

integrating gender

gender

matters

achieving results

Summary Report on Gender Training for Conservation International

Population and Environment Program
Strategic Planning and Gender Workshop
Tuguegarao, Philippines
June 15-20, 2004

September 2004

DevTech Systems, Inc.
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The Women in Development (WID) IQC

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I. Background and Objectives

Conservation International (CI) and its Population - Environment (PE) Program sponsored a six-day Strategy Development and Gender Integration Workshop in the Philippines from June 15-20, 2004. The workshop brought together PE staff from four country programs: Madagascar, Philippines, Mexico and Cambodia to share lessons learned in integrated program implementation and monitoring, demonstrating success stories in the field and fostering cross-team collaboration and capacity building.

The overall objectives of the gender component of the workshop were to:

- Increase CI staff knowledge and awareness of gender concepts, of how gender relations affect the achievement of results in conservation, reproductive health and development, and how such interventions can improve gender outcomes.
- Increase CI staff knowledge and ability to incorporate gender issues into program design, implementation, monitoring, and analysis of CI's conservation and population-environment programs.

The composition of the workshop was twelve women and thirteen men from the following countries: Cambodia (six), Guatemala (one), Mexico (five), Madagascar (three), and the Philippines (ten) (please see Participant List in Annex).

II. Planning and Design of Workshop

Conservation International P-E staff and DevTech gender trainers met on May 18 to begin the workshop planning process. In order to effectively tailor the workshop to the needs of the participants, it was particularly important for gender trainers to understand specific details with regard to:

- CI Objectives of Workshop:
 - Provide participants with basic understanding of gender (roles and power issues) and how these roles impact conservation
 - Integrate gender into country workplan development
- Participant composition by specialization: Reproductive Health, Rural Development, Community based development and resource management.
- Participants' level of gender knowledge: "very low or 0"
- CI's conservation-based indicator framework (ha. preserved areas; protected species; and habitat corridors) and specific goals of the PE Program

The initial SOW called for a 2-day gender training to be added at the end of a 4 day CI Strategic Development Workshop. DevTech proposed to integrate gender training sessions into the week-long program; rather than consider it as a 2-day add-on at the end. The rationale for this approach focused on the following advantages:

- Achieve goal of integrating gender into CI strategy development, workplan development, and M&E sessions.
- Allows for gender sessions to complement CI sessions and reinforce PE program strategy development.

Following the May 18 meeting, CI and DevTech finalized the workshop agenda through a collaborative process, and CI distributed a short questionnaire to participants to gather further information regarding the participants' level of gender knowledge and experience integrating gender into PE activities. DevTech received 8 surveys in response, which, while representing only about a third of the participants, did offer accurate representational information regarding the composition of the group.

DevTech's training team was composed of Debbie Caro (Lead Trainer); Jim McNicholas (Trainer/Facilitator); and Susan Paulson (Training Material Preparation). Michal Avni (Technical Advisor for USAID's Population Leadership Program) joined Debbie Caro and Jim McNicholas as a third Gender Trainer/Facilitator on-site. Given the size and duration of the training (25 participants – 12 women and 13 men - over 4 days) the staffing level was appropriate. Janet Edmond and Carol Boender (CI) provided training and facilitation for CI portions of the agenda; additional facilitation and support services (logistics, material support, note-taking) were provided by the CI Philippines staff.

III. Workshop Activities: Gender Training Component

Over the course of the training, the Gender Training Team facilitated a series of group exercises and plenary discussion sessions in addition to presentations of new information. The final Training Schedule, which outlines each activity, is attached in Annex 1. The key sessions facilitated by the Gender Training Team are discussed in more detail below.

The morning session of the first day of the training provided CI Country Program Representatives the opportunity to introduce their program objectives, experience, and work plans. In the afternoon, the Gender Team began with a group exercise to introduce the group to gender perceptions, the Gender Beliefs Clarification Exercise (Vote with Your Feet). The group was asked to agree or disagree with the following statements:

1. "Women are naturally better parents than men."
2. "Men and adolescent boys are willing to participate in family planning if there are more contraceptives available for men"
3. "Gender equitable relationships are a valid goal of population programs."

The exercise led to interesting discussion regarding the rationale for individuals' opinions (see Annex 2 for further details). Following this discussion, Debbie Caro introduced the Gender Domain Framework for analysis of gender (see Annex 3 for Gender Analysis Framework). Participants were provided a short case study (see Annex 4 Jau Case Study) to read as homework.

The second day began with small group exercise to apply the Gender Analysis Framework to the case study. Each group worked with one aspect of the Gender Analysis Framework only, and shared findings in a plenary session. The exercise provided the participants with an introduction on how to apply the analysis methodology. The next session built on this by having each Country Program Team apply the full Analysis to their own country programs.

This first attempt to apply the Gender Analysis Framework to country work plans was challenging for participants. Each country team was composed of several partners, so country work plans did not necessarily outline all priority activities of each partner, nor were partners fully knowledgeable of country work plans. Moreover, the Gender Framework covers six analysis domains, and several groups did find it difficult to absorb and apply each domain to their programs. While a difficult exercise, it was a useful introduction and essential step for later exercises.

The afternoon of day two featured the Gender Concepts and Continuum presentation and exercise, the objective of which was to introduce gender concepts concerning the integration of gender in development programs. The presentation and exercise focused on the following concepts (placed in a continuum):

- **Gender Exploitative:** programs that **exploit gender inequities** & stereotypes in pursuit of project outcome. This approach is harmful and can ultimately undermine the objectives of the program in the long run. [Ex: condom social marketing campaigns that use aggressive or violent imagery to reinforce male decision-making power and control].
- **Gender Accommodating:** programs that **accommodate gender differences** to achieve project objectives. This approach addresses certain aspects of women's needs and may make fulfilling gender roles easier but does not attempt to reduce gender equality. Although this approach may bring short term benefits it does not necessarily address (or may reinforce) the gender systems that contribute to the differences and inequities. [Ex: IT projects that take services to women who have limited social mobility; doorstep distribution of condoms].
- **Gender Transformative:** Programs that seek to **transform gender relations** to promote equity and achieve program objectives. Approach attempts to promote gender equity through: encouraging critical awareness of gender roles, promoting the relative position of women, challenging the imbalance of power, distribution of resources, and allocation of duties between men and women, or addressing the power relationships between women and service providers, traditional leaders, other community actors, etc. [Ex: income-generation activities; projects to secure property rights for women; education programs that work with young men and young women to challenge rigid gender roles].

