



# Management-level framework and training notes

1	Introduction to the Framework
2	The Management-level Gender Analysis & Forestry Framework
3	Guidelines for trainers: Training Notes
	References
	Annex
	Introducing the Frameworks to workshop trainees (example text)

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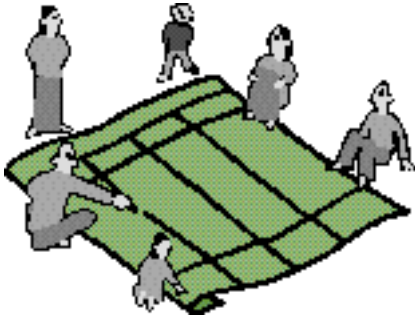
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■ HOW DOES A FRAMEWORK FUNCTION?

The Framework has four steps, called *Profiles*, each of which is used by trainees to organize and analyse information in order to determine whether or not development initiatives meet the needs of both women and men or whether modifications are necessary. They are described in detail later in this section.

The Framework provided here is designed for use in training based on the participatory case study method. The Framework provides a method for trainees to analyse facts in a case study. By analysing the different Profiles, workshop trainees discover for themselves the important linkages between gender issues and forestry development.



■ HOW TO USE THE FRAMEWORK

The Management-level Framework is accompanied by Training Notes. These are instructions and ideas for trainers on how to use the Framework and complete each of the four *Profiles* during workshops.

The Training Notes begin on page 23. Each Training Note is subdivided as follows:

- Objectives** (what is to be learned)
- Focus On** (key concepts and issues)
- Activities** (suggestions for activities and exercises)
- Beware!** (potential problems)

Trainers are asked to consider the Training Notes as suggestions only and to be creative in adapting each exercise to the needs of the workshop trainees.



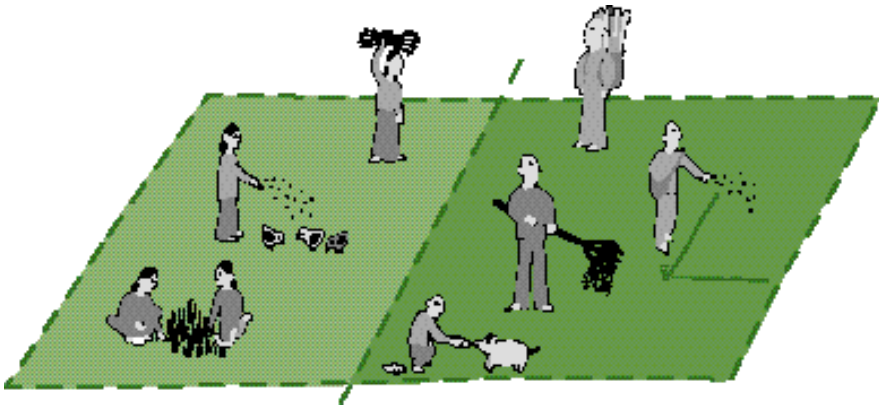
designed to address the interrelated problems of environmental degradation and rural poverty, promoting local people as the agents and beneficiaries of forestry activities.

The production and use of tree products is part of a complex system of resources and people. Forestry development, like other development efforts, has begun to shun generalized solutions which only address a single sector, i.e. forestry, because *rural people's daily lives are not divided into single sectors*.

More recently, forestry policies have aimed to build upon the knowledge of local women and men, their needs and priorities, and to integrate forestry with agriculture, livestock production, and small-scale industries. Implementing these new forestry policies requires more precise information so that rural people's lives provide the starting point for planning.

■ WHY GENDER-DISAGGREGATED INFORMATION IS USEFUL

Planning for “people-centred” development requires more precise information about who the “people” are. They are not a homogeneous group. The “people” are comprised of women and men. The “poor” are poor women and poor men. The “children” are girls and boys. Everywhere, and within every socio-economic group, the lives of women and men are structured in fundamentally different ways. *A gender-based division of labour is universal*; but it differs by occupation, age, ethnic group, and class. Therefore, information is not precise enough for forestry programme planning if it is not disaggregated by gender. This includes information on women and men's forest activities.



