies aimed at strengthening capacities and skills in public management and gender justice should be a requirement covered by mechanisms for the advancement of women or agencies that have exclusive competence on gender issues, and these strategies should also be created at the institutional planning stage, so that the gender perspective permeates the concrete and specific strategies of this sector.



“We provide training, we do technical transfers, but sometimes it is not enough, I think that each institution has to develop these skills for gender equality. Because we are overwhelmed here, we also have to reinforce that aspect.” (Designer and Implementer, Chile)

Finally, a common element in the testimonials of the representatives of the four countries was the concern about the high staff turnover and the risk that this entails for the sustainability of progress in gender issues. First, the high staff turnover results in the generation of a new learning curve that often weakens policy processes and leads to

possible delays in policy implementation; second, it may cause the potential loss of a single strategic focus that would allow harmonization between different instruments on a specific issue.


 *“Well, I think that the issue of turnover in the public sector is always a problem. Changing coordinators is always an issue. The ministries’ agendas are also changing. Priorities are changing as well. Undoubtedly, this also affects project implementation” (Expert, Colombia).*

Thus, the ideal scenario for public policies with a gender perspective would be the existence of a system capable of overcoming changes in personnel and political will, so that the policies respond to the demands of a regulatory framework in an independent and sustained manner.


3.4 Challenges and pending agenda

In general, the main challenges identified are related to: a) the limited administration of resources, whether financial or human, b) resistance on the part of the very agents involved in strategic planning, as well as conservative groups, and c) the difficulty of making the specific situations of women compatible with the policy design.

In the Chilean context, for the implementation of measures with a gender perspective in higher education institutions, one of the main challenges is the budgetary limitations that hinder the possibility of promoting a more comprehensive strategy that promotes the involvement of other areas of the institution.

 *“[...] for implementation, there are difficulties; among them, I can see the budget, for example. The budget available to implement these plans is very small. The budget becomes a bit scant compared to the challenges, for example, the challenge that a policy of this magnitude faces, since it must also permeate the other areas” (Beneficiary, Chile).*

Along the same lines, in Mexico's National Strategy for the Prevention of Teenage Pregnancy (ENAPEA), the vulnerability of the budget allocated to this action is identified.

 *“Another difficulty, I believe, is the issue of the budget. Indeed, we do have the Fund for the Welfare and Advancement of Women (FOBAM), but since it is a fund that can change at any given moment, there is a risk of not having that resource” (Designer/Implementer, Mexico).*

Another type of challenge stated in the testimonies is related to the internal and external resistance that exists when designing or implementing a policy with a gender perspective. In the case of Colombia, for the implementation of the gender approach and gender identities for the Inclusive Higher Education Guidelines, there was resistance from conservative movements, who refused to incorporate gender. This situation led to a delay in the publication of the documents that had already been prepared because, at that time, pressure from these groups delayed their publication.

Something similar again occurred in the case of the Ordinances for the Economic Empowerment of Women in Peru. Some government officials' positions were observed

when they questioned the need to implement affirmative action in favour of women entrepreneurs and businesswomen.



“When this strategy was proposed, there were doubts in most of the regional governments about why we should have a network of women entrepreneurs or initiatives only for women” (Designer and Implementer, Peru).

For Mexico, the design of PROIGUALDAD required dialogue with local entities, since their support was required to organize discussions with grassroots groups. Some authorities doubted the program's importance and tried to evade their responsibility.

In this sense, a fundamental aspect is related to the resistance that arises from the most important bodies of an institution. The testimonials pointed out divergences in decisions between different areas within institutions, for example, between a political body and a technical body. This situation causes a misalignment in the priorities of a sector, which in turn results in insufficient allocation of resources to certain technical areas that promote initiatives with a gender perspective.

