**Working with Diverse Communities**

**A Workshop on Gender & Environment**

**USAID/Brazil Environment Program**

**July 10-11, 1997**

**Brasília, DF**

Coordinated by: USAID/Brazil, USAID/G-WID/WIDTECH, MERGE

# I. Preface

More than twenty years ago, the United States Agency for International Development (USAID) recognized the critical role of women in development by establishing policy on women and creating the Office of Women in Development (G/WID). It was a first step in a long journey to fully address gender issues in USAID programs. In March of 1996 a new "Gender Plan of Action" was developed to further institutionalize gender in USAID programs and activities and build commitment for the consideration of gender as a key development issue.

In January '97 at the annual USAID/Brazil Environmental Coordination meeting a lively discussion evolved on gender. The discussion revealed different levels of knowledge and understanding on gender concepts, how to incorporate gender into ongoing activities, and how to document results through the formal USAID reporting structure (results framework). Follow-up discussions with grantees and the University of Florida (UF)-MERGE project identified the opportunity to host a gender workshop for USAID grantees and their partners.

On July 10-11, a 2-day gender workshop was held at World Wildlife Fund headquarters in Brasilia. Coordinated by Marcia Cota of USAID/Brazil, sponsors included UF-MERGE, PESACRE and USAID/GWID/WIDTECH. Twenty-one participants from throughout Brazil participated including representatives from WWF, TNC, FUNATURA, IESB, USDA-Forest Service, SOS Amazonia, Woods Hole, Pathfinder and SUNY (see appendix for complete participant list).

The goal of the workshop was to discuss gender within the environment projects of USAID grantees and their partners. Specific objectives included discussing community diversity, participation, and concepts on gender, along with analyzing existing activities and how gender could be incorporated into ongoing programs. (See Appendix for a complete listing of objectives).

Expectations of the participants matched well with the objectives. Participants wanted to learn more about gender concepts, methodologies, and analysis tools, along with sharing experiences on how gender contributes to successful environmental projects (See Appendix for a complete listing of expectations).

The first day of the workshop, facilitators introduced community participation and gender concepts, along with presenting a case study of ongoing non-timber forest product research in Acre with a gender focus. Several community participation and gender analysis tools were demonstrated. On the second day, participants worked in small groups to analyze existing projects using key gender concepts, and then proposed gender-related activities that could be incorporated into the project. The workshop closed with a discussion of resources available for grantees and their partners along with the identification of key next steps in institutionalizing gender in the USAID/Brazil environment program portfolio.

## II.  WORKSHOP AGENDA
## A. THE HETEROGENEOUS COMMUNITY AND PARTICIPATION

**1.  WHY WORK WITH COMMUNITIES?**  An informal oral survey of the
group found that all participants work directly or indirectly with rural (or in one case, urban)
communities.  Participants discussed "why" they work with communities and what kinds of
activities constitute their community work.  Responses to the question "why" work with
communities included:

> * Because we work with protected areas and people live in protected areas;
> * Incorporating local people in projects helps assure appropriateness and sustainability
> of activities;
> * The communities are those actually managing the natural resources around them;
> * It is often at the community level that one finds interesting, functioning models for
> alternative natural resource management.

**2.  WHAT IS A COMMUNITY?**  Although one knows why and how to work with
community participation, we rarely stop to reflect on what exactly is a community.  WHO
are the people that we are working with in "communities"?  The group described a
community in physical/spatial terms, and then in socioeconomic terms:

a)  Physical/spatial terms:  In pairs, participants contributed to drawing a map of a
community of colonist farmers.  When the map was "completed", the group analyzed their
vision and discussed:

> * What constitutes a community (when does a group of houses become a community?)
> * How do communities change over time?  Grow?  Shrink? Develop?
> * How does a community impact the ecosystem of which it is apart?
> * What are the limitations of defining a community in purely biophysical/geographic
> terms?  What is missing?

b)  Socio-cultural terms:  The answer to the final question concerning the limitations of a
purely biophysical description, is people - the map excluded people.  In a brainstorming
exercise the participants defined a community including socio-cultural variables.   A
community is a group of people who:

> * identify themselves as members of the same group;
> * share social and economic links;
> * are often linked to a geographic feature (river, road,valley, etc.);
> * have common as well as individual objectives;
> * share rules for social behavior;
> * are at some levels heterogeneous and at other levels homogeneous in terms of
> background, ideas, activities, power, wealth, etc., and
> * share natural resources and a resource base.

A community is also made up of sub-groups, groups with differing interests, objectives and power to make decisions. Participants brainstormed lists of such sub-groups which fall into many of the following categories: family/blood ties, origin, physical proximity (who lives near who), socio-economic class (rich, poor, middle), ethnicity, sex and gender (men, women), age (young, old, adolescent), history (new/old residents), religion, political affiliation, economic activity (fishing, hunting, cooking, teaching), and education.
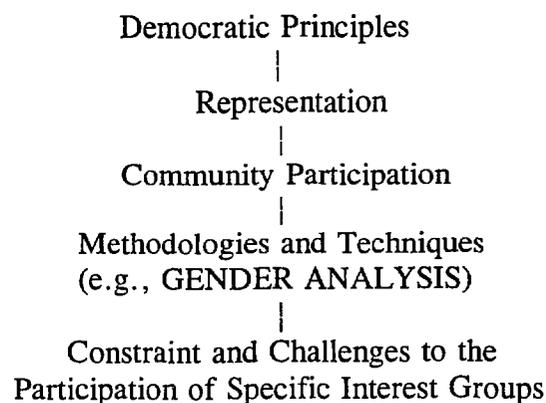
The group discussed the following questions based upon their lists:

   * Do these sub-groups always get along?  Agree?
   * Do people in a community belong to only one group?
   * How do people decide which group they belong to?
   * Can a group change over time? e.g. age, proximity, family
   * Can different sub-groups be affected differently by an outside intervention in the community (a new law, a change in prices, a "development" or "conservation" project)?
   * Do we generally have representatives from all these different groups participate in our community projects?  Why not?  Should we?

The discussion led to the following conclusions:

   1. Conflict is inherent in communities as is cooperation.
   2. No outsider can easily identify ALL the subgroups in a community.
   3. Different groups have different levels of power.
   4. Effective and equitable community participation requires recognition and representation of different interest groups, including those who are often "invisible".
   5. Certain social variables "cross-cut" all groups (age,class,ethnicity, gender, power) and affect participation.

