

III

TOOLS FOR PARTICIPATORY APPRAISALS FROM A GENDER EQUITY PERSPECTIVE IN PROTECTED AREAS¹

Over past decades, the work carried out in protected areas has clearly shown that there can be no effective and efficient conservation and sustainable activities without previous knowledge about the realities prevailing at the site where a PA conservation initiative will be developed.

Unfortunately, many of the activities undertaken in PA have stemmed from a biased standardized technical knowledge, which does not recognize the structural and operational characteristics

of ecosystems, the social and cultural interweaving, the economic reality, and the political context. In addition to this, in most cases, this technical knowledge is recuperated and analyzed by external personnel without the active involvement of stakeholders in their own appraisal building.

For appraisal elaboration purposes, in many PA the techniques applied do not allow full recuperation of their particular reality. Such is the case of appraisals conducted only through aerial exploration or photographic analysis. Though it is true that these techniques provide valuable information about aspects such as forest coverage, these cannot be the only parameters considered, as they provide no information about social, cultural, economic, or political aspects upon which a conservation initiative is built in a PA.

Therefore, one of the basic aspects to materialize such actions, is through appraisals that identify problems, needs, and potentials, in order to provide the PA with solutions based on objectives for economic growth, environmental sustainability and social equity.

¹ _____ This section has been elaborated taking as the starting point the manual "About Fishermen, Fisherwomen, Oceans and Tides: a Gender Perspective in Marine-Coastal Zones" (Aguilar, L. and Castañeda, I., 2000).

However, from the moment plans are made for the selection of a PA, and up until the time when the conservation initiative is designed and implemented, various levels of analysis and execution stages are involved. As a result thereof, rather than being conceived as one single stage, the elaboration of the appraisal needs to respond to and provide information based on the current stage of development of the initiative. For example, the information needed for the declaration of a protected area, will be considerably different from the information needed at the time of designing the management plan or a specific project. However, regardless of the point in time when it is applied, the methodological procedure for appraisal building springs from a series of principles and criteria (participation, devoting the necessary time to data recuperation, motivation, and collective knowledge building).

It should be recalled that these criteria are part of a set of elements that should be analyzed as a whole instead of as "parts" of a given reality. Partial appraisals should be avoided, as these will later be summarized into chapters without any type of analysis or connection among them. From a gender perspective, far from trying to "create" a new gender-related chapter, the intention is to incorporate this vision into the various stages of an appraisal process.

The appraisal represents one of the most important components of a conservation initiative in a PA. The results of the appraisal will determine which activities should be implemented, as well as the parameters to measure the activities' effectiveness and impact over time.

It should be recalled at all times that a **participatory appraisal from a gender equity perspective (PAGEP)** differs from the traditional notions about "appraisal", and even from "participatory appraisal" used in PA, inasmuch as the concept is built as follows:

APPRAISAL

Systematic process to recognize a given situation and the reason behind its existence.

PARTICIPATORY APPRAISAL

Systematic process to recognize a given situation and the reason behind its existence, where knowledge building takes place through the intervention and opinion of people involved in such a situation.

PARTICIPATORY APPRAISAL FROM A GENDER EQUITY PERSPECTIVE (PAGEP)

Systematic process to recognize a given situation and the reason behind its existence, where knowledge building takes place through the intervention and differentiated opinion of people involved in such a situation, who—in addition to not being considered as an homogeneous group—are recognized as women and men having different needs, perceptions and realities, depending on their gender, age and social condition. In other words, power relations within the community are exposed.

PAGEP constitutes the basis for a conservation initiative in a protected area, seeking to obtain a collective record about what is happening and why, to enable an accurate appraisal about the situation and the actions needed.

A PAGEP-requiring analysis stems from the premise that the conservation and sustainable development processes undertaken in a protected area should be assessed both, from a technical perspective as well as from the perspective of the stakeholders, considering that the latter deserve special attention, as they have been traditionally excluded.

The studies for the assessment of a protected area generally spring from an appraisal about the condition of the resources from a "scientific" point of view, such as the study of fauna and flora populations.

This vision is usually partial, until the researcher or specialist responsible for the appraisal incorporates into the analysis the opinions of the people who live in or near the protected area. This does necessarily imply the inclusion of men and women, not only as passive agents or sources of information, but also as active or appraisal-generating agents.

To a gender-based appraisal conducted in Jau National Park, in Brazil, were incorporated a series of questions to obtain a more detailed vision about the prevailing situation. One of the questions was related to the preparation of certain foods. Through one single question it was possible to learn about the estimated game and fish consumption: When was the last time you cooked...? This question was followed by a list of possible animals or aquatic products. Given the fact that women were responsible for food preparation and distribution, the data provided by the women about consumption, variety, frequency, and seasonality, was far more complex and thorough than the information provided by men. Added to this is the fact that—in some cases—hunters or fishermen were reluctant about releasing this information fearing retaliation (Oliviera, R. and Anderson E., 1999).

The wonders of PAGED lie on the importance awarded by stakeholders to collective building, the appropriation of problems, needs, and situations and their causes. Thus, it is essential to document the knowledges and experience possessed by the stakeholders, bearing in mind that they are not homogeneous groups, as differences exist within one single group.

From a gender equity perspective, PAGED springs from the fact that communities within a protected area are more than "one man, hunter, fisherman, or farmer, adult and household head", as has been traditionally considered. Consideration should be given to the different points of view, interests and needs of the various stakeholders: ranchers, merchants, industrialists, formal and informal organized groups, women, men, youngsters, elderly people, boys and girls, which implies working with all these groups in a differentiated manner.

It should be recalled that one of the major guidelines of PAGED is the analysis of gender with respect to the access, control, and decision making about existing resources in a protected area, the sexual division of work, the levels of participation, and the patterns about the use of time, which makes evident the existing power relations.

To conduct the appraisal, a selection should be made about the people who are "knowledgeable" about the situation in question (this will depend—to a large extent—on

**A
gender-
based
participatory
appraisal
must:**

the appraisal's area of interest) ensuring that people are not excluded on the basis of a technical or biased position, and without fearing of involving sectors with opposing points of view.

- Acknowledge that the setting-related concept is validated and put in objective terms when placed in a given historical and territorial context. That is, within the diachronic (mutual) relation between the ecosystem and the human activity undertaken, which results in a given situation in a given time and space (Rico, N., 1997).
- Be aware of the fact that gender building, and thus, the relations established between women and men, have a historical-cultural character, and are specified as of processes associated to particular territories, such as the systems related to production and symbolic and daily appropriation of nature and the environment (Rico, N., 1997).
- Acknowledge that quite often the regions where native populations reside overlap with areas intended for or marked as such. Thus, any proposal must give due consideration to the ancestral rights of these groups, their beliefs, and value of the environmental setting.
- It is essential for the appraisal team to have a clear idea about what is expected from working from a gender equity perspective from a strategic, collective, and individual point of view. This implies visualization about existing differences between women and men regarding the access, information, control, and distribution of the benefits derived from the resources, based on their own perceptions and assessments about prevailing differences and inequalities. It also implies making visible and recognizing who does what type of work, the levels of participation, existing social systems, the patterns about the use of time, and power relations.
- It is essential for PAGEP facilitators to obtain accurate information about the social, cultural, environmental, and productive conditions. This information should be acquired through participatory observation techniques², to learn about the working context. The ideal participants would be people with working experience in the region.

2 ____ Participatory observation is a methodology used in anthropology, whereby the researcher experiences first hand the participants' daily routine to, subsequently, submit a report on the knowledge gained from this experience.

- Thorough knowledge should exist about the methodological strategies and techniques that may possibly be used in the appraisal, in order to select the most adequate ones, instead of following "recipes" based on pre-established proposals.
- It is essential to have the time and space needed to conduct the appraisal. It is extremely hard to attempt becoming acquainted with a community's realities in a short period of time. Moreover, the availability and pace of the participating women and men should also be learned.

