



User's guide to the training package

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1 Introduction

This Package on training in gender analysis and forestry was prepared with extensive input from trainers and foresters in Bangladesh, Bhutan, India, Nepal, Sri Lanka and Thailand. They developed many of the enclosed materials while participating in the FAO Gender Analysis and Forestry in Asia Programme.

This User's Guide provides an overview of the structure and contents of the Training Package and an indication of the intended audience for each section. It should help the prospective user to decide which sections are most appropriate for the type of training which she/he will be undertaking.

■ WHAT USE IS GENDER ANALYSIS TRAINING TO FORESTRY DEVELOPMENT WORKERS?

Forestry development has both **environmental objectives**, such as afforestation of denuded hillsides, and **social objectives**, such as raising the living standards of villagers. Foresters are knowledgeable about the technical and environmental aspects of forestry development, they are not social scientists. The focus of their responsibilities is on the concrete and quantifiable results required by their annual work plans—number of trees planted, seedlings raised, hectares covered by irrigation, and so on. They need information,



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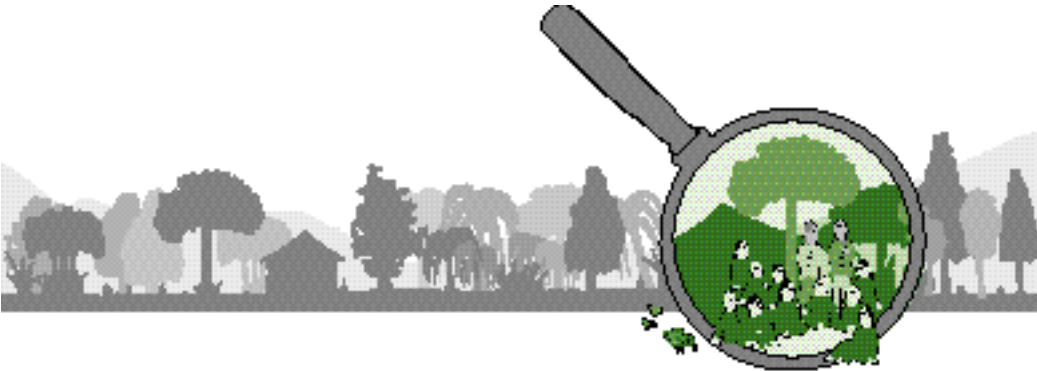
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understanding, and skills for tending to the social side of the equation, including the different needs of women and men.

During gender analysis training workshops, forestry workers practice using a methodology for understanding community diversity – by gender and age, class, caste, or ethnicity – and acquire skills to assess the implications of this diversity for specific forestry activities, such as agroforestry, afforestation, watershed management and so forth. They also learn how to apply gender analysis to their own work as planners, foresters, extensionists and rangers. This contributes to more sustainable, equitable, and effective forestry development.

Gender analysis workshops are based on a participatory training approach, during which forestry workers explore, for themselves, the importance of ensuring the participation of local women and men in the planning and implementation of forestry activities. The training is based on the assumption that what people do, what they have, and what their priorities and needs are, provide the starting point for development. And further, that what people do, have, and need, *differs by gender*.



Please note: It is assumed, throughout the Training Package, that the trainers are already familiar with the use of **participatory methodologies** for programme design, training, and research. The emphasis is on narrowing these to focus specifically on gender analysis and forestry.



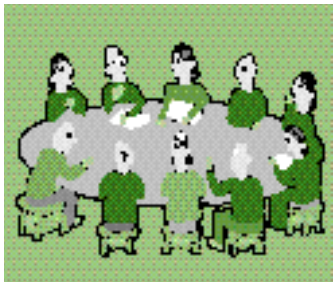
THE GENDER ANALYSIS AND FORESTRY FRAMEWORK

The Gender Analysis & Forestry Framework is a step-by-step tool for carrying out gender analysis. Gender analysis training familiarizes the trainees with this tool. There are four *Profiles* or *steps* in the Frameworks which help trainees to raise questions, analyse information, and develop strategies to increase women and men's participation in and benefits from forestry programmes. These are concerned with:



- 1 the development context or patterns in an area, answering the questions "What is getting better?" and "What is getting worse?"
- 2 women and men's activities and roles, answering the question "Who does what?"
- 3 women and men's access to and control over resources, answering the questions "Who has what?" and "Who needs what?", and
- 4 the programme actions needed, answering the question "What should be done to close the gaps between what women and men need and what development delivers?"