**3. PARTICIPATION** (How is this relevant to our work with communities?):  A framework developed by Mary Rojas provided a link between participation, community heterogeneity and our actions:

<div align="center">

Democratic Principles

|

Representation

|

Community Participation

|

Methodologies and Techniques
(e.g., GENDER ANALYSIS)

|

Constraint and Challenges to the
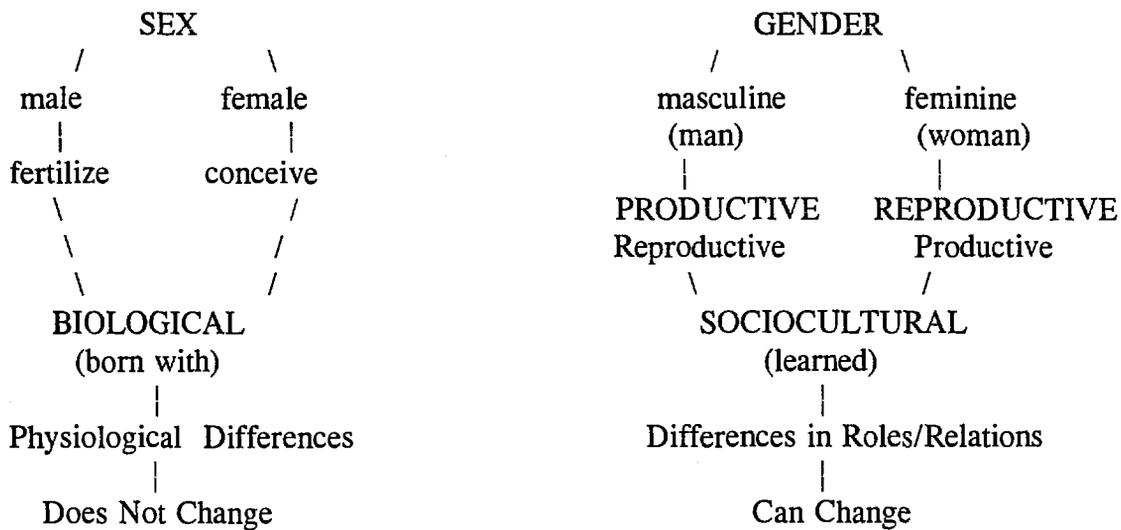Participation of Specific Interest Groups

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Democratic principles require representation. Community participation is one example of how representation can occur. Effective and equitable participation requires community analysis to assure representation at the community level. Methodologies and tools exist that help facilitate participatory community analysis and thus recognize and address the constraints and challenges to the participation of specific interest groups.

## B. GENDER

### 1. WHAT IS GENDER?

Gender is not the same as sex:

```
          SEX                                    GENDER
        /      \                                /        \
   male        female                  masculine          feminine
     |            |                       (man)             (woman)
  fertilize    conceive                     |                  |
        \      /                        PRODUCTIVE      REPRODUCTIVE
         \    /                         Reproductive      Productive
          \  /                              \              /
      BIOLOGICAL                           SOCIOCULTURAL
      (born with)                            (learned)
           |                                     |
  Physiological  Differences           Differences in Roles/Relations
           |                                     |
    Does Not Change                         Can Change
```

**SEX:** Only women can give birth, only men can produce sperm

**GENDER:** Men can sew as well as women, women can repair cars as well as men

**GENDER DOES NOT REFER TO WOMEN** but rather to the socially constructed differences and relations between men and women that vary by situation, place and context. Often gender is confused with women because gender analysis has many times led to the conclusion that women are being ignored, treated differently or affected differently than men by projects and policies.

## 2. WHY SHOULD WE CONSIDER GENDER?

In all stages of project planning, implementation and evaluation, it is crucial to consider gender. Doing so permits project staff to more accurately identify interest groups within the community that otherwise may remain invisible. The analysis of interest groups with attention to gender also highlights the projects' relationships to other groups outside of the project area such as municipal governments, environmental NGOs, local landowners and communities outside of a protected area. Identifying these interest groups can help to ensure that project benefits are equitably and effectively distributed.

Key questions for understanding gender and carrying out gender analysis with a particular project or when working with a community include: a) roles and responsibilities, and b) gender relations.

a. Roles and responsibilities - Focuses on the division of labor
and knowledge:
> WHO  does what?
> WHO  knows what?

b. Gender relations - Focuses on power and participation

> WHO has access?  (ex. to resources)
> WHO has control?  (ex. of funds)
> WHO receives the benefits or suffers the impacts?  (ex. of projects)
> WHO makes the decisions?  (ex. about priorities)
> WHO participates and HOW (ex. in planning meetings)

Access can be defined as "the liberty or opportunity to use something". Control can be defined as "the power to decide how and when something will be used including how power will be distributed. These questions bring in the dynamics of the spatial organization of resource use. Certain forest resources or areas may be largely under the control of men, for example. In other cases, men, women and children may even use different parts of the same tree. Thus, understanding factors such as land tenure, gender-based knowledge of resources and distribution of project benefits within the household and the community is important to project success.

A case-study was presented where gender was a central variable in the research of non-timber forest product development and use in the state of Acre. Extractivist, or rubber tapping communities worked with their cooperatives to undertake the decentralized processing of Brazil nuts in Acre's extractive reserves. Research over four years of the project indicated that there have been significant shifts in resource use within the reserve due to shifts in the market economy (at local, national and international levels), the introduction of new technologies, and the emergence of women and adolescents as primary actors in generating cash income for families in the reserve.

Whereas traditionally rubber has been the most important forest resource in terms of cash income and social value, falling market prices have resulted in a severe decline in rubber tapping. In some areas, families left over 50% of their rubber trails idle. To compensate for the loss of cash income from rubber extraction, families in the reserve have further diversified their livelihood strategies. These different strategies include an increased reliance on salaried work as teachers or health agents and on state payments for pensions. Families without access to these opportunities have gone hungry or increased their dependence on subsistence activities (hunting, fishing, and slash-and-burn agriculture).

The Brazil nut processing project provided a significant source of cash income for many families. Most of those hired as nut shellers in the project are women or adolescents. The cash income they earned inverted the traditional role of the male head-of-household as the primary cash earner. In some cases, women and teenagers began bringing into the household the majority of the family's cash. The increased economic value of Brazil nuts also shifted the importance of certain forest spaces. Rubber trails, which were traditionally a man's space, diminished in importance when compared to the Brazil nut trees, which are considered more of a family-based space in the forest. Questions of land tenure and institutional sensitivity to gender became apparent when one considers the forest tracts in the reserves are legally under the control of the male head-of-household. What are the implications of this for women who operate a household-level Brazil nut processing unit, but who have no legal rights over the family's forest space? Or over the infrastructure of the processing unit? The space for women and adolescents within the cooperative is very small, such that most people working on the Brazil nut project had little or no say in how the cooperative managed the Project.

In summary, results of the project analysis indicate that the traditional extractive production system of the area in question is dynamic and responsible to market changes, as opposed to being static and subject to eventual failure as predicted by neoclassical models of extractive economies. Individuals and households in the reserve are shifting labor and their resources into newer activities such as the Brazil nut project in order to capture alternative sources of income while maintaining the reserve forest base. Resulting increases in household income levels, distribution of that income and the shifting importance of traditional extractive products have generated changes in the gendered sociopolitical and productive roles of individuals and households in the reserve.