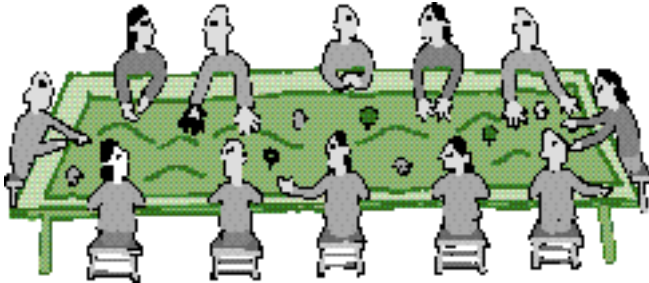
SUCCESSFUL DEVELOPMENT

- **SUSTAINABLE** development to benefit the community and men, and women, and to develop forestry development completed departed f
- **EQUITABLE** access to resources and opportunities and opportunities to participate of the local community
- **EFFECTIVE** development

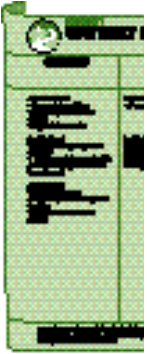
## ■ HOW GENDER-DISAGGREGATED INFORMATION IS DIFFERENT

Gender-disaggregated information is different from information collected by other methods for development planning because *it uses the individual person* as its unit of analysis, therefore it is more precise. Gender analysis is a methodology for presenting a comprehensive picture of women and men's contributions.

Traditional data collection methods *omitted* women's multiple roles and contributions to development. Then, the Women in Development (WID) approach to development planning highlighted the importance of women's contributions, but it focused *only on women*. Other development programmes focused on the *household or family* as the unit of analysis. These approaches assumed that each member of the family shared equally all the benefits accruing to the family as a whole. This assumption has proved to be incorrect.



Gender analysis differs from these approaches by building on WID to *include both women and men*. Development policies and plans are frequently based on the assumption that men alone support families, but in reality it is women and men together who do so; in the growing number of female-headed households it is women alone who do so. Gender analysis is used to plan development efforts that meet the needs of each member of the household, to the benefit of the home, community, and nation.



**Profile**  
examines environmental, social, economic and institutional factors which shape the development context, identifies the "constraints" and "support" specific areas for answering the questions, "what is getting better?" and "what is getting worse?"

1. CONTEXT PROFILE

The Context Profile is used to identify the norms, trends and changes that present constraints or support for development in a particular area. These factors can work either for or against programme objectives and the Context Profile is used to take these into account.

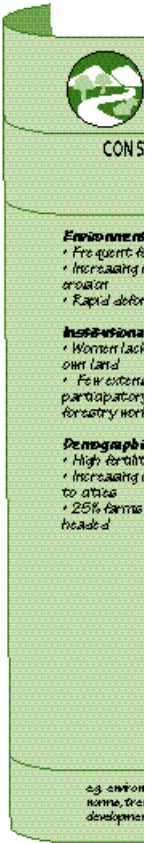
- The Context Profile is used to:
- **highlight forestry issues** at both the national level and community level in terms of environmental trends, government policies and ongoing programmes;
  - **broaden the context** of forestry development to include economic, institutional, demographic, social and political norms, trends and changes, as well as the interrelationships among these;
  - **identify constraints and supports** to development in the forestry programme context. (These are considered again in the Programme Action Profile.)

Constraints and supports for a development context may be:

- **environmental**, such as soil degradation, erosion, or changes in bio-diversity and forest cover;
- **economic**, such as poverty levels, inflation rates, income distribution and international terms of trade;
- **institutional**, such as land and tree tenure and forestry extension practices;
- **demographic**, such as population growth and migration patterns;
- **social**, such as community norms, cultural and religious beliefs and gender roles; and
- **political**, such as government instability, government policies and priorities and village-level power structures.

A completed Context Profile answers the question, “What norms, trends, or changes in the development area present *constraints* or *supports* to the development process?”

Because programmes are not implemented in a vacuum, the Context factors may be drawn from the national level and the community level. For example, if the government’s priority is to export timber in order to meet structural adjustment payments, there may be pressure in the forestry programme to focus on fast growing hardwood species rather than on fruit trees, although the villagers may prefer fruit trees. This is an economic constraint to raising the living standards of the people in the programme area.