As part of the exercise, the participants were placed in small groups and asked to review short project descriptions and consider where in the continuum of gender integration the projects fell. This exercise was somewhat difficult for several participants: the gender concepts are quite advanced and nuanced linguistically, which posed a challenge for many of the participants in terms of understanding the definitions and ideas. Notwithstanding some difficulty, the more advanced participants (linguistically and conceptually) worked through the concepts and discussed their application in the case studies in plenary session.

Day three opened with a presentation by Jim McNicholas introducing USAID requirements (Automated Directive System) for gender mainstreaming and environmental compliance. The

presentation drew on environmental impact assessment regulations (based on the hypothesis that conservation professionals would have more familiarity with these concepts) as a way to introduce the related concept of integrating gender concerns throughout the project cycle. This was followed by two presentations organized by CI that provided examples of two other projects and their approaches to gender integration in P-E Programs (PATH and SAVE).

The Gender Team continued in the afternoon with a session focused on integrating gender in Project Cycle Management (a requirement of USAID/ADS). Debbie Caro provided a presentation on project cycle management and worked through an example of gender integration in plenary session based on the project implemented by Rossana Cifuentes, a workshop participant from Guatemala.

Following the presentation and case study, each Country Team applied the gender analysis to its own project cycles. Although an advanced exercise, many participants were now able to apply the concepts effectively, and several mentioned this exercise positively in their evaluation. As a result of the exercise, each country developed a first draft analysis of gender issues in their projects, and presented their findings to the group. Annex 5 contains the results of each country Project Cycle Analysis.

Following a site visit on Day 4, Day 5 focused on CI Strategy Planning and was facilitated by CI staff. At the close of the day, Jim McNicholas provided a brief introduction to Monitoring and Evaluation, with a focus on developing gender indicators as part of project cycle management. Given the level of interest, additional assistance for indicator development and program M&E could be included in future TA or training programs. Day 6 concluded the workshop with a wrap-up of P-E Conceptual Framework and strategies identified by participants.

IV. Participant Evaluations and Lessons Learned

Participant Evaluations

At the close of the gender component of the workshop, participants were asked to identify aspects of the workshop that they 1) liked, 2) did not like, and 3) would change for a future workshop. Each response is detailed in Annex 6; some generalized comments are provided below:

What I liked

- Participatory process of the workshop (i.e. working in groups) (5 comments)
- Clarity of presentation and facilitation (5 comments)
- Gender analysis tools and application to own projects (4 comments)
- Diversity of participants, exchange of experience (2 comments)
- Materials provided (2 comments)

What I didn't like

- Concepts difficult to understand/Not enough basic gender information (4 comments)

- ❑ The guiding principles, elements and gender continuum exercise were difficult to understand and apply (4 comments)
- ❑ Speed of language/presentation (2 comments)

What I would like to change

- ❑ Speed of language/presentation (3 comments)
- ❑ It would be effective to hold a workshop on “Increasing Sensibility to Gender Issues” so the group could acquire certain basic understanding of gender
- ❑ Emphasize the theme of Monitoring and Evaluation especially from the perspective of field work, in region country
- ❑ The need to scale-up the comparison/analysis of site specific projects to national/regional area
- ❑ Presentations on how local initiatives coordinate with national/regional scale
- ❑ A manual for integrating Gender into Environment and Reproductive Health and HIV Programs
- ❑ More time for reflection
- ❑ Feedback by facilitators is necessary
- ❑ The supplies that are given would be better if translated in our own language

Trainer Comments: Lessons Learned

Although some of the earlier exercises were difficult for workshop participants, most participants exhibited an ability to apply gender analysis tools by the 3rd day of the training. Moreover, the country teams had the opportunity to apply the gender analyses to their own programs, as can be noted by the Project Cycle Gender Analyses in Annex 5.

Key elements of success

- ✓ Invited participants played similar roles in projects (mid-level, field-based project management)
- ✓ Workshop tailored to sector and actual work plans of participants
- ✓ Trainers had knowledge of institutional background and objectives; as well as participants’ professional/academic backgrounds
- ✓ Workshop participants were interested in/committed to topic, engaged in program, and willing to exchange ideas across topics (and languages)

Workshop Constraints

- ⇒ Language (translations slowed workshop and inhibited participatory process)
- ⇒ Not all participants were familiar with Country work plans (Trainers referred to Country Work Plans for group work exercises)

Follow-up Issues

- ◆ Additional assistance suggested for indicator development and program M&E (included in future TA or training programs at the country program level).
- ◆ Country Program follow-up actions will be dependent on institutional support
- ◆ At the end of the workshop, each team was asked to complete a “Commitment Pledge,” identifying concrete actions to be taken to follow-up on discussions at the Workshop. In

addition to identifying a concrete action, participants were asked to provide a target deadline and also identify constraints on their ability to follow-through as well as potential support resources. These commitment pledges were submitted to CI, and may be used by CI to monitor follow-up activities planned as a result of workshop.

Annex 1. Final Workshop Agenda

TRAINING SCHEDULE FOR POPULATION ENVIRONMENT PROGRAM STRATEGIC PLANNING AND GENDER WORKSHOP Hotel Roma, Tuguegarao City, Cagayan, Philippines

Tuesday June 15, 2004

DAY 1		
TIME	ACTIVITY	RESPONSIBILITY
8:30 – 9:30	Opening Ceremony and Remarks	CI
9:30 - 9:45	Introductions	CI
9:45 -10:00	Objectives of Workshop	CI
10:00 – 10:45	Overview of PE programs: basic components, results, and discussion (Philippines)	CI Country Program Staff
10:45 – 11:00	Tea/Coffee Break	
11:00 – 1:00	Overview of PE programs: basic components, results, and discussion (Madagascar, Cambodia, Mexico)	CI Country Program Staff
1:00 – 2:00	Lunch	
2:00-2:30	Gender Beliefs Clarification Exercise (Vote with Your Feet)	Gender Team
2:30 – 3:30	Introduction to Gender Analysis Framework (includes working a case study together in plenary)	Gender Team
3:30 – 3:45	Tea/Coffee Break	
3:45 – 4:30	Application of Gender Analysis Framework to PE Country Programs (small group work)	Gender Team
4:30 – 5:00	Report Out by Small Groups	Gender Team
Homework	Each Country Team Identifies One Lesson Learned relating to gender	

Wednesday, June 16

DAY 2		
TIME	ACTIVITY	RESPONSIBILITY
8:30 –8:45	Quick Recap	Gender Team
8:45-9:10	Small group exercise	"
9:10 – 10:00	Plenary processing	"
10:00 –10:15	Break	"
10:15-11:30	Application of framework to each country program	"
11:30-12:30	Country reporting	"
12:30-1:00	Summary of constraints and opportunities	"
1:00-2:00	Lunch	"
2:00-4:00	Gender Continuum	"
4:00-4:10	Break	"
4:10 –5:30	Principles and elements of gender-integrated programs	"