## 3. HOW TO CONSIDER GENDER?

For it to be effective, gender needs to be fully incorporated within three levels, the personal, the institutional and in project work.

Personal / Project work

Institutional
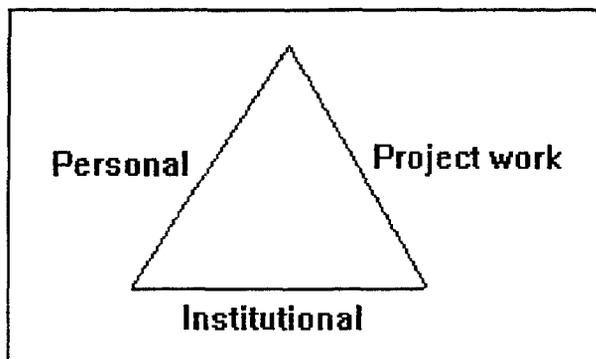
On a personal level all personnel implementing projects and programs and all participants involved with the projects need to reflect on what they mean by gender and issues of concern to women. How do these concepts play out in their work and in their daily lives? Such reflection is a long term commitment of thought and action.

At the same time at *a project level*, centering a program on community participation requires innovation in methodologies for analyzing and incorporating gender into activities.

Participatory approaches to working with community members need to assure representation among both formal and informal groups and among a diverse group of people, men and women, rich and poor, educated and non-educated, old and young. The people most intimately involved with natural resource use and conservation of the local environment should be those who help make decisions about project activities.

Finally, *at an institutional level*, the personnel of institutions, such as extension services and nongovernmental agencies, must conduct a self-assessment to better understand their achievements and the obstacles in addressing gender and issues of concern to women. Institutions need to assess their philosophy, policies, and infrastructure to reflect their commitment to gender.

The workshop participants were asked to reflect on these three levels of gender institutionalization using the discussion question: "What changes do we need to make in our personal lives, our work and our institutions to assure that we value and recognize the differences between men and women, while at the same time, working towards equity?"

## C. PRACTICAL CONSIDERATIONS FOR INCORPORATING GENDER

During this discussion, participants were divided into small groups and each given a consideration or "precaution" to read and to consider when working with gender issues. The precautions are based on common assumptions about gender that may be in error. When these assumptions emerge while working with gender issues they should be dealt with cautiously. The precautions are listed below followed by comments from small group discussions.

Precaution 1: To assume that gender issues are taken care of when a social scientist is a member of the work team.

Discussion Notes: Gender is not the responsibility of one team member but should be integrated throughout the team, especially in the working philosophy. Not all social scientists have experience or expertise with gender. If gender is left to only one team member, that individual has an often insurmountable burden of influencing the rest of the team. Questions of gender must be integrated at a personal level, a work level, and within the participating institutions - the three levels of the triangle discussed in the workshop.

Precaution 2: To use the numbers of women-headed households in a region as the only justification for including gender and issues of concern to women in a project.

Discussion Notes: By its very nature, this often used argument for including women in a project, excludes women who are not "heads-of- household". Gender and issues of concern to women need to be included even in regions where women heads-of-household are few. Women heads-of-households are not necessarily the most important group in every situation.

Precaution 3: To use women's groups as the only mechanism for including women.

Discussion Notes: Women are not homogeneous. Sometimes women's groups are effective and other times they are not. There need to be a variety of mechanisms to include women, just as there a variety of mechanisms to include men.

Precaution 4: To forget to mention women explicitly in project documents and work.

Discussion Notes: Women play important roles in the community and in the use of natural resources. Often these roles are invisible. If they are not explicitly mentioned in project documentation, they will remain invisible. Frequently there is an activity or part of the solution to a problem which depends on women within the community. In this case, depending on the project, women should be explicitly mentioned.

Precaution 5: To include women in a separate activity.

Discussion Notes: Separate activities can be perceived as being a privilege that others do not

have and set women apart. Such activities run the risk of not considering others. Such groups can create divisions between men and women and can create expectations among the women that they will always have special activities. Such groups can also separate women from the major work of the project and, therefore, marginalize the groups.

Precaution 6: To think that it is always necessary to have an equal number of women and men participating in projects and programs.

Discussion Notes: It is necessary to have good sense when one feels obligated to have equal numbers of men and women. For example in training opportunities, the risk is that participants may be selected to fill a quota and not because of the qualifications. In other situations however, it may be that there is an historic gap between men and women, i.e, until recently, few women were foresters. Progress towards a balance in the numbers is as important as equity at times.

A Woman's Component or No? - there is the question of whether to have a completely separate project component for women. Experience shows that integrating into the central activities of projects is generally more effective than a separate effort directed at women. However, this may vary. The following list may help projects to evaluate when a "women-only" component is recommended:

* When there are strong taboos against unrelated males and females working together.
* Where the effects of past discrimination need to be overcome.
* Where many or most households are headed by women.
* Where women specialize in tasks that could be made more productive with outside help.
* Where women request a measure of self-reliance to avoid conflict or competition with men.

## D. THE TOOLBOX

During this session, the participants looked at a variety of tools used in gender analysis and in the analysis of communities to assure more effective participation. Some examples of these tools included, social mapping, seasonal calendars, a twenty-four hour day journal, and focus group interviews of women's groups and men's groups.

The tools are used to engage local men and women in the assessment of the needs and priorities of their communities. They help analyze the diversity of their communities to assure representation within development projects. The tools also are a means for both community members and personnel from non-governmental organizations to gather data about a community, specifically about gender issues. For example, often gendered space can be important to a project. Women's space may tend to be close to the house and men's space may involve fields far from the house. In a reforestation program planting trees close to the

house should involve the expertise of women. It may be inappropriate to consult with the men. The tool used for social mapping can be used to help people define these spaces (see appendix for an example of spatial mapping).

The roles and responsibilities of men and women with natural resources can be defined through the use of a seasonal calendar. Men and women mark what they do during various stages of the year (see appendix for an example of a seasonal calendar). The twenty-four hour journal also helps define the roles and responsibilities of men, women, girls and boys.

In general, there are three critical concepts in gender analysis and the tools help to implement them:

> ** Gender relations (who has access to resources? control over them?);
> ** Gender roles and responsibilities (who does what? who knows what? -
> cultural/gender division of labor);
> ** Sociospatial dynamics (spatial location of activities which is often gender-based).

These three concepts are reflected in such questions as: How does land tenure affect women and men? What is the gender-based indigenous knowledge of natural resources? How do women and men organize to mobilize labor and other resources? (For a full discussion of these concepts and questions and their relation to USAID environment programs and projects see: Picard, Mary. "A Guide to the Gender Dimension of Environment and Natural Resources Management." USAID-Center for the Environment, August, 1996).

## E. WORKING WITH COMMUNITY PARTICIPATION AND GENDER IN PROJECTS

During the second day of the workshop, the participants worked extensively with the conceptual framework of the UF-MERGE project. They applied this framework to activities of other grantees and their partners.