As pointed out by the representative of a higher education institution in Chile, these differences exist, even in each body's technical area. Given this lack of knowledge, it will be difficult to harmonize political decisions with those proposed by a technical area from the same institution,



“It seems to me that the teams of professionals who implement policies of different types in Chile are very sensitive and aware of the gender issue as a variable to always consider in the implementation of any public policy. However, it seems to me that authorities — for example, in Higher Education and Education in general — are still hesitant about these issues.” (Beneficiary, Chile)



Finally, it should be noted that, in many cases, when dealing with innovative policies in the areas of education, foreign trade or energy and mining, there are certain difficulties in matching the specific situation of women with the policy design. Taking into account that realities are not homogeneous and that the effectiveness of a policy will depend on how well the instrument is adjusted to reality, here are other examples:



“[...] women's time constraints are a variable that must always be considered in the design of calls for proposals, and sometimes, although there is leadership and a regulatory mandate to develop these programs, if there are no people specialized in the gender approach who can identify this type of challenges and can design strategies to solve them, sometimes we fall short.” (Designer/Implementer, Chile)



“It is a challenge; we have learned about the heterogeneity of women's businesses: a small business led by a mom is not the same as a company led by a young professional without family responsibilities; in the latter, it is easier for women to have access to programs, enrol and participate” (Designer/Implementer, Chile).



Something similar happened when establishing services in the context of the National Gender Equality Policy, “we tried to propose that the service aim to close gaps or be specifically for women with very specific support, because entities did not know

that it was for the general population, since they work with everyone. So for us this was a big challenge: the process of defining the services.” (Designer, Peru)



ANALYSIS OF POLICIES AND BEST PRACTICES IN ENVIRONMENTAL SUSTAINABILITY

IN THE PACIFIC ALLIANCE COUNTRIES

Recommendations: Suggestions for the Future



This chapter summarizes the recommendations that emerged from discussions with all the people interviewed during the Participatory Systematization phase.

The recommendations are diverse and are mostly addressed to the entities responsible for the implementation of policies or programs in each country. There are others, which are more general, aimed at guiding all institutions facing the challenge of implementing gender equality policies from the different ministries and sectors in each country, despite the many obstacles they may face.

As presented below, some policies or best practices have many recommendations and others, fewer. This is the result of the discussions we had with the people interviewed; some contributed with more ideas than others. ***At no time does this correspond to any selection made by CIGan in the process of preparing this document.***

The recommendations have been organized by country and by policy or program in order to reach the sectors to which they are addressed. This way it will be possible to evaluate experiences, the relevance of the recommendations and their incorporation into the process of improving and updating regulations.

This section includes most of the recommendations; while they are not shown exhaustively in this document, we have tried to collect those that were emphasized the most and which we consider feasible.

In addition, given that each recommendation is addressed to a given policy or program, the information has been organized by country and the various policies about which the interview was conducted. In this sense, there are many coincidences among them; however, these coincidences only reflect the importance of these issues for all the people who participated in the processes required to design and implement gender equality policies.

4.1 CHILE

1. Foreign relations — gender equality chapters in bilateral or multilateral agreements.

- That the World Trade Organization continue to make progress in this area and be incorporated into all agreements, not only bilateral ones but, above all, multilateral ones.
- Having impact assessments that show the progress made and the effects produced. This implies incorporating them into the agenda, making information available to the public and sharing it with civil society.
- Bringing the issue to universities and schools. From there, the needs of people — girls, women, businesswomen, women-led enterprises, people living in rural areas, Indigenous people, etc. — will be more present, and people will feel involved and will not see gender chapters as something unrelated to them but will see their usefulness instead.
- Promote good coordination among all State agencies that share a common objective. There should be greater participation of women in international trade, but in order to

achieve this goal, all the State agencies involved in this area should work together. Relevant data related to the matter in question is needed and research on this topic needs to be promoted because by using such research, better public policies can be developed.

“There has to be an assessment, because it is difficult to explain something that has not been measured; first we need to make it visible: more dissemination results in more communication about the advantages.”