Thursday, June 17

DAY 3		
TIME	ACTIVITY	RESPONSIBILITY
8:30 – 9:15	ADS-USAID presentation	Gender Team
9:15 - 10:15	Presentation – PATH and SAVE	Participants
10:30 – 12:30	Gender in Project Cycle (example)	Gender Team
12:30 – 1:30	Lunch	
1:30 – 3:30	Gender Integration PE Project Cycle (Country Program)	Gender Team
3:45 – 4:00	Prepare presentation	Gender Team
4:00-5:00	Presentation by country	Gender Team/Participants

Friday, June 18

DAY 4		
TIME	ACTIVITY	RESPONSIBILITY
All Day	Field Visit PE project Site – Baggao, Cagayan, Philippines	CI

Saturday, June 19

DAY 5		
TIME	ACTIVITY	RESPONSIBILITY
9:00 –10:00	Energizer, Evaluation on Gender Topics and Synthesis of Field Visits	Gender Team/CI
10:00 -11:00	PE fit with CI Regional Strategies	CI
11:00 -1:00	Developing a CI Institutional PE Vision and Strategic Framework (based on draft conceptual framework document produced by PE Washington Staff)	CI
1:00- 2:00	Lunch	
1:00 – 3:00	Continuation of Developing a CI Institutional PE Vision and Strategic Framework (based on draft conceptual framework document produced by PE Washington Staff)	CI
3:00-3:15	Tea/Coffee Break	
3:15-4:30	Stakeholders Analysis	CI
4:30-5:30	Monitoring & Evaluation	Gender Team

Sunday, June 20

DAY 6		
TIME	ACTIVITY	RESPONSIBILITY
9:00 -9:30	Energizer, Recap and Next Steps for the Conceptual Framework	CI
9:30-11:00	Next Steps to Conceptual Framework, Overall Workshop Evaluation	CI
11:00-12:30	Action Planning	Gender/CI
1:30 –2:00	Wrap Up and Distribution of Certificates of Participation and Certificates of Appreciation	Facilitator/CI SMBC/CI/Gender Team

Annex 2. Gender Beliefs Clarification Exercise (Vote with Your Feet)

To start off Participants are asked to agree or disagree with the statements by physically moving to one side of the room. Participants are then asked to discuss the rationale for their decisions.

1. “Women are naturally better parents than men.”

Agree (Few)	Disagree (Most)
Reasons Cited: <ul style="list-style-type: none"> ▪ Women are attached to their children because they are the ones that gave birth to them. ▪ Father works outside the home most of the time and mother left home to care for the siblings. Most care/ nurturing is being done by mother. 	Reasons Cited: <ul style="list-style-type: none"> ▪ Women and men can be both good parent ▪ Gender rules in the household and outside can be learned ▪ Parenting is dictated by social upbringing and social impulses.

2. “Men and adolescent boys are willing to participate in family planning if there are more contraceptives available for men.”

Agree (Few)	Disagree (Most)
Reasons Cited: Men will be willing to use contraceptives when educated to use.	Reasons Cited: Availability of contraceptives do not guarantee men to participate in family planning. They need to be educated on how to use it.

3. “Gender equitable relationships are valid goal of population programs.”

Agree (majority)	Disagree (few)
Reasons Cited: <ul style="list-style-type: none"> ▪ It must be treated as a goal because gender has been a problem observed as to reluctance of men to take it as a responsibility even if they are educated. ▪ There has to be a goal for the program to succeed. 	Reasons Cited: It is difficult to treat it as a goal outright because it is composed of service of process.

Annex 3. Gender Analysis Framework

A Framework for Gender Analysis in Strategic Planning

The ADS requires all USAID operating units engaged in a strategic planning process to examine two key questions with regard to gender issues:

- (1) *How will gender relations affect the achievement of sustainable results; and,*
- (2) *How will proposed results affect the relative status of men and women?*

The ADS explains that in order to adequately address these two questions Strategic Objective Teams (SOTs) must take into account the *different roles of men and women*, as well as *the relationship and balance between them and institutional structures that support them*.¹ When possible, gender concerns should be treated as an integral part of the broad range of technical analyses conducted in preparation of the strategic plan rather than as a separate issue. More specifically, this framework facilitates the analysis of how gender relations operate in different domains of social life and development activities. It also helps to identify whether there are specific gender-based structural and institutional constraints that affect the relative status and opportunities open to men and women that can be addressed by development activities. In this framework, gender relations are analyzed across six domains to identify existing gender-based constraints. These six domains do not encompass the total range of human activity and there is some overlap among them, but they nevertheless provide a conceptual framework for addressing the two questions posed by the ADS (listed above).

This framework should help USAID operating units and their partners to move beyond simply disaggregating process indicators by sex. It will move staff towards more accurately predicting the impact of development strategies and programs on the relative status of men and women as well as accounting for how well consideration of gender enhances the success of USAID programs.

The six domains that structure the gender analysis and identify gender-based constraints in this framework are:

1. Access

Access refers to being able to use the resources necessary to be a fully active and productive participant (socially, economically, and politically) in society. It includes access to resources, income, services, employment, information, and benefits

2. Knowledge, Beliefs, and Perceptions

This domain refers to the culturally-mediated gender ideologies that shape beliefs about the qualities and life goals or aspirations appropriate to different gender categories. It involves understanding how people interpret aspects of their lives differently according to gender categories. Men and women may have access to

¹ Automated Directive System (ADS) Chapter 201.3.8.4 *Gender Analysis*

different types of knowledge, have diverse beliefs, perceive situations differently, and conform to gender-specific norms. In many cultural systems, some knowledge may be proprietary to only one gender category and hidden from another, limiting peoples' ability to participate in the full range of social experiences.

3. Practices and Participation

This domain refers to peoples' behaviors and actions in life – what they actually do – and how this varies by gender. It encompasses not only current patterns of action, but also the way that people engage in development activities. It includes attending meetings, training courses, accepting or seeking out services, and other development activities. Participation can be both active and passive. Passive participants may be present in a room where a meeting is taking place, and therefore may be aware of information transmitted, but do not voice their opinions or play a leadership role. Active participation involves voicing opinions and playing an active role in the group process.

4. Space and Time

Gender often structures both the availability and allocation of time as well as the space in which time is spent. This domain includes recognizing gender differences in the division of both productive and reproductive labor, identifying how time is spent and committed during the day, week, month, or year, and in different seasons, and determining how people contribute to the maintenance of the family, community, and society. The objective here is to determine how people in different gender categories spend their time and what implications their time commitments have for their respective availability for program activities. An important question to ask about time availability is whether it is flexible, negotiable, and fungible.