The Conceptual Framework of MERGE takes into consideration community participation in conservation and development projects. The framework considers the relevance of gender in conservation, the importance of education and learning, and institutional strategies for sustainability. The participants worked with three of the seven key concepts of the conceptual framework: (See Appendix for a complete discussion).

1. Stakeholder Analysis - In what ways does resource management for conservation involve direct or indirect negotiation among multiple groups of stakeholders? In what ways are their interests complementary and/or in conflict?

2. Community Participation - Under what conditions does participation by local communities contribute to goals of achieving conservation with improved livelihoods?

3. Gender Relations and Resource Analysis - In what ways do gender relations differentiate people's connections with natural resources and ecological systems, including knowledge of, use of, access to, control of, and impact on natural resources?

The participants discussed and analyzed the above concepts for three principal activities in the USAID/Brazil environment portfolio - public policy, improved management systems and protected areas. Following are the results of the small group discussion on protected areas which focused its discussion on the Serra do Divisor National Park in Acre, where TNC, and SOS Amazonia are working. (See Appendix for results of the public policy and improved management systems).

Management of Protected Areas:
(Serra do Divisor National Park)

1) Stakeholder Analysis -

The most important stakeholders are the communities that live in and around the Sierra do Divisor National Park - approximately 7,000 people. There is conflict among many community groups, including:
      ** The Federal Institute of the Environment (IBAMA) and the people who live in the park.
      ** People who live within the park and those who live outside the park boundaries (loggers, hunters, business persons).
      ** IBAMA and the municipal government
      ** Indigenous groups and river dwellers
      ** Catholics and Protestants

Strategies for negotiating with the different groups included participatory meetings, identifying and working with community leaders and to include local people in data collection, surveys and other activities related to a participatory project.

In the Serra do Divisor National Park, the local community is defined as the people who live inside the park and those communities scattered alongside the rivers in groups of 20 or fewer houses. A socio-economic analysis is currently underway in the area and it includes key questions of who participates in resource use and decisionmaking. There is also an effort to interview both men and women. In regards to gender relations, no information currently exists and the project is struggling with how to incorporate gender into the program.

Suggested gender-related activities include: Disaggregating the socio-economic data collected by gender, and investing in gender training for personnel. In addition, they suggested looking for key opportunities to include the participation of women in activities.

The discussion of key concepts related to public policy, management of protected areas, and development of improved resource management systems revealed the breadth of issues

involved in environmental projects. In all cases projects are subject to influences external to their scope of action. Creating a favorable policy environment depends on grass-roots action, just as local projects depend on appropriate policies. Gender also was revealed to permeate all aspects of project activities, from policy development to resource management interventions. In their discussions, participants avoided a narrow focus on women's activities to articulate a broad perspective of gender within their overall project scope. Given the complexity of these issues, the work underway within the USAID/Brazil environment program stands to make a pioneering contribution to the understanding of how attention to gender and community participation can strengthen democratic processes and contribute to the long-term success of projects.

## F. GENDER RESOURCES

There are a variety of resources available for USAID Bureaus and Missions for incorporating gender into their programs and activities. Some of these resources were described at the workshop.

USAID has had a policy on Women in Development in place since 1982. A recent Plan of Action was introduced by The USAID Administrator, J. Brian Atwood, in 1996. The Plan of Action recognizes that "..for development to be effective, programs must pay attention to the central role of women in the economic and social advancement of a nation." The focus of the Plan is on the institutionalization of gender throughout USAID. The USAID Office of Women in Development (G-WID)has taken a leadership role in the implementation of the Plan of Action.

The Office of Women in Development works with gender issues in support of USAID Missions and Bureaus (see organogram in appendix). Two of the major projects funded by G-WID are WIDTECH and WorldWID.

WIDTECH: WIDTECH is a project funded by the Office of Women in Development of USAID. It is to support innovative approaches to technical assistance and training (that take into account women's roles and contributions) and enhance the effectiveness of USAID's development assistance (see appendix for brochures).

WorldWID: The WorldWID Fellows Program is designed to expand the pool of Women-in-Development within USAID and the institutions that collaborate with it. The Program provides a unique opportunity for U.S. citizens who are technical experts to increase their understanding of WID and gender analysis and to apply this knowledge to the performance of WID related tasks in a USAID office, field mission or funded program. A fellowship consist of 2 months of specialized training, followed by a 3-10 month assignment in Washington or abroad. USAID/Brazil plans to request a WorldWID fellow.

Another project, MERGE, is funded by USAID/Brazil. The program focuses on

strengthening the institutionalization of gender concerns within USAID's environment portfolio through the collection and analysis of socio-economic data disaggregated by gender. The MERGE Program supports and trains local capacity to incorporate attention to gender in natural resource management. Moreover the program is aimed at strengthening networks among Brazilian NGOs with gender interests in the Amazon region and with outside groups and experts.

In general, the overall philosophy of USAID is to integrate gender into all projects and programs and to institutionalize gender within all bureaus and missions. One example of this integration and institutionalization was given at the workshop by Jennifer Adams, acting USAID-Brazil Representative, who has worked with the USAID Population, Health and Nutrition (PHN) Center to fully integrate gender into their programs. Jennifer distributed two documents published by the PHN Gender Working Group, a resource paper for incorporating gender into PHN projects and a bibliography.

## G. NEXT STEPS

During the final session of the workshop the participants compiled a series of future strategies and actions for USAID and its partners in Brazil.

    1. Exchanges among institutions with similar projects to share successes, obstacles and lessons learned in working with gender.

    2. Technical assistance to improve the planning processes of institutions to better incorporate gender. This can include:
- Strategic planning
- Institutionalization of gender
- Planning of specific activities, analysis of socioeconomic data, how to use gender-sensitive indicators, documenting case studies were gender is incorporated.

    3. Measuring the impact of the incorporation of gender in projects and institutions.

    4. Coordination of a gender network by MERGE. This will include electronic communication along with serving as a clearinghouse for information and training.

    5. Long-term collaboration among WIDTECH, MERGE, USAID-Brazil, USAID Environment Center, and the LAC Bureau.

    6. Commitment by USAID-Brazil to guarantee and promote the incorporation of gender between partners and projects.

    7. USAID-Brazil to further investigate funding sources with USAID-Washington.

    8. Research, organize and make available materials on gender and the environment in

Portuguese. This includes examples from appropriate projects, training materials, information on indicators, and case studies.


## III.   Final remarks

USAID/Brazil would like to thank the MERGE folks and Mary Rojas from WIDTECH for the organization and facilitation of the discussions. We would also like to thank Jan Engert in particular for taking the time to put together this report and incorporate comments from the facilitation team. Moreover, we would like to thank the partners (grantees and subgrantees) for their interest in coming to the meeting and for the valuable contribution.

We think the workshop was very successful, it is the first step in the process of incorporating gender and community participation in USAID/Brazil Environment Projects.