PAGEP execution involves the selection of the implementing team; context location; design and validation; identification of participants; data gathering; data analysis, evaluation and feedback; conclusions reached; and strategies to be followed.

This book will not go into extensive detail about each of the above-mentioned factors. However, readers may refer to Annex 3 *Who else is out there?* for a list of books, manuals, and Web pages. These reference documents also contain data gathering techniques allowing visibilization and data gathering in the most participatory way possible. Some of these are: *"About Fishermen, Fisherwomen, Oceans And Tides: A Gender Perspective In Marine-Coastal Zones"*, *"Género y figura no son hasta la sepultura"*, or else Module 2 of the *"Toward Equity"* series.



This chapter proposes six conceptual tools with examples of application-related techniques (these are shown in a different page color at the end of each tool).

1. First tool. Analysis of the local context or situation
2. Second tool. Work division by sex
3. Third tool. Use, access and control of resources, and distribution of costs and benefits
4. Fourth tool. Environmental degradation and impact by sex/gender
5. Fifth tool. Cultural or traditional notions
6. Sixth tool. Participation levels

It is important to take into consideration that the above instruments pose a series of questions, which—rather than being questions to be asked to the people interested in the conservation initiatives undertaken in a PA—they are more like a guide for the facilitators to reflect on the type of information that needs to be built and recuperated. Therefore, these instruments are not intended for parallel appraisal purposes; they offer ideas for possible incorporation into the social and ecological appraisals conducted.

The specialists responsible for the design and application of appraisals based on the following tools, should be aware of the fact that the information gathered:

- Should not be restricted to the events taking place within and around a PA, but should collect data about adjacent areas and other contexts³ surrounding the PA (ecoregion) that have a strong influence over it.

3 ____ Geographical, political, legal, economic, among others.

- Should offer cross information about the activities (social, cultural, political, and economic) and the resources available in and used throughout the various zones (buffer, multiple use zone, core zone, etc.)
- When zonation is lacking, the appraisal should provide information about the space context (places, areas, territories, ecosystems), and their relation to social, cultural and economic aspects, which may contribute to define a zonation within the PA.

FIRST TOOL

Analysis of the Situation or Local Context

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Through this tool we are able to make an initial approach to the people interested in participating in a conservation PA. Of great importance is for participants and PAGEP facilitators to unveil a series of situations of an economic, social, cultural and environmental nature, whereby they will be able to acquire a deeper and more systematic knowledge about each particular context, which, in turn, will enable them to proceed without imposing situations that the stakeholders may not be fully prepared to accept.

Regarding this tool, disaggregation by sex of quantitative and qualitative data is essential. It is highly advisable to conduct a previous search for statistical information. There are some countries where considerable progress has been achieved regarding sex disaggregation of several statistical data items. This would be of great help to obtain a preliminary idea about the composition of the population of the region in question.

*Key
questions
asked:*

At a productive level

- a. Which are the productive activities (formal and informal) undertaken by men, women, boys and girls in the PA and adjacent areas?
- b. Which are the characteristics of the main productive activities in the region? (labor, capital, income, commercialization, seasonality, and investment)
- c. Which are the main local human, financial, material, and natural resources available for conservation and sustainable development?
 - Natural resources used directly or indirectly (water, flora and fauna)

- Agricultural production for commercialization
 - Income sources obtained from fishing, hunting, agriculture, craftsmanship, community services
 - Cooperatives, associations, organized groups
- d. What are the advantages and disadvantages of productive activities for a conservation and sustainable development process? (technology, training, organization, income, employment, community participation, etc.)
 - e. How are the benefits of development distributed in the area?
 - f. Which are the problems that limit the conservation and sustainable development process?
 - g. What changes are taking place in the area's productive and economic process, and how are men and women affected by these changes?

At a socio-demographic level

- a. How many people conform the communities? (Distribution by sex and age)
- b. What is the poverty level by sex, ethnicity and age?
- c. What is the illiteracy rate by sex, ethnicity and age?
- d. What is the level of education by sex, ethnicity and age?
- e. What is the school dropout rate by sex, ethnicity and age?
- f. What are the ten top causes of morbidity and mortality disaggregated by sex, age and ethnicity?
- g. What is the fertility rate?
- h. What types of families exist within the communities? (women as household heads, large families, nuclear families, etc.)
- i. What are the migration and immigration patterns in the area?
 - Which and what type of migration types prevail (permanent, temporary, regular, irregular)?
 - Are some migrations caused by environmental degradation of the region (eutrofication of coastal lagoons, oil contamination, soil loss, deforestation)?

- How does migration affect women?, How does it affect men?, How does it affect the other members of the household (girls, boys, elderly people)?
- Regarding seasonal migration, do women participate in this migration or do they stay home?, Which are the women's specific duties and problems during seasonal migration?, What support do women receive when they remain at their place of origin?, Is the support received by men prior to the migration made extensive to women?, How does this affect decision making within the household?
- Which types of immigration take place?
- From which areas of the country or other countries does immigration originate?
- In what type of ecosystems were the immigrants used to work?
- How does this immigration affect the use of resources in the PA?
- j. Are there any warlike conflicts in the PA?, What impact does this have on the PA?
- k. Presence of drug traffic or related activities. What impact does this have on the PA?

At a health level

- a. Which are the basic community services provided and the condition thereof (water, electricity, sewage and garbage disposal)?
- b. How does water pollution affect the health of women and men (presence of skin, gastrointestinal, gynecological diseases)?
- c. Which health services are available in the area?
- d. Which is the nutritional condition of the population?
- e. Have any educational or information programs on population or reproductive health issues been implemented in the community or areas adjacent to the PA?
- Which were the results and experience gained?
- Are courses or chats on sexual and reproductive health issues imparted to men and women alike?

*Do not
forget...*

It is common in PA establishment and management to view the "population" as an obstacle for conservation, and to consider it only as a demographical variable. The population is not a homogeneous block of people with certain birth rates. Quite on the contrary, it is conformed by women and men with extremely different economic, social, political and cultural interests and conditions, which factors influence and determine their productive and reproductive decisions. PA conservation initiatives should fully respect the women's sexual and reproductive rights.

In general terms, reproductive health can be defined as a perspective that:

- Recognizes everyone's right to regulate fertility in a safe and effective manner;
- To bear and raise healthy children;
- To understand and enjoy their own sexuality; and
- To remain free of illnesses, disabilities or death associated with sexuality and reproduction.

Three basic principles guide the definition of reproductive health:

1. The right to choose, that refers to the couples' right to make a free, responsible and informed decision about the number and interval and planning of births;
2. The links with sexuality, which recognize the importance of a satisfactory and safe sexual life;
3. Significance of the cultural and socio-economic context, which is conceived as inseparable from reproductive health, and which alludes, among many other aspects, to the social and household roles of men and women, as well as their access to information, education, material and financial resources, and health services (Salles and Tuirán, 2001).

- f. Is traditional medicine practiced?, Of what type?
- g. Which are the health problems caused by environmental effects?

- h. How do population growth and density affect the use, access, control and distribution of resources?
- i. What is the socioeconomic impact of HIV/AIDS? How will it affect the work in the protected area?

UNAIDS has estimated that by June 2000, 2.2 Kenyans were living with the killer virus. The rising morbidity and mortality are likely to have an impact on project performance. One of the most serious threats to any project is absenteeism of community members or project staff because of illness, funeral attendance among other related issues.

At a cultural level⁴

- a. Are there any local myths, cultural habitats or legends associated with natural resources?
- b. Is there any cultural monument or heritage in the area?, Who is responsible for it?
- c. Which are the main recreational spaces (disaggregated by sex)?
- d. How does the community perceive the changes in cultural patterns caused by the installation of industries, draw-back activities, tourism and other?