2. “Education with Gender Equity” work plan

- The Ministry should provide technical assistance to institutions in the sector for the purposes of this law and disseminate protocols on sexual harassment.
- Train teams of professionals to demonstrate substantial sensitivity when executing public policies in any sector.
- For the implementation of public policies, gender units must be part of the institution's strategic decision-making areas.
- The budget must be consistent with this mainstreaming task: a budget that is sensitive to gender equality.
- As part of management, the curriculum must be mainstreamed using an approach based on skills related to the new units for gender equality, equity and inclusion.
- Presidents of higher education institutions should be trained and certified in gender equality and management.
- Strengthen the people in charge of the Gender Equality Unit in the ministries, since they have multiple tasks.
- Latin American states have to create their own mainstreaming strategy, which has to be something important in intersectoral terms. Actions cannot be dispersed; they have to be coordinated in government bodies.
- Provide continuous training to State officials, authorities or technical teams; the dissemination of progress and achievements is the basis for implementation and continuity.
- Generate sex-disaggregated data as a basis for policies.
- Address work issues with the LGBTQI population when designing policies.
- Include initiatives to update curricula, inclusion, teacher training, regulations, feelings of coexistence at school, etc.
- Incorporate men in the Educational Plan with gender equality in order to achieve its goals.
- Before drafting new plans and initiatives, it is essential to evaluate this Education Plan in detail regarding the implementation of its measures and the impact they have had on the Education Sector.

3. Technical Assistance and Support Plan for HEIs

- The Ministry should disseminate its plans and policies better; we do not thoroughly understand the current Plan. Opening areas for discussion and analysis is valuable.
- There has to be technical assistance available for the development of any policy, plan or program in which we are going to participate as an institution.
- Gender Equality should be part of a governmental project and not only marginal to the actions of the State.

4. Ministerial Resolution on the Procedure for Reporting and Sanctioning Labour Mistreatment and Workplace or Sexual Harassment

- Prevention is fundamental when implementing policies on workplace and sexual mistreatment and harassment. The focus does not have to be only on having a procedure or complying with it, but it also has to be known by all the people working in the institution.
- Develop awareness-raising processes on a continuous basis over time, since it is a learning process that is not fully covered in a single talk or workshop, but rather must be repeated, because it involves changing behaviours.
- The necessary skills in all parties involved in this procedure must be developed. They should not only be known by the lawyers that prepare the summaries, but also by the authorities, who are the ones who eventually apply the sanctions.
- The opinion of experts from the agencies dedicated to this are required.

“This is an issue that changes over time and becomes more and more sophisticated; some practices in gender violence become more subtle and, therefore, more difficult to investigate and to control.”

5. National Roundtable on Women and Mining 2018–2020

- Establish work plans in each institution, measurable plans that have a clear agenda and objectives.
- Resume meetings regularly and every two months and have them disseminated. Energy is always disseminating what they do regarding the gender issue, which is very useful to make it visible.
- It is a very well-paid sector with good working conditions and where, despite the efforts made, coordination with the Ministry of Education is still required.
- Order initiatives based on evidence, because many initiatives that have arisen do not necessarily respond to an identified need.
- Exchange between organizations — in a way that enriches the process — should be capitalized on.

4.2 COLOMBIA

1. Meaningful experiences in environmental and social management in the mining and energy sector for 2020

- Promote coordinated work and the creation of alliances in the territories involved; this applies to both the creation of the initiatives themselves and the development and follow-up of projects in the sector; this multi-stakeholder scenario is fundamental.
- Build trust between public and private actors as the basis for the work.
- Work with interdisciplinary teams or the evaluation of significant experiences is not done independently. The work must include specialists in gender equality, climate change, and energy experts, since they are the ones who assess the experiences with companies and communities.

“If we do not manage to get women interested in careers required by the Mining industry, we will just go in circles endlessly; strategies are needed to define the careers required by the sector and motivate girls from school, from a very early age, from preschool education, to develop the required math and other skills.”

2. A gender identity approach to Inclusive Higher Education Policy Guidelines

- Participation, collective building, is a necessity; policies can be developed in three or four years if they are participatory with civil society, academia, the State, etc.
- Listening to opposing voices, collective building, also involves listening to those who consider that a certain way is not the right way.
- Working in a coordinated manner with other sectors and even countries allows us to advance towards the consolidation of more assertive policies.
- Give voice and vote and constant participation to those voices that are usually from the most vulnerable.
- Give continuity to processes and remember them, because people change. “It is the responsibility of the ministries to integrate documents and policies into society, disseminate them and consult with other actors.
- Different levels, unions, students, administrative managers must be coordinated; they begin to participate; it must be an issue that concerns everyone, therefore, more funding and commitment is needed, as well as external coordination with the ministry responsible for a certain policy.
- Policies must be binding. The proposal in the Ministry's Plan is very generic for the progress already made by higher education institutions in the country, which advanced many years ago.
- The Ministry of Women can help when there are requirements at the legal and judiciary level, and more on issues such as gender inequality and sexual violence.
- Policies are not built at a desk or from the ideals of a minister in office at a certain time: they are built with academia and with the actors who will really benefit from them.
- It is expected that the Ministry of Education will be willing to support, guide and evaluate what is being done. It must also create criteria for the consolidation of

protocols to address violence and discrimination in higher education institutions, in order to resolve legal concerns regarding their implementation.