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**APPENDIX**

Workshop Agenda

List of Objectives

List of Participants

Participants Expectations

Conceptual Framework - MERGE project

Small Group Exercises and Results of Analysis

Gender Tools  - Maps

Gender Resources

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# A COMUNIDADE HETEROGÊNEA: WORKSHOP DE GÊNERO DA USAID
## (10-11 DE JULHO DE 1997 - WWF, Brasília)

**Quinta-feira, 10 de julho**

09:00-12:30    INTRODUÇÃO
Bemvindo
Apresentações
Expectativas:
- Sub-grantees
- Grantees
- USAID

Objetivos e Programa

*intervalo*

A COMUNIDADE HETEROGÊNEA E PARTICIPAÇÃO

12:30-14:00    ALMOÇO

14:00-18:00    GÊNERO
- O que é?
- Para que considerar?
- Como considerar?

*intervalo*

CONSIDERAÇÕES PRÁTICAS
- Cinco precauções ao incorporar gênero nos projetos
- Quando incorporar o componente "mulher" no projeto

"FEIRA DE FERRAMENTAS"
- Calendários
- Mapas
- Ordenando/Sorteando
- Análise de interessados

**Sexta-feira, 11 de julho**

09:00-12:30    QUESTÕES-CHAVES: UMA REFLEXÃO SOBRE NOSSOS PROJETOS (Marco Conceitual)

12:30-14:00    ALMOÇO

14:00-18:00    INCORPORAÇÃO DE GÊNERO NOS PROJETOS

MERGE, G/WID (WIDTECH e WORLDWID)
- Juntando necessidades e recursos

PRÓXIMOS PASSOS

ENCERRAMENTO

17

**Objetivo:** discutir gênero nos projetos de meio ambiente da USAID/Brasil e de seus parceiros.

**Objetivos Específicos:**

1. Discutir a heterogêneidade das comunidades e como isso afeta a participação das mesmas nos projetos;
2. Discutir o conceito de gênero e sua relação com o trabalho participativo no manejo e conservação dos recursos naturais;
3. Refletir sobre como considerar gênero nas atividades;
4. Apresentar alguns exemplos práticos de instrumentos de pesquisa e aplicação participativa;
5. Analizar atividades dos projetos em relação aos conceitos chaves de gênero/comunidades/meio ambiente;
6. Propôr formas de incorporar gênero nos projetos;
7. Explicar as missões e recursos disponíveis da USAID: MERGE, G/WID (WIDTECH e WORLDWID) e outros;
8. Identificar os próximos passos para a institucionalização de gênero.

**Público:** parceiros da USAID (grantees e subgrantees)

**Lista de participantes:**

1) Márcia Cota - USAID/Brasil
2) Magaly Pagotto - USAID/Brasil
3) Jennifer Adams - USAID/Washington
4) Malu Lins - USAID/Brasil
5) Mary Rojas - USAID/Washington
6) Jon Dain - University of Florida/MERGE
7) Marianne Schmink - University of Florida/MERGE
8) Connie Campbell - University of Florida/MERGE
9) Denise Garrafiel - PESACRE/MERGE
10) Ronei Santana de Menezes - PESACRE
11) Maria José Gontijo - SUNY
12) Adriana Moreira - WHRC
13) Foster Brown - WHRC
14) Jan Engert - Forest Service
15) Nira Fialho - WWF
16) Joaquim Blanes Jorda Jr. (Peninha) - IESB
17) Verônica da Rocha Passos - SOS Amazônia
18) César Victor do Espírito Santo - FUNATURA
19) Luciana Honigman - TNC
20) Suely Anderson - Consultora
21) Tom Safford - Pathfinder

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**Lista de participantes:**

1) Márcia Cota
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Expectativas do grupo quanto ao workshop:

. Estratégias futuras com gênero para USAID/Brasil e sócios;
. Aprender técnicas de avaliar questões de gênero e aplicar em meus projetos;
. Que os parceiros aprendam um pouco sobre metodologia para reportar gênero;
. Aprender mais sobre programas;
. Entender mais o que é gênero e como usar no meu projeto;
. Aprender integrar gênero/diversidade na conservação da biodiversidade;
. Perceber como a questão de gênero pode ser incluída e trabalhada no cotidiano dos projetos;
. Entender melhor como a análise pode ajudar em iniciativas de conservação de áreas protegidas;
. Aprender mais sobre os conceitos de gênero nos projetos que não têm um enfoque social e participativo;
. Aumentar a participação das demais ONGs em gênero;
. Compartilhar visão e experiência de como gênero contribui para projetos ambientais;
. Entender/aprender concepções sobre a questão de gênero na região amazônica;
. Entender relevância de gênero;
. Compromisso futuro;
. Conceitos;
. Metodologias;
. Aspectos filosóficos;
. Que gênero faça parte integrante das atividades, projetos e das próprias instituições que aqui estão;
. Ver mais definidas as "estratëgias" para o convencimento da sociedade e entidades das questões de gênero.

## Assuntos téoricos e comparativos no Marco Conceitual do MERGE

A lógica do marco conceitual do MERGE leva em consideração os pressupostos da participação comunitária em projetos de conservação e desenvolvimento, os fatores condicionantes e limitantes, a relevância de gênero para a conservação e a importância dos processos de aprendizagem e estratégias institucionais para a sustentabilidade do projeto ou programa. As definições dos principais termos e conceitos podem ser verificadas no glossário.

**1.Qual é o potencial de se desenvolver projetos de conservação com base comunitária, considerando os impactos negativos ou positivos dos fatores históricos, ecológicos, sócio-econômicos e políticos em diferentes escalas?** [Análise de ecologia política].

Contexto histórico:
Quais são os principais períodos históricos que têm moldado as presentes condições sócio-econômicas e ecológicas? Como estes períodos são diferenciados pelas mudanças de políticas governamentais? Quais são as conexões entre os recursos locais e os mercados internacional, nacional, regional e até local? Que grupos têm-se envolvido com estes mercados, historicamente falando, e quais são ou eram suas relações? Como têm ocorrido as mudanças nos padrões de uso da terra e no uso dos recursos durante diferentes períodos da história? Em que nível (quanto e como) a densidade, composição e pressão populacional tem afetado/mudado o padrão de uso dos recursos naturais?

Contexto ecológico:
Quais são os recursos-chaves e os sistemas ecológicos desse cenário? Como eles estão sendo usados e como o padrão de uso está mudando? Quanto é conhecido (cientificamente e em termos do conhecimento local ou empírico) das dinâmicas biológicas que ocorrem em diferentes escalas? Quais são os tipos de áreas protegidas existentes e como são manejadas? Qual o nível de eficácia das estratégias de conservação existentes em relação às espécies e aos ecossistemas? * Veja definição no glossário

**2. De que forma o manejo para conservação de recursos envolve negociação direta ou indireta entre variados grupos de interesse? Em que nível seus interesses são complementares e/ou conflitantes? Como seus diferentes níveis de poder e de recursos afetam os resultados das negociações?** [Análise de grupos de interesse].