5. Legal Rights and Status

Analysis of this domain involves assessing how people in different gender categories are regarded and treated by both the customary and formal legal codes and judicial systems. It encompasses access to legal documentation such as identification cards, voter registration, and property titles as well as rights to inheritance, employment, redress of wrongs, and representation.

6. Power

This sphere of social life pertains to the ability of people to decide, to influence, to control, and to enforce. It refers to the capacity to make decisions freely and to exercise power over one's body and within an individual's household, community, municipality, and the state. This includes the capacity of adults to decide about the use of household and individual economic resources, income, and their choice of employment. It also encompasses the right to engage in collective action, including the determination of rights to and control over community and municipal resources. Finally, it includes the capacity to exercise one's vote, run for office, be an active legislator, and to enter into legal contracts.

Against this background information about how gender relations are expressed in these six domains, the next step towards strategic planning requires identifying **gender-based constraints** that might influence the achievement of sustainable results. Gender-based constraints are those barriers that limit or prohibit equal rights and equitable access to resources and opportunities. Similarly, analysis may also reveal gender-based opportunities for development.

To move from description to identification and analysis of gender-based constraints as well as opportunities, it is helpful to develop key questions for each of the six topical areas listed above.

Examples of Key Questions:

(1) How will gender relations affect the achievement of sustainable results?

Access:

Constraint: Does unequal access to project resources and services prevent the project from reaching its goals?

Opportunity or Facilitating Factor: Are there instances of equitable access with regard to certain types of resources that might provide a model for access to other resources?

Knowledge, Beliefs, and Perceptions:

Constraint: Are there gender-specific beliefs that will impede project outcomes?

Opportunity or Facilitating Factor: Is there gender-specific knowledge that will facilitate decisions that are essential for reaching project goals?

Practices and Participation:

Constraint: Are people who are excluded based on their gender (even inadvertently) result in passive or active sabotage of project activities?

Opportunity or Facilitating Factor: Are there types of gender-specific leadership roles that might provide the basis for broader participation?

Space and Time:

Constraint: Are there gender-specific roles that prevent some people from participating in program activities because they work in a particular place?

Opportunity or Facilitating Factor: Does the gendered division of labor provide a useful framework for distributing project resources equitably and in a way that will be supportive of project objectives?

Legal Rights and Status:

Constraint: Do gender-discriminatory laws inhibit rights to property?

Opportunity or Facilitating Factor: Does a gender-neutral legal structure create an opportunity to push for gender equity in employment benefits or inheritance?

Power:

Constraint: Are people who are excluded from making decisions based on their gender likely to suffer adverse consequences from the decisions made by others?

Opportunity: Is it possible to organize individuals who are excluded from making decisions based on their gender into groups or coalitions that may be able to negotiate for great decision-making power?

- (2) How will proposed results affect the relative status of men and women? What is the impact of the project on:
- Access and control over resources by different individuals and groups?
 - Validation or challenges to different people's knowledge, beliefs, and practices?
 - Different peoples' interests and needs?
 - Participation of different individuals and groups?

Directions: Analyze the information provided in the case study to identify issues that pertain to the different activity domains. Develop a list of gender-related questions for each domain that one should answer in order to better understand how gender relations will affect the project.

Table I: Gender Analysis Framework

DOMAIN	Project Objective	
	Information/Issues	Questions/Concerns
Access		
Knowledge,		
Practices and Participation		
Space and Time		
Legal Rights and Status		
Power		

Directions: Take the information that you identified in Table 1 and try to analyze the implications of that information using the categories in Table 2.

Table 2: Gender Constraints and Opportunities for Project Planning

Key Gender Constraints/Opportunities	Create the Following Conditions (specify constraint/opportunity)	Consequences for Project Teams	Possible Actions
Access			
Knowledge, Beliefs, and Perceptions			
Practices and Participation			
Space and Time			
Formal and Customary Legal Frameworks			
Power			

Annex 4. Case Study: Jaú National Park, Brazil²

Project Objective: Design Conservation Strategy for National Park that combines gender-focused training, institutional strengthening, and community participation.

Park Background: Jaú National Park (PNJ) is located in the state of Amazonas, in the municipalities of Novo Airão and Barcelos. With an area of 2,272,000 hectares, it is the largest National Park in Brazil, and the largest protected area of tropical forest in the world.

The PNJ was created on September 24, 1980. As the goal of a co-management agreement between the Brazilian Institute for Environment and Renewable Natural Resources (IBAMA) and the Fundação Vitória Amazônica (FVA), a management plan was elaborated for the Park under the responsibility of FVA. The creation of the PNJ did not take into consideration the presence of people residing in the territory of the Park. The current legislation does not permit the presence of residents in the Park, but the reality is that they continue to reside there, seventeen years after the Park's creation. The question of whether or not residents can stay in the PNJ is a subject of much discussion lately, due to the impasse between the legislation and reality. Most of the residents (73%) know that they live in a National Park, but they do not know all objectives of a Park.

Currently there are approximately 984 residents of the Park (approximately 159 domestic groups), of which 54% are male and 46% female of all ages. The population is distributed unevenly in the PNJ, with the majority living around the border areas (59%) and 41% in the interior, some of whom are isolated. Most of the population lives along rivers or streams. The population is predominantly young, with an average age of 18. Women start having children and building families at 16 years of age, and these families may or may not take up residence where the women were born.

Phase 1: Socio-Economic Survey of Local Communities

An initial socioeconomic survey was carried out before the first Action Plan for the Park in April of 1992, with the participation of researchers from local and national institutions. During a pre-test of the survey, researchers were received by families, and the questions, although heard by all, generally were answered only by men with little or no participation by women in the responses. The researchers observed that for the census questions (name and number of children, documents, and schooling), the women were consulted by the men. The men, on the other hand, insisted on answering the questions about consumption of natural resources, principally hunting and collecting of turtles and turtle-eggs.

² Case study is excerpted from **Gender, Conservation, and Community Participation: The Case of the Jaú National Park, Brazil**, by Regina Oliveira & Elza Suely Anderson

Similarly, when asked question about fertility and mortality, leisure activities, migration, and consumption, men often called on their wives to respond. Where there was no man present (principally widows or single women), women also answered the questions about resource collection and marketing.

As a result of the pre-test, the researchers adjusted their approach to conducting the survey throughout the park. One method that researchers used in the survey was the “24 hour recall” of a Jau family. One result is described below.