The Framework is the backbone of gender analysis training workshops. It guides the analysis of the information provided in case studies. It can be used to guide the collection of information during field visits to forestry programme areas. Two versions of the Gender Analysis & Forestry Framework are available in the Training Package, one for management-level trainees, the other for field-level trainees.



Please note: The Training Package materials are designed to support participatory training on the interrelationships of gender issues and forestry issues. They are not meant to provide answers. Trainers are invited to

experiment with these materials, taking from them those ideas which are useful to them, adapting them by integrating local materials, and selecting the techniques and methods most relevant to their work.



■ ASSUMPTIONS OF THE TRAINING PACKAGE

- The interrelationships between gender roles and forestry are important for successful forestry development.



- The participatory training approach offers an effective vehicle for forestry workers to increase their understanding and skills regarding gender issues.



- Communicating with rural women and men is important to increase forestry workers' understanding of how forestry resources are now being used. This knowledge will also improve planning of forestry development.



■ OBJECTIVES OF THE TRAINING PACKAGE

- To present training techniques and tools and case study research methods that have been used successfully in several Asian countries.



- To produce training materials designed specifically for workshops on gender analysis and forestry.



- To share the lessons learned during the design and implementation of the FAO Gender Analysis and Forestry in Asia Programme.



OBJECTIVES OF THE FAO GENDER ANALYSIS AND FORESTRY IN ASIA PROGRAMME

- 1 **To build national institutional capability** to improve both equity and sustainability of forestry programmes through a participatory approach to forestry development that focuses on local communities and highlights gender issues;
- 2 **To enhance the ability of trainers** to use gender analysis, participatory research methods and participatory training techniques, and to research and prepare case studies;
- 3 **To train forestry personnel in gender analysis**, including both forestry departments and NGOs active in the forestry sector;
- 4 **To document the interrelationships among women, men and forests**, and what these interrelationships mean for forestry development and the well-being of rural families;
- 5 **To produce training materials** which focus specifically on gender analysis and forestry.



2 Who will use this training package?

TRAINERS

- Training programme coordinators
- Gender analysis trainers
- Forestry personnel trainers
- Trainers for "Training of Trainers" (TOT) workshops.

This Training Package includes how-to information about participatory programme design, workshop design, training methods and techniques, and case study research using rapid rural appraisal. It also includes ready-to-use workshop materials in the form of "Frameworks" and case studies, and some bibliographic references for use as supplementary materials. There are Training Notes to guide trainers in the use of the Gender Analysis & Forestry Framework in workshops, and Training Notes for each of the case studies provided. Special instructions and exercises are given for TOT workshops.

TRAINEES

- Forestry personnel
- Personnel from development agencies and non-governmental organizations who are involved with forestry.
- Participants in TOT workshops.

The ready-to-use materials included in the Training Package will be of use to the trainees taking part in the gender analysis and forestry workshops. Trainees will be able to use the two Frameworks for gender analysis and forestry, the Management-level Framework and the Field-level Framework. The first is of interest to policy-makers, planners, and programme managers; the second is of interest to field staff, including rangers and extensionists. Also useful are the eight case studies, providing gender-disaggregated information on the activities, resources, and constraints of people living in forestry programme areas. Slide sets and a video also are available.