At a natural resource level

Ecological

- a. Existing ecosystems
- b. Which is the situation and condition of the natural resource base (inventory of species and diversity)?
- c. Conservation status of the natural resources
- d. Presence of threatened species, regulations for their protection
- e. Which are the region's ecological and climatic conditions (soil, physiography, hydrological conditions, rainfall, life zones, forest coverage, flora, fauna, etc.)?

⁴ ____ Tool No. 5 of the appraisal address cultural aspects in greater detail.

- f. Which is the degree of vulnerability and risk of natural disasters prevailing in the PA (hurricanes, El Niño, La Niña, tornados, red tides, fires and earthquakes)?
- g. Which is the zone's condition with respect to the introduction of exotic species?

Uses

- a. Which natural resources' permits and concessions are granted in the zone, to whom, and of what type (water, land, flora, fauna)?
- b. Which is the land tenure system inside and outside of the PA?
 - Collective, individual, communal, ancestral, customary?
 - Do people have ownership rights (men-women)?

In a survey being conducted by Clark University at the municipality of Santiago, Dominican Republic, the researchers have been working on experimental household exercises. These household exercises include:

- A demographic profile of the household
- Parcel mapping, including land use and coverage, distribution of plant and animal species
- Background of the parcel and land use and coverage
- Background of the person on the site and the work-employment of household members
- Background about the use of plants and animals on the site
- Cultural appraisal and meaning of plant and animal species and the changes experienced over time
- A list of species of plants and animals that people recognize that exists on the parcel and surrounding areas, and the uses (if applicable) of each species, be it in the form of household or commercial products, or in the form of cultural services or values
- A discussion about the species of plants and animals they notice have disappeared or which populations are scarce and needed
- A discussion about the species they have brought or wish to bring for household or commercial purposes, and/or to improve ecological services or the quality of life
(*Pers. Comm. Dr. Dianne Rocheleau, Clark University*).

- c. What are the stakeholders' environmental perceptions about the condition of the resources, contamination and degradation of the PA ecosystems?
- d. What are the current and projected uses of the PA and their socio-environmental effects and interactions (tourist developments, harbors, shrimp farms, fish farming, ecological legislation and decrees on zones regulated by an environmental protection system, etc.)?
- e. Which natural resources are essential to ensure cultural subsistence and survival?
- f. What is the impact caused by the visits of tourists and other people to the PA?
- g. Are there any sustainable tourism programs?

At a political-institutional level⁵

- a. What is the political background of the area?
- b. What is the level of autonomy of the stakeholders with regard to the government at a national level?
- c. What is the experience of stakeholders regarding participation?
- d. Are there any political conflicts or events associated with the colonial period or more contemporary regimes?
- e. Do stakeholders feel entirely free to express their opinions, or do they experience a certain degree of fear?
- f. Which is the national government's attitude and perception regarding community participation?, Is it encouraged, restricted, rarely promoted, prohibited?
- g. What are the stakeholders' main forms of organization?
- h. Which is the participation of men and women in the organizational structures of the stakeholders?, Who are responsible for decision-making?
- i. Which is the relationship and level of negotiation of the organizations with other local and national entities?

5 ____ The stakeholders' perception and information should be gathered at this level.

*Do not
forget...*

Very often, institutional standards such as kinship, marriage, religion, ethnicity or class, determine who makes the decisions about how natural resources will be used in a community. These standards are based on gender relations. For instance, women have a very limited political presence in community groups. Public meetings are frequently perceived as male spaces, and local organizations and institutions are—sometimes—based on male hierarchies. To mobilize public support towards environmental improvements, the institutional barriers against women must, necessarily, be recognized (Rojas, M., 1999).

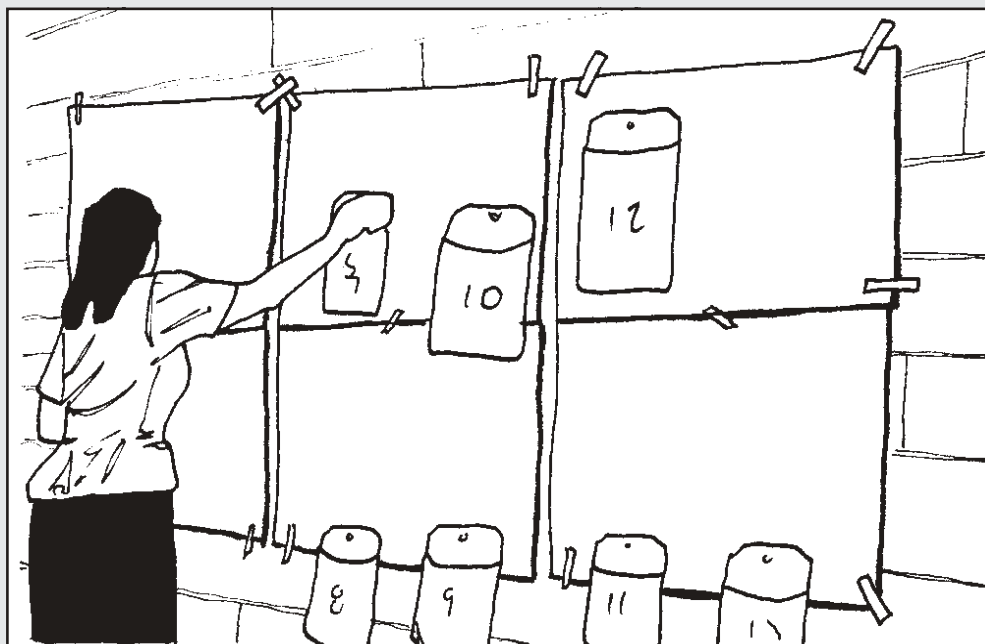
- j. Are there any legal dispositions about the use and exploitation of natural resources? (For example, imposition of close seasons, endemic flora and fauna, endangered species, permit clearance, phytosanitary conditions).
- k. Are there policy-related conflicts among stakeholders?
 - Are the conflicts clear enough?
 - Have workshops been held and agreements made toward conflict resolution?
 - Do the agreements promote gender equity?
- l. Is there any hierarchical relationship or inter-dependence links among the various groups of stakeholders?

*Special
consideration...*

Many times, the local population is not adequately consulted regarding environmental management decisions. For example, when the Tortuguero National Park of Costa Rica was created, some communities were left inside the conservation area. As part of the management activities, a process for territorial regulation was undertaken with practically no community participation. This caused serious conflicts, as the people were very upset because the new environmental regulations restricted many of the activities carried out by them.

- m. Are there any political fractions or groups linked to the various groups of stakeholders?

Following is an example that describes a technique that serves to illustrate how this first tool may be addressed.

**Objective:**

To undertake an appraisal whereby it is possible to identify priority needs by gender, through the use of a priority-based method that includes, in a democratic form, the opinions of participating men and women.

Materials:

Color cardboard squares.
Markers, tape, envelopes or small paper bags.
Chips (beans, bottle-top caps, pebbles, etc.)

Procedure:

The bags' graphic consists, in its simplest form, on a set of drawings. These drawings represent problem or needy areas: lack of water, lack of credit services for the fishing sector, roads, labor instability for women in the tourist sector, decreased schools of mollusks. Each of the drawings is placed on a horizontal line, and a bag or bowl is placed below each drawing.

1. The group is divided into subgroups by sex, asking them to draw on a piece of cardboard the most important problems and needs of the community.
2. Each group presents its problematic to the plenary. Upon completing the presentation of all the problems, a synthesis is made. Subsequently, the drawings are placed, and the corresponding bags or bowls are placed below them.