One summer day for a family on the Jaú River:

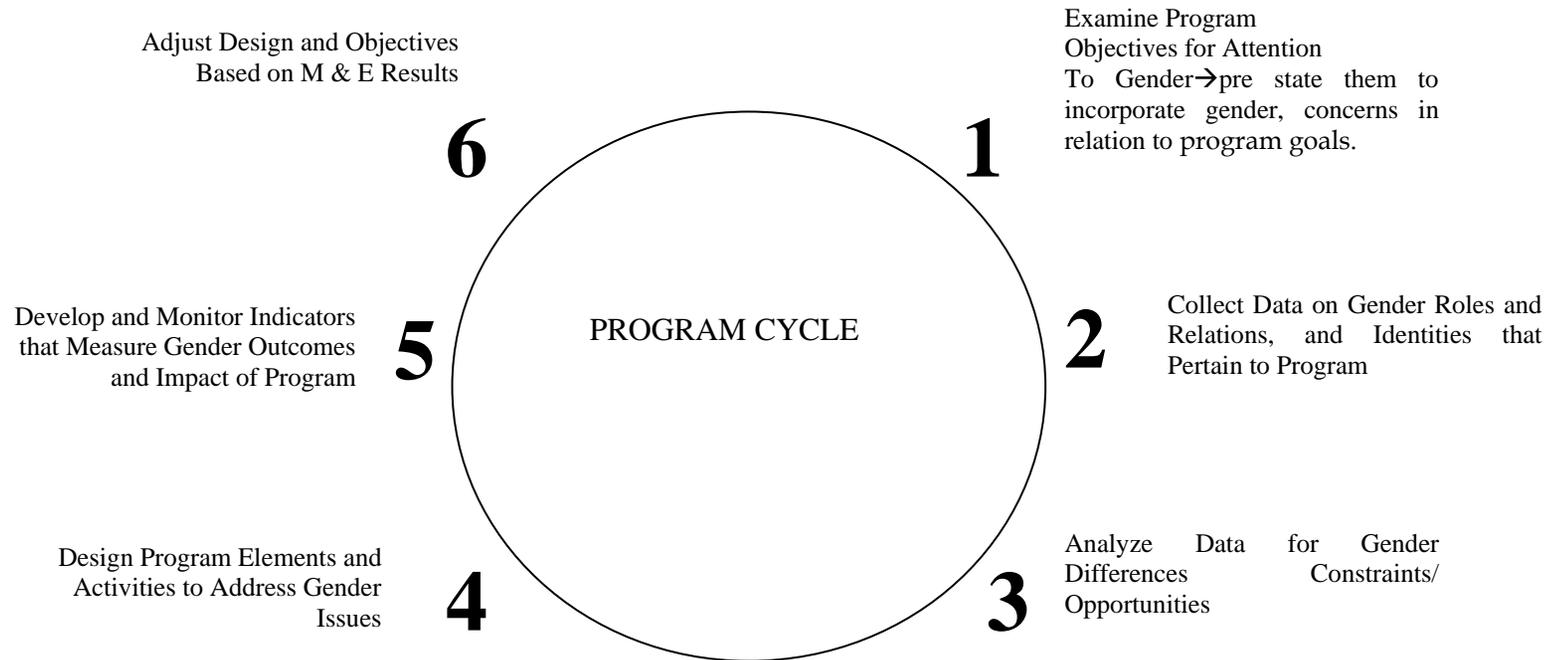
This family has eight members: a man, his pregnant wife, and six children (two boys 11 and 4 years old, and four girls ranging in age from 8 to 2 years old). The family lives on the edge of the Jaú River, with six agricultural plots dating from different years. The 11-year-old boy is responsible for fishing, peeling vines, caring for the agricultural plot, and watching his younger siblings. The 8-year-old girl is responsible for taking care of her younger siblings, as well as making the cooking fire, cleaning fish, peeling vines, weeding the agricultural plot and the homegarden, taking care of the chickens, and other tasks.

At 6:00 a.m. the man leaves to go fishing, along with his older son. The woman goes to the river to wash clothes and the oldest daughter stays behind to take care of the younger boy and three little girls. The woman returns from the laundering, hangs out the clothes and goes to the field with the other children to weed until 11:00, when they go back to the house to wait for the husband and son to return. They eat some fruits from the homegarden and the woman goes to prepare her caieira, a pit for making charcoal: with the help of the children, she collects sticks and trunks scattered around the area near the house, uses the spade to dig a shallow rectangular hole about one by two meters, arranges all the sticks collected, sets them on fire and covers it with earth. Afterwards she goes to weed the homegarden with the children’s help. The children stay around the house eating fruit or cassava flour.

Between 2:00 and 3:00 p.m., the man and his son return from fishing, and the woman and her older daughter go to the river to clean the fish and salt those that will not be eaten for lunch. They start preparing the fire in the wood-burning stove. The fish is boiled in a sauce and seasoned with salt and onions from the herb garden. If there is rice or beans, these are prepared too, and the whole family gathers to eat lunch. They usually eat sitting on the floor in the kitchen where the pots and plates are placed. After lunch, the woman and her eldest daughter sweep the floor, gather the dishes in a tub or bucket, and wash them at the river’s edge. This often means going up and down slippery ramps carrying full tubs and buckets on their heads.

In the afternoon, the woman, her husband and the older children peel vines or go to weed the field, where they stay until 4:00 p.m. When the sun begins to set they all bathe and carry water to the house (a task carried out by the woman and older children). Between 6:00 and 7:00 p.m. dinner is prepared and served by the women, with her children’s help. They all have dinner, and the woman and oldest daughter sweep, gather the dishes that will be washed the next day, and at 8:00 p.m. the children retire to sleep. The man, the woman and the older children peel vines until 10:00 p.m., when they also retire.