3 How to use this training package

PRESENTATION OF THE TRAINING PACKAGE

Training development materials and ready-to-use training materials are available in this Package as follows:

On the left side of the Package are training development materials (Sections 1-3). These are written to share the lessons learned during the Asia Programme, about the approach used to design and implement a large-scale participatory training programme, the methodologies and techniques used to design and carry out individual workshops, and the process and tools used to develop case studies. These sections are presented in the form of guidelines, to provide step-by-step information for the development of new training programmes, workshops and materials.

On the right side of the Package are ready-to-use training materials (Sections A-D). These consist mainly of the gender analysis and forestry materials developed during the Asia Programme, including two training Frameworks and eight case studies, each accompanied by Training Notes providing trainers with suggestions for using them during workshops. Included also is an overview paper about the importance of gender analysis for forestry development. These sections can be used as is; they can be adapted by the integration of local examples; or they can be used as models for the development of new materials.

The right side also contains a booklet of scripts for slide sets which illustrate five of the case studies. Also in the booklet are detail on how to obtain the slide sets, as well as two videos prepared in conjunction with the package.

WHICH PARTS OF THE PACKAGE DO YOU NEED?

Different users will want to proceed directly to the sections relevant to their particular area of activity. The summary of the contents of the sections given below should be of assistance in deciding which sections to use. In general, the following guidelines apply:

For **training programme coordinators**, Section 1 provides an introduction to the process of participatory design, implementation and evaluation of a national or regional level training programme. Section A, which provides an overview of the usefulness of gender analysis in forestry, may be helpful to this group when seeking support (financial, administrative or other) for a gender analysis training programme. The regional video is also useful.

All trainers using the Package should thoroughly familiarize themselves with Section 2, which will help them to understand the participatory training methodology which is the core of the training programme promoted by this Package. Section 2 will also help trainers to prepare their training workshops and make the best use of training case studies. Annex B-1 can be used by all trainers to review the concepts and terminology used during workshops on gender analysis and forestry. Trainers may also find it useful to read about the pilot workshops in Asia, described in Annex 1-D.

Trainers working with high-level staff such as decision-makers and planners, should proceed to Section B on the Management-level Framework, and use the case studies in Section D as appropriate. Section A can be used at the end of workshops or during follow-up meetings, to reinforce learning about the usefulness and necessity of including gender concerns in forestry development initiatives. The regional video is especially appropriate for this group.

Trainers working with field-level staff such as extensionists and rangers, will use Section C for the Field-level Framework. They will most probably have use for Section 3 on rapid rural appraisal for case study preparation, as well as using the existing case studies in Section D as supplementary workshop materials. If literacy levels are low, the slide sets can be used in place of the written case studies.

Trainers of trainers will need to be very familiar with Section 2 on training methodology and the preparation of TOT workshops, as well as Sections A, B and C, according to their audience. Case studies from Section D will be useful for practice sessions.

Trainees will make use of all the ready-to-use training materials in Sections A-D, as appropriate to their needs and interests. The regional video and a selection of the slide sets will also be useful. Section 3, on rapid rural appraisal, can be used by trainees wanting to support a participatory process with villagers living in forestry programme areas.



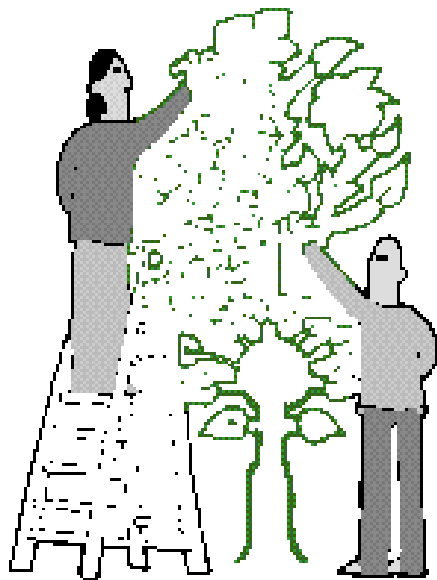
4 Summary of the contents of each section

■ TRAINING DEVELOPMENT MATERIALS

Section 1: How to design and implement participatory training programmes

Section 1 describes the eight basic steps for designing a participatory training programme and shows how the eight steps were applied in the Asia Programme. The section focuses on the participatory design process, participant selection and the use of a capacity-building approach. It also explains the process which led to the development of the enclosed training materials.

