

The Practitioner's Toolbox: Tools for Considering Gender Issues

Gender Analysis	Participatory Appraisal	Gender Training	Grants and Scholarships
<p>Because of the differences in the ways men and women access and manage natural resources, they affect biodiversity differently. To assess the varying influences that men and women have on biodiversity, it is useful to collect gender-disaggregated data during your stakeholder assessment. Useful information to collect includes:</p> <ul style="list-style-type: none">◆Who does what? Look for gender differences in the use of biodiversity. Is it men or women who exploit threatened resources? If so, what are their economic or socio-political interests in those resources?◆Who has access? Identify gender differences in access, ownership, and control of biodiversity. Who controls tenure rights? Who is more likely to use those rights to conserve biodiversity? Who has decision-making control over household resources that can be used to support conservation? Who has control? Explore the extent to which men and women decide how resources are used. Do men and women have different decision-making roles within organizations? How do the different roles of men and women influence the kind of management decisions they are likely to make? <p>It is important that both men and women are given an opportunity to participate in a gender analysis and wider stakeholder assessment. Methods of data collection that can help ensure the participation of both men and women include: household surveys structured to include interviews with both the male and female head of the household, spot observations of work being undertaken in priority areas and/or involving priority resources, and surveys of representative organizations and their decision making processes. In applying these methodologies, practitioners should ensure that both women and men are comfortable and able to provide honest and accurate information.</p> <p>Gender analysis enables practitioners to see how an intervention will be received by different genders and how it will impact the different groups' interests and roles.</p>	<p>Participatory appraisal (PA) is a rapid information-collecting and collaboration-building activity. PA can be useful when you want to elicit and analyze the diverse interests of men and women in biodiversity use and/or conservation. Among groups that should be targeted for PA are those whose focal interests—health, education, and community governance, for example—overlap with conservation and sustainable resource use. Because these issues are often associated with women, it is important to ensure that local women's groups (and not just "official" agencies and organizations) participate in the process.</p> <p>Information generated by a PA can include:</p> <ul style="list-style-type: none">◆Analysis of who uses, manages, and benefits from natural resources◆The practical and cultural constraints that men and women face in relation to resource use and conservation◆The views of men and women on the tradeoffs they are prepared to make between conservation, livelihood, and lifestyle needs <p>Information-gathering activities that have proved successful at ensuring a full representation of interests and values by involving both men and women include:</p> <ul style="list-style-type: none">◆Focus groups (5-15 individuals brought together to discuss a particular topic)◆Open-ended interviews of individuals identified as having a key role in the community◆Organized walks through a priority area, with participants identifying things like how resources are used or what management structures operate in the area, while facilitators record the dialogue <p>A PA activity should quickly elicit information that helps inform a gender analysis and broader stakeholder assessment.</p>	<p>Many conservation professionals are unaware of gender issues and how they can affect conservation success. Gender training can help enhance staff and partners' understanding of gender issues and build skills in gender analysis. Ultimately, gender training should help staff appreciate how gender integration can enhance conservation action.</p> <p>Gender training workshops should help participants explore how to design and implement gender-responsive programs and projects, practice using gender analysis tools, and identify gender gaps and opportunities to make programs more responsive to gender concerns. Specific workshop topics might include:</p> <ul style="list-style-type: none">◆Gender concepts and terms◆The utility of gender in natural resource management◆Tools for gender analysis and planning◆Tools for program design, planning, and implementation from a gender perspective◆Indicators for monitoring and evaluation <p>Gender training workshops should be participatory. It is important to build the training on participants' experiences, making it relevant to their work context. Role plays, case studies, and direct experiences are often successful training techniques.</p> <p>The sustained influence of gender training may require a number of follow-up actions. These can include:</p> <ul style="list-style-type: none">◆Identification of a focal team within an office or program to support the integration of gender issues. The team should promote actions that ensure that gender concerns are identified and discussed, assure that the needs of disadvantaged and disenfranchised groups (including women) are not overlooked, and collect gender-disaggregated data for monitoring and evaluation.◆Distribution of information materials that help sensitize conservation practitioners (including partner organizations) to gender issues◆Follow-up gender training that promotes a broader understanding of gender issues and their impact across different levels of society <p>“The meaning of gender has become much clearer [as a result of gender training]. Prior to the training I confused gender with feminism but the training has clarified what gender means and how it applies to conservation.” —Participant, WWF Nepal Gender Training Workshop.</p>	<p>Grants</p> <p>In many situations, small grants that support information and training opportunities can influence how men and women manage natural resources. Small grants with conservation and gender-referenced objectives should help men's and women's groups address issues that are of critical importance to them, while also drawing links between gender-based issues and broader conservation needs (see Turtle Islands Case In Point).</p> <p>When allocating grants to community-based organizations, particular attention should be paid to training and technical assistance for grant recipients, enhancing the links between conservation priorities and the development-oriented activities being supported, and carefully monitoring activities to ensure that they are producing conservation results.</p> <p>Scholarships</p> <p>Scholarship programs for girls are based on the idea that improved educational opportunities for girls lead to the adoption of lifestyle patterns and choices that are more socially and environmentally sustainable. To ensure that the connection between women's actions and biodiversity conservation is achieved, scholarship programs should target girls in areas that:</p> <ul style="list-style-type: none">◆Are a conservation priority area◆Are experiencing population growth◆Have low participation rates of girls in education (but high levels of female participation in resource use and management)◆Have the capacity (structural and professional) to support girls' education <p>Using the broad criteria outlined above as a guide, WWF offices and partners are invited to submit proposals for girls' scholarship programs to the Ecoregional Conservation Strategies Unit. Proposed scholarship programs may include the direct allocation of scholarships to girls, support for educational institutions to help effectively deliver education to girls, and/or extra-curricular activities that introduce girls to livelihood options related to conservation. This scholarship program will be piloted in up to five ecoregions over the next two years.</p>

