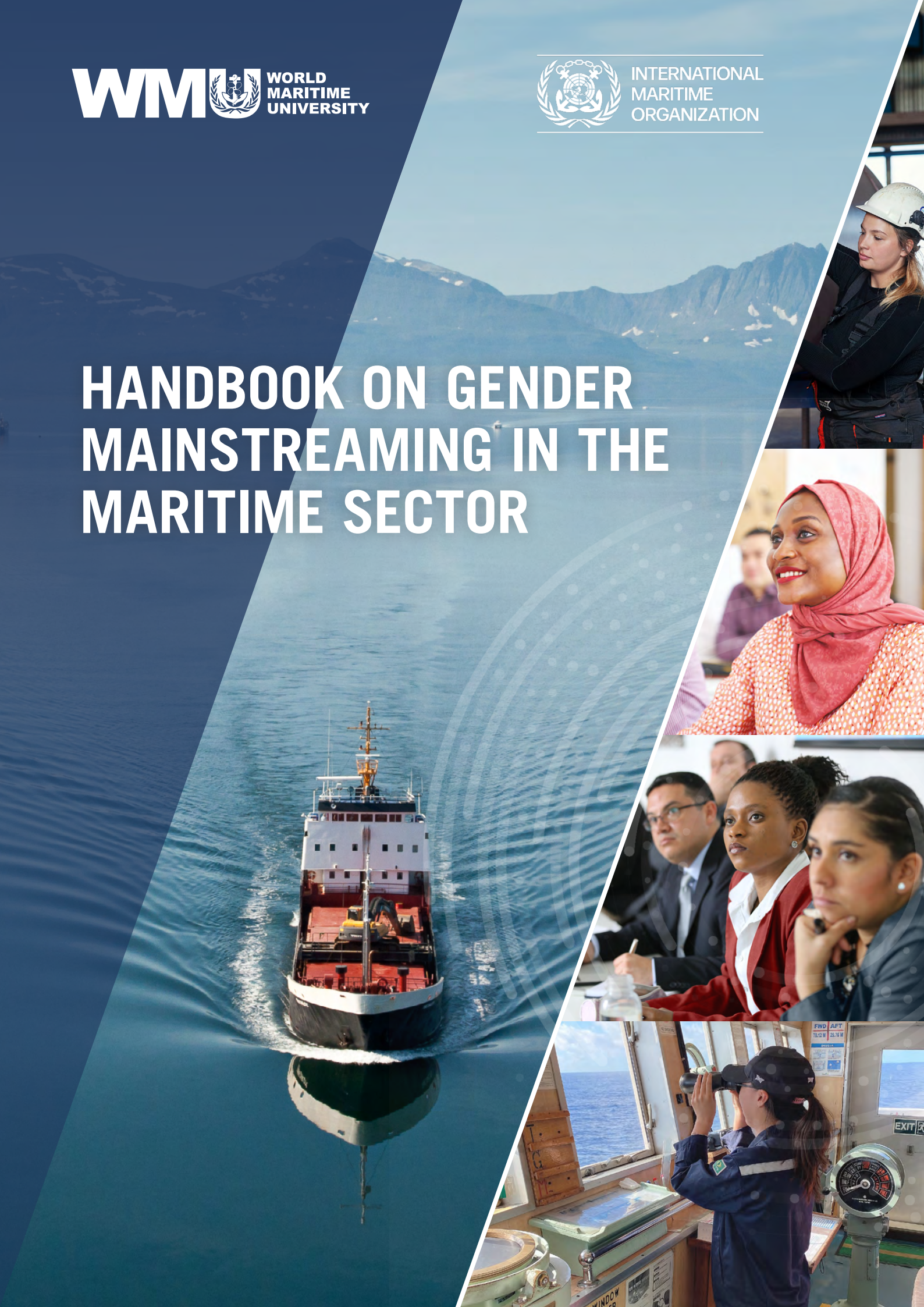


HANDBOOK ON GENDER MAINSTREAMING IN THE MARITIME SECTOR



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FOREWORD



MR. ARSENI0 DOMINGUEZ
Secretary-General
International Maritime Organization

The maritime sector is and always will be a fundamental pillar of global trade. Yet, maritime continues to navigate significant headwinds in achieving genuine gender parity. Women seafarers comprise a mere 1% of the surveyed seafaring workforce. This disparity extends to the highest echelons of leadership, where women hold only 19% of ministerial roles responsible for maritime affairs and 34% of board seats within the private sector. These figures are far more than mere statistics; they represent a vast reservoir of untapped potential that is indispensable for the industry’s resilience, creativity, and long-term innovation.

Gender mainstreaming is the strategic tool we must employ to bridge this gap. It is not a secondary objective or a “women’s issue”; it is a globally recognized methodology used to ensure that every policy, every regulation, and every operational practice is scrutinized through a gender lens. By systematically integrating gender perspectives into the design and evaluation of every programme, we can dismantle the systemic barriers, ranging from recruitment biases to safety concerns and a lack of inclusive facilities, that have historically hindered women’s participation in the sector.

This Handbook on Gender Mainstreaming in the Maritime Sector provides the practical guidance and maritime-specific examples necessary to move beyond rhetoric and toward measurable action. Whether you are a shipowner, a maritime administrator, or an educator, this handbook offers the tools to foster a culture of inclusivity where talent is the only prerequisite for success.

True leadership means recognizing that a more diverse maritime workforce is a more competent, safer, and more sustainable one. I call on all stakeholders to translate these fundamental objectives into concrete policies, measurable targets, and sustained investment. Let us ensure that the change we seek is realized in practice, shaping a maritime industry equal to the challenges and responsibilities of our time.

PREFACE



PROFESSOR MAXIMO Q. MEJIA, JR

President
World Maritime University

The maritime sector is central to shaping economies, livelihoods, and the movement of goods worldwide. Despite its global significance, the sector has yet to fully realize the untapped potential of human capital. Gender disparities persist across most maritime domains and hinder equal access to education, training, leadership opportunities, and fair working conditions. Addressing these imbalances is a strategic imperative for building a resilient, innovative, and sustainable maritime future.

Established in 1983 within the framework of the International Maritime Organization (IMO), the World Maritime University (WMU) is committed to advancing diversity, equality, equity, and inclusion (DEEI) through education, research, and capacity development across the maritime sector. WMU exemplifies how targeted efforts can expand training and career opportunities for women and minority groups. Female enrolment at WMU was at a very low 3% when it held its first classes in 1983. With the strong support of fellowship donors, the University implemented an assertive women empowerment strategy and finally reached gender parity with the 2025 intake of the Malmö MSc program. Additionally, WMU's two MSc programs in China have also achieved gender parity in recent years.

While there is a steady growth in women's participation in areas such as maritime education, structural barriers, limited data, and persistent gender-based biases continue to inhibit progress in gender equality across the rest of the industry. It is within this context that the Handbook on Gender Mainstreaming in the Maritime Sector was conceived. WMU Professor Momoko Kitada, recipient of the IMO Gender Equality Award 2026, recognized the immense need for a practical, maritime-specific guide to gender mainstreaming. Inspired by the award she has been bestowed, Professor Kitada has taken the initiative to compile, author, and share her expertise with the maritime community. The result is this valuable resource, the first of its kind. WMU is extremely proud of Professor Kitada and I fully endorse this initiative. I would also like to take this opportunity to extend my sincere appreciation to IMO Secretary General Mr. Arsenio Dominguez, for his full support in co-publishing this landmark Handbook in commemoration of the 2026 International Day of Women in Maritime.

This Handbook goes beyond principles and aspirations. It provides concrete guidance, tools, and best practices to guide stakeholders in identifying gaps, implementing gender-responsive strategies, and monitoring progress towards inclusive outcomes. By embedding gender considerations into decision-making processes, institutions can optimize organizational effectiveness, foster innovation, and contribute to fair and equitable workplaces across the maritime domain.

Our shared goal is for this Handbook to serve as a roadmap to definitive change, and help organizations implement measurable actions to achieve a maritime sector that is inclusive, equitable, and sustainable.

ABOUT THIS HANDBOOK



PROFESSOR MOMOKO KITADA

Academic Dean; Head of Maritime Education & Training; Nippon Foundation Chair in Gender & Innovation, World Maritime University

Conversations have always been a source of inspiration for new ideas and innovations throughout my life. This handbook owes its existence to an email from Captain Naomi Matsushima, the first female Captain of Mitsui O.S.K. Lines (MOL). One day, she reached out, seeking practical materials on gender issues to enhance her understanding at work. Discovering a lack of accessible, practical, maritime-specific guidance beyond academic publications, I recognized the vital need for a handbook on implementing gender mainstreaming within the maritime sector. Without this conversation, this handbook was not born.

The nomination for the esteemed IMO Gender Equality Award inspired me to return the favour to the maritime community by developing this “Handbook on Gender Mainstreaming in the Maritime Sector”. The concept received the full support of WMU President Professor Maxim Q. Majja, Jr. This small volunteer project, aimed at publishing the handbook, required modest production funding, and I am deeply grateful to the IMO for investing in this endeavor. I sincerely hope that this handbook on gender mainstreaming—a pioneering resource in the maritime context—will prove valuable to a wide array of maritime professionals.

Positive behaviors foster a chain of positive actions. I extend my sincere gratitude to WMU Professor Francis Neat, whose written recommendation persuaded the WMU President to approach the Government of Japan which was pleased to nominate Professor Momoko Kitada for the IMO Gender Equality Award. This international recognition of my work on gender equality in the maritime sector would not have been possible without the support of these two male allies, and the publication of this handbook would have been significantly delayed. My students, alumni, and colleagues appeared more delighted by this recognition than I, whose initial reaction was a heightened sense of role and responsibility for my future work. With the completion of this new handbook, I finally allow myself to feel truly happy.

This handbook is dedicated to all maritime professionals who, by working together, can lead the way in gender-transformative work across the maritime sector. My sincere gratitude goes to Professor Emeritus Kinzo Inoue of Kobe University, whose support since 2000 was instrumental in empowering me to pursue a maritime career. I am also deeply thankful for the support of my husband, Nao, and our son, Taisei, who remain a vital presence in my life. Looking back, I recognize that diversity, with our different strengths and weaknesses, is a powerful and beautiful thing. Let us commit to keeping our conversations open and learning from one another.



(Photo credit: WMU)

1. THE CHANGE WE WANT

Discourses around gender equality and empowerment of women are becoming a common topic in society. A series titled “Progress of the world’s women” published by UN Women¹ provides periodic investigations into the progress made towards a world free from inequality, poverty, and violence for women, girls, and gender-diverse people. The evidence shows that some progress has been made in areas such as girls’ educational attainment, women’s labour participation, and access to healthcare, though uneven progress exists by regions and social groups (UN Women, 2019).

Removing barriers to women’s participation in the economy can boost jobs, productivity, and inclusive growth. The World Bank (2026) reports how legal and policy frameworks shape women’s economic opportunities in 190 economies. Closing the gender gap in employment and entrepreneurship will induce a 20 percent potential increase in global GDP. However, legal barriers to women’s economic opportunity are observable in those regions where young women and girls contribute to the largest share of the workforce, such as Sub-Saharan Africa, South Asia, the Middle East and North Africa. Women enjoy less than two-thirds of the legal rights available to men. In addition, only 4 percent live in economies approaching full equality in regard to women’s rights (World Bank, 2026).