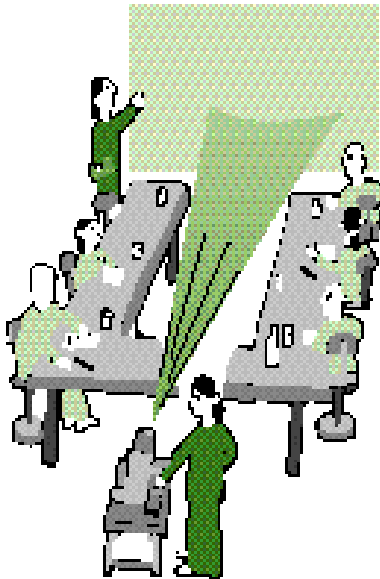
Regarding monitoring and evaluation, this section contains model questionnaires to monitor the effects of training programmes, and provides feedback obtained from some of the Asia Programme participants. The Asia Programme evaluation findings are summarized as lessons learned, which can serve as a useful guide to some of the methods and pitfalls of programme design and implementation.



■ TRAINING DEVELOPMENT MATERIALS (continued)

Section 2: How to design and carry out participatory training workshops

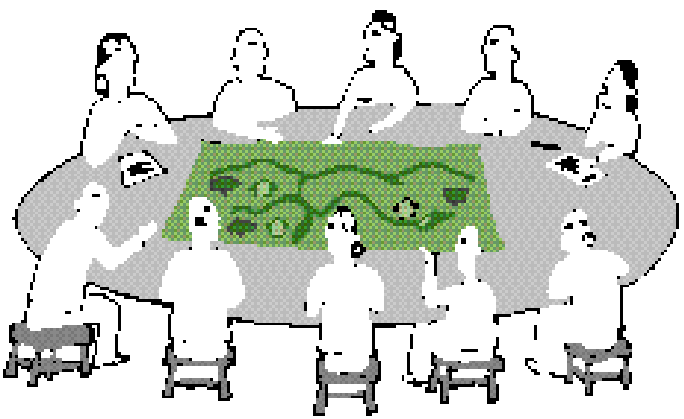
Section 2 explains participatory training methodology and the six steps for workshop design. It also explains the use and advantages of the case study method. Emphasizing a participatory approach to training, the section explains how to prepare and conduct a workshop, including a guide to training techniques and the role of the trainer. The last part of Section 2 specifically deals with the preparation of Training of Trainers (TOT) workshops, and concludes with the lessons learned during the Asia Programme.



■ TRAINING DEVELOPMENT MATERIALS
(continued)

Section 3: How to use rapid rural appraisal (RRA) to develop case studies

Section 3 presents an RRA methodology for developing case studies for gender analysis and forestry training. It includes guidelines on how to prepare for field research using a participatory approach to case study research with RRA tools, with step by step instructions for preparing a study, selecting participants, and carrying out the field research. It also outlines how to prepare effective case studies for use as training documents, both written and visual.

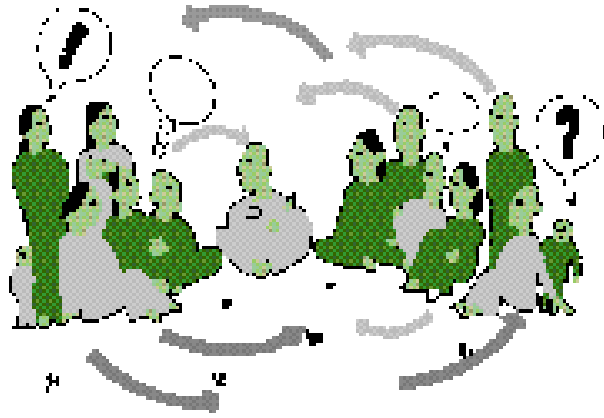


■ READY-TO-USE TRAINING MATERIALS

Section A: How forestry can benefit from gender analysis

The primary purpose of Section A is to provide a concise and persuasive document which can be used to convince decision-makers of the importance of gender analysis training. This section can be presented to the heads of forestry departments, ministries of environment, and others, when permission is needed to train their staff, or when financial and administrative support is sought. The section can be used as it is presented in the Package, or modified for a specific national context.