Case In Point

Healthy Environments and Healthy Communities: Linking Women's Community Health and Conservation Issues in the Turtle Islands, Philippines

Nestled between the shores of the southernmost island of the Philippines and the Malaysian state of Sabah you will find six small tropical islands, collectively called the Turtle Islands. These unique islands are encircled by coral reefs that are home to a number of exotic aquarium and food fish species in addition to a diversity of hard and soft coral. The islands provide the only remaining year-round nesting habitat for green turtles in all of Southeast Asia. Despite the small area they comprise, a mere 3.3 square kilometers, the islands are essential to maintaining the still largely unexplained migrations of marine turtles.

As a result of secessionist movement in other parts of southern Philippines, once-abundant natural resources, and phenomenal economic growth in nearby Malaysia, extensive migration has caused the local human population of the Turtle Islands to swell to a number more than three times the national average. At the same time, the Islands remain by far the poorest locality within the one of the poorest province of the Philippines. With sandy, shallow soils, a lack of legal tenure, virtually no infrastructure, and extreme land scarcity, people turn to the seas to support their livelihoods.

In particular, fishing and turtle egg collecting are a very important source of income for the Turtle Islanders. As human populations have boomed on the islands, the harvesting of these marine resources is nearing the point of unsustainability. This poses a critical conservation problem for the overall health of the ecosystem and for many species, including the endangered green turtle, whose populations are declining worldwide and are dependent of these islands for 80 percent of the total nestings in the Philippines for green turtle and considered the most important nesting population in the region. Other conservation issues include damage to coral reefs and other important habitats, and pollution.

WWF realized early on that promoting conservation success on the islands required an understanding and addressing of how local people's lives were intricately tied to resource use. WWF also realized that they had to engage both men and women in their conservation programs, since both groups used and related to marine resources differently. While WWF works closely with men fisherfolk to improve resource extraction techniques and enforcement activities, social analysis indicated that health issues were the primary concern for local women. WWF felt that the best entry point for women to become engaged in conservation work was to develop a community health program highlighting how a healthy environment is critically linked to a healthy community.