Legal and socioeconomic problems around women and minorities in the world directly affect sustainable development of countries and industries. Participation of women in the economy is not only a fundamental human right but also their



¹ Access the series at: <https://progress.unwomen.org/>.

FIGURE 1 The six dimensions of the Gender Equality and Climate Policy Scorecard for evaluation



Source: UN Women and Kaschak Institute (2025)

contribution to sustainable growth. Many countries and industries today face challenges in securing skilled workforces to meet technology-driven transitions characterized by digitalization and decarbonization.

Such transitions provide opportunities for promoting social transformation, including gender equality and empowerment of women. However, these changes will not happen automatically. Gender-responsive policies and practices are the keys to successful human-centred transitions toward a sustainable future. For example, UN Women and the Kaschak Institute (2025) propose six dimensions of gender-responsive climate action through gender mainstreaming: Participation and leadership; Economic security; Unpaid care work; Gender-based violence; Health; and Gender mainstreaming (Fig. 1). All of these dimensions listed here are highly relevant to the maritime sector.

The IMO-WISTA Women in Maritime Survey 2024 reveals important facts about women in the maritime sector. For example, women represent only 1 percent of the total seafaring workforce (Participation); and 19 percent of ministers responsible for maritime affairs (Leadership). Women are often seasonal workers, employed in service jobs, such as hotel and catering, on ferries and cruise ships (Costa et al., 2017) as well as in fisheries (Kelling et al., 2026). These jobs tend to provide less economic security for women (Economic security). Work-life balance is another critical career challenge for women, particularly women seafarers who may feel the need to fulfill their traditional gender roles as primary care givers in the family (Unpaid care work) (Kitada, 2022). Further, violence and harassment, including sexual harassment, bullying and sexual assault, are a serious safety and health concern

on board ships (Narayanan et al., 2023) and IMO and ILO are working jointly on this matter (Gender-based violence; and Health).

While the evaluation framework designed for gender equality and climate policy is translatable to the maritime operation context, the linkages between the available framework and specific maritime contexts are not always clear, due to the unique sectoral characteristics in which maritime operations are situated. The maritime sector is known as a highly globalized industry where various stakeholders cooperate the maritime system from multiple jurisdictions. Without considering how maritime operations work between global and local maritime spaces, it can be difficult to introduce gender mainstreaming as an organizational practice. Indeed, gender mainstreaming may be a new concept to many maritime organizations.

Recognizing that women tend to face common challenges in public and private spheres of society at large, this handbook intends to propose a maritime-customized version of a gender mainstreaming framework by reflecting five common barriers to maritime women and employing common terminologies used in IMO: Policy and Implementation; Participation and Leadership; Employment and Retention; Safety and Health; and Violence and Harassment (Kitada, 2022) (Fig. 2).

FIGURE 2 Gender mainstreaming in the maritime sector





This handbook aims to serve as an introductory practical guide for maritime organizations that intend to apply gender mainstreaming. It guides them in critically reviewing their policies and practices from a gender and diversity lens. Some organizations may view their maritime operations as having nothing to do with gender and, therefore, not requiring any gender considerations. Such mindsets are good signs that an organization would benefit from gender mainstreaming. Others may view the fact that their organizations have women working in every unit as evidence of gender equality and see no need for further action. Gender mainstreaming can help identify gaps and areas for further improvement in organizations, which contributes to making maritime professions attractive and sustainable. This handbook uses cases and examples of maritime organizations and operations and translates the universal language of gender mainstreaming into maritime-focused and maritime-relevant resources which will be beneficial for all maritime stakeholders.

2. WHAT IS GENDER MAINSTREAMING?

The United Nations (UN) Fourth World Conference on Women in Beijing in 1995 established gender mainstreaming as a global strategy for promoting gender equality. The concept of gender mainstreaming was formally defined by the United Nations Economic and Social Council (ECOSOC) Resolution 1997/2: Agreed Conclusions.

GM as Strategy: Gender mainstreaming is globally recognized as a strategy towards realizing gender equality. It involves systematically integrating a gender perspective into the preparation, design, implementation, monitoring, and evaluation of policies, regulatory measures, and spending programmes with a view to promoting equality between women and men, and combatting discrimination (EIGE, 2016). **Maritime organizations can include gender mainstreaming in their organizational strategies to promote gender equality.** Leadership matters.

GM as Processes: Furthermore, gender mainstreaming is not only a strategy that requires leadership to implement it. UN Women (2022:11) provides a definition of gender mainstreaming as “the process of assessing the implications for women and men of any planned action, including legislation, policies or programmes, in all

IS “GENDER” DIFFERENT FROM “SEX”?

“Gender” is socially constructed and shaped by cultural, social, and environmental influences while “sex” refers to biological differences between male and female.

UN Women Training Center explains:

Gender refers to the roles, behaviors, activities, and attributes that a given society at a given time considers appropriate for men and women. In addition to the social attributes and opportunities associated with being male or female and the relationships between women and men and girls and boys, gender also refers to the relations among women and those among men. These attributes, opportunities and relationships are socially constructed and are learned through socialization processes. They are context/time-specific and changeable. Gender determines what is expected, allowed and valued in a woman or a man in a given context. In most societies there are differences and inequalities between women and men in responsibilities assigned, activities undertaken, access to and control over resources, as well as decisionmaking opportunities.

Gender is part of the broader sociocultural context, as are other important criteria for sociocultural analysis including class, race, poverty level, ethnic group, sexual orientation, and age.

areas and at all levels". As a result, gender mainstreaming helps the organization to incorporate gender perspectives into organizational policies, strategies, and administrative functions, as well as into their institutional culture (USAID, 2021). This means that **any work processes in maritime operations can be gender-mainstreamed even though at a glance they do not appear relevant to gender equality due to their technical nature.** Regardless of our organizational roles (e.g., operational, managerial, or executives), we can be conscious actors in promoting gender equality through our work processes.

GM as Methodology: Similar to the recognition of gender mainstreaming as processes, we can consider **gender mainstreaming as a methodology or tool that can be "used" by maritime stakeholders** to identify any gaps in their work processes and to analyze whether they reproduce gender inequality. The methodological perspective of gender mainstreaming is important and helpful to reduce gender-based biases when planning, preparing, and implementing work, including programmes, projects, and events. As a result, our work becomes sensitive and responsive to gender and diversities in practice. In maritime operations, for example, this means reviewing how policies, equipment, training, and working conditions affect different groups in practice. Having gender equality policies is often not enough, and how we implement those policies requires a conscious approach based in gender mainstreaming.

GM benefits everyone: In the wake of gender equality initiatives in the maritime sector, there may be a misunderstanding that gender equality benefits women only. At its core, **gender mainstreaming allows us to move beyond seeing women and men as a homogeneous group, and instead acknowledging the diversity among them and ensuring that all policies and actions benefit everyone equitably.** This approach aims to transform the systemic structures and practices that sustain gender inequality rather than simply adding a "women's component" to existing activities.

In the context of the maritime sector, gender mainstreaming helps ensure that policies and practices related to maritime education, employment conditions, safety standards, infrastructure development, and environmental protection, are scrutinized for their differential impact on people of all genders working in or affected by the industry.

FIGURE 3 Gender mainstreaming in the maritime sector: A strategic & methodological approach



3. WHY IS GENDER MAINSTREAMING IMPORTANT?

By systematically integrating a gender perspective into all maritime policies and practices, organizations can unlock significant benefits in five aspects specified in Fig. 2:

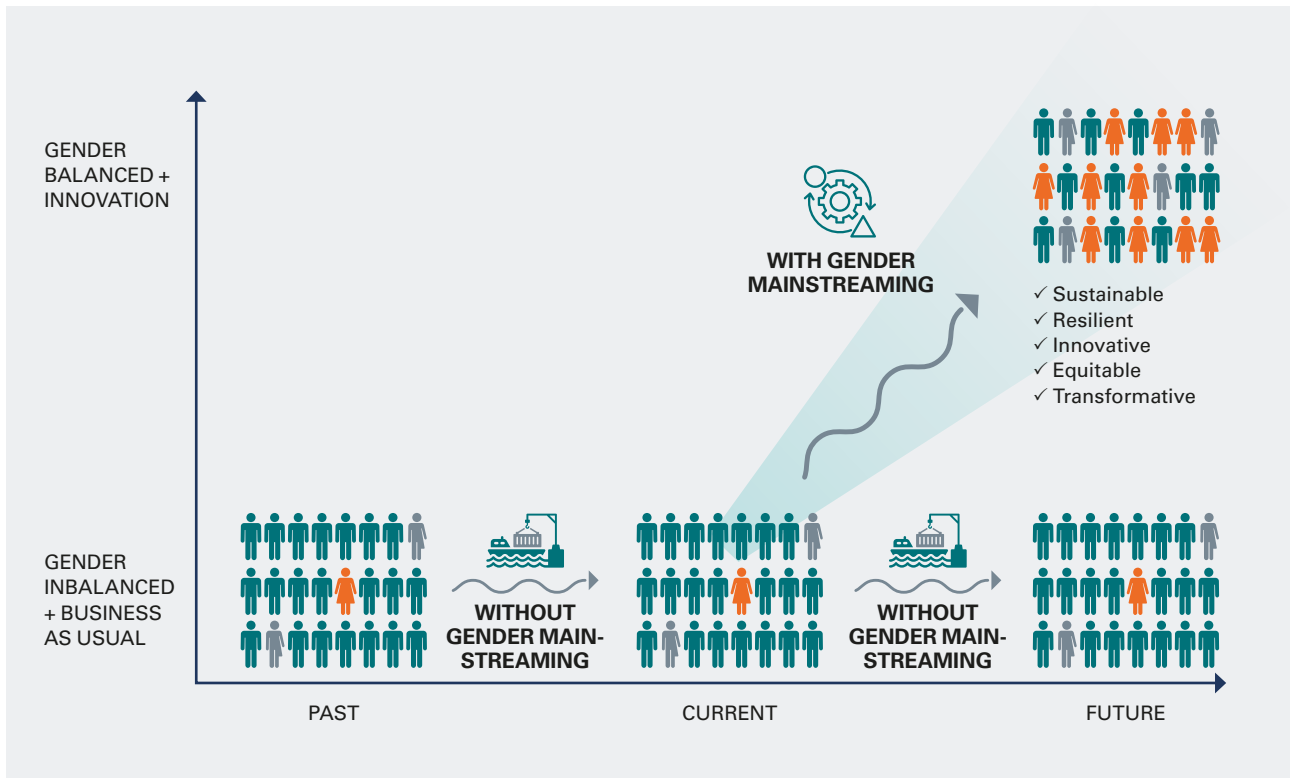
- Gender responsive **policy and implementation**
- **Employment and retention** of diverse talents
- **Participation and leadership** for resilient organizations
- Culture to promote **safety and health**
- Zero tolerance for **violence and harassment**

What if we neglect gender perspectives in maritime organizations? If we do not change the current approach, our future will replicate existing inequalities, limiting innovation and sustainability. In practical terms, this may lead to increased safety risks, reduced workforce retention, operational inefficiencies, and continued talent drain, alongside legal and reputational consequences. These impacts are not theoretical; they directly affect day-to-day maritime operations, from onboard safety and crew performance to recruitment, training, and long-term workforce sustainability (Fig. 4).