3. Guidelines for prevention, detection of and attention to violence and any type of gender-based discrimination in Higher Education Institutions (HEIs) for the development of protocols in an inclusive and intercultural higher education policy.

- In addition to a diagnosis, an awareness process should be carried out with the authorities and to management teams at institutions.
- It is necessary to position the policy as a priority and make a greater investment for its implementation.
- It is necessary to disseminate the fact that the equality issue is also a rights issue, which is the responsibility of the whole society.

4. Diagnosis of the state of gender equality and women's empowerment using gender guidelines for the mining and energy sector

- Databases, baselines are essential for designing a policy or program. Having a baseline is like having an x-ray with quality information.

4.3 MEXICO 

1. Action in favour of the economic inclusion of women entrepreneurs.

- Promote women entrepreneurs and support them in their ventures. Women adapt very quickly, there are many women dedicated to innovation but they are not recognized.
- Support women entrepreneurs to get funding; financing is low and that affects progress. The conditions they face are not always favourable.

2. Proigualdad

- A national policy such as Proigualdad requires a territorial vision involving the participation of all organizations.
- Establishing a network of actors is another essential strategy; actors must be mapped out; without a map of actors it is not possible to implement a program. Another aspect is a national care system, which is fundamental.
- Feminism cannot be just feminism; it must, above all, offer proposals for change.
- Dialogue must be based on an absolutely participatory methodology based on peace-building, where we talk about the needs, but particularly about the proposals of citizens.

A central factor is the impact on a certain territory. How does this work? What resistance is there in a territory? Because Mexico is very diverse, we cannot operate everywhere the same way, with the same procedures, with the same techniques. We have to proceed using a territorial and intersectional perspective.

3. Workshops and training at the Ministry of Foreign Affairs

- Always open spaces for listening, self-criticism and collaborative work.
- Build collaborative, interdisciplinary networks to share knowledge and leave a path to follow.
- Disseminate publications, manuals, workshops and other forms of support.

4. Action related to addressing and preventing Teenage Pregnancy - ENAPEA.

- When thinking about public policies, we need to think about how the various stakeholders understand them, how to proceed in the territory.
- Collect the best practices that are important at the municipal level, share them and integrate them into society at the local level.
- Institutionalizing processes involves recognizing leadership, working in the territory, training teams and developing a communication platform.
- Train and promote specialized teams dedicated to these policies at the municipal level with a specific budget and act in a coordinated manner.
- The experience developed can be useful for other countries; there are technical documents, tools and evaluations, all of which are public documents.

5. Gender Policy of the Ministry of Environment and Natural Resources

- Develop skills in this area and have experts available within each of the Ministry's departments.
- The gender issue must be addressed from the program and policy design stage; this is fundamental: if we manage to incorporate the gender issue, it will be in all the stages of the policy, from design to implementation.
- Have people available who know and apply the gender approach methodology and carry out gender analysis, gender planning and evaluation.
- Coordinate gender equality and environmental sustainability approaches with people who are specialists in both areas.

6. Action to eradicate gender stereotypes in higher education careers and action in favour of violence prevention in the school environment.

- Representatives of prevention networks must be involved, to a certain extent, in decision making in the organization. People must understand what their role is and what challenges they are facing.
- Promote strategic alliances to face challenges in this area. In the case of STEM, alliances should be established with strategic companies that incorporate women.
- Present the policy project that is in the design or implementation process, in large forums aimed at various stakeholders in order to gain support.
- The Gender Equality Unit must be part of the internal structure of the ministries.
- The dimension of the problem faced must always be clear, since the diagnoses are very useful.
- Include the topic of masculinity in policies, programs and even in school textbooks, for reflection on the importance of this topic and the incorporation of men in gender equality policies.