2. ACTIVITY PROFILE

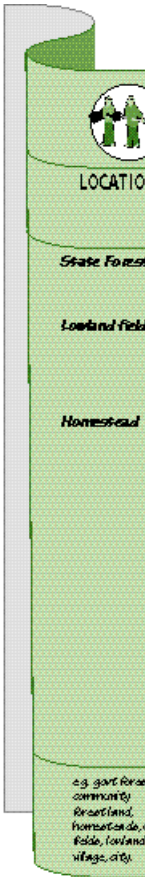
The Activity Profile is used to analyse gender-based divisions of labour. It identifies the activities of both women and men in terms of location – government forest land, community forest land, upland fields, lowland fields, on the homestead or in the city, and so forth. Labour may also be disaggregated by age, ethnicity, social class and so on. Time required to carry out activities is also recorded.

- The Activity Profile is used to:
- **discover productive and reproductive activities of both women and men** – so each can benefit from training and technologies relevant to their respective roles;
  - **understand dependency on forest lands by gender** – the use and management of forest resources;
  - **identify interrelationships** among forestry and other productive and reproductive activities such as agricultural, small-scale industry, livestock raising, aquaculture, marketing, handicrafts, wage labour, etc;
  - **identify labour bottlenecks** by producing a complete picture of women’s and men’s workloads to discover where introducing improved methods or appropriate technologies would be most beneficial;
  - **identify locations** where activities take place – this has implications for programme delivery, particularly if women’s mobility is restricted.

A completed Activity Profile produces a clear picture of: *Who does what? In which activities do women predominate? Which activities are carried out by men? by both?* Discovering how labour is divided is a starting point for identifying participants for specific forestry development activities.

Although roles between and within cultures can vary, women and men are responsible for different, though often complementary, *productive activities*. Their overall labour roles may differ by *type* of activity, such as forestry, crop, livestock and fishery production, and by *stage of production* within an activity, such as nursery management, planting, weeding, pruning, harvesting, marketing and so on. Sometimes the tasks of women and men overlap, and sometimes they are distinctly separate.

Women and men are not only farmers, labourers or employees; they also are wives/husbands and mothers/fathers with responsibilities for *reproductive activities* and household maintenance. These roles must also be taken into account by development planners. Tasks, including water and fuel collection, and processing





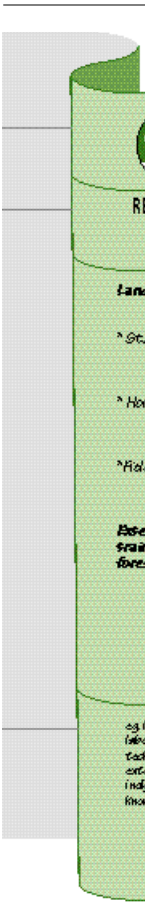
3. RESOURCES PROFILE

The Resources Profile is used to identify resources used by women and by men to carry out their activities. It also identifies benefits which result from these resources. Resources include labour, time, capital, forest land, trees, indigenous knowledge, technology, extension training and education. Benefits derive from the use of resources and include food, fuel, income, skills, and status.

- The Resources Profile is used to identify:
- **resources of women and of men**, especially land, trees, equipment and inputs;
  - **benefits derived by women and by men** from their use of resources, such as food, fuel and income,
  - **resource needs and constraints of women and of men**, especially with respect to those necessary for subsistence and income;
  - **participation incentives for women and for men** in development programme activities.

The Resources Profile answers the question, *Who has what?* – meaning who has *access to* and *control over* resources. Even if an individual has access and usufruct rights to specific resources *does not automatically mean that she or he also has control over the resource*. Control can be vested in the state, the forestry department, a village chief, or other authorities. Access to and control over resources is often gender-based. For example, in many countries, by law females are not allowed to own land, trees, cattle or housing; therefore, women may have no “control” or decision-making power over these resources though they have access to them in their daily lives.

The Resources Profile also answers the question, *Who needs what?*—meaning which resources are at risk or diminishing due to environmental degradation or development interventions, and how important are these resources to women and men for subsistence and income. This helps to understand the needs of local people that should to be given priority in development efforts.





4. PROGRAMME ACTION PROFILE

The Programme Action Profile is used to pull together and examine findings from the first three Profiles in relation to a forestry programme’s objectives and activities. It aims to suggest improvements to the programme.

- The Programme Action Profile is used to analyse:
- **programme objectives** in relation to the support they provide to the priorities and needs of both women and men;
  - **participation opportunities** of both women and men in programme activities
  - **actions required** to make the programme more sustainable, equitable, and effective.