WHAT ARE “GENDER ROLES”?

Gender roles are deeply embedded in our culture and often determine the traditional responsibilities and tasks assigned to men, women, boys and girls, which is known as “gender division of labor”. Gender roles are notions observed in many patriarchal societies which tend to center on issues of work and family (Kitada, 2020). Women often work as care-givers in the household, which is considered unpaid labour. Women’s domestic labour is under-valued compared to men’s work in public. The assumption of female and male types of work can be observed in policies and practices, such as contract types, taxation, parental leave, and training opportunities. The maritime workplace is largely dominated by men and exercising gender mainstreaming will reveal inequality and varied implications to different genders.

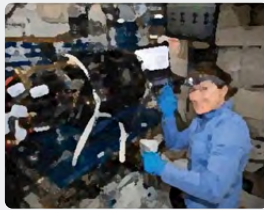
FIGURE 4 It is in our hands to co-design and co-create our future maritime industry **WITH** or **WITHOUT** gender mainstreaming



Gender mainstreaming transforms organizational culture by establishing systemic change through a lens of gender equality as a core value. Systemic change enables maritime organizations to move beyond simply increasing the number of women and fundamentally changing the systems, policies, and informal norms that perpetuate inequality. This leads to a safer, more respectful environment for everyone, including men, who may also be constrained by rigid gender roles. Look at Figure 5 and see how gender roles are displayed in various contexts of our society. Discuss with your partner, friends, and colleagues how gender norms affect our perspectives.

FIGURE 5 Gender roles

WHAT DO YOU THINK ABOUT THESE PICTURES?



Source: Kitada's lecture note, blush effect added



(Photo credit: IMO)

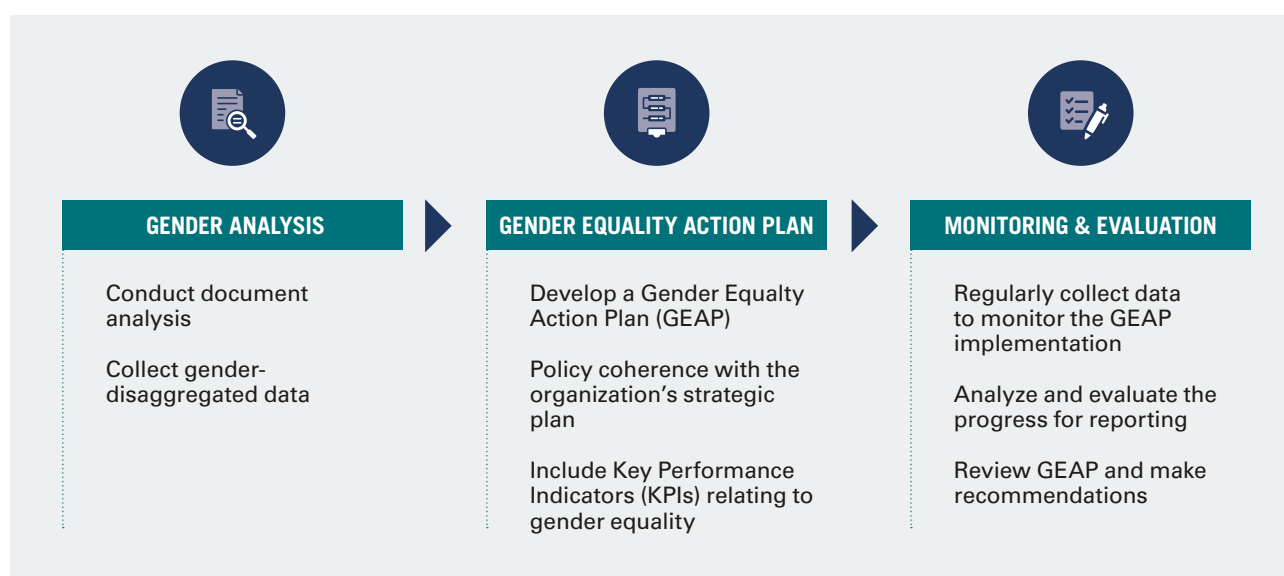
4. HOW TO USE GENDER MAINSTREAMING IN THE MARITIME SECTOR

With all the important benefits of gender mainstreaming, it may still be unclear how to use gender mainstreaming within maritime organizations. Typically the process of gender mainstreaming takes place at the organizational level in the flow described in Fig. 6. There are three stages: 1) Gender Analysis 2) Gender Equality Action Plan; and 3) Monitoring & Evaluation.

At which level, can gender mainstreaming be used?

Regardless of your organizational role, gender mainstreaming can be used at all levels. At the operational level, you know what is happening in the routine of maritime operations where gender may have implications for access to resources, equipment, or facilities, such as sanitary pads, properly fitting safety gear, or separate changing rooms. At the administrative level, you may notice that certain jobs are assigned to one gender based on the assumption of gender roles or gender biases, for example, note taking or moving office furniture. At managerial level, training provisions may prefer one gender because of prerequisites or conditions which may apply. For example, if seafaring experience is essential for access to training, this condition naturally favours men to women. At the executive level, do

FIGURE 6 Flowchart of gender mainstreaming at the organizational level



you know why your organization has not been very successful in attracting and retaining women workers over the years? Everyone at all organizational levels can use gender mainstreaming, which both relies on and promotes critical-thinking skills, helping us to recognize unconscious gender biases and discrimination hidden in organizational policies, procedures, structures and practices.

4.1 GENDER ANALYSIS

How and where can we start gender mainstreaming?

As long as the organization wishes to achieve gender equality, gender mainstreaming can start from top-down, bottom-up, or within a small unit of the organization. In many cases, gender mainstreaming can begin with finding evidence of gender gaps. This is called gender analysis. Due to the different roles performed by women and men in many cultures, both women and men tend to have different experiences, knowledge, skills and needs.

4.1.1 Document analysis

The most common approach is a desktop exercise by reviewing documents, such as policy, rules and regulations, procedures, reports and activity records that already exist in your organization. Is a policy inclusive enough? Which rules and regulations, or parts thereof, may exclude or disadvantage certain gender groups without clear justification? Are procedures user-friendly for everyone? Do reports address the implications of gender? Does gender analysis generate specific recommendations? Does your organization collect gender-disaggregated data?

During the desktop document analysis exercise, guiding questions can be used to assist the process of gender mainstreaming. When we are not used to questioning the existing framework and practices as they are part of our work culture, it is difficult to review documents through a critical and reflective gender lens. Since we are so deeply insiders of maritime organizations, we take things for granted and do not question how things can be done differently. Accepting business as usual will not help organizations to be progressive and innovative. Though everyone understands this pitfall, it is usually difficult to change our perspectives, behaviours and attitudes. To help with this challenge, the use of guiding questions is recommended (See pages 37-40 in this handbook). It is also helpful to conduct document review exercises with other colleagues (possibly with externals) and compare/contrast different views and understanding on what is written in the documents.

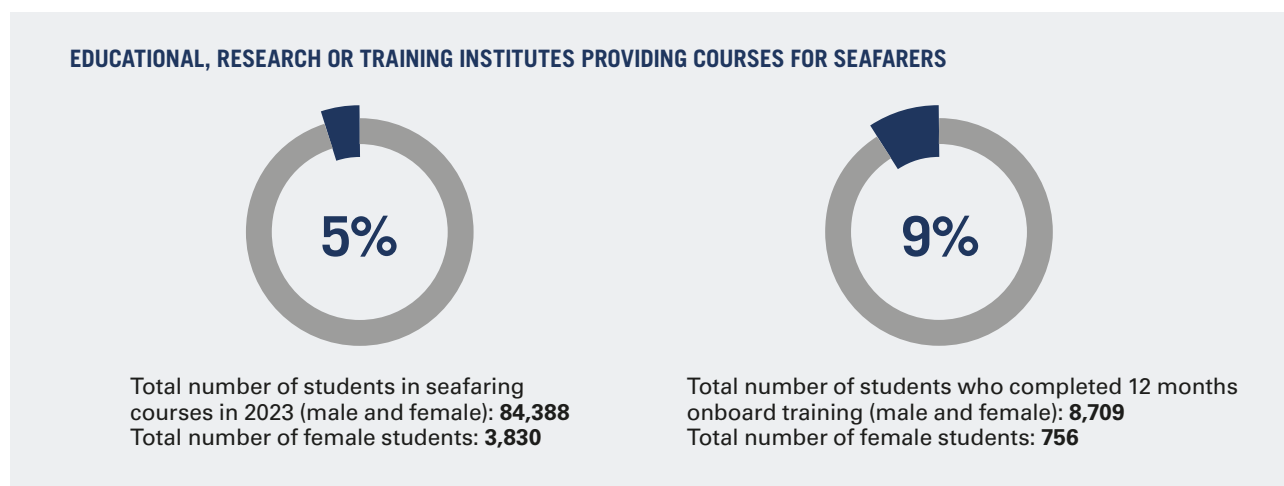
Gender mainstreaming training would also be effective at all levels because gender mainstreaming through document analysis often entails the simultaneous process of data collection and analysis. In order to find evidence from the documents, we need to analyze whether the texts have any gender implications, such as exclusion or discrimination. Document analysis requires conscious efforts to activate gender perspectives while reviewing documents.

4.1.2 Collection of gender-disaggregated data

In gender mainstreaming, it is important to collect gender-disaggregated data. Such data may or may not exist in your organizations. Existing gender-disaggregated data may be limited in terms of usefulness and relevance to your specific maritime sectoral interest. Even if gender-disaggregated data are not available, it is not the end of the story. In many cases, we can generate gender-disaggregated data from available lists or archived information. For example, those lists of staff; meeting participants; chairs, speakers and panelists; consultants; and security staff are relatively easy to gender-disaggregate (though some names can be both male and female). After collecting gender-disaggregated data, descriptive statistical analysis is a good starting place, using visualization of data in comparison (Fig. 7).

Administering surveys in maritime organizations is a good way to systematically and regularly collect gender-disaggregated data. The IMO-WISTA Women in Maritime Surveys are a good example of such. Conducting regular surveys in the maritime organization or sector is an important component for monitoring and evaluation. On the other hand, survey development, administration and data analysis can imply a significant workload in the organization and the results must be utilized in a meaningful and accountable way. If conducting a survey is not your immediate priority, it is still important to support and participate in the IMO-WISTA Women in Maritime Surveys on a regular basis. Organizations should aim to progressively improve the quality and scope of gender-disaggregated data over time.