Annex 5. Program Cycle Analysis Outputs



Plenary Case Study: GUATEMALA PROGRAM CYCLE

Step 1 and Step 6 Program Objectives, Results	Step 2 Data	Step 3 Gender-based Constraints	Step 4 Interventions and Activities	Step 5 Indicators
<ul style="list-style-type: none"> - Support development of community of community groups in health and environment. - Redefine: Establish a group of empowered women that grow gardens that would benefit them economically. 	<ul style="list-style-type: none"> - Which groups had problems? - What were the problems? - Perception of director - Financing, topics, trainings - Who was in groups (men, women, youths and farmers) 	<ul style="list-style-type: none"> - Director was not gender-sensitive → loss of funding - Lack of experience among women in GPS and leadership. - Women confined to home and not public spaces - No opportunity to meet other women - Stereotypical attitudes - Role of woman in caring for children 	<ul style="list-style-type: none"> - Try on self-esteem and gender roles (for women) - Try on gender for community and staff of CI at Guatemala - Address fears about radical feminism. 	<ul style="list-style-type: none"> - Original number of women/ men/ boys/ girls in GPS - Change in attitude of the director - Continued funding for GPS
<p><i>Notes:</i>** Problems in groups 1. medicinal plant groups (women and children), 2. never worked without the other woman, and 3. Everyone wanted to control group (+/- leaders)</p>				

MEXICO PROGRAM CYCLE				
Step 1 and Step 6 Program Objectives, Results	Step 2 Data	Step 3 Gender-based Constraints	Step 4 Interventions and Activities	Step 5 Indicators
<ul style="list-style-type: none"> - Raise awareness about water usage 	<ul style="list-style-type: none"> - Undertake a study on water use by men, women and children (consider uses and customs) - Synthesize existing studies on water quality in the region. - Collect information on morbidity and mortality from acute diarrheal disease by sex 	<ul style="list-style-type: none"> - Links between the different ways water is used by the men and women with health impacts not considered - Men are not involved in carrying and providing water for household use and therefore do not appreciate its importance 	<ul style="list-style-type: none"> - Develop awareness raising educational activities with adolescent leaders (boys and girls) on water use (domestic and reproductive uses) through the Center for rural Adolescents (ARA) 	<ul style="list-style-type: none"> - 100% of men and women in communities engage in sustainable water practices. - Decrease in infant and child morbidity/ mortality by sex - % of men who participate in domestic water uses done by women

PHILIPPINE PROGRAM CYCLE				
Step 1 and Step 6	Step 2	Step 3	Step 4	Step 5
Program Objectives, Results	Data	Gender-based Constraints	Interventions and Activities	Indicators
<ul style="list-style-type: none"> - Continue to promote the shift to more effective FP methods as well as NFP methods. - Continue to promote modern NFP methods. 	<ul style="list-style-type: none"> - Knowledge, behaviors, beliefs (women, man, youth) about modern FP methods. - Preference for contraceptives - Access to FP supplies and services (vasectomy and BTL) - Influence of church on women and men. - Extent of traditional use of herbal herb medicine in FP (WHO/ HOW) - Root causes why men dominate decision making 	<ul style="list-style-type: none"> - Men seldom talk to midwives - Men get together to drink alcohol - Men dislike and ignore NFP - “MACHO” image needs to be maintained/ decisions approved by men - Men have a double burden, having little time - Men can hold office and get paid - Misconception of vasectomy by men 	<ul style="list-style-type: none"> - Provide livelihood activities for women to increase status/ stand in family decision - Community for a to discuss alcohol problems and possible solutions. - Continue the conduct of couples classes (FP and to recognize female contribution to household and community) 	<ul style="list-style-type: none"> - Number of female participants in livelihood - Income earned in the project - Community action plan and developed and implementation on alcohol - Discussions of gender and FP at home. - Women spending <ul style="list-style-type: none"> ➤ Php/ \$ to better themselves ➤ Opportunity ➤ Time

CAMBODIA PROGRAM CYCLE				
Step 1 and Step 6	Step 2	Step 3	Step 4	Step 5
Program Objectives, Results	Data	Gender-based Constraints	Interventions and Activities	Indicators
<ul style="list-style-type: none"> - Facilitate addition of RHFP and Conservation priorities into commune development plans. - Facilitate integration of RHFP, Conservation and gender concerns into Commune Development Plans. (in consultation WAs) 	<ul style="list-style-type: none"> - What are CC's existing plans? - What is structure of CC? (Male and female) - What about power and decision-making in the CC, District Government etc.? - Understand local problems, livelihoods, priorities, resource use etc. (Male and female) - What other influences are these CCs? E.g. Powerful interests. - Do women participate in CC meetings +/- decision-making? - Do CCs understand 	<ul style="list-style-type: none"> - Man is main decision-maker in household and public affairs - Women's organization do not exist - Men more powerful than woman at school. - Woman have responsibility to care for children making it harder for them to participate - CC is all men, also District Government and Seila (Government support) - All of CI and Government rangers are men (Law 	<ul style="list-style-type: none"> - Create Women's associations in each village (solve problems) - Use WA's as "entry point" for environment education, children's club, health education, awareness, etc. - Advocacy campaign so that women can run for CC elections. - Use WA's to build capacity elevate their status and increase women's participation in decision-making - Support and build capacity of Women's Affairs Department 	<ul style="list-style-type: none"> - WA's exist in each village - Number of women participating in WA's. - Percent of female participation in Public Affairs (commune development plans) - Woman's Affairs Department is confident to participate in CDP - CC is accepting Women's Representative decision and input in meetings - Commune Development plans are "gender sensitive" - Men share more

	<p>their job, their role, and representation? (esp. female)</p> <ul style="list-style-type: none"> - More information required on CC capacity required. 	<p>Enforcement)</p> <ul style="list-style-type: none"> - This is a constraint for women to participate and understand conversation. 	<p>Representative in each commune to represent WA's voice at commune council. (and convince commune)</p>	<p>decisions with women</p> <ul style="list-style-type: none"> - Female candidate for CC elections (long term)
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MADAGASCAR PROGRAM CYCLE				
Step 1 and Step 6 Program Objectives, Results	Step 2 Data	Step 3 Gender-based Constraints	Step 4 Interventions and Activities	Step 5 Indicators
<ul style="list-style-type: none"> - Increase local capacity and improve access to reproductive health care and planning in Mantadia – Zahamena Corridor 	<ul style="list-style-type: none"> - Number female 15-49 - Knowledge FP for men and women (KAP) 	<ul style="list-style-type: none"> - Rumors FP - Sexual Activity starts at age of 13^f for women 	<ul style="list-style-type: none"> - Advocacy to leaders - Peer education <ul style="list-style-type: none"> ➤ include 10 – 14 years old 	<ul style="list-style-type: none"> - NU, UR (FP) - Number of educators groups - Number of girls into the groups

Annex 6. Participants' Evaluation on the Gender Component

Participants were asked to identify aspects of the workshop that they 1) liked, 2) did not like, and 3) would change for a future workshop. Each response is detailed below:

What I liked

- Working in teams
- Diversity of participants
- Effective methodology in the sense that participants can apply them to current projects
- Clarity of presentation
- Courtesy of trainers
- Exchange of experience
- Hardcopy of materials provided
- Process of developing the workshop to include gender as theme
- The participatory process of the workshop
- Gender dimensions
- Manner of clarifying issues
- The presentation of SAVE/PATH
- Interactions of participants
- All proceedings of the workshop
- I really thought the gender continuum was an effective way to get concrete examples about how gender manifests itself in projects. I think it would be worth mentioning that projects should strive to move towards gender transformative that they don't need to start out there if the specific socio-economic conditions in their sites have strong gender constraints. I guess it should be a goal not a starting place (?)
- I like the steps of workframe developments
- I would like comprehensive materials and resources that consider the integration of social aspects of power inequality including access to services and resources and cultural differences
- It was excellent to work in country teams and apply the program cycle in order to integrate gender considerations into objectives
- The field visit was great though we were wondering if it that was the CBFM
- I like to know the experience of other countries to share project management
- Equal power of both sexes in terms of decision making, health and reproductive planning
- How facilitators helped participants to be leveled-off in all discussions
- How facilitators lead participants to be more focus on target answers for better inclusion of gender to programs
- Framework for gender analysis in strategic planning
- A clear and easy form to integrate gender frame in my workplan

What I didn't Like

- ❑ Not clear concepts
- ❑ Nothing I didn't like
- ❑ The guiding principles and elements were quite conceptual/theoretical
- ❑ Difficult to understand
- ❑ I would like to have more information about gender continuum, and indicators to assess them. Theoretical tools about continuum
- ❑ Methodology was very well but it was not precisely adjusted to this group. It was necessary to have better contextualized the "How" to work better
- ❑ The opportunity to participate was diminished when there is not a uniform comprehension about theme
- ❑ I dislike for not clarity of 3 (exploitation..., accommodating..)
- ❑ It was a little fast
- ❑ Some experts in gender have to be cordial, have patience, not be aggressive in their proposals
- ❑ Smaller room please
- ❑ Theoretical presentations were difficult for participants to grasp. More concrete examples embedded in those presentations
- ❑ Some people speak very quickly and I can't understand all they said
- ❑ I think that you gave us more information on gender basic concepts because all have no information about these
- ❑ Pushing gender equality with limitation on physical capability of both sexes – there are activities that man can do physically while woman cannot

What I would like to Change

- ❑ It would be effective to hold a workshop on "Increasing Sensibility to Gender Issues" so the group could acquire certain basic understanding of gender
- ❑ Emphasize the theme of Monitoring and Evaluation especially from the perspective of field work, in region country
- ❑ On occasion the explanations were too fast
- ❑ To ensure that all exercises were more deeply worked, regarding gender aspects, population (RH) and environment
- ❑ I want to change the Gender Accommodation, Transformation and Exploitation
- ❑ The need to scale-up the comparison/analysis of site specific projects to national/regional area
- ❑ Presentations on how local initiatives coordinate with national/regional scale
- ❑ To conduct trainings at other venues/country the next time
- ❑ Some languages were hard for in-country teams. Maybe simplify for this audience

- ❑ A manual for integrating Gender into Environment and Reproductive Health and HIV Programs
- ❑ Need to reassess oneself about gender sensitivity to be more effective in catalyzing advocating the issue in our programs
- ❑ More time for reflection
- ❑ I think it might have been more effective to sprinkle the country presentations throughout the first two days rather than right up front. That was a lot of information to absorb in a short period of time and I think it was very important for us to all understand each other country programs
- ❑ The food
- ❑ To speak slowly and clearly always
- ❑ If possible, write sometimes
- ❑ Feedback by facilitators is necessary
- ❑ The supplies that are given would be better if translated in our own language

Annex 7. Participant List

POPULATION ENVIRONMENT PROGRAM STRATEGIC PLANNING AND GENDER WORKSHOP

Hotel Roma, Tuguegarao, the Philippines

June 15-20, 2004

Directory of Participants/Resource Persons

Name	Office and Office Address	Position/Designation
1. Ms. Sarah Milne	CI Cambodia #29 Street 294 Tonle Bassac, Phnom Penh Cambodia	Program Coordinator
2. Mr. Sok Sam Ath	CI Cambodia #29 Street 294 Tonle Bassac, Phnom Penh Cambodia	Community Program Officer
3. Mr. Chum Sopha	CARE International PO Box 537, #52 St. 352 Phnom Penh, Cambodia	Provincial Coordinator
4. Miss Hun Hinn	Save Cambodia's Wildlife PO Box 2032 Phnom Penh, Cambodia	Project Officer (livelihoods)
5. Mr. Kay Leak	Save Cambodia's Wildlife PO Box 2032 Phnom Penh, Cambodia	Training Team Leader (environmental education)
6. Mr. Thab Savy	CI Cambodia #29 Street 294 Tonle Bassac, Phnom Penh Cambodia	Program Field team Leader
7. Ms. Yasmin Austria	CI Mexico Blvd. Comitan #191, Col. Moctezuma, Tuxtla Gutierrez, Chiapas, Mexico C.P. 29030	Microenterprise Project Chief
8. Dr. Guillermo Vilchis	Instituto Mexicano del Seguro Oportunidades Social (IMSS) 2 av. Sur Poniente 188 – 1 Colonia Orguideas Las Flores Camitan, Chiapas, Mexico CP. 29030	Coordinator, Medico Delegacional Region Fronteriza
9. Ms. Maricela Corzo	CI Mexico Blvd. Comitan #191, Col. Moctezuma, Tuxtla Gutierrez, Chiapas, Mexico C.P. 29030	Project Chief, Environmental Education
10. Ms. Ivonne Sanchez	CI Mexico Blvd. Comitan #191, Col. Moctezuma, Tuxtla Gutierrez, Chiapas, Mexico C.P. 29030	PE Coordinator
11. Mr. Jose Santos Ortega	Tres o-Varios Club Flavio A. Paniagua 10-a San Cristobal de las Casas, Chiapas,	External Consultant