The Programme Action Profile answers the question, *How do we close the gaps between what women and men need, and what development delivers?* The factors which determine who undertakes particular activities, and with what resources, are critical because they mediate the programme’s effects on both women and men. Gender analysis will reveal areas of a programme that may need to change. If so, recommendations for action are drafted. These recommendations should be specific, pragmatic and gender-sensitive, to maximize the success of the forestry programme effort. Success is measured in terms of sustainability, equity, and effectiveness.



SUMMARY

The relationship between forests and people must be understood if forestry development is to succeed. Saying merely that the “farmers” or the “community” will participate in a forestry programme obscures the different activities, resources and constraints of women and men. Gender roles are important to any forestry development effort. But these roles vary greatly and must be examined in each specific context to avoid generalizations or assumptions. “Standard” gender-sensitive programme design is a contradiction. Every development context is unique and requires specific responses. The goal is to increase the living standards of both women and men through their participation in forestry development.



LOCATION	ACTIVITIES	GENDER	TIME
<p>e.g. govt. forestland, community forest land, homesteads, upland fields, lowland fields, village, city</p>	<p>e.g. fuelwood and fodder collection, ploughing, weeding, harvesting, cooking, childcare, wage labour.</p>	<p>M - exclusively male M/F - predominantly male M/F - equally male/female F/m - predominantly female F - exclusively female</p>	<p>e.g. daily, weekly, occasional e.g. 3 hr daily, 3S for weekly e.g. dry season, rainy season</p>



# PROGRAMME ACTION PROFILE

PROGRAMME  
OBJECTIVES  
& ACTIVITIES

GENDER  
CONSIDERATIONS

RECOMMENDATIONS  
FOR PROGRAMME  
ACTION

Objectives and activities selected from the project document each are strategic in terms of the gender analysis findings. Both the technical and social aspects of the project should be considered.

\* Consider the findings in the Activity and Resource profiles.  
\* Consider the gender of the project beneficiaries and participants.  
\* Consider the gender of the project staff.  
\* Consider whether change in the current situation is desirable.

\* Aim for success in terms of sustainability, equity and effectiveness.  
\* Take into consideration the constraints and supports identified in the Context Profile.  
\* Wherever possible specify who will have responsibility for each recommendation.

SECTION

B

NOTE: Trai  
also consult  
Framework .  
Notes for ad  
examples an  
activities.

# INTRODUCTION AND “CLIMATE SETTING”

(USE WITH PAGES 5 TO 7)

## Objectives

- To emphasize relationships between social and environmental issues in forestry development.
- To introduce the importance of gender-disaggregated information to the success of forestry development.
- To build on the trainees’ knowledge and expertise.

## Focus On

- Changes in forestry development – policies have moved away from a strictly production and industrial sector focus, to a rural development focus.
- Importance of forestry development for meeting people’s needs for fuelwood, fodder, food, timber, agriculture and livestock production, industry, soil fertility, erosion control, water, and more.
- Interrelated problems of environmental degradation and rural poverty, and how community/ social/ participatory forestry programmes aim to address these issues by promoting local people as the agents and beneficiaries of forestry activities.
- The relationship between people and trees which differs by gender.

## Work

The trainer need for fo the history country, to them. For e afforestation programme rural people information men in fore Options inc

- Divide th then repor nation’s fo
- Show a f review of r
- Invite a i presentatic
- Ask trair overhead p





## 2. INTRODUCING GENDER ANALYSIS

(USE WITH PAGES 8 TO 18)

### Objectives

- To introduce the purpose of gender analysis.
- To clarify gender analysis terminology and concepts.
- To present an overview of the Framework Profiles.
- To introduce trainees to a new method for improving their own work.

### Focus On

- The goal of forestry programme success as measured by sustainability, equity, and effectiveness.
- The Framework as a method for raising questions, organizing information, and developing strategies.
- The difference between sex and gender.
- The difference between WID and gender analysis.
- Gender-based division of labour.
- Invisibility of women’s work.
- The four Profiles for gender analysis, and the purposes of each.

### Workshop Activities

This is the workshop session in which the trainers’ guidance role is strongest. The trainers must clarify the objectives, methods, issues and concepts that will be the focus of the workshop.