4.4 PERU

1. Guidelines for the Application of A Gender Approach in Technical-Productive Education Centres and Higher Education Institutions (HEIs) and Schools.

- To have more trained personnel so that work can be carried out jointly; working teams are necessary to implement laws, policies and plans.
- Political will, budget allocation and the hiring of suitable personnel for development. There is not enough personnel to fulfill this policy.
- Maintain budgetary access for all levels of technical training in order to comply with the policy guidelines.
- Coordinate work with experienced institutions, collect such experience to improve it, if necessary, and move forward.

2. Conceptual Framework on Care.

- Strengthen the mechanisms of intersectoral coordination externally, towards other sectors, from the beginning.
- Political will that supports all processes and allocates funding.
- Open spaces to gather the civil society's needs, expectations and proposals.

3. National Policy on Gender Equality.

- Have designated and permanent technical teams available to create processes in the formulation of a policy and give continuity to implementation.
- The teams involved in gender equality policies must be not only from the area in question, but above all, from the planning area, which is fundamental. Strengthen the long-term strategic plan from this perspective.

4. Provisions for the Prevention, Attention and Sanction of Sexual Harassment in Technical-Productive Education Centres and Higher Education Institutions and Schools and Guidelines for the Application of a Gender Approach in Technical-Productive Education Centres and Higher Education Institutions (HEIs) and Schools.

- Promote the participation of all stakeholders involved in this provision, such as institutes, students, teachers and the education community; with them, the creation and fulfillment of the policies is ensured.
- Open meeting spaces for stakeholders to exchange horizontally about exchanging, socialization, the policy and its progress.
- Dissemination campaigns are another fundamental instrument to put policies on the agenda and support their implementation.

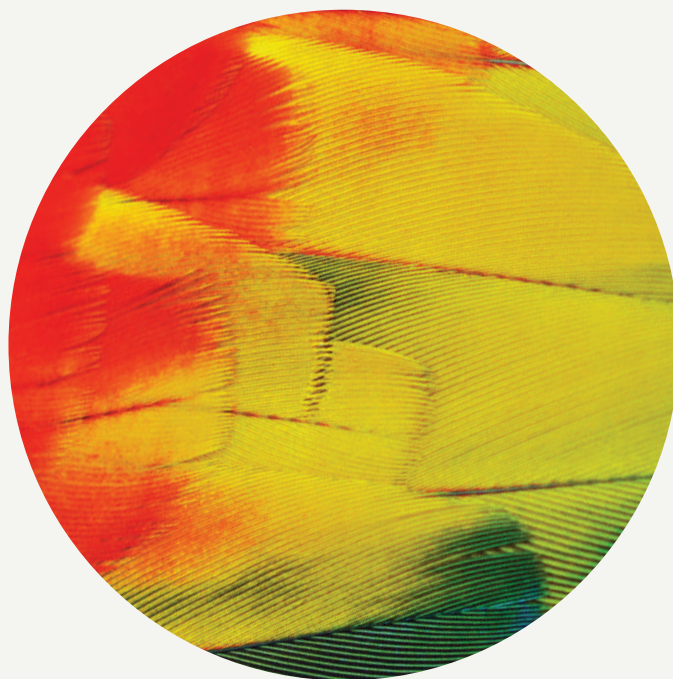
5. Provisions for the prevention, attention and sanction of sexual harassment in Technical-Productive Education Centres and Higher Education Institutions and Schools and Guidelines for the Application of a Gender Approach in Technical-Productive Education Centres and Higher Education Institutions (HEIs) and Schools.

- Give continuity to the personnel in charge of policy implementation.
- Trained professionals to accompany victims and help them navigate the applicable process when they suffer violence.
- Political will, budget allocation and the hiring of suitable personnel are required for policy development.
- Work with men, with data on violence and the importance of attention to this issue.
- Education in women's sororities is very important. It is necessary to work on this topic, especially with women entrepreneurs.

ANALYSIS OF POLICIES AND BEST PRACTICES IN ENVIRONMENTAL SUSTAINABILITY

IN THE PACIFIC ALLIANCE COUNTRIES

5. Conclusions



If anything stands out in this participatory process for the identification of policies, programs, guidelines and best practices in gender equality in the Pacific Alliance countries, it is the achievements in each country, the knowledge and experience of those responsible, their commitment and the steps taken towards equality, as well as the thorough design and implementation processes and the multiple lessons to be shared.