Section A can also be used by trainers at the completion of a workshop, or as follow-up, to reinforce trainees' learning.



■ READY-TO-USE TRAINING MATERIALS
(continued)

Sections B and C: Management-level and Field-level Frameworks and Training Notes

Sections B and C each contain a detailed Framework for training in gender analysis and forestry – one for management-level training and one for field-level training – and explanations on how to use them. The Framework provides a step-by-step method for training in the application of gender analysis to forestry development activities. As mentioned above, there are four Profiles or steps in the Framework which are concerned with:

- 1 the development context or patterns in an area, answering the questions *What is getting better?* and *What is getting worse?*
- 2 women and men's activities and roles, answering the question *Who does what?*
- 3 women and men's access to and control over resources, answering the questions *Who has what?* and *Who needs what?*, and
- 4 the programme actions needed, answering the question *What should be done to close the gaps between what women and men need, and what development delivers?*

Each Framework is accompanied by Training Notes to provide trainers with ideas and suggestions for each step.

ACTIVITIES		ACTIVITIES	
	ACTIVITY	TIME	LOCATION
WOMEN	WATER COLLECTION FROM GATE COOK CHILD CARE HOUSE MAINTENANCE TRANSPORT SCHOOL AND OTHER WORK	DAILY PERSONAL	HOUSEHOLD POSSIBLY FIELD
WOMEN + MEN	WHEN DO WOMEN'S PREFERENCES TRUMP A LOCAL CHILDREN'S	OCCASIONAL	HOUSEHOLD
MEN	WOMEN CONSULTATION TEACHING FOR LIVES PLANTING PLANTING PLANTING	OCCASIONAL SEASONAL	HOUSEHOLD POSSIBLY FIELD

WHEN YOU DO NOT KNOW, DON'T GUESS! LEAVE BLANK SPACE. IT MEANS MORE INFORMATION IS NEEDED.

■ READY-TO-USE TRAINING MATERIALS
(continued)

Section D: Case studies

Section D contains eight case studies, from six countries, designed specifically for workshops on gender analysis and forestry. They can be used in training, or as examples on which to base new case studies. They are accompanied by Training Notes which summarize the key findings in a format useful for trainers.

The case studies are from Bangladesh, Bhutan, India (2), Nepal, Sri Lanka (2) and Thailand. Each provides gender-disaggregated information about people living in forestry programme areas. Each has characteristics which illustrate certain aspects of gender and forestry:

Bangladesh

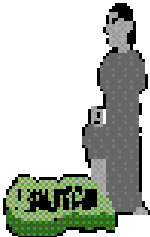
The Bangladesh study documents gender roles in villages participating in the Upazila Afforestation and Nursery Development Project. The forestry programme faces challenging conditions of poverty and under-development. As for development interventions such as training and credit, women have a problematic status. The case study shows that women carry out half of all forestry-related activities, but delivery systems have been entirely male-to-male. The study is useful as an exercise to examine the implications of by-passing women in forestry development, and to find culturally appropriate solutions.

Bhutan

The Bhutan study shows that the main constraints for the Forest Management and Conservation Project are environmental, but that motivating villagers to participate is an important constraint. Men and women mostly share control over resources (though land is property of women) and work together in most productive activities. The programme aims to promote sustainable use of the forest and the land base. The study is useful to analyse the impact a forestry programme might have in a favourable social and gender context.