3. The men and women are asked to vote. To differentiate their replies, the groups are assigned different materials (for instance, pebbles for the men, and beans for the women). The drawings should be placed somewhere where secret voting is guaranteed (avoiding that participants may be mutually influenced by the answers of their peers).
4. Once confidentiality has been ascertained, participants are invited to cast their vote, one at a time. Meanwhile, the others wait for their turn. Voting should take place as quickly as possible to maintain the interest of the other participants. Since many people will remain passive while the others cast their votes, the facilitator should be prepared with ideas to keep non-voting participants busy.
5. Upon completing the voting process, the facilitator asks a group of volunteers to carefully collect the votes from each bag in full sight of the audience and to "count" them. For example, adhering them to the bag in such a way that it may be easy to count them. This may be done by using a strip of paper where the votes from a bag may be taped.
6. Upon completing vote counting, we reflect about the outcome. For example, Why so many (or so few) people approved an option? Is this considered a representative sample for most of the community's population? What other problems are of a priority nature, and why?

SECOND TOOL

Work Division by Sex

Each society assigns different roles, responsibilities and duties to women and men, in accordance with what has been pre-determined as appropriate for each gender. This is commonly called work division by sex. Men and women have not always performed the same activities. Throughout history, both genders have performed different roles, jobs and work schedules.

If we only pay attention to what men do, we will be repeating the same mistake that for many centuries has hidden and made invisible the work performed by women. It is now imperative to "view it through other eyes", and make a pause to take a look at what women and men do, considering at the same time, the implications these jobs have for both genders and the periods of time when they are carried out.

On account of being a social construction, work division by sex is susceptible to change, it varies considerably from one society to another, it has been modified over time, it is flexible and adapts to the constant transformations taking place within and outside of the household.

Women living near protected areas are frequently defined as "housewives" by their peers, their families, by the protected area staff, and by other players. Men are given more descriptive titles, such as "fisherman", "farmer", or "cheese producer", which titles provide a clearer description about their relation to the natural resources (Rojas, M.H., 1999).

In most societies, both men and women carry out productive work, such as the production of goods and services, although in some situations, the productive work is divided into masculine and feminine chores. Both sexes participate in community work; however, men generally undertake tasks of higher status within the communities, such as chairing the boards of volunteer groups, whereas women tend to provide support and perform organizational tasks.

In a parallel manner, there is quite an arbitrary trend of placing higher value to some jobs than to others. Intellectual work is considered more important than physical work, and the work requiring the use of physical force is considered more demanding than the skill-demanding work.

Therefore, it is necessary to redefine the meaning of work and how it is reflected in the ways of thinking as well as in the economic processes. Work can be divided into three different types: productive, reproductive and communal.

Productive work

It includes the production of goods and services for household consumption or sale (agriculture, fishing, tourism, remunerated employment or self employment). When people are asked to describe what they do, their answers usually refer to productive work, particularly income-generating work. When considering that the women's productive work is less visible and less valued than men's, the analysis about work by gender should identify the time spent on the various tasks, their regularity, seasonality and location.

Reproductive work

It includes care and maintenance of the household unit and its members, as well as giving birth to and caring for the children and elders, food preparation, water and firewood gathering, purchase of food supplies, household chores and family health. The reproductive work is vital to the survival of human beings and the reproduction of household labor. Yet, it is not considered as work by society, as it has no trading value.

This task is not subject to any remuneration whatsoever: from the state, or a company, or the husband, or the community; it represents a transference of women's value from the reproductive and household scope, to the productive scope (Campillo, F. and Pérez, L., 1998).

Social or community work

It includes the collective organization of social service and management events: ceremonies, celebrations, actions for community wellbeing, community groups, involvement in local politics, pro-health movements, etc. This type of work is not included in the economic analysis (economic statistics), even when it involves considerable voluntary work. Both men and women are committed to this type of work, although in these cases there is also a prevalence of work division by sex.

The analysis of the social division of work from a gender perspective is required to recognize and attach value to all the work carried out within a community (productive, reproductive and communal), to plan the impact of conservation and sustainable development initiatives in a PA over the complex socio-economic system operating in a community, to directly contribute to raise the awareness and potential of women by exposing the extent and importance of their actions, and ultimately, reduce the women's workload, and ensure their participation. Algunas preguntas claves que nos hacemos:

**Key
questions
asked ⁶**

- a. Who does what?
 - Who participates in product catching, hunting, gathering or fishing activities, and how?
 - Who participates in product processing, and how?
 - Who participates in product commercialization, and how?
- b. How is it done?
 - How are women, men, girls and boys involved in all stages of the productive process?

The men and women from the Jau National Park in Brazil, have different interests in the park's natural resources with respect to consumption, medicines, commercial production, or household subsistence. Ethno-botanical surveys conducted in the park in 1995 clearly showed differentiated interests by gender regarding the use of medicinal plants. Midwives were knowledgeable about certain plants, whereas the knowledge possessed by traditional medicine men was different. Had the surveys taken into consideration only one gender, the results would have provided partial data about the uses of medicinal plants (Oliviera, R. and Anderson E., 1999).

- c. How much time is devoted to the activity?
- d. Does it change according to the seasons of the year?
- e. How far is your workplace?
- f. Is it an income-generating activity?, Are women in control of the activity and potential income?
- g. Are men or women culturally excluded from certain types of work?, Which?, Why?

⁶ ____ A few questions have been included for illustration purposes; however, this are not, by no means, exhaustive.

*To think
about...*

- h. In the case of changes in the type of activities women do:
 - What is the impact in their family structure?
 - How does it affect the distribution of responsibilities?
 - Do men avoids completely some of their responsibilities and pass them over to women?
- i. In the case of activities conducted in manufacturing plants or industries:
 - What are the working opportunities for men and women within the tourist industry?
 - What are the working conditions like?
 - What is the type of work carried out by women in activities related to the industrial processing of resources?
 - Which is the hiring policy?
 - What are their working conditions?

The women from the coast of New Brunswick, Canada, have experienced serious problems regarding the salary they earn and the safety conditions prevailing throughout the fish processing industry. For example, for the same type of work, men earn an average of 2 Canadian dollars more per hour than women. When the women tried to demand equal salaries, they—additionally—had to face the fact that, because they were temporary workers, their employers did not need to fire them; all they had to do was not hire them the next season. Confronted with the possibility of finding themselves out of work, the women were forced to suppress their salary claims (Extracted from Yemayá No. 2. November, 1999).

- Report on sexual harassment cases
- Which are the work risks faced by men and women, according to their duties and work places?
- Is there a labor union of some sort? Please explain
- j. What community activities are undertaken (burial ceremonies, initiation, wedddings, dances, religious, attending communal meetings)?
 - Who is incharged of them?
 - Time used in those activities

Technique:

Calendar of Annual Activities According to Gender

[illegible]

SYMBOLS:

M	=	Adult man	W	=	Adult woman	Ongoing activity
B	=	Boy	G	=	Girl	Sporadic activity
						Intensive activity

00000000 =
sssssssss =
xxxxxxxxxx =

Source: Adapted by Kristin Renooij-Stroes, Gender Eexpert - Dipal Project, Bluefields, Nicaragua from: Balarezo, S., *Guía Metodológica para incorporar la dimensión de género en el ciclo de proyectos forestales participativos*. FAO, 1993.

Objective: Generation of information about work division and the responsibilities within the household, with respect to the productive systems and resource management.

Materials: Markers, blank newspaper sheets
Chart like the one shown on the example for the group to fill in the information

Procedure:

1. Participants are asked to describe the activities carried out by all members: men, women and children. To facilitate the elaboration of the schedule, the analysis is divided into: productive, reproductive, and community activities. Productive activities include: fishing, commercialization, processing, aquaculture, recollection, agriculture, cattle, forestry, craftsmanship, and other activities where the family participates.

It is important that the productive activities are sub-divided according to the different type of tasks associated to them (i.e. fishing, needs to include from catching to commercialization).

2. Participants are asked to indicate the dates and seasons of their most frequent activities, including whether they are:

Permanent:

That is, carried out throughout the year on a continuous basis

Occasional:

Carried out during certain periods of the year

Intensive:

Activities that require either the participation of all or most of the members of a family unit, or remunerated work from time to time.