Quais são os diferentes grupos de usuários dos mais importantes recursos naturais? Como são definidos seus interesses? No que divergem? Quais são as bases de cooperação ou

complementariedade possíveis? Como foram envolvidos na proposta de áreas protegidas? Que tipos de estratégias de negociação têm sido empreendidas ou discutidas? Quais são os resultados alcançados até o momento? Que organizações governamentais e não-governamentais estão atuando na área? Caso exista alguma, quais delas representam a comunidade? Que tipos de regime de propriedade (formal ou informal) e instituições* voltadas para o manejo de recursos existem? O quanto são efetivos? Para que grupos essas instituições regulam o acesso e o controle dos recursos-chaves?

3. **Sob que condições a participação das comunidades locais contribuem para o alcance das metas destinadas à conjunção *conservação e melhoria de vida*?** [Análise de participação e fortalecimento comunitário]

O que significa "comunidade local" nesse contexto? Que escalas são consideradas nos esforços de conservação com base comunitária? De que maneira cada comunidade participa? Na comunidade, quem participa? Quais são os mais importantes grupos de interesse dentro das comunidades heterogêneas? Quem os representa? Quais dos "grupos locais" têm sido fortalecidos? Que tipo de apoio ou benefício têm recebido? Como suas atividades são afetadas? Em que patamar de decisão eles têm participado e que decisões têm tomado? Como o conhecimento local tem sido reconhecido e incorporado no planejamento?

4. **De que forma as relações de gênero afetam as relações das pessoas com os recursos naturais e os sistemas ecológicos, incluindo o conhecimento, o uso, o acesso, o controle e o impacto sobre os recursos naturais?** [Análise de relações de gênero e de recursos].

Quais são as estratégias de sobrevivência dos diferentes grupos familiares? Como as relações de gênero promovem distinções quanto à percepção dos principais recursos naturais e dos sistemas ecológicos, além de iniciativas que promovam a conservação? Quais são os principais grupos diferenciados por gênero e por outras dimensões sociais (e.g., grupos familiares com chefe de família do sexo feminino; catadores de castanhas ou quebradeiras de coco-babaçu; emigrantes masculinos)? Como estas diferenças de gênero afetam o uso dos recursos naturais e a conservação da biodiversidade?

5. **A participação de grupos de interesse em programas de aprendizagem participativa com enfoque em gênero melhora a habilidade dos grupos locais em negociar seus objetivos e metas de conservação?** [Análise de projetos].

Quais foram as etapas que conduziram ao estabelecimento de áreas protegidas e ao funcionamento de projetos locais de *conservação e desenvolvimento*? Quem eram os principais atores (externos e locais)? Quais eram os objetivos? Como o projeto foi implementado? Que problemas surgiram e como eles afetaram o projeto? Que tipos de treinamento têm sido oferecidos aos grupos de interesse? A quem (número, tipos e representação dos participantes)? Com que propósitos? De que maneira o enfoque em gênero e a participação comunitária foi incorporado? Quais foram os resultados alcançados por esses treinamentos?

\* Veja definição do glossário
6. **Como as mudanças no manejo e no uso dos recursos naturais pelas comunidades se**

**vinculam à conservação da biodiversidade?** [Análise de sustentabilidade].

Como práticas melhoradas de manejo dos recursos naturais podem formar uma ponte entre a conservação da biodiversidade e os meios de subsistência das populações locais? As práticas não-sustentáveis estão sendo reduzidas? As práticas sustentáveis estão sendo expandidas? Os habitats naturais estão sendo mantidos? Existem áreas totalmente protegidas incluídas no plano de manejo, de maneira que exerçam um papel como áreas de controle, ou ainda como reservatórios para restabelecer (repovoar) populações naturais? A população local está diretamente envolvida no monitoramento dos recursos e no desenho e implementação dos planos de manejo? A população local percebe alguma conexão entre conservação da biodiversidade e benefício econômico para suas comunidades?

7. **Como o treinamento dos grupos de interesse pode contribuir para o sucesso da conservação no longo prazo? Como isto pode ser incorporado em uma estratégia mais abrangente de transformação institucional e de parcerias que propicie continuidade em pesquisa, intercâmbio, assistência técnica e outras atividades participativas com as comunidades locais?** [Análise institucional].

Como os resultados de treinamentos têm afetado as estratégias dos projetos, em termos de contato com as comunidades, planejamento, pesquisa, monitoramento e avaliação? Qual tem sido a estratégia para treinamento de treinadores? Qual tem sido a estratégia para o fortalecimento comunitário? Qual tem sido a estratégia para mudanças políticas? Que parcerias organizacionais e redes de trabalho têm sido fortalecidas?

## Glossário dos Principais Termos e Conceitos

Conservação com base comunitária se refere a uma forma particular de desenho e implementação de projetos que busca alcançar a conservação da biodiversidade e a melhoria de vida por meio da participação comunitária no manejo dos recursos naturais. Projetos de conservação com base comunitária são distintos dos projetos estritamente preservacionistas, bem como daqueles administrados sem participação comunitária. Similarmente, as estratégias com enfoque comunitário diferem daquelas dos projetos de desenvolvimento, as quais são unicamente dirigidas para aumentar a produtividade ou a renda sem demonstrar preocupação com eqüidade social ou considerações ambientais.

Conservação se refere à manutenção, a longo prazo, da biodiversidade do ecossistema através do manejo das variadas formas de uso dos recursos e de sua preservação. O conceito, conforme definido aqui, aplica-se a uma escala mais ampla, que inclui os diferentes grupos humanos, assim como as outras espécies naturais que habitam o ecossistema. Definida desta maneira, conservação abrange uma ampla e complexa série de negociações e interações ecológicas.

Fortalecimento significa "nivelamento do campo de jogo" de maneira que se alcance a igualdade de expressão quanto às perspectivas e às prioridades dos grupos menos poderosos dentro da comunidade, sejam eles definidos por classe, etnia, status migratório ou gênero.

Gênero se refere às diferenças socialmente construídas e às relações entre homens e mulheres, as quais variam de acordo com a situação e o contexto. A análise de gênero requer que se vá além das declarações sobre "mulheres" e "homens" para entender como os fatores históricos, demográficos, institucionais, sócio-econômicos e ecológicos afetam as relações entre mulheres e homens de diferentes grupos, o que parcialmente determina as formas de

manejo dos recursos naturais. A análise de gênero enfoca, além da interação homem-mulher, outras variáveis socialmente importantes, tais como: idade, estado civil, papel econômico, etnia e status migratório.

Instituições são um conjunto de regras e normas formais e informais que regulam as interações dos seres humanos com outras espécies e com a natureza.