FIGURE 7 Example of descriptive statistical analysis using gender-disaggregated data



Source: IMO-WISTA Women in Maritime Survey 2024, p.121

4.1.3 Collecting qualitative data

While gender-disaggregated data is usually quantitative (e.g., numbers and percentages), collecting qualitative data (e.g., narratives, comments, insights, feedback) will also be important to better understand the numbers. A survey can accommodate both quantitative and qualitative questions to establish a link between the two types of data. In an explanatory research design paradigm, qualitative data are used to explain quantitative data. Together with demographic information of survey respondents, such as their role, gender, age, and family situation, survey analyses may potentially allow us to see some patterns of people's experiences according to their intersectional identities.

Qualitative data are also possible to collect through other methods, such as interviews, focus group discussions, observations, and participatory workshops. Please note that data collection involving engagement with people, whether it is in-person, online, and/or through emails or social media, requires ethical consideration to ensure participants' confidentiality and anonymity. Using consent forms and adhering to ethical guidelines and protocols is always important when collecting data from people, including the use of a survey. Please visit the section of "Further Readings and Useful Links" in this handbook for resources, such as ideas for participatory workshops, which can be found in Part 3 of "A Manual for Gender Audit Facilitators" (ILO, 2012).

WHAT IS INTERSECTIONALITY?

Intersectionality is a theory to explain how human beings are shaped by the interaction of different socio-economic disadvantages and privileges, such as gender, sexuality, age, ethnicity or race, religion, indigeneity, disability/ability, geography, migration status, and more. For example, the combination of being a woman, junior, and unmarried would make a person more vulnerable than a woman holding a senior position, and married status. Discrimination may be resulted from more than a single factor (e.g., gender), because the problem may be rooted in interdependent systemic biases of privilege and oppression derived from colonialism, imperialism, racism, homophobia, ableism and patriarchy. In maritime contexts, such differences may also arise based on rank, contract type (e.g., temporary or short-term contracts), and nationality, which can shape access to opportunities, working conditions, and career progression. If we do not consider multiple, complex factors influencing people's experiences, gender analysis would become only partial and less effective as root causes remain untouched. Gender mainstreaming supports a holistic approach to intersectional dimensions of the human element in the maritime sector.

(Adopted from Hankivsky, O. et al. (2014), cited in UN Women (2022))

4.2 GENDER EQUALITY ACTION PLAN

4.2.1 Identifying gaps and setting priorities

The next step after data collection and analysis is to identify gaps and set priorities according to the needs and strategic goals of organizations. With clear identification of gaps and priorities, the organizations can develop a Gender Equality Action Plan (GEAP)².

Based on the data collection and analysis (Section 4.1), the organization can identify key priority areas requiring a plan to detail actions, indicators, timelines and responsible persons/units for achieving gender equality (see a GEAP basic template in Table A). It is important to make the selection of key priority areas relevant to the actual needs of people for organizational change (bottom-up approach) as well as the organization's strategic plans (top-down approach) (Fig. 8). Since a GEAP must be followed by intentional actions (otherwise it is just a document), setting up key priority areas requires consensus among the people who will implement and benefit from the plan. Therefore, developing a GEAP often takes place in the format of workshops and other engaging methodologies which enable people to buy-in to the co-developed GEAP. Establishing ownership of the GEAP among people who take action is the key to successful implementation of the GEAP. To design interventions ("actions" in the GEAP terms), we first need baseline data, so data for monitoring and evaluation is collected. Table A shows a matrix of a GEAP, which includes specific actions, performance indicators (often quantitative and measurable), timelines and responsible person/unit for each action.

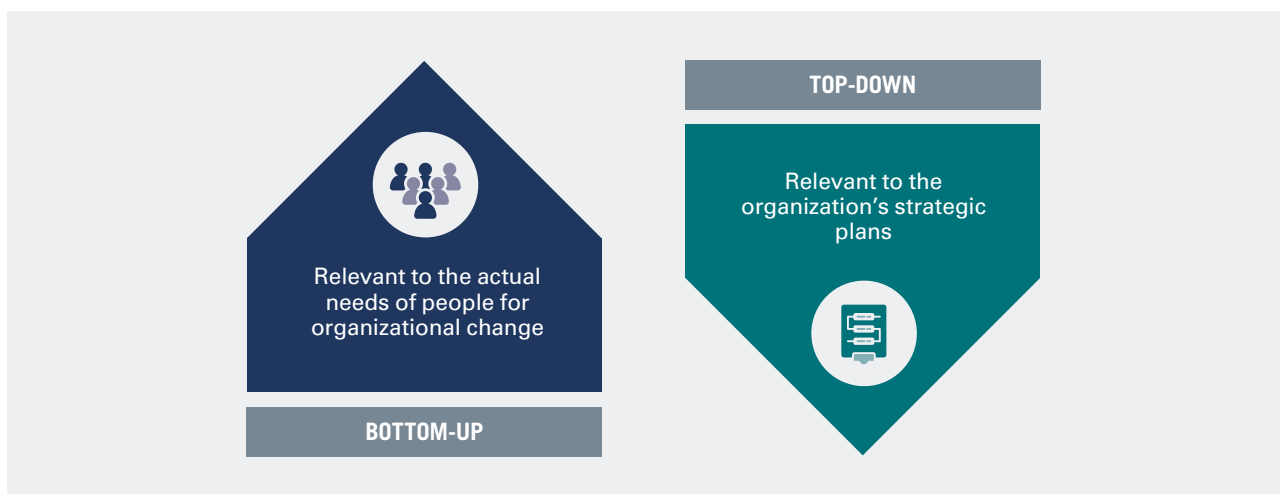
TABLE A GEAP basic template

KEY PRIORITY AREAS	ACTIONS	INDICATORS	TIMELINE	RESPONSIBLE PERSON/UNIT	UPDATES FROM MONITORING & EVALUATION



Hint! Organizations are expected to define context-specific indicators and targets based on their baseline data and operational realities.

² Gender Equality Action Plan (GEAP) and Gender Action Plan (GAP) are interchangeably used in various organizations.

FIGURE 8 GEAP requires both bottom-up and top-down approaches

Key Priority Areas may be referred to as Goals or Targets in different documents for similar purposes. Table B shows an example of gender equality targets and indicators used in the International Council for the Exploration of the Sea (ICES) (Johannesen, 2024). In this handbook, we use the term Key Priority Areas to emphasize the efforts toward analyzing the data and setting up organizational priorities. No single organization has exactly the same priorities due to its unique characteristics.

TABLE B Example of gender equality targets and indicators used in the ICES (Johannesen, 2024)

QUALITATIVE TARGETS	QUANTITATIVE INDICATORS
<ul style="list-style-type: none"> A gender-fair organizational, network, and personnel development An inclusive working culture accustomed to discussing issues of gender equality, diversity, equity, and inclusion A family friendly working environment A working environment that protects against all forms of harassment and violence An organisation with professionalized gender equality work An awareness of sex/gender issues in research and projects 	<p>ICES network/institutional level</p> <ul style="list-style-type: none"> Proportion of people by gender serving in decision-making roles (Council, ACOM, SCICOM) Proportion of people by gender chairing ICES expert groups Resources allocated to gender equality, diversity, equity, and inclusion Proportion of leadership who have participated in gender training Number of groups with Resolutions/Terms of Reference specifically dedicated to gender equality, diversity, equity, and inclusion. <p>Secretariat</p> <ul style="list-style-type: none"> Proportion of staff by gender in professional grade roles Proportion of staff by gender in general service category Proportion of leadership who have participated in gender training Gender pay gap indicator



Hint! These examples are indicative only. Organizations should adapt indicators to their specific context.

4.2.2 Gender-responsive budgeting

Gender-Responsive Budgeting (GRB) ensures gender-equitable distribution of resources by analyzing the existing budget structure to determine whether it contributes to equal opportunities for all. A gender budget analysis identifies the different impacts of expenditures on women and men and the potential need for re-allocation of expenditure to ensure fair and equitable distribution of benefits to both genders. A consideration of allocating a budget specifically targeted at activities to promote gender equality is important to institutionalize the practice of gender mainstreaming as well as monitoring and evaluation. With a budget, necessary resources are allocated to design and implement an action to achieve gender equality in the organization. Some governments, such as the Philippines, have a dedicated percentage of their budget to use for gender-related activities. Key considerations for GRB are (modified from Oxfam, 2018):

- How money is raised (e.g., coming from the main budget/income sources or depending on ad-hoc financial sources which are not sustainable) and how revenues are lost (e.g., unproductive incentives or unintended expenditure);
- How money is spent (e.g., improved safety and security for all, social welfare programmes or training);
- Whether spending is sufficient to meet the practical and strategic needs of men, women, girls and boys, while at the same time contributing to closing the gender gap;
- How decisions on raising and spending money affect unpaid care work and subsistence work, and the distribution of these among genders; and whether spending in practice matches budget plans.

Based on these considerations, a 5-step situation analysis for actions/projects (Table C) guides the process of implementing GRB in different maritime organizations, including governments, and non-profit or private sector organisations.

TABLE C 5-step situation analysis for actions/projects (modified from IAPB)

STEP 1	Analyse the situation of women and men, girls and boys in the action/project area
STEP 2	Assess gender responsiveness and gaps of any on-going actions/projects being implemented in the area
STEP 3	Assess the adequacy of budget allocations or money being spent to implement the on-going action/project as in step 2
STEP 4	Assess whether the money is being spent as planned; what services are being delivered and to whom
STEP 5	Assess the impact of the existing action/project and the extent to which the situation in step 1 has changed

This 5-step situation analysis reflects the principle of Monitoring and Evaluation in place through data collection and analysis. Indeed, the implementation of GEAP involves Monitoring and Evaluation, which is explained in the next section.

4.3 MONITORING & EVALUATION

4.3.1 What is Monitoring?

In projects, monitoring helps with the day-to-day decision-making process because the collection of data provides a better situation analysis of the project status, indicating whether it is on track, or progress as intended is hindered. It is focused on project efficiency and effectiveness and on the comparison of what has been planned and actually implemented. Monitoring should be conducted regularly (e.g., annually or aligned with organizational planning cycles).

In the context of the implementation of a GEAP, the essence remains the same. Actions to achieve GEEW come with indicators. Therefore, a regular monitoring exercise would help to determine whether the implementation of actions is on or off track. If the intended progress is not observed through monitoring, a new situation analysis can be conducted as a mid-term evaluation. Monitoring responsibilities should be clearly assigned to specific units or roles within the organization to ensure accountability and continuity.

4.3.2 What is Evaluation?

Evaluation is a systematic and objective examination, concerning the relevance, effectiveness, efficiency, coherence, impact and sustainability of project activities to achieve specified objectives, such as GEEW (OECD, 2023). In project design and management, evaluation occurs at certain intervals, before the beginning of the project (design), during the project implementation (formative evaluation), at the end of the project (summative evaluation), and after the project termination (impact, sustainability).