Another Schedule method:

In Dipal project in Nicaragua, the community defined the different activities. Latter on, the participants used candies of different colors (depending on the sex) in order to have a visual analysis of who was doing what, and how they participated.

Technique:

24-hour reminder

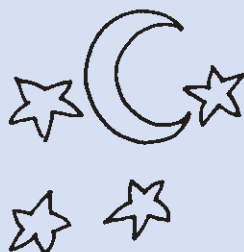
DAILY WORK

WOMEN

MEN

BOYS

GIRLS



Source: Lorena Aguilar

Objective: To visualize the work conducted by men, women, boys and girls, and think about the work division and its consequences with respect to the projects and their daily life.

Materials: Markers and sheets of paper
A chart where time may be divided (refer to the example). It is important to note that communities structure time in a different manner. Therefore, they must determine which elements are used to make the time division (for instance, dawn, lunch, night, etc.)

Procedure:

1. To show the poster where a column has been drawn for women, men, boys and girls.
2. The group (which should preferably be mixed and include boys and girls) is asked to state the work done during an ordinary day (write down daily activities).
3. Subsequently, an analysis is made about each one's tasks, and time is taken to give consideration to what the work means, the number of hours that men and women work, the spare time for recreation and resting purposes, time devoted to the projects, etc.

Note: Note should be taken about the difficulty in making a precise account about the times used by the rural population—especially women—who often times perform several tasks at the same time, which makes it difficult to separate them in time. Careful consideration should be given to this fact.

THIRD TOOL

Use, Access, and Control of Resources, and Equitable Distribution of Costs and Benefits

*The
resources may
include:*

Productive, reproductive and community work entail the use of resources. Both, the work and the use of resources, usually generate benefits for the individuals, the households and the communities. The gender approach considers the accessibility of the social players to the resources needed for their work, the control they exert over the resources to be able to use them as they wish and the access to the benefits coming from the family, and personal work.

Economic or productive resources, such as the forests, rivers, estuaries, lagoons, mangroves, land, equipment, animals, tools, work, credit, employment and income-generating capacity.

Political resources, such as representative organizations, cooperatives, labor unions, concessionaries, leadership capacity, education, information, public work experience, etc.

Time, is a resource valued differently by women and men. It is particularly critical and scarce among women.

Benefits include meeting basic needs, such as food, clothing and shelter, cash money and income, possibility regarding land ownership, education and training, political power, prestige, status and opportunities to undertake new projects or activities.

The women's subordinate position may restrict their access to and control of resources, as well as an equitable distribution of costs and benefits. In some circumstances, there may be access (the opportunity to make use of something) to the resources, but control may be lacking (the ability to define their use and destination).

There are many fishing communities where prevailing myths and taboos restrict the participation of women in fishing activities. However, despite the fact that they are not allowed to go fishing, they are "allowed" to own out board engines, boats, or fishing gear.

From a conservation and sustainable development perspective, it is important to stress the fact that the use, access and control of natural resources and the equitable distribution of costs and benefits, as is the case of other areas or goods, are affected by the gender system prevailing within a given community. The men

and women of a community interact and use resources in different ways, and express their environmental reality in a differentiated manner.

To think about...

One of the effects of the green revolution from the 60's, was the strengthening of large single-crop parcels for sale. These single crops have been primarily controlled and managed by men, and many of the development projects have been focused on such type of crops to enable centralization of technical services availability.

On the other hand, recent studies have shown (Africa, Bhutan, Nepal, the Amazon, Mexico and Central America) that, while productive systems tend to the unification of agricultural varieties, women have basically engaged in subsistence crops, remaining as guardians of a valuable and varied germ-plasma.

For example, the women from the Andean zones plant several types of potato seeds, as mandated by their ancestral knowledge, for the purpose of combining convenient attributes, such as freezing resistance, nutritional value, flavor, cooking time, whereas their husbands, for the most part, adopt the criteria of male agricultural advisors who recommend planting one single type of seed.

Through seed selection and plant exchange among the diverse social interweaving (sisters, aunts, daughters in law, friends), women have played an important and precious role in diversity and the sustainable development of rural communities in underdeveloped countries. As stated by Gurung, J. (n.d.), for developing countries, lacking economic resources for ex-situ seed conservation, the future of agricultural production diversity will depend on the traditional seed harvesting and storage.

The perception about and the use of the resources is, in turn, closely interrelated with age, social class and culture. Thus, it is necessary to have a reference framework whereby it may be possible to visualize these interrelations within a society and a given context.

Although biodiversity belongs to everyone, its access and control, as well as the resulting benefits, the responsibility for its conservation, and the impacts caused by its destruction, are not equitably distributed. (Pers. comm., Paulina Arroyo, Quito, 2001).

No conservation and sustainable development initiative in a PA can disregard gender differences if it really aims at making a true impact on local living conditions. Learning about and undertaking analysis and activities with only one sector of the population, will not help to fully and integrally solve the environmental degradation problem.

**Key
questions
asked**

The following needs to be clarified:

- a. How do the various social players relate within their ecological environment?
- b. Identification of primary resources and determination about their use patterns and associated impacts
- c. Who benefit or do not benefit from these resources, and how?
- d. Are there any conflicts regarding the use of resources?
- e. Which resources are available to men?, Which resources are available to women?
 - Bodies of water, estuaries, lagoons, rivers, mangroves, land, water, housing, small species, seeds, trees, forest
 - Capital, credit, savings. (In the event credit facilities are available for the activities undertaken by men and women, do women have access to credit services)
 - Labor (boys, girls, relatives, employees, other)
 - Production tools
 - Infrastructure
 - Permits and concessions
 - Raw materials for work
 - Transportation
 - Time

- f. Which are the different types of land tenure?
 - To which land do women have access to or control of?
 - Who holds title deed to the land? (men only, women only, both)
 - Are there any cultural restrictions for women to own land?
- g. Who (men and women), when and where do they use resources in an illegal manner?
 - Extraction of lumber or firewood
 - Extraction of flora and fauna
 - Extraction of rocky material
 - Depredation of cultural-archeological resources
 - Hunting
 - Fishing
- h. Which is the destination of the illegal use of the resources?
 - Sale
 - Local consumption
- i. Is there national legislation regulating product capture, hunting or harvesting?, To whom are hunting or harvesting permits granted?
- j. What is the extent of the local population's dependence on the natural resources for food, house construction, income, and basic resources in critical times?
- k. Is the use of the resources subject to any type of payment?
- l. Who exerts control over the resources (men, women)?
 - Who owns the production-related tools?
 - Who owns the processing-related equipment or tools?
 - Who owns the storage equipment?
 - Who owns the commercialization-related equipment (transportation)?
- m. Who decides whether or not a resource may be used?
- n. Who benefits from the resources (usufruct)?
 - How is the money distributed within the household?
 - How does the man invest the money and on what?
 - How does the woman invest the money and on what?

- o. Which are the services or facilities that men and women have access to?
 - Extension services
 - Training
 - Commercialization and marketing (information about prices, contacts for commercialization purposes)
 - Water and sanitation
 - Education
 - Organization
 - Health care services
- p. Are there any regulations, customs or territorial rights that pose restrictions on either gender about the use, access or control of the resources?

Who owns the things?



Source:

Género y Figura, Aguilar, L. et. al., 1997

Objective:

To determine who has the access, control and benefit of goods and resources.

Materials:

Utensils, things and tools frequently used by men or women. For example: machete, pots, plot of land, forest, house, water, and money.

Procedure:

1. The objects are distributed among the participants
2. The facilitator asks questions that could help the discussion about the possibilities of access and control enjoyed by men and women, such as:
 - Whose is this?
 - Who uses it?
 - Who decides how to use it or spend it?
 - Can you give it away or sell it?
 - Who holds the title of ownership, in whose name is it?
3. Participants are asked to comment on their own situation, and whether it would be possible to make changes having a positive impact on the lives of the same persons.