Options include:

- Deliver a well-prepared presentation, with accompanying slides, overhead transparencies, or prepared flip charts. An example is provided in the Annex.
- Introduce the “gender-based division of labour”, by assigning each small group with a different role, e.g. village woman, village man, city woman, city man, and ask them to make a list of their daily activities. In plenary, discuss and compare.
- Illustrate how gender roles change over time, by staging role plays on the opportunities and constraints of old women versus young women, and old men versus young men.

### Beware

- Avoid being too abstract with concepts and terminology.
- Avoid generalizing from a few presentational examples and situational examples.
- Avoid too many definitions. Examples from the Framework Profiles can be used to illustrate definitions.
- Avoid too much time to work on definitions until after the analysis, at which point it would be too late.
- Focus on the development of the analysis.

(USE WITH PAGES 10 & 11)

worksheet 1

**CONTEXT PROFILE**

**CONSTRAINTS**

**Environmental**

- Frequent forest fires
- Increasing rates of soil erosion
- Rapid deforestation

**Institutional**

- Women lack legal rights to own land
- Few extensionists trained in participatory approaches to forestry work

**Demographic**

- High fertility rate
- Increasing male outmigration to cities
- 25% farms are female-headed

**SUPPORTS**

**Environmental**

- 6-month rainy season

**Institutional**

- New Community Forestry Policy emphasizes agro-forestry and woodlot activities in addition to forest protection.

eg. environmental, economic, institutional, demographic, social and political norms, trends, and changes, as relevant, that pose constraints or support development in the area of concern.

# B

- To comp step of ger using the c
- To unde environme economic, demograph political fac with forest developme

- Introduce information
- Divide the group into response factors, e.g. factors, groups and so forth
- Dedicate another hour with using
- Ask each group to find as necessary
- After session focuses on and on general
- Provide



worksheet 2

ACTIVITY PROFILE

LOCATION	ACTIVITIES	GENDER	TIME
State Forest	Firewood collection Fodder collection Timber collection	F/M M	3 hours daily 1 hour daily 2 days monthly
Lowland field	Rice production: • Land preparation • transplanting • weeding • harvesting	M F F M/F	2 weeks at start of rains 2 weeks 1 month 2 weeks
Homestead	Furniture-making Post-barrel Processing Cooking	M F F	occasional seasonal daily
e.g. govt forest land, community forest land, homesteads, upland fields, lowland fields, village, city.	e.g. firewood and fodder collection, ploughing, weeding, harvesting, cooking, childcare, wage labour.	M - exclusively male M/F - predominantly male M/F - equally male/female F/M - predominantly female F - exclusively female	e.g. daily, weekly, occasional e.g. 3 hr daily, 35 hr weekly e.g. dry season, rainy season

SECTION

B

Objectives

- To complete second step analysis using study.
- To determine productive reproductive depend on products, a forestry activity carried out men, or both.
- To determine labour participation women and including in seasonality bottleneck.

Workshop

- The second step analysis is The Activity Profile. The Activity Profile is a tool for identifying activities and their gender distribution. It is used to identify activities and their gender distribution. It is used to identify activities and their gender distribution.
- Introduce the Activity Profile in the Profile.
  - Divide the Profile into four sections for a different activity, gender, and season.
  - Dedicate a plenary for each section.
  - Ask each group to identify activities and their gender distribution. Facilitate the discussion.
  - Facilitate the discussion and identify activities and their gender distribution.
  - Provide a summary of the findings.

Beware


- Do not forget to include the missing. As the data is not complete, it is important to include the missing data.
- Avoid any bias in the data. Focus on the facts and avoid any bias.
- Be ready to discuss the data when they are carried out.



SECTION

B

worksheet 3



RESOURCES PROFILE

RESOURCES	ACCESS BY GENDER	CONTROL	BENEFITS
Land			
* State Forest	M/F	Govt/Forest Dept.	* fuel, fodder, timber, food, medicine, income, furniture.
* Homestead	M/F	Male head of household	* vegetables, small ruminants, food, income.
* Field	M/F	Male head of household	* food, income.
Extension training in agro-forestry	M	Govt/ Forest Dept.	* new skills, intensified productivity, more food, increased access to wood, increased income.
eg. land, tools, labour, time, technology, capital, extension training, indigenous knowledge	M - exclusively male M/F - predominantly male M/F - equally male/female F/m - predominantly female F - exclusively female	eg. husband, son, wife, village chief, estate, forest department.	eg. food, fuel, income, skills, status.