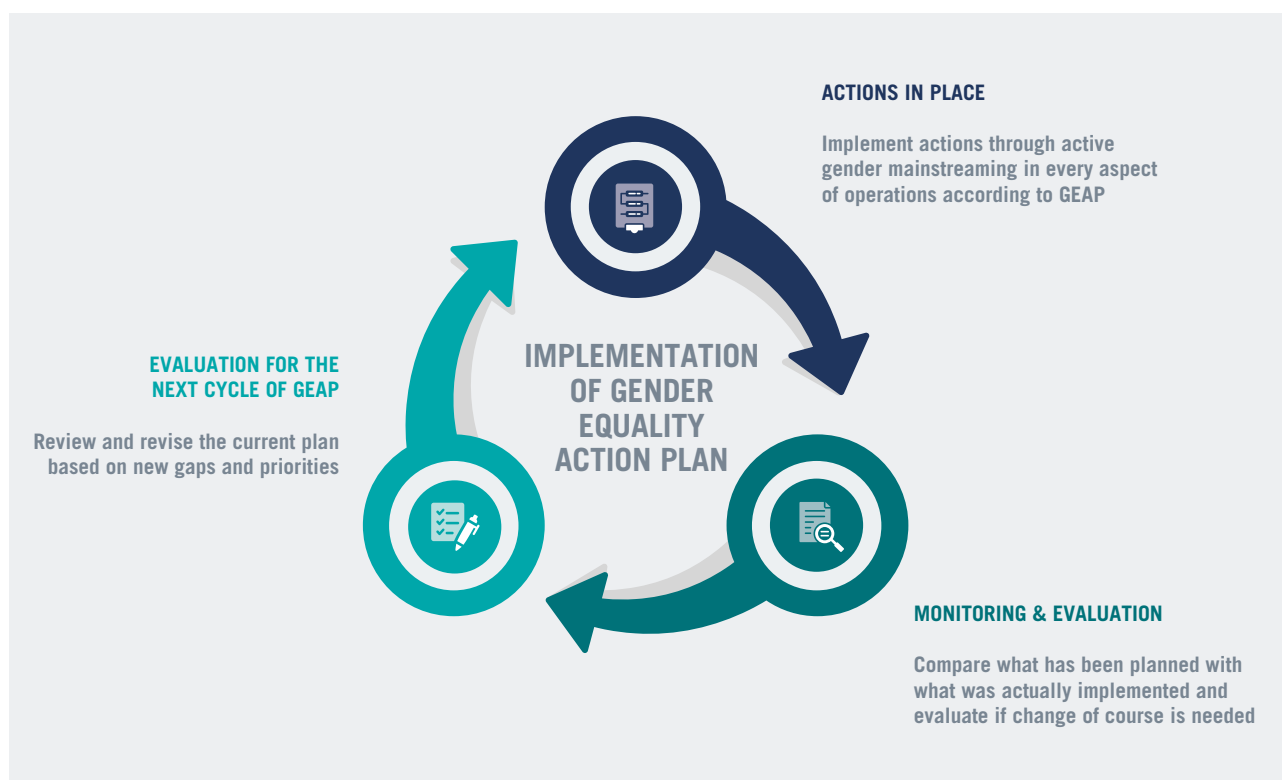
Evaluations for a GEAP depend on the cycle of the GEAP and the timeline of each action. The GEAP can be, for example, a 2-year or 4-year plan; it may be even shorter or longer due to the organization's strategic plan cycle or other unique reason. The timeline of each action also affects the evaluation schedule. Some actions may be more urgent than others because of their criticality and priority within the organization.

4.3.3 Cycle of GEAP implementation

Unlike a regular project which has a beginning and end of the project period, a GEAP tends to be reviewed and revised based on the evaluation results after its cycle. Let's say it is a 4-year GEAP. After 3 years of implementing the GEAP, organizations may find some aspect of improvement in GEEW, for example, an increase in women mid-managers in some units. However, they may still need to increase women

senior managers or leaders to fully achieve the goal. This is a common situation for many organizations, and they need to assess new gaps and priorities to achieve GEEW within the organizations. It naturally leads to the next cycle of the GEAP. Typically, the 4th year of the GEAP will be a comprehensive evaluation phase to make a plan for the next cycle of the GEAP. In summary, as long as the organization envisions GEEW as part of their strategic goals, the GEAP continues with revised actions and indicators (Fig. 9).

FIGURE 9 A cycle of Gender Equality Action Plan (GEAP) implementation, using Monitoring and Evaluation





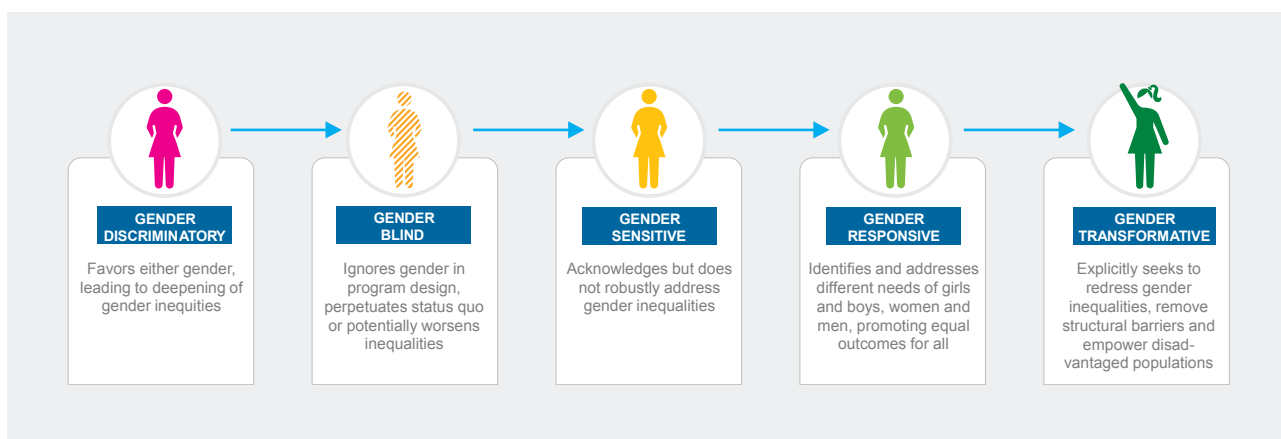
(Photo credit: IMO)

5. COMMON STARTING POINTS FOR VARIOUS MARITIME ORGANIZATIONS

This section assists various maritime organizations which may be wondering where and how to start gender mainstreaming. As explained in Section 4, every organization is unique. While it is essential to conduct your own exercise to collect unique data and conduct a gender analysis, there are common starting points for maritime organizations because of their critical role in supporting an inclusive and diverse workforce in the maritime sector. The examples presented in this section are indicative only and they are not an exhaustive list of actions. Those who have already succeeded in their work on GEEW can go steps further toward transformative change (Figure 10) and a list of guiding questions for gender analysis at the maritime sectoral level (Table D) will offer inspiration for gender mainstreaming.

TABLE D Guiding questions for gender analysis at the maritime sectoral level (Modified from UNIDO, 2014)

• Are there sector policies supporting or causing gender inequalities?
• Is there a gender focal point in your organization?
• What is the most common division of labour in the industry by gender? Are there wage gaps between women and men working in the sector?
• How many small and medium enterprises are owned or managed by women in the sector?
• What are the barriers/challenges that reinforce gender inequalities? How might this affect different groups' ability to participate in maritime projects?
• Are there any similar maritime projects currently being implemented that address gender issues?
• Will women's workloads increase/decrease as a result of innovation and technological change? If their workload decreases, will this involve loss of income?
• How can women's awareness of rights, entitlements and opportunities be raised?
• Does the maritime project contribute to education, training and professional development of women in the maritime sector?
• Which activities address non-traditional roles of women, such as seafaring, and promotion of women in STEM (science, technology, engineering and mathematics) fields of education?
• Does the project design make clear its commitment to contributing to gender equality (e.g., in the objectives, specific outputs and indicators)?

FIGURE 10 Gender integration continuum

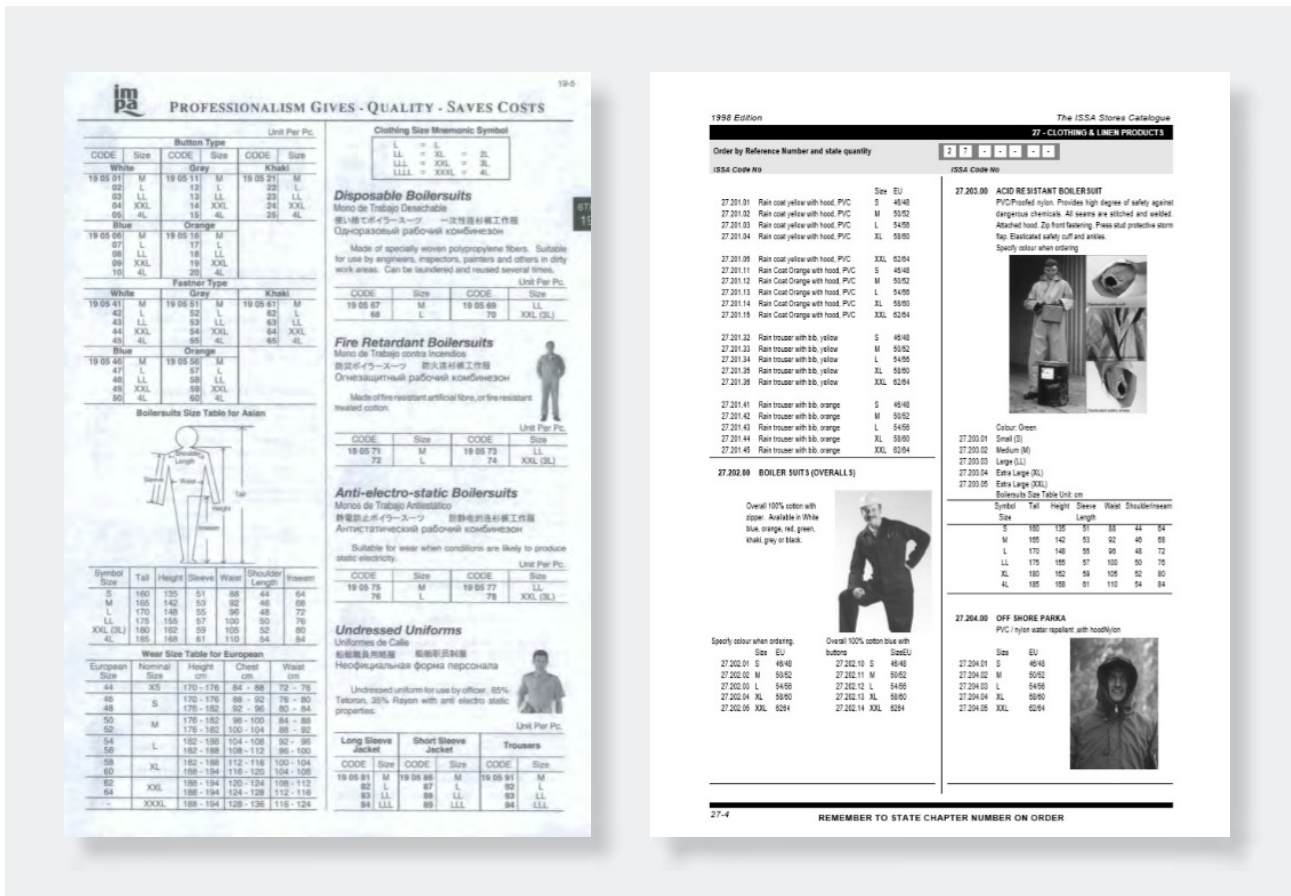
Source: UNICEF, 2022

5.1 SEAFARERS

Ships, especially cargo vessels, are designed for male bodies as a standard person on board. Similarly, personal protective equipment (PPE), such as helmets, gloves, boiler suits, and immersion suits, are designed with the average male worker in mind (Fig. 11). Consequently, women tend to be left with very few choices of gear that is usually too large for them, compromising both comfort and safety in the workplace. Ill-fitting PPE will result in injuries and mortality, which could be avoided by the use of appropriate sized PPE. It is the seafarers' right to request that the company provide proper PPE.