Technique:

How Do I Use What I Have?

Common Name	Scientific Name (To be assigned later by the researcher)	When does -gathering -hunting -fishing take place?	State of the resource -scarce -abundant	Who -hunts -gathers -fishes?	What parts are used? For what reason? (by sex)	Who processes it? (by sex)	Destination of the product: -consumption -market	Who receives the economic benefits? (by sex)

This form can be used to gather information on all the resources that can be obtained from the environment. Examples include hunting, fishing, forest use, construction materials, crafts materials, flora, medicinal plants, etc.

Source:

Género y Figura. Aguilar, L. et. al., 1997

Objective:

To learn about and delimit the access, use and control of natural resources, by sex

Materials:

Large tables (matrixes) to be complemented with mixed groups
Preferably using drawings

Procedure:

1. This is a technique that may be used in an individual manner, with key informants, or during work meetings. Regardless of the case, data should be gathered taking into consideration women and men, in a differentiated manner.
2. The matrix should be applied to those natural resources regarding which we wish to obtain information. For example, the animals hunted, the materials used for house building, etc.

Differentiated Use of the Forest...


Source:

Lorena Aguilar

Objective:

Identify who men and women use the forest and its products.

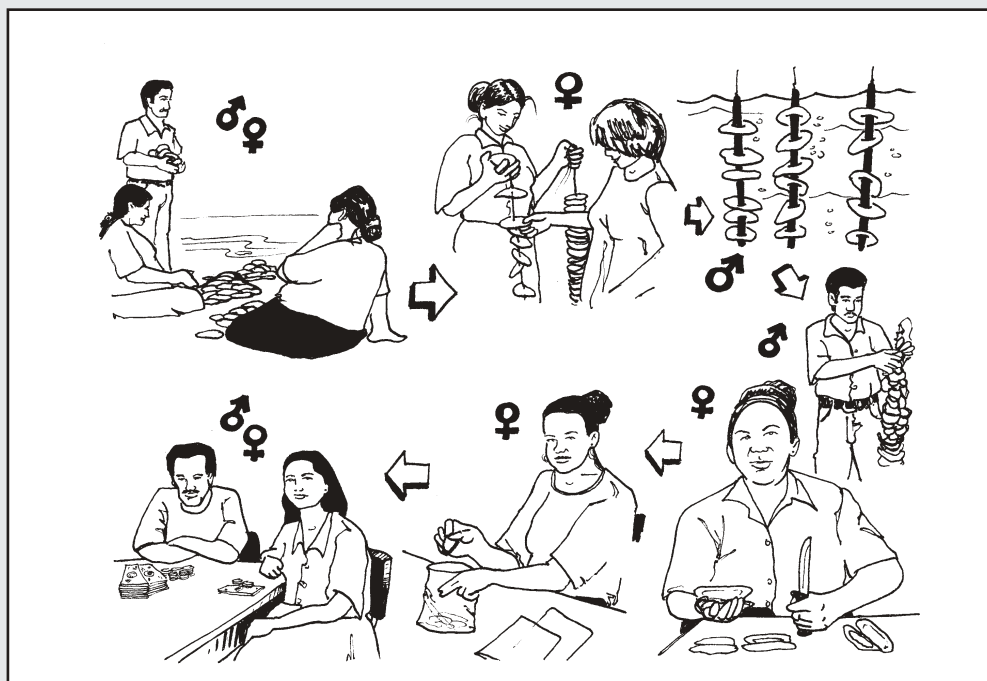
Materials:

Strings of two different colors (one for men and one for women)

Procedure:

1. With the men and women select and area in the forest (about 2-3 hectares).
2. Form two groups; one with the men and the second one with the women. Give to each group different color of strings. The groups should enter the forest (independently) and tie the string to those products (palms, roots, trees, shrubs, leaves, lianas) to those products they use. It is important that a wider range of uses are identify (medical purposes, food, craftwork, house building, timber, firewood).
3. Later on, both groups will form one big group in order to enter again the delimited area in the forest in order to identify the uses by sex. The facilitator must right down: who uses what; for what purposes; who and how it is process.

"The path of the resources..."



Objective:

To consider the different situations confronted by women and men with respect to the use and control of natural resources.

Duration:

45 minutes

Materials:

Flipchart paper or a wooden or acrylic blackboard

Markers or chalk

Adhesive tape

Cards representing the silhouettes of men, women, boys and girls

Cards representing the cycle of a natural resource and the various uses to which human beings put them to

Procedure:

1. If there is no blackboard available, improvise one by taping several sheets of flipchart paper on the wall.
2. Explain to the participants that together they will build "the path" of a natural resource. Efforts should be made to pick a resource as concrete as possible and of great importance to the group and the area where the project is operating: the water, the forest, an animal, a plant, the air, the sea, a river, etc.
3. The group should proceed to build "the path" followed by the natural resource selected, in its natural cycle and through the various uses human beings put it to. To this effect, the facilitator should use cards with drawings representing the various moments. If someone in the group suggests a situation that is not represented on the cards previously prepared, simply draw the situation on paper, and move on with "the path" selected.

4. Upon building "the path of the natural resource selected", ask participants to go back to "the path's" starting point, and identify the people involved in each of the various moments of the path. In accordance with the contributions made by the participants, tape next to or on top of the moments of "the path" the silhouettes of women, men, boys and girls, as the case may be. To encourage participation, the facilitator could ask questions such as: Who participate in this moment?, Who are affected by this situation?, Who make the decisions?

5. Upon identifying the participation of men, women, boys and girls at various moments of "the path" of the natural resource, group reflection should be promoted through questions such as the following:

- Do men, women, boys and girls have any participation in the use and control of this natural resource?, Do they participate on an equal basis?
- Does this situation affect women, men, girls and boys?, Are they affected on an equal basis?
- Who make the decisions about this situation?, Why is this so?, Is this an equitable practice?
- If "the path" built shows the relation of women, men, boys and girls with this natural resource, why is it that the activities in this protected area are carried out by men mostly?
- If men and women have a different relation with this natural resource, why don't we consider such differences in the conservation strategies implemented?

6. To conclude, point out the importance of undertaking an accurate appraisal of men's and women's situations, in order to ensure the design of appropriate and efficient environmental protection and conservation strategies. It would be ideal to take up the results of this exercise to conduct a planning process based on a gender equity approach.

FOURTH TOOL

Environmental Degradation and Impact by Sex/Gender

It is impossible to ignore the environmental degradation and its differentiated impact on women and men. As the degradation of the environment and social structure moves forward, as a result of population growth, degradation of natural resources, and soil infertility, men and women are forced to migrate to new places, regardless of whether or not these are protected areas. In addition to creating legal and environmental conflicts, this also increases ecological deterioration.

There are countless cases of men who migrate as a result of the depletion of the productive areas, leaving their families behind. Under these circumstances, the women have to face the lack of firewood, the scarcity of products, water, soil erosion, and other environmental problems. This is not only due to their female condition, but is also related to the fact that, generally speaking, she is the only adult left in charge of all household-related responsibilities.

The feminization of poverty implies that the worldwide crisis faced by the environment and development, has caused women to become further impoverished. Among the poor of the world, women are the poorest, as a consequence of the burden placed by their reproductive and productive roles, and their subordinate condition. For example, it should be taken into account that the impact on the environment does also affect reproductive aspects. Such is the case of brackish water, hard water, or firewood scarcity, among others.

The reduction in soil fertility and the decrease in food, water, fodder and firewood, entail an increased workload for women, extending the time and energy required to gather these resources from places that are further and further away.

*Do not
forget...*

Environmental changes cause negative impacts not only on the productive systems, but also on the population's quality of life. The most dramatic and visible effects are those that affect the physical and mental health of the people, as well as the productivity of the subsistence systems. In addition, the efforts made every day by the population, particularly women, to mitigate such impacts, entail costs translated, primarily, into money, time and opportunities for greater wellbeing. However, costs cannot only be associated with the impacts, but also with the lack of prevention of said effects and policies for resource conservation. The consequences of these environmental deterioration should be analyzed from the differentiated effect on women and men, from their asymmetrical insertion into the social structure and consequent vulnerability (Rico, N. 1997).