Training and education are a critical component of community health work being undertaken with women in the islands. Education focuses on a variety of health issues that the women themselves identify and conservation messages are integrated into these programs. For example, discussions focused on specific diseases also focus on broader sanitation and waste management issues. These sessions are increasingly attracting the attention of more and more women and men. Women's groups have also been formulated and all are in the process of developing community health plans for the long-term health of their environment. For example, in the Taganak Island one group's main objective is to clean and beautify the environment and stop the spread of disease through proper waste management procedures for biodegradable and non-biodegradable wastes, appropriate treatment of water sources using environmentally-friendly practices, community clean-up campaigns, and re-planting of trees.

The experience in the Turtle Islands to date has shown that social analysis along gender lines highlights different issues important to men and women, and the varied roles they play with regards to resource use. Even more importantly, this knowledge has helped WWF to employ different strategies and design diverse vehicles for disseminating conservation messages and tapping into a sense of greater resource stewardship for both men and women. Realistically, the key to success for this program lies in continually finding ways to draw out the links between conservation messages and relevant health issues.

Exploring the potential of Girls Scholarships to Advance Conservation Efforts

The mission of the WWF Girls Scholarship Program, recently launched by WWF-US, is to promote biodiversity conservation by increasing women's capacity to become educated stakeholders and participants in the management of natural resources. WWF believes that increased educational opportunities for women, in communities where their roles are directly connected to the use of natural resources ultimately will lead to increased social and environmental sustainability. While the goals and objectives of the program are global (see "Grants and Scholarships"), responsibility for the design and delivery of the program at the national or ecoregional level is decentralized. This is intended to facilitate the provision of education for girls in a manner and form that recognizes and responds directly to local conditions. Pilot programs will be run in 2001 in the East Africa Marine and Madagascar Spiny Forest ecoregions. These two scholarship initiatives (each of which will receive \$25,000 in 2001) reflect the program's required characteristics and criteria for local focus.

East Africa Marine Girls Scholarship Program

Scholarships: Approximately 15 girls from the four WWF projects sites in the East Africa Marine ecoregion will receive scholarships. It is expected that the majority of primary school scholarship recipients will attend schools in their local villages. Secondary school students, however, may have to go outside their villages to attend boarding schools, as WWF projects in remote places often do not have nearby secondary schools.

Mentoring and environmental education: A mentoring program will be provided for all scholarship holders to introduce them to conservation and the sustainable and alternative use of natural resources. Environmental education materials will be provided to the local schools.

The WWF project site staff will work closely with the scholarship recipients during the holidays and environmental special events (e.g., World Environment Day, Turtle Awareness Week) to introduce them to conservation and other related issues. Girls will be encouraged to take on leadership roles among their peers and to participate in conservation-related activities.

Madagascar Spiny Forest Girls Scholarship Program

Scholarships: Up to 15 scholarships will be provided to girls at the primary and/or secondary school level. The selection committee will be made up of representatives from WWF, the regional government education agency, the Direction Régionale de l'Enseignement Secondaire et de l'Education de Base (DIRESEB), and the local level agency, Circonscription Scolaire (CISCO), as well as the director/headmaster of each hosting school. Private schools will be welcome to take part in the scholarship program.

Nature classes: These will be organized for secondary school scholarship recipients at the Libanona Ecological Center and/or the Beza-Mahafaly Field School. The objective is to introduce girls to the basic concepts of ecology and natural resource management. The Ecology Center and Field School both have the technical and logistical capacity to host up to 10 people, including supervisors, for four to five days. Girls will be required to write a report of their field activities and to present it to their class upon their return to school.

Environmental education for primary school educators: The EE program team will provide training to educators from the Tulear Cultural and Environmental Education Center and selected schools (probably scholarship recipients' schools) in the use of Madagascar-based environmental education materials and the introduction of other environmental education methodologies.

Education for out-of-school girls through literacy programs: The program will help the Association Pour L'Environnement Lettré (APEL), a local NGO specializing in adult education, adult literacy, and communications programs, to implement radio and literacy programs that target girls and women around selected conservation areas. APEL has worked successfully in the villages around the Beza-Mahafaly Field School to develop adult education programs linked to conservation. While the literacy programs will provide out-of-school girls and women with basic education skills, the radio programs will also involve them in the design and dissemination of messages linked to environmental protection and natural resources management.