It is worth noting that many studies show a higher exposure of male workers to physically demanding work including lifting and manual material handling, as well as occupational hazards, such as noise, vibration, ultraviolet radiation from sun exposure, radiation exposure from radioactive substances, diagnostic medical devices, and work-related falls while no study has reported women having a higher exposure than men to these occupational hazards (Biswas et al., 2021). Many occupational hazards listed above are commonly known to seafarers on board ships.

FIGURE 11 Example of male centred design in seafarers' clothing



Source: IMPA Marine Stores Guide, 6th Edition (2013). ISSA Ship Stores Catalogue, 1998 Edition (1998), cited in Chan (2019)

In addition to physical health issues, mental health of seafarers has started to be recognized as a major challenge, especially after the COVID-19 pandemic. It is known that pandemics and natural disasters disproportionately affect women, who are often more vulnerable than men in such situations. In the same manner, the vulnerability of seafarers has been even more vividly highlighted during the pandemic. It can be viewed that seafarers and women (in general) may share the same issue of vulnerability in society.

Violence and harassment, including sexual harassment, bullying and sexual assault have existed in the maritime industry for a long time but it was unspoken. The research shows that in various occupations, women tend to be more exposed to sexual harassment and discrimination, verbal aggression, higher levels of stress and emotional demands at work (Biswas et al., 2021). Studies on women seafarers also reported that sexual harassment is one of the main challenges faced by women working on board (Carballo Piñeiro & Kitada, 2020; Narayanan et al., 2023). Violence and harassment, including sexual harassment, bullying and sexual assault is a critical

issue of human rights, safety and health, and socio-economic sustainability. The collection of gender-disaggregated data from the workplace, including ships, can reveal how such incidents may impact differently on seafarers from intersectional identity perspectives. The effectiveness of related mandatory training design on the Personal Safety and Social Responsibilities (PSSR) under the STCW Convention can also be gender-mainstreamed.

5.2 SHIPOWNERS AND CREWING AGENCIES

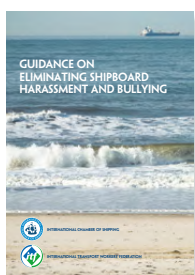
Gender-neutral and inclusive language and images can be used to attract women in recruitment. Avoid stating “Seamen” and “he/his/him” in the job description (Fig. 12). An additional sentence, “Women are encouraged to apply” can be added in order to explicitly communicate that the company welcomes women applicants.

FIGURE 12 Examples of seafarer job advertisements, featuring male images only



Source: Kitada's lecture note

Job advertisements can include the statement that the company has policies, such as Anti-harassment and bullying; Flexible working (where it is applicable); Corporate diversity and inclusion policies; and they ensure suitable on-board accommodation and requirements for women seafarers (Pike and Terpilowski, 2022), Conscious efforts to create space for women and ensure safe working environments need to be made as the maritime sector is extremely male-dominated. Such communication would also attract men and other diverse groups of talents who value the company's efforts to treat its employees' safety and health as a priority.



Shipowners and crewing agencies have a critical role to ensure the elimination of shipboard harassment and bullying (ICS & ITF, 2016). Once anti-harassment and bullying policies are in place, regular monitoring of reported and unreported cases with the collection of gender-disaggregated data can be done through the HR department or external hotlines. Whether a reporting mechanism is accessible and user-friendly without feelings of fear and insecurity can also be checked, considering intersectional identities of employees. Such gender analysis will help shipowners and crewing agencies to identify necessary actions (e.g., awareness-raising campaigns, mentorship, training) for the development of a GEAP in their organizations.

5.3 MARITIME ADMINISTRATIONS

Maritime Administrations have a range of work relating to safety, security and environmental protection. These organizations are typically hierarchical, authoritative, and structured by the central government. It is worth checking whether specific roles within the administration may be assigned to a particular gender, for example, note-taking, catering, and making document copies.

Only 16 percent of Heads of Maritime Administrations in IMO meetings were reported as women (IMO & WISTA, 2025). Figure 13 and Figure 14 depict snapshots of the IMO's Maritime Safety Committee (MSC) meeting in 2016 and 2025, respectively. There appears to be a notable change over 10 years, with more women participating in the IMO Secretariat and delegations of the Member States, though some may be the delegates from non-state actors, such as industry representatives, academia, and NGOs. Gender mainstreaming will be helpful to identify barriers to women's participation and leadership in the Member State delegations among other aspects.

FIGURE 13 The 97th session of the Maritime Safety Committee (MSC 97) in 2016



Source: IMO

FIGURE 14 The 110th session of the Maritime Safety Committee (MSC 110) in 2025



Source: IMO



Promotions within maritime administrations are often linked to experience and skills in specialized fields, while training in contemporary maritime topics and IMO Conventions would be important for taking higher roles and responsibilities within the organization. A transparent and fair process of nominating and selecting qualified trainees in maritime administrations is crucial for ensuring equal training opportunities for women and men. IMO’s e-Learning platform enables equitable access to quality training for maritime administration staff, regardless of their rank, age, gender, or location, and it offers two access options: by authorization, or self-enrollment. In-person training and seminars organized by IMO promote women’s participation by requiring Member States to nominate at least one female participant among two-funded positions, for example (Fig. 15). It is evident and observable that creating a mixed gender and diverse trainee group is an effective pedagogy to enhance mutual learning, share rich experiences, increase interactions and motivations, and make the whole learning experience happy and positive.

FIGURE 15 Women occupied 40 percent of the total participants in an in-person seminar organized by IMO and the Maritime and Port Authority of Singapore (MPA)



**SEMINAR ON TRAINING OF SEAFARERS ON SHIPS USING
ALTERNATIVE FUELS AND NEW TECHNOLOGIES
14 - 17 JULY 2025, SINGAPORE**



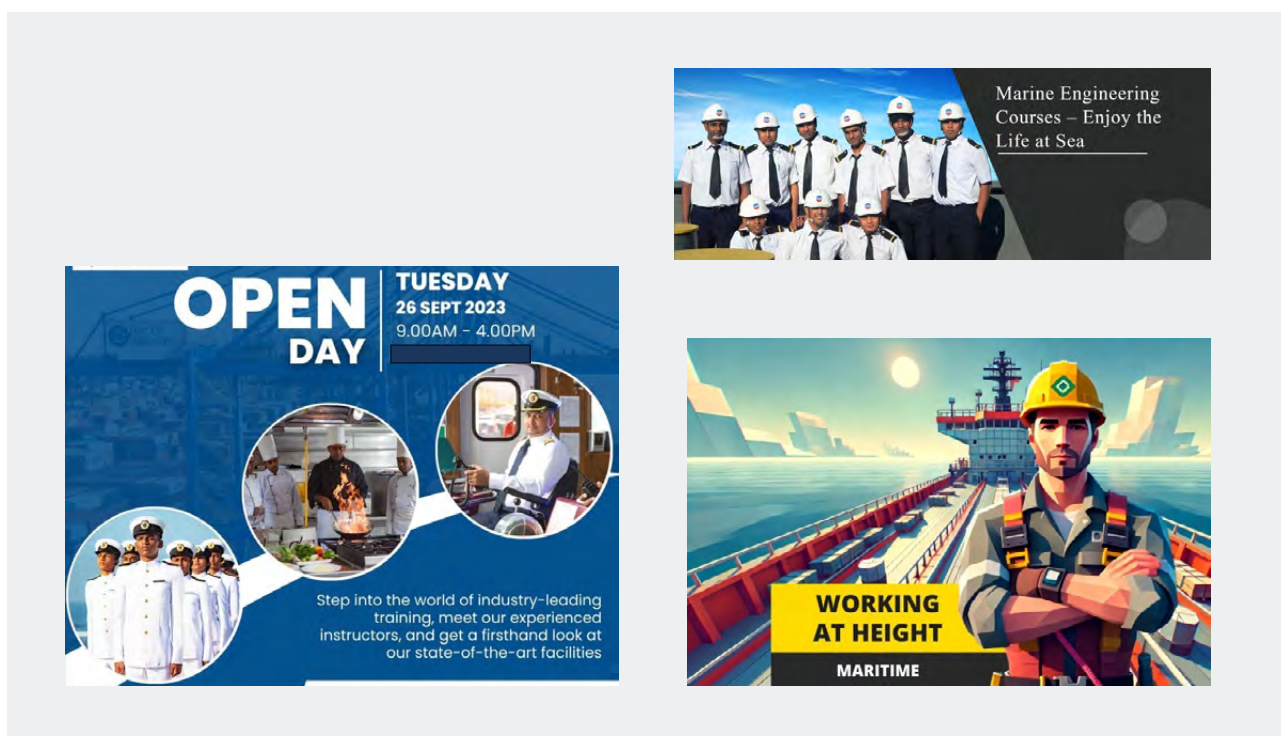
5.4 MARITIME EDUCATION & TRAINING INSTITUTIONS

Maritime Education and Training (MET) institutions have a critical role in attracting young talent, including women and other minority groups for sustainable maritime development. The industry needs young talent in more digitalized and climate-friendly ship operations, and women who are 50 percent of the whole population are the key to the future of shipping. In order for young women and men to realize maritime education and maritime careers at the early stage of formal education, how MET institutions communicate with young people about the maritime industry is important.

While some MET communications are not always gender-sensitive (Fig. 16), other examples show that some MET institutions are conscious about promoting women in the maritime sector (Fig. 17).

The faculty of MET institutions is also male-dominated worldwide, with women occupying 37 percent of senior faculty roles and 31 percent of junior faculty roles (IMO & WISTA, 2025). The recruitment and promotion of female maritime faculty members requires conscious efforts. The World Maritime University (WMU) established a Gender Equality and Diversity (GED) Committee which undertakes gender analysis of document review of job postings when new vacancies come up. The general statement on the vacancy notice webpage of WMU explicitly encourages qualified women to apply (Fig. 18).