PROGR. OBJECTIVES & ACTIVITIES

Obj. #3: Integrate forestry into existing systems of households degraded areas

Objectives and strategies from the project are integrated into the gender analysis. Technical and economic project should be

Objectives

- To compare
- To understand who has control
- To understand needs and

Focus

- Clarifying
- Clarifying
- Identifying benefits each
- Identifying addressed b


Work

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- Introduce each column
  - Divide tr different se examined f
  - Dedicate
  - Ask each Facilitate to
  - After sm. resources ar controlled b disaggregat patterns; (d related to s
  - Provide c

Beware

- Do not g missing, and
- Avoid arg Focus on "v
- Be ready carried out benefits are
- Avoid us the entire f: females and selling the f
- Not all "c often contr

worksheet 4

PROGRAMME  
ACTION PROFILE

PROGRAMME OBJECTIVES & ACTIVITIES	GENDER CONSIDERATIONS	RECOMMENDATIONS FOR PROGRAMME ACTION
<i>Obj. #3: Introduce agroforestry into farming systems of 5,000 households living in degraded areas.</i>	<ul style="list-style-type: none"><li>• Only men have land tenure and only men participate in extension activities.</li><li>• Women raise tree seedlings, and transplant, weed, help with harvest of crops, and carry out a full post-harvest processing of both tree and crop products.</li><li>• Both men and women want access to more tree and crop products to increase their incomes.</li><li>• All extension staff are male.</li></ul>	<ul style="list-style-type: none"><li>• Train both women and men in agro-forestry activities, by having male extensionists work with husbands and wives together, or by having male extensionists work separately with the village men's organization and the village women's organization.</li><li>• Consult with both women and men on preferences for tree species and crops.</li></ul>
<i>Objectives and activities selected from the project document seen as strategic in terms of the gender analysis findings. Both the technical and social aspects of the project should be considered.</i>	<ul style="list-style-type: none"><li>* Consider the findings in the Activity and Resource profile.</li><li>* Consider the gender of the project beneficiaries and participants.</li><li>* Consider the gender of the project staff.</li><li>* Consider whether change in the current situation is desirable.</li></ul>	<ul style="list-style-type: none"><li>* Aim for success in terms of sustainability, equity and effectiveness.</li><li>* Take into consideration the constraints and supports identified in the Context Profile.</li><li>* Wherever possible specify who will have responsibility for each recommendation.</li></ul>

- To apply findings of gender analysis
- To evaluate or not the programme to satisfy the needs of women and men
- To evaluate women and men opportunities to participate in activities at their roles
- To evaluate or not the programme requires gender changes in sustainable and effective

## Workshop Activities

trainees are only indirectly familiar with the programme, group those with similar responsibilities together. Ask them to list their responsibilities.

3 **An alternative strategy:** keep the groups mixed in terms of work responsibilities. Assign each group the role of different interest groups, e.g. landless village women, landless village men, female-heads of farms, and male plantation owners.

First, ask each group to construct a “problem tree” from the point of view of their interest group, identifying their most important problems (the trunk), and the causes (the roots) and consequences (the branches) of their problems. Second, ask each interest group to evaluate the forestry programme objectives and activities in terms of whether or not it addresses their problems. Third, ask each interest group to make its recommendations for Programme Action.

- Ask each small group to select a trainee to present its findings to the plenary. Facilitate to deepen the analysis in terms of exactly what changes are recommended and why. Or, ask each interest group to present its “problem tree” and recommendations for Programme Action. Then, ask all the trainees to negotiate the various Programme Action recommendations and to agree on a final list.
- After small group presentations, facilitate a plenary discussion on:  
**objectives and activities** of the forestry programme for which gender issues are important in order to be sustainable, equitable, and effective;  
**participation** – whether women, men, or both should be involved in specific forestry programme activities, and why;  
**recommended strategies and actions** to increase the participation and benefits of women and men.
- Provide closure by summarizing key points and issues.