An exercise such as this one, of knowledge management, has shown the dynamics, achievements and challenges faced by countries in the implementation of gender equality policies in various sectors.

It has also shown the need to learn about progress in the region, the possibility of collective learning and the gathering of achievements in order to integrate them into processes in each country and in other countries within the region, without having to start from scratch.

There are important, innovative and creative experiences; there are desires and teams with sufficient experience to support other countries that promote policies in this area, which is an essential factor in the development and progress of these countries.

This process demonstrated the viability and effectiveness of the proposals by women's movements that have been developing since the middle of the last century, and the validity of their proposals and demands to contribute to equitable development, which are now the basis for the design of policies and programs promoted by the governments in the region.

Although there is still resistance and lack of knowledge about the positive impact of this gender perspective in all of the countries' policies, progress in coordination with diverse actors and the commitment to the importance of transformation have achieved fundamental changes in the ways in which public policy is made and the importance of incorporating the visions, demands and dreams of men and women from different populations that are part of the national spectrum in each country.

This document seeks to become an instrument for discussion among the institutions that were part of this systematization process. It is a tool for reflection and knowledge about the progress made in the Pacific Alliance countries, in the design and implementation of policies or regulations aimed at changing the development perspective of the countries in each sector.

The purpose of this document is also to collect experiences through discussions and testimonials from key agents in charge of the design and implementation of gender equality policies in each country, and to motivate institutions that promote gender equality policies to share their experiences with peers and also with those officials who do not recognize their importance. To make them aware of the achievements and opportunities observed when focusing on the target population, which is composed of women and men living in different contexts and facing different challenges.

It seeks to contribute to the acknowledgement that progress must benefit all, men and women, women who are different in race, ethnicity, culture, origin, etc.; that intersectionality is a necessary approach to policy design; that the population is diverse and has different needs; and that growth will only occur if we recognize these differentiated demands and the stakeholders involved.

This compendium is also a testimony to people who promote processes to incorporate a perspective of equality into national policy, and who are not always recognized for their efforts and commitment to the transformation of our societies into those which are more equitable and inclusive. A testimony to the need for this issue to become a priority in state action and in the funding of such action.

The PA-EFE Program recognizes the importance of promoting dialogue and exchange among the institutions in charge of gender equality policies in the four countries, and the opportunity to gather lessons learned and promote bilateral advice among institutions.

Bilateral or regional discussions can be based on knowledge of the progress made in this issue in each country; this document includes a directory of key informants who participated in the identification of policies and in interviews in order to facilitate communication and the continuity of discussions among specialists in each country.

In **conclusion**, experience has shown the importance of regional exchange among the PA countries and gathering lessons learned from each institution, which can enrich and support the progress made in each country. There is still progress to be made, but these experiences and lessons learned are guiding lights in this respect; they also show the new challenges to be faced; however, they also show the concrete recommendations to be advanced in new policies and good practices for gender equality.

The next step, which will complete the work contained in this publication, will be to develop workshops on “Design and Implementation of Policies from a Gender-Equality Perspective” for officials of partner state organizations, in order to help strengthen the ministry's ability to set the issue of gender equality on the agenda and position it as a fundamental part of policy implementation by the state.

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^[2] In the case of Mexico and Peru, some female officials participated more than once to respond to questions on two different policies.

^[3] Virtual interviews were organized through the focal points identified in the first stage, many of whom were professionals from the public sector who played a key role in setting up the various meetings.

7. Directory

To continue the exchange, we suggest entering the Directory to communicate with people who participated in this systematization process.

All the people agreed to include their name and email to facilitate dialogue between peers and join efforts in policy design, implementation and evaluation, but above all to gather best practices and cut the paths in the development of the PA countries.

The directory can be accessed with the following link:

https://collegesinstitutes.sharepoint.com/:x:/g/extcollab/EWY5HQs7HC9Io1ILG-xlaQ0B-6hnN_33vaiTL6q0C3jSCA



PACIFIC ALLIANCE
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