Processos de aprendizagem consistem no aprendizado de modo colaborativo, de tal forma que se incorporem conhecimentos analíticos e sociais, incluindo enfoque em gênero, além da informação técnica e conhecimento local. Agentes externos e parceiros locais trabalham juntos para testar, aplicar e adaptar conceitos emergentes.

Participação é um termo usado de diferentes formas e com diferentes significados. Participação pode ir desde o simples fato de se estar sendo informado ao de se estar recebendo benefícios materiais, ou mesmo ao fortalecimento por meio da completa participação nas tomadas de decisão e administração do projeto.

Grupos de interesse são os diferentes grupos sociais, formais ou informais, que podem afetar ou serem afetados pelas práticas de manejo de recursos numa dada situação. A análise de grupos de interesse envolve diferentes níveis de estudo e de relacionamento com os recursos, incluindo organizações, grupos e indivíduos em relações internacional, nacional, regional e local, bem como diferentes grupos dentro das próprias comunidades e grupos domésticos.

Exercicos por Grupo

**Sistemas Melhorados**
**Plano de Manejo**
**Políticas Públicas**

(Trabalho em grupo)
Atividades:A        Recursos: R

**Sistemas Melhorados**
1.Análise de grupos de interesse:

Grupos mais importantes:
religiosos; políticos; família:
.líderes
.homens
.mulheres
.jóvens

Divergências mais importantes:
.Poder; organização como instrumento; credo; participação de grupos diferentes na comunidade.

Estratégias:
.visitas familiares; conversa com liderança
.participação de reuniões; contato com diversos grupos
.contatos com diversos grupos (chaves) na comunidade
.explicar os problemas comuns
.experimentos com produtores/produtoras

2.Participação comunitária:

.conhecimento/uso dos recursos naturais
.efeito de pessoas externas
.efeitos BOM/RUIM
.percepções diferentes

**Plano de Manejo**

1.Análise de grupos de interesse

Grupos mais importantes:
(mapa do Parque Nacional Serra do Divisor - Acre mostrando: espaço, os diferentes grupos e sub-grupos da comunidade, cuja população compreende 7.000 pessoas)

Divergências mais importantes:
.IBAMA X população que vive dentro do parque
.de fora X de dentro (madeireiros/caçadores/comerciantes)
.posseiros X proprietários
.prefeituras X IBAMA
.índios X cablocos
.protestantes X católicos

Estratégias:
.reuniões participativas
.fazer levantamentos com presença de pessoas locais na equipe
.identificação de lideranças

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2. Participação comunitária:

.Comunidade local:
População que vive dentro do parque e no entorno e que está distribuída em vários agromerados (1-20 casas) ao longo dos rios
.Quem participa:
Nos levantamentos têm-se procurado investigar quem participa na tomada de decisões. Também há a preocupação de entrevistar homens e mulheres

.Dúvidas que surgiram:
.Além dos grupos de interesse, que se dirigem mais especificamente aos homens (maioria), devemos pensar nos grupos informais, que incluem as mulheres
.Qual seria a estratégia para incorporar gênero no conselho consultivo para plano de manejo do parque?

3.Relações de Gênero

Não se sabe como é. Estamos estudando a questão para entender. Sabemos da existência das diferenças.

**Políticas Públicas**

1)Análise de grupos de interesse:
Grupos:
.Parque Nacional:
governo federal, estadual e municipal
proprietários privados
posseiros
ONGs

Divergências:
.lei x realidade
.diferenças de prioridades dos grupos de interesse

Estratégias:
.educação e informação
.definição das prioridades dos grupos de interesse de forma participativa
.apresentar alternativas
.outras parcerias para suprir necessidades prioritárias (saúde, educação etc.)

2)Participação comunitária:

.comunidade local: pessoas que influenciam nas atividades de conservação
.líderes , ONGs, governo (tomada de decisões)

3)Como gênero afeta no uso dos recursos naturais:
"Se não considerarmos as diferentes relações entre homem x mulheres torna-se inviável o sucesso do projeto"
A comunidade pode influenciar nas políticas públicas, atuando na solução dos problemas locais de forma participativa, para que tenha um efeito "cadeia"


**Sistemas Melhorados**
A.Provocar discussões internas sobre gênero e avaliara continuidade do processo (IESB)
Recursos:
R.Utilizar as pessoas que já possuem os conhecientos de gênero nas instituições e/ou parceiros

A. Melhorar a capacitação dos técnicos
R. Ampliar as parcerias
Outros recursos

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**Plano de Manejo**

A.Devolução dos dados coletados durante o levantamento sócio-econômicos desagregando fator gênero
R.Recursos humanos (disponíveis, mas precisam ser treinados)

**Plano de Manejo**

A.Devolução dos dados coletados durante o levantamento sócio-econômico desagregando fator gênero
R. Disponíveis, mas precisam ser treinados:
Humanos
Não disponíveis:
Financeiros
Tempo
Técnicas e metodologias

A.Assegurar a paarticipação da mulher no conselho consultivo - buscar formas para assegurar a participação
R.Disponíveis:
Tem mulher!
Rádio local
Vontade
Não disponíveis:
Financeiros para viagem de campo

**Políticas Públicas**

A.Envolver a comunidade local no repasse das informações ao poder público (TNC)
R.Disponível: VONTADE