## Beware!

- Keep the focus on gender analysis. When examining forestry programme objectives and activities, all kinds of problems may become apparent but the trainers should persist in focusing the discussion only on problems which are relevant to gender analysis.
- Expect conflicting recommendations. Talking about “what should be” raises a variety of opinions. Encourage trainees to find a common ground, but if they cannot, acknowledge and record the different opinions.
- Expect resistance. If the trainees work directly with the forestry programme under consideration, their resistance to recommendations for change may be high. By keeping the focus on increasing programme success, most of the resistance can be overcome.
- Encourage trainees to be as detailed and concrete with their recommendations as possible. For example, if they recommend that women join agroforestry activities, then ask them to identify cultural and programmatic means for them to do so, e.g. to identify an appropriate and affordable extension strategy.



THE  
GENDER  
ANALYSIS  
AND FORESTRY  
FRAMEWORK

“ Before explaining what the gender analysis and forestry Framework is, and how it works, I would like to talk about why it was developed, and what it's for.”

“ The goal of gender analysis training is to enhance the *success* of forestry development efforts, whether reforestation, agroforestry, community forestry or watershed management.”

GOAL:  
TO ENHANCE  
FORESTRY  
PROGRAMME  
SUCCESS

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REQUI

SUCCESS:  
SUSTAINABILITY  
EQUITY  
EFFECTIVENESS

“ And by success, we mean that forestry development efforts are sustainable, equitable, and effective.

We define as *sustainable* those efforts which continue to benefit the local community after the forestry department or development agency has completed its support and departed from the area.  
We define as *equitable* those forestry development efforts in which all members of the community, both women and men, have access to benefits and opportunities to participate.  
We define as *effective* those forestry efforts which achieve their objectives.”

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FORESTRY  
DEVELOPMENT  
ADDRESSES:  
INDUSTRIAL  
NEEDS  
ENVIRONMENTAL  
CRISIS

addressing pressing environmental crises, such as deforestation, erosion and watershed degradation. But all forestry efforts have important implications for rural people.

However, most forestry development efforts have been strictly oriented towards addressing industrial and export needs, or more recently, to

The links between people and trees are very important – most particularly among the rural poor. These links include food and nutrition, fuel and energy, fodder, employment and income, medicine, and sustainable agriculture and livestock production.

They also include spiritual and traditional links such as wooden masks and sacred groves.

For these reasons, community/social forestry projects have been designed to promote local people as the agents and beneficiaries of forestry activities.

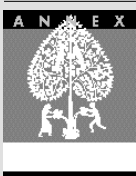
LINKS  
WOMEN,  
MEN  
AND TREES

It is not enough to say that ‘the people’ will benefit or that ‘the community’ will participate in forestry development because the relationship between trees and people differs by gender.

For example, a study in Uttar Pradesh, India, showed that forests and common land were the source of 13 percent of men’s income and from 33 to 45 percent of women’s income – the proportion rises among poorer women.

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Sex  
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GENDER IS

- CULTURALLY BASED
- LEARNED BEHAVIOUR
- CHANGING: OVER TIME ACCORDING TO LOCATION ACROSS CULTURES

Gender is a term that captures the *socially* defined differences between women and men. Gender is culturally based with wide variations within and between societies. For example, producing corn in the Gambia is considered women’s work; whereas producing corn in North America is considered men’s work. In Bangladesh, marketing is a man’s role whereas in Bhutan it is mostly women who do the marketing. Gender refers to learned behaviour that changes over time. For evidence of historic change we have only to compare the socially defined roles and opportunities of our grandmothers to those of our daughters, and those of our grandfathers with those of our sons.

The b roles economic many hou are no lon The wome they work they enter worse in f Due to ecc areas of w Women’s c essential to Other reas fertility de aspiration: Increased i factors lea household that one in Developm

GENDER-BASED DIVISION OF LABOUR

- AN ORGANIZING PRINCIPLE OF SOCIETIES
- MEN AND WOMEN MAY HAVE THE SAME OR DIFFERENT ROLES

The **second key concept** is the gender-based division of labour. In all societies, there is some degree of a gender-based division of labour: in some societies men and women are responsible for distinctly separate tasks (a pattern found in some African

countries, for example), whereas in other societies there is considerable overlap between what men are expected to do and what women are expected to do (this is the case in some Asian countries, for example). In every culture there is a pattern or a gender-based division of labour that is considered appropriate from a traditional point of view. However, nearly everywhere these patterns are undergoing change. The roles of women and men are in transition because of a number of macro-level factors.