West Bengal, India

The case study from West Bengal shows that while women are responsible for most forest-related tasks, they have no control over forest resources. This study of the National Social Forestry Programme for three villages in West Bengal should help trainees to understand how women's lack of decision-making power will affect programmes which attempt to increase forest production.





Himachal Pradesh, India

The other study from India, which looks at two villages in Himachal Pradesh, was also made in the context of a Social Forestry Project. In this case, women have access to resources, but only through women’s groups and NGOs which work with them. The case study can serve, among other aspects, to examine the involvement of women’s groups and NGOs in strengthening forestry institutions.



Nepal

In Nepal, the Shivapuri Watershed Management Project examined by the case study is concerned with protecting and developing the watershed area of Kathmandu Valley. At the same time, it aims to improve the lives of women and men farmers living in the area. However, these two major objectives are often in contradiction, and the government has walled off the protected area to keep farmers out. Two villages are studied, one inside the wall and one outside. In both villages, neither women nor men control natural resources in the area, which are controlled by the government. This study can be used to investigate the contradictions which can arise between nature conservation and the interests of local residents, and to search for ways to resolve them.

Sri Lanka

The two Sri Lankan studies are most useful when taken together to highlight the ways in which gender roles can differ from place to place even within the same culture, and the differences which can emerge from the presence or lack of previous development activities in an area. The Participatory Forestry Project proposes three types of land use for development: home gardens, farmers’ woodlots and protective woodlots. Each type affects gender roles differently, and affects the two study villages differently. Understanding these differences and the reasons for them is the objective of these case studies.

Thailand

The final case study, done in Thailand, is quite different from the others in that it is actually an example of Thai participants’ application of the case study method. The Thai consultants examined the gender roles in three ethnically distinct villages in the Reforestation of Denuded Forest in Khao Kho Project area. Again, the differences found within a relatively limited geographical area are quite striking. Detailed gender-disaggregated data is presented in the case study appendices. The study suggests that different extension strategies may be necessary in areas with different ethnic groups.



Annexes

- A. Definitions of terms used in the Package
- B. Resource persons and reference materials





ANNEX A

DEFINITIONS OF
TERMS USED IN THIS
PACKAGE

Case study is a written or visual description of a situation based on available facts. A training case study contains no analysis, conclusions or recommendations.

Community refers to all the people, female and male, young and old, who live in a specified geographic area, for example, a village. Also referred to as **local people**.

Community forestry focuses on the interrelated problems of environmental degradation and rural poverty by promoting local women and men as the agents and beneficiaries of forestry activities. Also referred to as social forestry or **participatory forestry**.

Effective development achieves its objectives.

Equitable development facilitates access to resources, benefits and opportunities to participate by all members of the community.

Framework is a standard format which consists of four Profiles: Context, Activity, Resources and Programme Action. The Framework helps to raise questions, analyse information and develop strategies that increase women and men's participation and benefits in forestry development.

Gender refers to socially defined differences between women and men. Gender is culturally based and learned behaviour which can change over time.

Gender analysis is a methodology for analysing the activities, resources and constraints of both women and men, and applying that analysis to decisions about development programmes.

Interest group refers to people who share a common perspective. A community can be disaggregated into interest groups according to gender, age, religion, ethnic background, education levels, etc. An individual can be a member of more than one interest group.

Key informants are people who have special knowledge about a topic, e.g. herbalists for forest herbs or traditional midwives for childbirth.

Needs assessment is a means of discovering information which is then used to guide the formulation of programme or training objectives by identifying the gap between "what is" and "what should be".

Participant is used in this Training Package at two levels. In general it refers to everyone who contributed to the Gender Analysis and Forestry Programme in Asia; villagers, forestry project staff, national institutions and international development agencies. In section 6, on participatory research for case study development using RRA, participant refers specifically to everyone who participated in the research process—the villagers, forestry project staff, forestry consultant and the researchers.

Participation is the voluntary taking part in effecting self-determined change.

Participatory programming is developing a plan or system for action in partnership with all those affected by the programme.