FIGURE 16 Examples of MET advertisements, featuring male images only



Source: Kitada's lecture note

FIGURE 17 Examples of MET advertisements, featuring both men and women



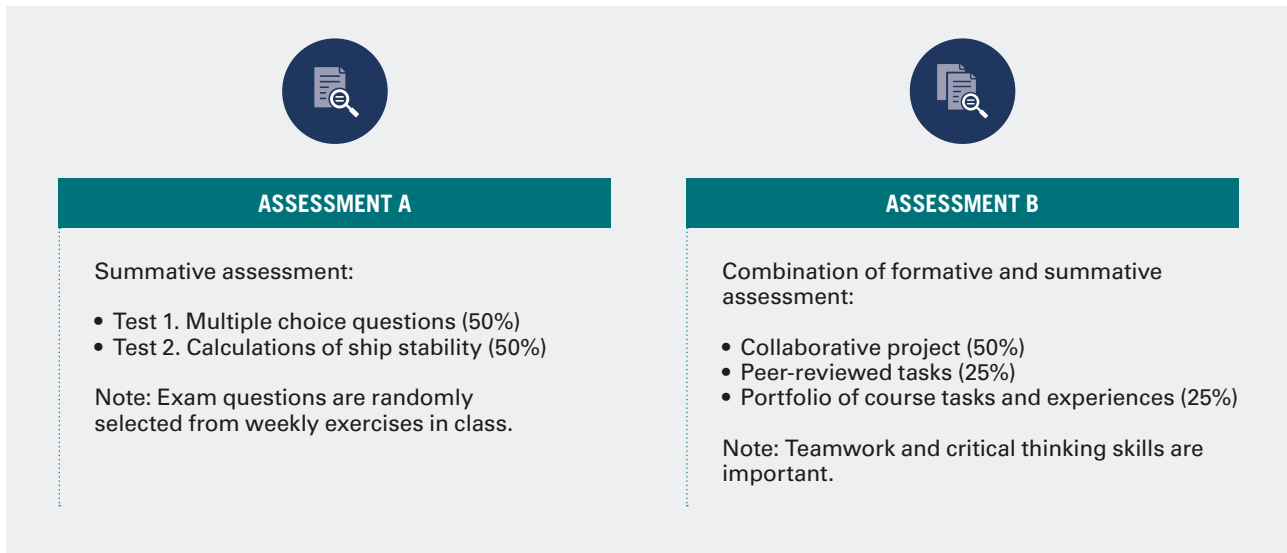
Source: Kitada's lecture note

FIGURE 18 Extract from the WMU's vacancy notice webpage



Vacancies are open to all qualified candidates. The paramount consideration in the recruitment and employment of staff is securing the highest standards of efficiency, competence and integrity. WMU seeks to increase the number of women at senior levels and, therefore, qualified women are particularly encouraged to apply. WMU also values geographical diversity and due regard will be given to diversity considerations in the recruitment process. Every effort will be made to facilitate the employment of persons with disabilities and reasonable accommodation for applicants with disabilities may be provided to support participation in the recruitment process when requested and indicated in the application.

<https://www.wmu.se/about/careers>

FIGURE 19 Which maritime assessment type promotes more inclusive and student-centred?

Source: Kitada's lecture note; Joint presentation by Claudia Barahona-Fuentes, Momoko Kitada and Marcella Castells-Sanabra at the 22nd International Association of Maritime Universities Conference, Batumi, 20-21 October 2022.

Additionally, MET institutions can incorporate more collaborative learning, so-called feminist pedagogy, in teaching and assessment (Barahona-Fuentes et al., 2023). Traditional teaching or teacher-centred learning is not as effective as modern teaching and student-centred learning where students are active learners and have ownership of their learning. Similarly in student assessment, over-using one assessment method, such as multiple choice and exams, does not take into account diverse learners and their different needs. Such careful considerations of learner diversity are part of gender mainstreaming (Fig. 19).

5.5 MANUFACTURERS

The design of maritime equipment and gear relies on manufacturers who essentially contribute to the safe operation of ships. Research in human factors and ergonomics shows that the design of maritime workspace, living space, and recreational facilities can reduce accidents and human errors in maritime operations and increase safety, health, wellbeing and happiness. This user perspective is important in human factors and ergonomics and gender perspectives should also be considered through gender mainstreaming (Fig. 20).

Chalmers University of Technology conducted a pre-study to develop a crew-centred understanding of what constitutes well-designed accommodation onboard which identified six thematic areas: 1) Privacy; 2) Personal space; 3) Comfort and homeliness; 4) Social and recreational opportunities; 5) Health and wellness facilities;

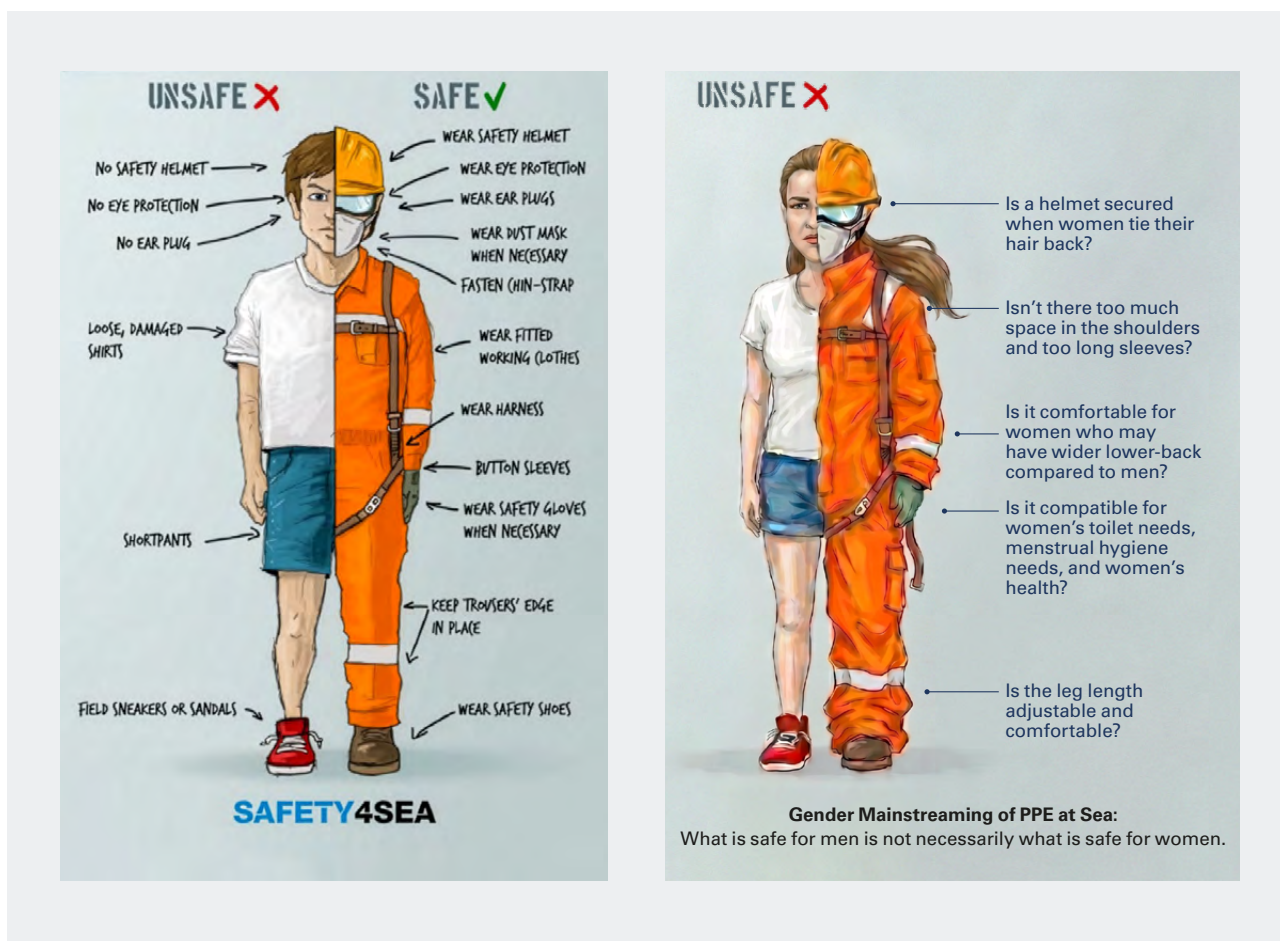
FIGURE 20 How can we integrate gender perspectives in the design of shipboard workplace and private space?

Source: IMO

and 6) Functional and technological aspects. Crew-centered approaches include the consideration of different needs of crew members with diverse backgrounds, such as gender, age, religion and culture. The study proposes good practices for everyone, for example, privacy in locker rooms (e.g., with curtains), ability to personalize their cabins (e.g., with photo frames on the wall), sleep hygiene (e.g., comfortable mattress), flexible social zones (e.g., karaoke room, game room), sport and recreation facilities compatible with bad weather conditions (e.g., enough space, safe storage).³

Relating to Personal Protective Equipment (PPE), gender mainstreaming is essential for ensuring occupational safety and health of all seafarers. Seafarers face one of the highest risks of workplace injury or death, thus PPE is considered as a first line of defense to keep maritime workers safe while on duty. While fostering safety culture to wear PPE properly as illustrated by Safety4Sea (Fig. 21), manufacturers can support improved safety and health of maritime professionals through the design of PPE for different body characteristics.

³ The information was extracted from the presentation by Professor Monica Lundh from the Chalmers University of Technology who worked on a Lighthouse pre-study.

FIGURE 21 Gender mainstreaming of PPE (Partially adapted from the PPE illustration of Safety4Sea)

5.6 PORTS & SHIPYARDS

A (sea)port plays an important role in the transportation of people, goods and resources which are vital for a country's economic development and for the global supply chain. For some countries, their maritime industry profiles are much more significant in the port sector than in ship and crew operations sectors. Ports are situated between the land and maritime space, connecting various transport systems.