In addition to investing more hours in obtaining resources such as water and firewood, women face the problem of reduced family food intake. Women generally sacrifice their food rations and those of their daughters, in favor of the male members (their sons and partner/spouse). This is added to the women's struggle to keep their household's quality of life, with less and less resources, continued pregnancies and reproductive problems, which explains the increased health deterioration of poor women.

The incidence of natural disasters is becoming increasingly evident, as a result of global climatic change. This characteristic makes it necessary for communities to be prepared to deal with this type of situations. The disasters over the past few years revealed that the impact of these phenomena has a differentiated effect on men and women. Women play a critical role in kinship and reciprocity networks, (social structure), which in rural communities permit to mitigate the burden of poverty, risk and crisis. These networks are capable of mobilizing and redistributing resources, labor and information, thereby increasing the families' survival capacity. The role played by women in these networks needs to be better documented, understood and appreciated, in order to contribute to an equitable and sustainable management of PA resources.

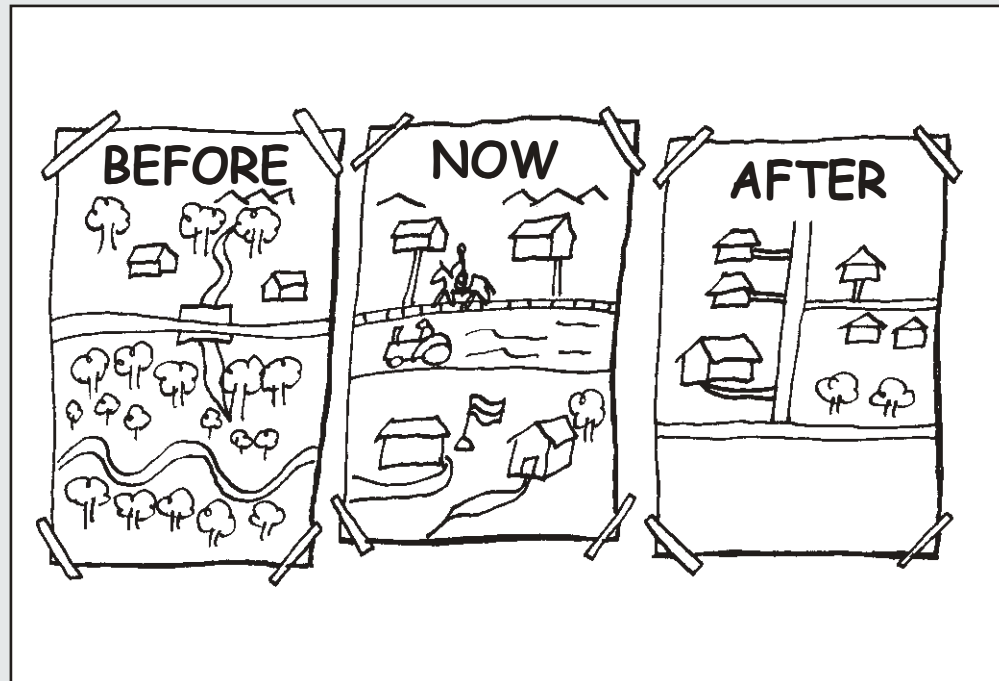
Cultural practices, such as the fact that women are not allowed to go to public places alone, without being accompanied by a male member of their own family, may increase their vulnerability to natural disasters. For instance, in the case of the recurrent floods in Bangladesh, many women drown because they refuse to get out of the house alone.

An element which should not be omitted when analyzing the environmental degradation problems, is who is responsible for implementing the sustainability practices designed for environmental recovery. As clearly stated by Escalante (1994), the close link between women and nature may lead to positions arguing that women enjoy an alleged privileged position with respect to nature or the environment. This line of argument entails the risk of ending

up supporting the traditional work division and the corresponding gender risks, and assigning women an additional work shift. It is important to take into consideration which population derives benefits and which population pays for the costs of environmental degradation, as a result of existing practices. In this way, it is possible to identify the imbalances and, thus, agree on more equitable forms of cost and benefit sharing, between men and women, and among diverse social groups.

**Key
questions
asked**

- a. Which are the major environmental problems operation-wise?
- b. Does the population that resides in the PA or near it perceive any problem regarding the resources?, Which resources have become scarce now, have habitats or species disappeared?
- c. From the population's point of view, which are the causes of these problems? (natural disasters, poverty, migration, population increase).
- d. How does environmental degradation affect women and men?
- e. Which activities are required to improve environmental conditions?, Do people feel they can do something to prevent this situation or is it a government responsibility?
- f. Who will take over responsibility for environment-oriented activities?, Does this reflect an equitable distribution of costs and benefits derived from resource management?
- g. What has been the impact of environmental legislation and regulations on the living conditions of local populations?
- h. What is the differentiated impact of natural disasters by sex?, How do men and women cope with the disaster (during, after and the recovery stage)?



Source:

IUCN's Social Area Group

Objective:

To assess the community's situation regarding the use and conservation of natural resources (sensitive to the identification of gender differences)

Identification about the community's expectations towards a conservation and sustainable development project.

Materials:

Large blank newspaper sheets
Color markers, pencils and crayons
Tape

Procedure:

1. The community is divided into groups. It may be groups of women, men, youngsters, boys and girls. Three sheets of newspaper and markers, pencils and crayons are handed to each group.
2. The groups are asked to draw the community, first in the past (taking into account the background information participants have about their community). On the other sheet of paper, they **draw the community** at the present time, and on the third, they will draw how they would like to live in the future.
3. Depending on the interest of the appraisal, certain key elements may be prioritized and identified. In our case, we have worked with the following questions:

- What was the community like before?
 - What were the natural resources like, the forest, the mountains, and the rivers?
 - Where did the water come from?
 - How did they carry out their work?
 - Which were their greatest problems?
4. The same questions are asked for the present time.
 5. The same questions are asked for the future.
 6. Subsequently, each group tapes their drawings and presents them to the plenary. At the end of the presentations, the community may analyze the contributions, differences in appreciation and prioritization, according to the group working on it. The future presents elements of a cultural character that is important to discuss thoroughly.

FIFTH TOOL

Cultural or Traditional Notions

Cultural factors are vital to appraisals, as it is around them that stakeholders have been creating, shaping, and defining their social, cultural, religious, and ecological environment.

Unfortunately, most of the PA initiatives undertaken in the world have disregarded the enormous importance of cultural traditions and customs associated with natural resources. This has led to serious conflicts among the human groups who have inhabited the areas and the “external” managers of the PA. In recent years, agreements have been reached at a national as well as international level to acknowledge the right of ancestral groups to the appreciation of their traditions and customs.

On the other hand, there are a series of myths, traditions and taboos associated with the various ecosystems (forests, deserts, seas), which—to a certain extent—regulate the utilization, knowledge and connection of part of the users with the resources. For example, in the case of marine-coastal areas, it has been possible to identify a large number of myths and taboos associated, mainly, with the participation of women in fishing or picking activities. Among these myths or taboos we can point out the following:

“Women should never get on a fishing boat because they bring bad luck”.

“Taking along a man whose woman is pregnant will bring less fish to the boat”.

“A menstruating woman should not touch the fishing gear because they would become contaminated”.

Awareness about the different notions and the gender “burden” these notions place on the natural resources is extremely valuable for a PAGEP.

**Key
questions
asked**

- a. Are there traditional or customary regulations and legislation regarding the use and conservation of natural resources?
- b. Are there common law rights over natural resources and informal agreements regulating the access to community or "open" resources?
- c. What are the main traditions and celebrations kept by community members?
- d. Are there myths or local legends associated with any of the activities carried out in the PA?
- e. How dependent are community populations on the resources in terms of social customs, cultural practices, or ceremonial or religious practices?