Participatory research is a method by which local people and outsiders work together to investigate and record information about the local circumstances.





Participatory training is a learning situation in which trainees develop answers for themselves through their active engagement with new information and analytical tools.

Pilot workshop is a workshop for testing new training methodologies and materials. The feedback from the trainees is used to adapt and finalize the design of training programmes.

Profiles are gender analysis tools used to record and analyse gender-disaggregated information. A gender analysis Framework has four Profiles:

Context Profile is a tool for recording the norms, trends and changes that present constraints or supports for development in a particular area.

Activity Profile is a tool for recording and analysing the gender-based division of labour in a community. **Resources Profile** is a tool for recording and analysing the resources used by women and men to carry out their activities, and the benefits they derive from these activities.

Programme Action Profile is a tool for examining information documented in the Context, Activity and Resources Profiles in relation to forestry programme objectives and activities.

Sustainable forestry development continues to benefit the local community, both women and men, after the development agency or forestry department has completed its support and departed from the area.

Sex refers to the biological differences between females and males. Sex is universal and predetermined before birth.

Trainees are all those taking part in workshops—forestry professionals, whether policy-makers, programme managers, forestry officers, extensionists or rangers, and other NGO and GO staff.

Trainer is a facilitator for gender analysis workshops. S/he provides guidance and motivation. The trainer does not provide answers.

ANNEX B

RESOURCE PERSONS AND REFERENCE MATERIALS

Gender Analysis Trainers
For further information on gender analysis training for forestry in Asia, contact the trainers and institutions listed below.

Mr. Md. Alimuddin
31-D, Banani Residential Model Town
Road No. 15, Dhaka-1213, Bangladesh
Tel. 603360

Ms. Jintana Amornsanguansin
Community Forestry Office
Royal Forest Department
Bangkok 10900, Thailand
Tel. +66-2-5795416

Mr. K. J. T. Dayananda
Deputy Conservator of Forests
Department of Forest
Rajamalwatte Road
Battaramulla, Kotte, Sri Lanka

Mr. Prabir Guhathakurta
Senior Forestry Officer
The World Bank
21, Jor Bagh,
New Delhi, 110003, India
Tel. +91-11-619491
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Telex 31-61493 IBRD-IN

Mr. Mohammad Kabiruzzaman
BRAC
66, Mohakhali Commercial Area
Dhaka-1212, Bangladesh
Tel. 600161-4

Ms. Kanchen Verma Lama
Executive Director
Society for Partners in Development
Post Box 2594
Kathmandu, Nepal
Tel. 418 281
Fax 977 1 22061

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Ms. Nora Quebrel
Communications Consultant
University of the Philippines
Los Baños College
Laguna, Philippines

Ms. Uthaiwan Sangwanit
Department of Forest Biology
Faculty of Forestry
Kasetsart University
Bangkok 10900 Thailand
Tel. +66-2-5790176

Ms. Rita Sarin
SIDA: Women's Development Programme
Nyaya Marg, Chanakyapuri,
New Delhi 110021
Tel. +91-11-670207, 670588, 670308

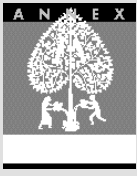
Ms. Ramrajya Shrestha
Senior Economist
Agricultural Projects Services Centre (APROSC)
PO Box 1440
Kathmandu, Nepal
Tel. 216573, 217462

Ms. Uraivan Tan-Kim-Yong
Resource Management and Development Programme
Faculty of Social Sciences
Chiang Mai University
Chiang Mai 50000, Thailand
Tel. 221-699 ext. 3573

Ms. Anoja Wickramasinghe
Department of Geography
The University of Peradeniya
Peradeniya, Sri Lanka

Ms. Arja Vainio-Mattila
3779, Beatrice St
Vancouver, B.C.
Canada V5N 4H4
Tel./fax: +1-604-873 1450