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WOMEN'S WORK

- INFORMAL SECTOR
- LARGELY UNPAID
- NOT REPORTED
- MULTIPLE ROLES

“ Women’s work remains invisible because:

- Women are concentrated in the informal sector, even more so than men
- Women’s work is largely unpaid (subsistence) or irregularly paid.

Both men and women tend to report that women “do not work”, but what they mean is that women do not work ... *for cash income*. Poor women, like poor men, have multiple productive roles, difficult to capture in occupational definitions that focus on formal sector workers. If we are not aware of what women and men do, we may not identify the appropriate people for resources, training and technology, and development effectiveness suffers.”



WID FOCUSES ON WOMEN  
GENDER ANALYSIS  
FOCUSES ON WOMEN AND MEN

“ By focusing on women, Women in Development (WID) efforts have greatly

increased our understanding of how important women’s work and contributions are to the well-being of our families, our communities, and our nations. Gender analysis is different because it focuses on the contributions of both women and men, and on how their roles overlap, and on how they are distinct.”

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NORMS/TRENDS/CHANGES  
ENVIRONMENTAL  
ECONOMIC  
INSTITUTIONAL  
SOCIAL  
DEMOGRAPHIC  
POLITICAL

Because forestry programmes are not implemented in a vacuum, we need to examine different kinds

of context factors, including:

- environmental, such as soil degradation, erosion and deforestation;
- economic, such as poverty levels, inflation rates, and income distribution;
- institutional, such as land and tree tenure, forestry extension practices;
- social, such as community norms, cultural and religious beliefs, ethnic diversity, and gender roles;
- demographic, such as population and migration rates; and
- political, such as government instability and village level power structures.

“All of these factors can work for or against forestry development, therefore all of them need to be taken into consideration.

“The interrelationships among these factors such as changes in gender roles due to economic crises, fertility rates and environmental degradation, are also examined.

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The Activity Profile helps us to:

- Understand the dependency of local people on forest lands as well as the interrelationships among forestry, agriculture, livestock, crafts, and so on;
- Identify the activities of both women and men in the forestry programme area; and
- Produce a holistic picture of the workloads of women and men, helping to identify labour bottlenecks.

“In sum, the Activity Profile gives a preliminary identification of who should participate in specific forestry development activities.”

ACTIVITY  
PROFILE  
HELPS US TO  
UNDERSTAND

- DEPENDENCY ON FORESTS
- ROLES OF WOMEN AND MEN
- LABOUR INTENSITY



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Trainer shows  
Resources Profile on  
overhead projector and  
explains.



The **third step** of  
the gender

analysis Framework is the Resources Profile.  
It is used to answer the questions, who  
has what? And who needs what?

RESOURCES  
PROFILE  
WHO HAS WHAT?  
WHO NEEDS  
WHAT?

RESOURCES PROFILE  
RESOURCES/BENEFITS  
ACCESS/CONTROL



Two concepts are  
basic to the  
resources Profile: the  
first is the difference  
between resources and benefits. The second is  
the difference between access and control.

ACCESS





CONTROL =  
DECISION-MAKING  
POWER

By control we mean decision-making power to determine who has access to resources, who will derive benefits, and what those benefits will be. Control over resources can be exercised by the state, the forestry department, a village chief, an ethnic group, or a community leader, for example. Commonly, control over resources is gender based. In some cultures, for example, by tradition or law women are not allowed to own land or cattle.

- The Resources Profile helps us to identify:
- the resource base of both women and men in the forestry programme area, especially in terms of land, trees, technology, training and inputs;
  - the relative benefits derived by women and men from their activities and their resources, such as food, fuel and income;
  - the resource needs and constraints of women and men.

RESOURCES  
PROFILE  
HELPS US TO  
UNDERSTAND  
• RESOURCE BASE  
• RELATIVE  
BENEFITS  
NEEDS



- FRAMEWORK
- A. CONTEXT PROFILE
  - B. ACTIVITY PROFILE
  - C. RESOURCES PROFILE
  - D. PROGRAMME ACTION PROFILE

In sum, the gender analysis and forestry Framework has four components:

- the Context Profile in which we examine the supports and constraints to forestry development;
- the Activity and Resources Profiles in which we examine the labour and resource patterns of the people living in the forestry programme area; and
- the Programme Action Profile in which we determine whether or not changes need to be made in order for the forestry development programme to be as sustainable, equitable, and effective as possible.