In Kakamega District in Kenya there are taboos that prevent married women from planting tress (such as eucalyptus) for the construction of houses. It is said that if a married women has to plant a tree that will be used for timber, the roots will grow towards the house and overturn it. Married women are nevertheless sanctioned by community to grow trees for fuel wood and fodder. Sesbania sesban also know as omosabisabi or "mama" (mother) trees are not regarded as trees by local communities. This tress provide woodfuel (Mwangi, W. and Houghton, I., 1993).

A study called "Between the sea and the corn field" was conducted at the Chuburmá Village, in Puerto Progreso, Peninsula of Yucatán, Mexico. Through this research it was possible to gather the women and put together ancestral and current cooking recipes, as a result of which it was possible to determine consumption patterns and the dynamics of some natural resources (members of the SSS Kook Paakal, et.al., 1998).

- f. Is any special cultural or spiritual significance attached to a particular site or species?
 - Are these protected or is there a certain level of restriction within the traditional or native system (holy forests, caves, cemeteries).
 - Are there any groups or individuals who view themselves as owners or custodians of certain habitats or resources?
- g. Which is the traditional knowledge about the climate, dynamics of the natural resources, etc.?, Is it differentiated by gender?
- h. Are there any gender-based cultural restrictions affecting the access or control to any resource?
- i. Which are the cultural regulations, traditions or restrictions that affect gender relations associated with productive and environmental aspects?
- j. How do these restrictions affect the possibilities to improve resource management in a PA in order to increase its sustainability and equity?

**Source:**

Gustavo Briceño and Ilse Valenciano

Objective:

To make a representation about a specific topic, in order to illustrate a given situation as closely as possible. At the end of the activity, the most important aspects represented are recorded.

Procedure:

1. The socio-drama is a technique that may be used in various ways.
2. The topics to be represented are determined according to the interest of the participants, and in accordance with the objectives of the appraisal. For example:
 - A working day in the life of a woman and a man
 - Domestic violence
 - Situations that are typical to women, men, or both, in various settings: home, work, the market, the street, etc.
3. Upon concluding the representation of the situations (it can take place in subgroups), the facilitating team will encourage detailed discussions about one of the topics represented. Following are some examples of encouraging questions:

**Remember
that...**

- Is this a commonplace situation?
- Does it only happen in some cases? When? Why?
- Does it affect women, men and boys and girls in a similar way?
- How did we feel during the representation (players, audience?)?

There are times when representing or acting is easier than discussing or rationalizing about certain realities, particularly when it comes to "difficult" situations.

Some persons dislike this type of activities. Even if after several attempts at trying to motivate them to participate, they refuse to become involved in the representations, these persons may still make a very useful contribution, through their insight as part of the audience, or by providing support in elements such as wardrobe, sound, etc.

SIXTH TOOL

Levels of Social Participation

Society produces and reproduces social relations and assigns differentiated roles to women and men, which—in turn—results in different opportunities and spaces for leadership exercising purposes.

Acknowledgment of this situation is essential to promote conservation and sustainable development initiatives in a PA, particularly when considering that development is determined by the power relations and interests existing among local and external social players. Therefore, it is necessary to learn about these relations, how they are developed and worked out, to ensure successful conservation and sustainable development processes.

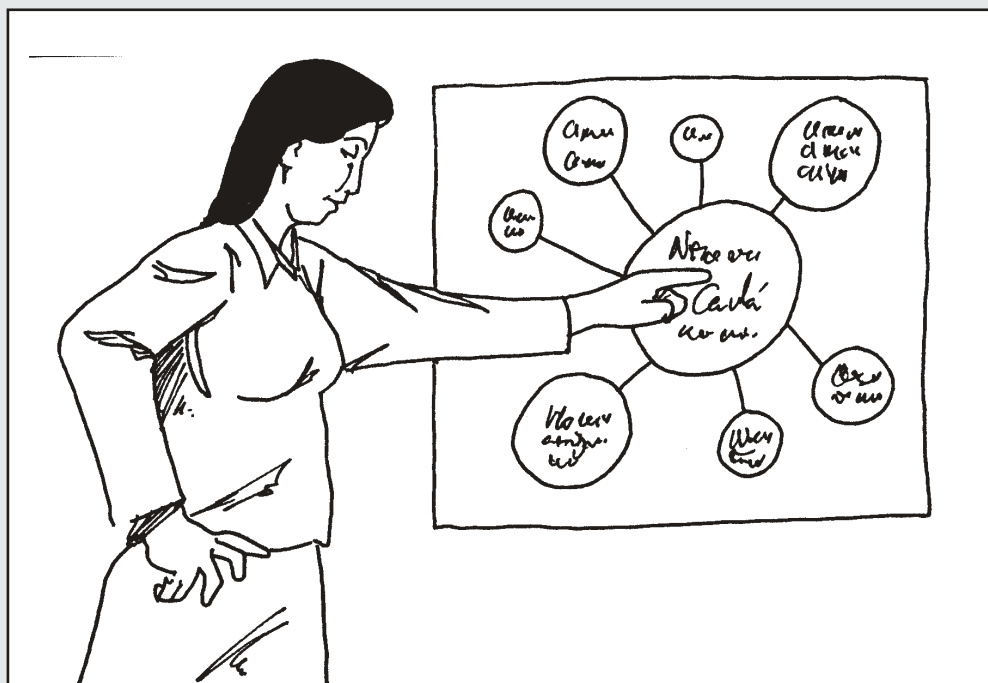
Key questions asked

- a. How are the male and female members of the stakeholders involved in the decision-making and planning processes at a household and community level?
- b. What type of institutions and organizations exist (traditional, clans, formal and informal associations and organizations), and how are they conformed (by sex, age, etc.)?
- c. Are there any specific institutions, organizations or groups of stakeholders linked to the management of any natural resource?, Are these local or do they enjoy national or international recognition?
- d. In which organizations or groups of stakeholders are women involved and how?
- e. Which is the projection or impact of the groups' actions on community life?

To deliver conservation messages and programs to women, one must learn about their meeting places. Quite frequently, formal and public spaces are not spaces for women. If the participation and opinions of women is sought, then they have to create their own meeting spaces. It is also important to identify which resources fall under the influence of men and which under the influence of women. Natural resources are frequently influenced by gender relations. For example, women control the fruits, although not the fruit trees (Rojas, M., 1998).

- f. Are there any social networks and networks for mutual help to strengthen the community's organizational processes?, How do men and women participate in these networks, which are their roles?
- g. Are there social structures to facilitate negotiation processes among the different stakeholders?
- h. Which is the level of information of men and women about the legal dispositions affecting their rights in general terms, and their access to and use of resources, in particular?
- i. Which participation spaces exist for men and women in community organization, and local and regional governments?

Institutional diagram


Source:

Plan de Acción Forestal para Guatemala, 1997. Adapted by Lorena Aguilar

Objective:

To identify the various organizations involved in the community's development and the importance men and women grant to them.

Materials:

Blank newspaper sheets, markers, round pieces of paper (optional), tape

Procedure:

1. Participants are divided into subgroups; they are asked to state the name of the community-involved institutions.
2. Participants are, subsequently, asked to classify the institutions in order of importance with respect to their involvement in community affairs. It is fundamental to recognize which institutions are the most important according to the opinion of the people, and which are respected and trusted by the community. To this effect, participants may be asked to draw on larger circles the most important institutions, and on smaller circles, by order of importance, the rest of the institutions or organizations. Paper circles of different sizes may be provided for this activity. Participants are then asked to indicate how these institutions interrelate among each other, by superimposing paper circles to indicate the existence of collaboration among them.
3. If participants have worked on the floor, then the most accepted versions should be carefully copied on a sheet of paper.

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