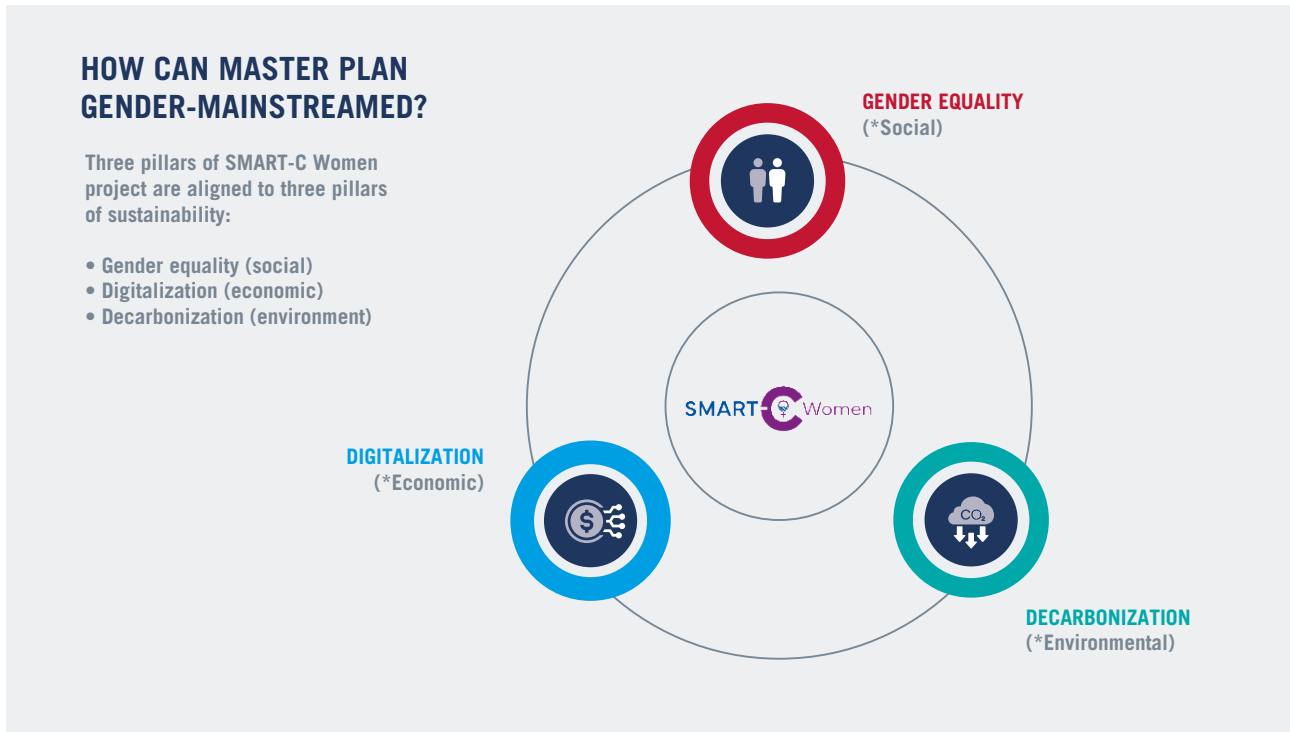
Women's representation in ports is relatively high compared to women at sea. The IMO & WISTA Women in Maritime Survey shows that Angola, Antigua and Barbuda, Madagascar, Saint Vincent and the Grenadines, and Saudi Arabia reported that more than half of port staff are women, while many other countries can increase women's participation in port sectors (IMO & WISTA, 2025). Indeed, ports offer shore-based jobs, including office jobs, where women can manage work-life balance. While port operation jobs in yards, such as crane operators, remain male-dominated, some women have successfully entered this domain (Fig. 22).

Operation jobs in ports and shipyards where women are underrepresented would benefit from gender mainstreaming to identify barriers to women’s participation in their recruitment, work conditions, and training opportunities. Some ports and shipyards develop a Master Plan for green and sustainable ports/shipyards and it would be good to check whether women’s needs and priorities are reflected in such plans. For example, the IMO’s SMART-C Women project supports a Master Plan development to integrate digitalization, decarbonization and gender equality towards a sustainable and inclusive maritime industry (Figure 23). It involves baseline data collection, including gender-disaggregated data, policy coherence of identifying opportunities to increase women’s participation and leadership opportunities, and stakeholder engagement to collect inputs from various maritime stakeholders.

FIGURE 22 Mata Vainerere, Cook Islands, Operations Security Officer



Source: IMO

FIGURE 23 Gender mainstreaming in three pillars of sustainability in a master plan development

Source: Kitada's lecture note

ABBREVIATIONS AND GLOSSARY

GBV	Gender Based Violence
GEAP	Gender Equality Action Plan
GEEW	Gender Equality and Empowerment of Women
GM	Gender Mainstreaming
GRB	Gender-Responsive Budgeting
ICES	International Council for the Exploration of the Sea
ICT	Information and Communication Technology
ILO	International Labour Organization
IMLI	International Maritime Law Institute
IMO	International Maritime Organization
M&E	Monitoring and Evaluation
MET	Maritime Education and Training
MLC	Maritime Labour Convention
MSC	Maritime Safety Committee
PPE	Personal Protective Equipment
PSSR	Personal Safety and Social Responsibilities
SDG	Sustainable Development Goals
STCW	International Convention on Standards of Training, Certification and Watchkeeping for Seafarers
STEM	Science, Technology, Engineering And Mathematics
TVET	Technical and Vocational Education and Training
UN Women	United Nations Organization for Gender Equality and the Empowerment of Women
WISTA	Women’s International Shipping & Trading Association
WMU	World Maritime University

GUIDING QUESTIONS FOR ANALYSIS

(Adapted and modified from ILO, 2012)

ADMINISTRATIVE DOCUMENTS

<p>Staff lists including all categories of staff by gender, level and main area of responsibility</p>	<ul style="list-style-type: none"> ▪ Is there an even distribution of management and technical jobs among women and men? ▪ Are women and men both represented in decision-making positions and roles? ▪ Have measures been taken to promote gender balance among staff? ▪ Do recruitment and career succession plans reflect gender awareness on positive action?
<p>List of consultants/researchers/visiting lecturers and their terms of references by gender and level (senior, junior, etc.) or fee rate.</p>	<ul style="list-style-type: none"> ▪ Do terms of reference for consultants/researchers/visiting lecturers stipulate that gender equality issues should be reported upon substantially within the context of their assignment? ▪ Are contracts awarded to both men and women? ▪ Are women and men consultants/researchers/visiting lecturers remunerated on an equitable basis, using the same contractual criteria? ▪ Does screening and selection of consultants/researchers/visiting lecturers include gender sensitivity criteria?
<p>List of gender focal points and their job officially recognized by the organization.</p>	<ul style="list-style-type: none"> ▪ Are gender focal points identified on the staff list and the organization's organigram? ▪ What is the percentage of their work time dedicated to gender-related tasks?
<p>Vacancy announcements, job descriptions, recruitment and promotion rules and individual workplans.</p>	<ul style="list-style-type: none"> ▪ Do vacancy notices explicitly encourage applications from both women and men? ▪ Is the language of job descriptions more appealing to men or to women? ▪ Does the organization project an image as an equal opportunity employer with special attention to gender equality and diversity? ▪ Do staff work plans have objectives to support gender equality or gender-sensitive performance indicators? ▪ Is the performance of staff, and in particular managers, evaluated in regard to gender equality? ▪ Are there measures in the recruitment and promotion process to decrease gender bias, such as not showing the gender of candidates in the selection of the short list and having gender balance on the selection panel?

<p>Trip assignment and reports.</p>	<ul style="list-style-type: none"> ▪ Do all management and technical staff carry out trips regardless of rank and sex if the trip is within their area of technical expertise? ▪ Do trip reports reflect gender issues being raised in the context of the work undertaken? ▪ Do trip reports reflect efforts made to seek out women interlocutors among counterparts in the organizations and partners visited?
<p>Rules and regulations including personnel policies and procedures.</p>	<ul style="list-style-type: none"> ▪ Are personnel policies gender sensitive, e.g. are flexible working hours available for all staff regardless of gender? ▪ Are there specific personnel policies on gender equality or gender and diversity? ▪ Is there a sexual harassment policy and procedure and is it being fully implemented?
<p>Office floor plans.</p>	<ul style="list-style-type: none"> ▪ Does the office floor plan show a fair distribution of choice offices to both men and women, as well as gender sensitivity to the needs of women and men, e.g. rooms for breast feeding and expressing breast milk?
<p>Project and budget, and work plans.</p>	<ul style="list-style-type: none"> ▪ Do project and budget documents clearly indicate gender objectives and indicators? ▪ Do project and budget documents clearly indicate what resources are allocated for gender-related work? ▪ Do work plans clearly indicate activities and responsibilities related to gender equality?
<p>Agendas of meetings of the organization and of staff.</p>	<ul style="list-style-type: none"> ▪ Do meeting agendas show that gender issues are frequently raised and addressed in regular meetings? ▪ Do both men and women actively take part in the deliberations, as covered in the reports or summaries of meetings?

TECHNICAL & SUBSTANTIVE

Key reports, research and publications;
Reports of major meetings;
Training materials and manuals;
Training activities.

- Has a gender perspective been incorporated in the analysis of economic, social, political and environmental factors?
- Is there conceptual clarity on what gender equality, gender mainstreaming, etc., mean and relevant to the organizational context?
- Do the documents use and analyze gender-disaggregated data/information?
- Is gender-sensitive language used?
- Are the different experiences of women and men considered, for example, in case studies, anecdotal or testimonial materials?
- Does the document distinguish between a focus on one sex and a focus on gender relations?
- Are references to women and gender equality substantive, and not mechanistic or tokenistic (lip service)?
- Is gender equality treated as a central issue and not as an add-on?
- Does the document reflect mechanisms for planning, monitoring and evaluating that are conducive to gender mainstreaming?

INFORMATION & ADVOCACY

Overview document or brochure on the work of the organization;
Public relations, brochures, posters, leaflets, videos, social media;
Covers of publications with photographs, graphics, etc.;
Intranet and Internet web site links;
Newsletters – electronic and print.

- Do descriptions of the role of the organization (or aspects of its work) project a gender sensitive image?
- Are project objectives, strategies, activities or results defined in a gender specific and inclusive manner?
- Are there credible references to gender equality in relation to the work of the organization?
- Are there efforts to eliminate gender bias in overall messages?
- Is gender-sensitive language consistently used?
- Are graphics and photographs gender sensitive, balanced and not giving subliminal “masculine” messages?
- Are there an equal number of women and men represented or engaged in similar activities in pictures and photos?
- Are the same number of men and women interviewed, and used as case studies, etc. in videos or social media?
- Does the website include substantive references to work on gender equality?
- Does the website provide information on or creates links to other sources of information on gender issues?
- Is social media used to communicate the organization’s messages and does this include gender issues?

GENDER SPECIFIC DOCUMENTS

Gender equality policy;
Gender (equality) action plan;
Studies and reports on gender equality;
Advocacy material on gender;
Gender statistics;
Reports of meetings and conferences on gender equality;
Reports on gender quality progress in the organization;
Terms of reference for gender experts, focal points and consultants;
Terms of reference for gender network;
Reports of meetings of the gender network.

- Is there conceptual clarity on gender equality and gender mainstreaming?
- Is there attention to issues of men and masculinities?
- Are there indicators in the gender equality action plan and are these monitored?
- Are there adequate resources and clear responsibilities for implementation in the action plan?
- Do gender statistics cover the aspects of both responsibility and level of decision-making?
- Who produced the gender specific materials and are they widely used in the organization?
- Do the terms of reference for gender experts or focal points point to their catalytic role?
- Is it clearly stated who are expected to implement the gender work of the organization?
- Do the terms of reference and meeting reports of the gender network promote gender mainstreaming throughout the organization?

FURTHER READINGS AND USEFUL LINKS

Most of the materials listed here is general literature or refers to non-maritime contexts. However, to get inspiration for gender-mainstreaming in your maritime organizations, they may be useful to see how gender perspectives are applied in different contexts and situations.

BASICS AND GLOSSARIES

EIGE Gender Mainstreaming Glossary. <https://eige.europa.eu/gender-mainstreaming/glossary>

The UN Women Training Centre's Gender Equality Glossary (Available in English, Spanish and French).

<https://trainingcentre.unwomen.org/mod/glossary/view.php?id=36>

<https://trainingcentre.unwomen.org/mod/glossary/view.php?id=150&mode=letter&lang=es>

<https://trainingcentre.unwomen.org/mod/glossary/view.php?id=151&mode=letter&lang=fr>

TOOLKITS

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