Ms. Vicki L. Wilde
Gender Analysis Trainer/Programme Coordinator
via Eraclea 7, apt. 7B
00179 Rome, Italy
Tel: +39-6-7880079





Reference Materials

Forestry, Agriculture and Gender

The FAO Community Forestry Unit publishes documents on women and participation in forestry. Write to:

The Senior Community Forestry Officer
Forestry Policy and Planning Division
Forestry Department
Food and Agriculture Organization
Via Terme di Caracalla
00100 Rome, Italy

If you become a member of the *Forests, Trees and People Network*, you will receive a FTTP Newsletter containing information on new publications. The Newsletter is also useful for discussion topics on developments in community forestry. For membership forms write to:

The Editor, FTTP Newsletter
Swedish University of Agricultural Sciences
IRDC/SUAS
Box 7005
75007 Uppsala, Sweden

Residents of the Asia/Pacific regions should write to:

FTTP at RECOFTC
Regional Community Forestry and Training Centre
Kasetsart University
PO Box 1111
Bangkok 10900, Thailand

Documents of special interest are:

FAO (1987) *Restoring the Balance*. Community Forestry Unit, Food and Agriculture Organization, Rome, pp 25

FAO (1989) *Women in Community Forestry: a field guide for project design and implementation*. Community Forestry Unit, Food and Agriculture Organization, Rome, pp 45

FAO (1991) *Women's role in dynamic forest-based small scale enterprises*. Community Forestry Case Study 3. Community Forestry Unit, Food and Agriculture Organization, Rome.

Rojas, M. (1993). *Integrating gender considerations into FAO forestry projects*. Community Forestry Guidelines 2. Community Forestry Unit, Food and Agriculture Organization, Rome.

In preparation for the United Nations Conference on Environment and Development, SIDA published:

SIDA (1992) *Gender, environment and development. Some interlinkages*. Swedish International Development Authority, Stockholm.

Write to:
SIDA
Gender Office
Birger Jarlsgatan 61
S-105 25 Stockholm, Sweden

Another training manual which also includes materials on forestry as well as on rapid rural appraisal is:

Jackson, C., J. McCracken, C. Kabutha and W. Ogana (1992). *Women, Conservation and Agriculture: A manual for trainers*. Commonwealth Secreteriat.

Write to:
Women and Development Programme
Human Resources Development Group
Commonwealth Secreteriat
Marlborough House, Pall Mall,
London SW1Y 5HX

Participatory Rural Appraisal/Rapid Rural Appraisal

The following documents can be requested from FAO Community Forestry Unit (address above).

Bruce, J. (1989). *Community Forestry: Rapid appraisal of tree and land tenure*. Community Forestry Note 5. Community Forestry Unit, Food and Agriculture Organization, Rome.

Davis-Case, D'Arcy (1989). *Community forestry: Participatory assessment, monitoring and evaluation*. Community Forestry Note 2. Community Forestry Unit, Food and Agriculture Organization, Rome.

Davis-Case, D'Arcy (1990). *The Community's Toolbox*. Community Forestry Field Manual 2. Community Forestry Unit, Food and Agriculture Organization, Rome.

Freudenberger, K.S. (1994). *Tree and Land Tenure: Rapid Appraisal Tools*. Community Forestry Field Manual 4. Community Forestry Unit, Food and Agriculture Organization, Rome.

Molnar, A. (1989). *Community Forestry: Rapid Appraisal*. Community Forestry Note 3. Community Forestry Unit, Food and Agriculture Organization, Rome.

The RRA Network at the International Institute for Environment Development (IIED) is one of the best resources for new ideas being tested in the field of participatory research tools development. To enquire about membership, write to:

RRA Network
IIED
3 Endsleigh St
London WC1H 0DD
UK

For information on participatory research and for linking up with organizations working in this field in Asia, write to:

Society for Participatory Research in Asia
45, Sainik Farm
Khanpur,
New Delhi 110 062
India

For specialized training in Asia in RRA write to:
Suranaree University of Technology
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