RECOMMENDED GENDER RESOURCES

Gender Analysis and Forestry: International Training Package, FAO, Forests, Trees and People Program, 1995.

A Guide to Gender-Analysis Frameworks, March, C., I. Smyth., and M. Mukhopadhyay, Oxford, UK: Oxfam Publications, 1999.

A Process for Organizational Self-Assessment and Action Planning, Morris, P. T. , The Gender Audit: Washington, DC: InterAction.

Working with Community-Based Conservation with a Gender Focus: A Guide, Rojas, M.H., Washington, DC: WIDTech, 1999.

Gender, Equity, and Effective Resource Management in Africa: Building Indicators, Analyzing Cases, Developing Strategies, Thomas-Slayter, B., Sodikoff, G., Reynolds, E., 1996.

RECOMMENDED GENDER TRAINING RESOURCES

SAMANATA, Institute for Social and Gender Equality, email: smaanata@wlink.com.np

Winrock International AWLAE Program, email: winrock@africaonline.co.ke

WEB LINKS

UNDP Gender in Development Web site. <http://www.undp.org/gender>

USAID's Office of Women in Development (WID) Web site. <http://www.genderreach.com>

WWF WEB LINK

WWF's Ecoregion Conservation Intranet Site
<http://intranet.wwfus.org/erbc/index.htm>
(For access, contact erbcinfo@wwfus.org)

World Wildlife Fund
Ecoregional Conservation Strategies Unit

1250 Twenty-fourth St., NW
Washington, DC 20037
Tel: (202) 861-8344
Fax: (202) 293-9211
www.worldwildlife.org
erbcinfo@wwfus.org



WWF's mission is to stop the degradation of the planet's natural environment and to build in which humans live in harmony with nature, by:

- ◆conserving the world's biological diversity
- ◆ensuring that the use of renewable resources is sustainable
- ◆promoting the reduction of pollution and wasteful consumption



SHARING ACROSS BOUNDARIES

Ecoregional Conservation Strategies Unit

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GENDER AND ECOREGION CONSERVATION: THE BURNING QUESTIONS

What is “gender”?

“Gender” refers to the characteristics of men and women that are socially determined (in contrast to those that are biologically determined). According to Oxfam (1994), “People are born female or male, but learn to be girls and boys who grow into women and men.” “Gender differences” refers to the varying economic and socio-political roles of men and women that arise from 1) the biological differences between men and women; 2) cultural beliefs pertaining to what men and women can and should do, and; 3) the valuation society places on the people who perform different roles.

How is gender relevant to conservation planning?

It is important to take the economic, social, and cultural diversity of human populations into account when planning and implementing conservation actions. Stakeholders in a priority area can be categorized according to a number of variables, including class, ethnicity, status, cultural identity, and gender. All of these variables will interact to shape the attitudes, behavior, and agendas that individuals and groups will bring to conservation planning. Because of the influence that gender differences are likely to have on how men and women respond to conservation challenges and opportunities, gender is one of the key variables to consider during a stakeholder assessment.

What is gender analysis?

Men and women are positioned to control or affect biodiversity in different ways. As they grow from childhood to adulthood, men and women learn to use and value their physical environment according to their role and socioeconomic status. Gender analysis is the process of discovering and taking into account these differences and the effect they have on conservation outcomes. Gender analysis involves comparing the experience of men and women in relation to priority biological resources or sites, and then using that analysis to help increase the participation of men and women in conservation actions.

What are the benefits of considering gender?

Conservation projects are more sustainable when the resource rights and needs of those with an interest in maintaining biodiversity are supported. Understanding the interests of men and women in relation to biodiversity and helping them establish equitable participation and decision-making rights can help achieve conservation goals. The approach that seeks to transform unequal relations between men and women so that equitable sustainable development can be achieved is known as Gender and Development (GAD).