	Mexico C.P. 29200	
12. Ms. Rosanna Cifuentes	CICAM/International Health Program 6 Avenida 0-60 Zona 4 Torre Professional 1 Oficina 203 Guatemala City, Guatemala	Coordinator, International Family Planning Leadership Program for Mexico and Central America
13. Mr. Zo Zatovonirina,	CI Madagascar Moramanga 514 B.P. 59, Madagascar	PE Coordinator
14. Mr. Rene Emile Raherimanana	A.S.O. Seastern Zone Ambodiampaly, Brickaville Madagascar	Medical Supervisor
15. Mrs. Marina Raseta Rasoaharilala	MATEZA Fenerive Est, BP. 40 Madagascar	Monitoring and Evaluation Officer
16. Mr. Romeo Trono	CI Philippines #5 South Lawin, PHILAM homes, Quezon City, Philippines	Director
17. Mr. Romulo Sitchon	PROCESS Luzon 136 C, Maharlika Road, Leonarda, Tuguegarao City, Cagayan Philippines	Chairperson
18. Ms. Libertad (Lily) Alcantara	PROCESS Luzon 136 C, Maharlika Road, Leonarda, Tuguegarao City, Cagayan Philippines	Chief Operating Officer
19. Ms. Norma Pongan	Save the Children 3/F JBLCF Compound M.H. del Pilar st., Molo, Iloilo City, Philippines	Project Team Leader
20. Ms. Heather D' Agnes	PATH Foundation Philippines 24/Y RCBC Plaza, Makati, Philippines	CRM Specialist
21. Ms. Rosalyn Serafica	USAID/Philippines 8/F PNB Building, Macapagal Ave. Pasay, Manila, Philippines	Communication Specialist
22. Mr. Renerio Acosta	USAID/Philippines 8/F PNB Building, Macapagal Ave. Pasay, Manila, Philippines	Governance and Coastal Marine Resources Specialist
23. Ms. Connie Morales	CI Philippines #5 South Lawin, PHILAM homes, Quezon City, Philippines	PE Project Coordinator (national)
24. Mr. Oliver Coroza	CI Philippines #5 South Lawin, PHILAM homes, Quezon City, Philippines	GIS/IT Manager/ PE National Project Leader
25. Mr. Juan Acay Jr.	CI Philippines Sierra Madre Biodiversity Corridor Door 3 De Peralta Building Caritan Centro, Tuguegarao City, Cagayan, Philippines	Planning and Project Development Specialist
26. Mr. Artem Antolin	CI Philippines SMBC Door 3 De Peralta Building Caritan Centro, Tuguegarao City,	Program Manager

	Cagayan, Philippines	
27. Mr. Marcelino Viernes	CI Philippines SMBC Door 3 De Peralta Building Caritan Centro, Tuguegarao City, Cagayan, Philippines	PE Project Officer
28. Ms. Janet Edmond	CI Washington 1919 M Street, NW, Suite 600 Washington, DC 20036	Director, Population Environment
29. Ms. Carol Boender	CI Washington 1919 M Street, NW, Suite 600 Washington, DC 20036	Population Environment Fellow
30. Ms. Debbie Caro	Cultural Practice LLC 221 Normandy Drive Silver Spring, MD 20901	Director
31. Mr. Jim McNicholas	DevTech Systems 1700 N. Moore St. Arlington, VA 22209	Environment and Social Development Specialist
32. Ms. Michal Anvi	USAID Office of Population and Reproductive Health 3.6.33A 1300 Pennsylvania Avenue NW Washington, DC	Gender Advisor

Annex 8. Scope of Work

TERMS OF REFERENCE

Consultant to Conservation International Workshop on Raising Awareness of Gender Issues in Conservation

May 7, 2004

Overview:

Conservation International (CI) and its Population Environment (PE) Program will sponsor a four-day workshop in the Philippines from June 15-20, 2004. The purpose of the workshop is to bring together PE staff from four country programs (Madagascar, Philippines, Mexico and Cambodia) to share lessons learned in integrated program implementation and monitoring, demonstrating success stories in the field and fostering cross-team collaboration and capacity building.

As part of this workshop, CI would like to integrate gender awareness-raising training sessions into the workshop (based on the attached Draft Workshop Agenda), which will provide attendees a common foundation on:

- the concepts of gender,
- the impact of gender factors on conservation and on population/reproductive health programs,
- how to integrate a gender perspective into programs. This will include not only the differential roles of men and women but also the power relations between them at various scales, such as household, institutional, community, and national.

Attendees will receive practical training on incorporating gender issues into existing CI programs, proposals and reports. By integrating the gender sessions into the training, participants will be able to work through strategy development, workplan development, and M&E sessions. This approach will prepare the participants for the PE Program conceptual framework discussion later in the workshop.

Objectives:

The overall objectives of the workshop are to:

1. Increase CI staff knowledge and awareness of gender concepts, of how gender relations affect the achievement of results in conservation, reproductive health and development, and how such interventions can improve gender outcomes.
2. Increase CI staff knowledge and ability to incorporate gender issues into program design, implementation, monitoring, and analysis of CI's conservation and population-environment programs.

Activities:

In collaboration and coordination with CI PE staff, the consultants responsible for preparing and delivering the workshop will conduct the following activities.

1. Gender training sessions and facilitation incorporated into the PE workshop that will include:
 - participatory techniques to introduce the concept of gender, its social construction, how it differs from other similar concepts (e.g., gender equity, and gender mainstreaming);
 - a discussion as to why gender is important to achieving success in conservation, reproductive health, and development;
 - introduction of commonly used tools to incorporate gender into conservation and reproductive health project cycles (how to)—based on context, framework and techniques; and covering practical strategies for promoting gender equality (Moser, Harvard, CVA, Longwe, UNHCR, others);
 - an overview of ADS Gender guidance and new changes as well as USAID gender policy & strategies;
 - gender mainstreaming methods/strategies in relation to PE Program project cycle, including project formative analysis, design, implementation, monitoring, evaluation, and overseeing the work of partner organizations;
 - interactive training exercises on how to incorporate gender into existing proposals, workplans and reports.
2. Prepare bibliography of resources used during training.
3. Prepare a final report on the workshop that includes proposed follow-up to support gender mainstreaming in PE Program activities.

Deliverables:

1. Integrated gender workshop tailored to the needs of Population/Environment Specialists (see Draft Agenda attached).
2. Resources on reproductive health, conservation CD-ROM including any books, periodicals, journals, websites, training resources and sources, video, organizations and networks, relevant literature on USAID/W EGAT/WID office and its programs.
3. Participant training materials; including planning tools, guidelines.
4. Final Report, with follow-up actions, including the addition of specific gender action plans for CI country programs on next steps for gender integration.

Timetable:

1. Prep meeting with consultant by May 18
2. Draft agenda submitted by 24 May 2004
3. Detailed final agenda of gender sessions submitted by 4 June 2004
4. Gender workshop sessions June 15, 16, 17 June and facilitation of PE workshop sessions 19, 20 June in Philippines
5. Final report, country program recommendations, and CD-ROM of resources submitted 60 days after conclusion of workshop

Qualifications of Consultants

CI prefers that those selected to conduct the training have experience in both the health and conservation sectors, given the nature of the PE program.

Level of Effort

The consultants will prepare training materials based on existing CI country programs and tailored to health and conservation sectors. Level of effort to prepare and deliver the training, travel, and finalize country program recommendations and final report are 25 days each as follows: training planning and preparation 10 days; training 7 days; travel 4 days; and follow-up 4 days.