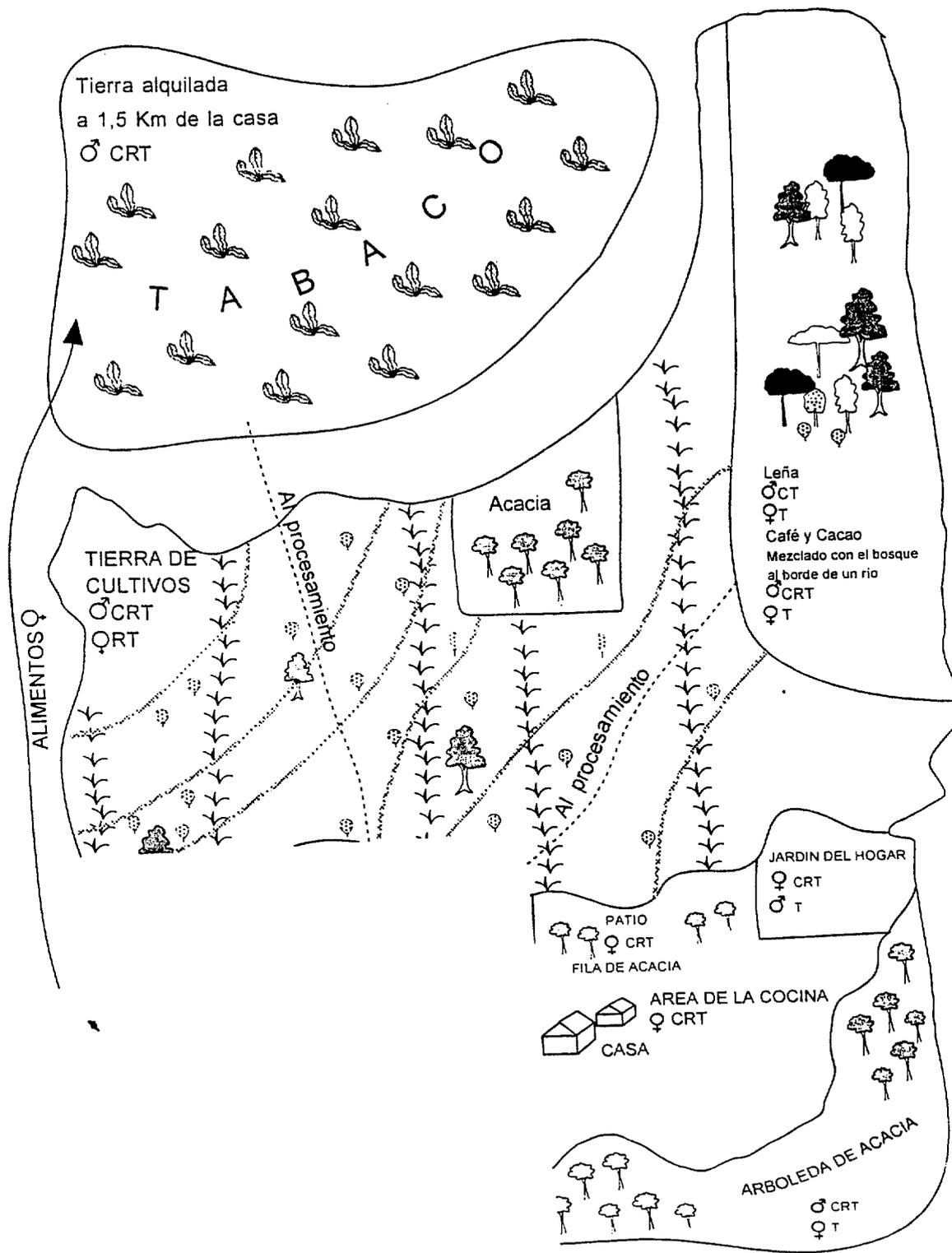A.Capacitar o poder público para trablahar participativamente com as comunidades
R.Não disponíveies:
Humanos: treinadores
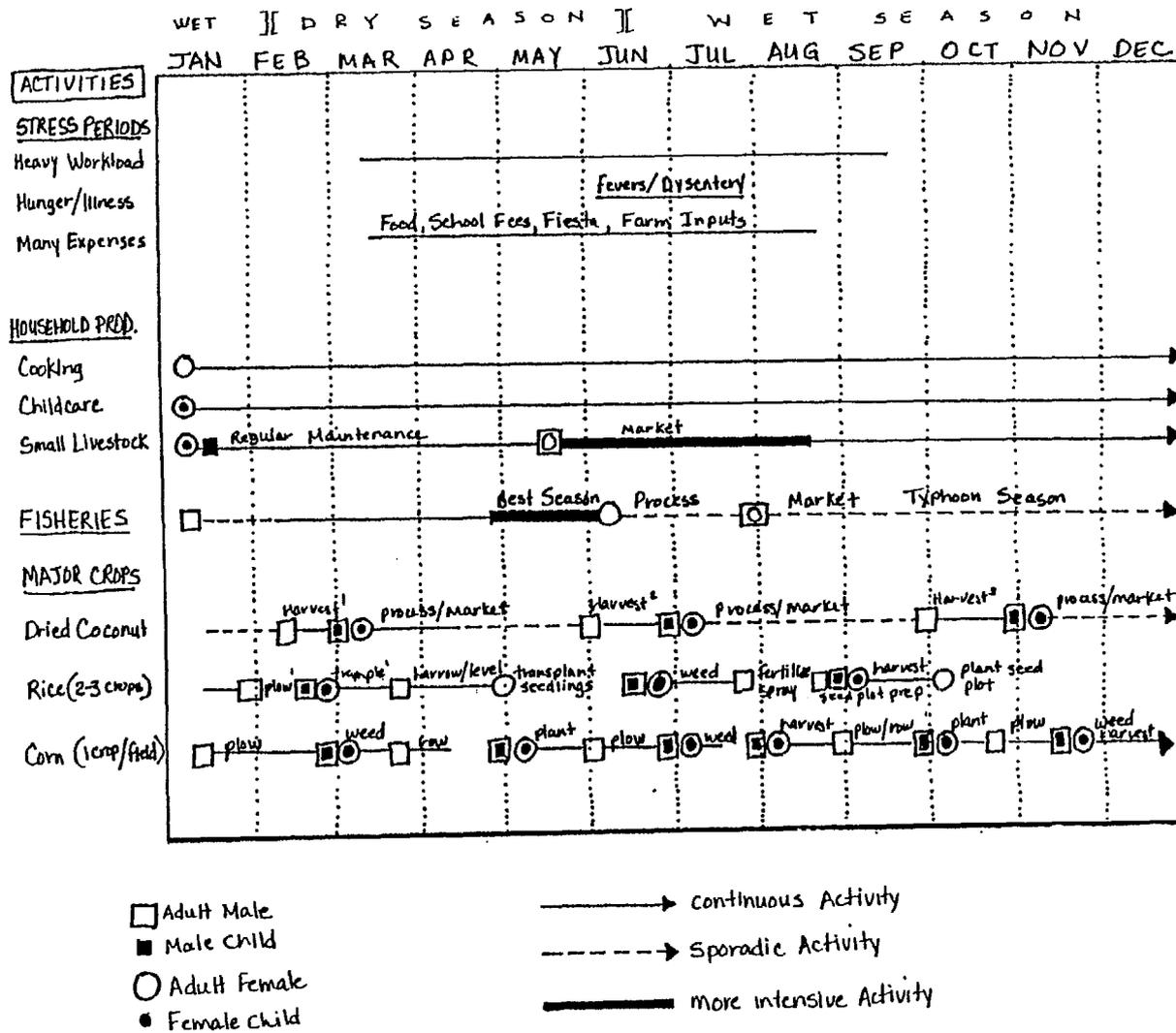Financeiros

u:\pub\env\gen\workapen

**Figura 2.** Mapa sobre los recursos de los géneros en Zambrana, la República Dominicana



Tierra alquilada
a 1,5 Km de la casa
♂ CRT

T A B A C O

ALIMENTOS ♀

TIERRA DE
CULTIVOS
♂ CRT
♀ RT

Al procesamiento

Acacia

Al procesamiento

Leña
♂ CT
♀ T
Café y Cacao
Mezclado con el bosque
al borde de un rio
♂ CRT
♀ T

JARDIN DEL HOGAR
♀ CRT
♂ T

PATIO
♀ CRT
FILA DE ACACIA

AREA DE LA COCINA
♀ CRT
CASA

ARBOLEDA DE ACACIA
♂ CRT
♀ T

Fuente: Rocheleau y Ross, 1993.
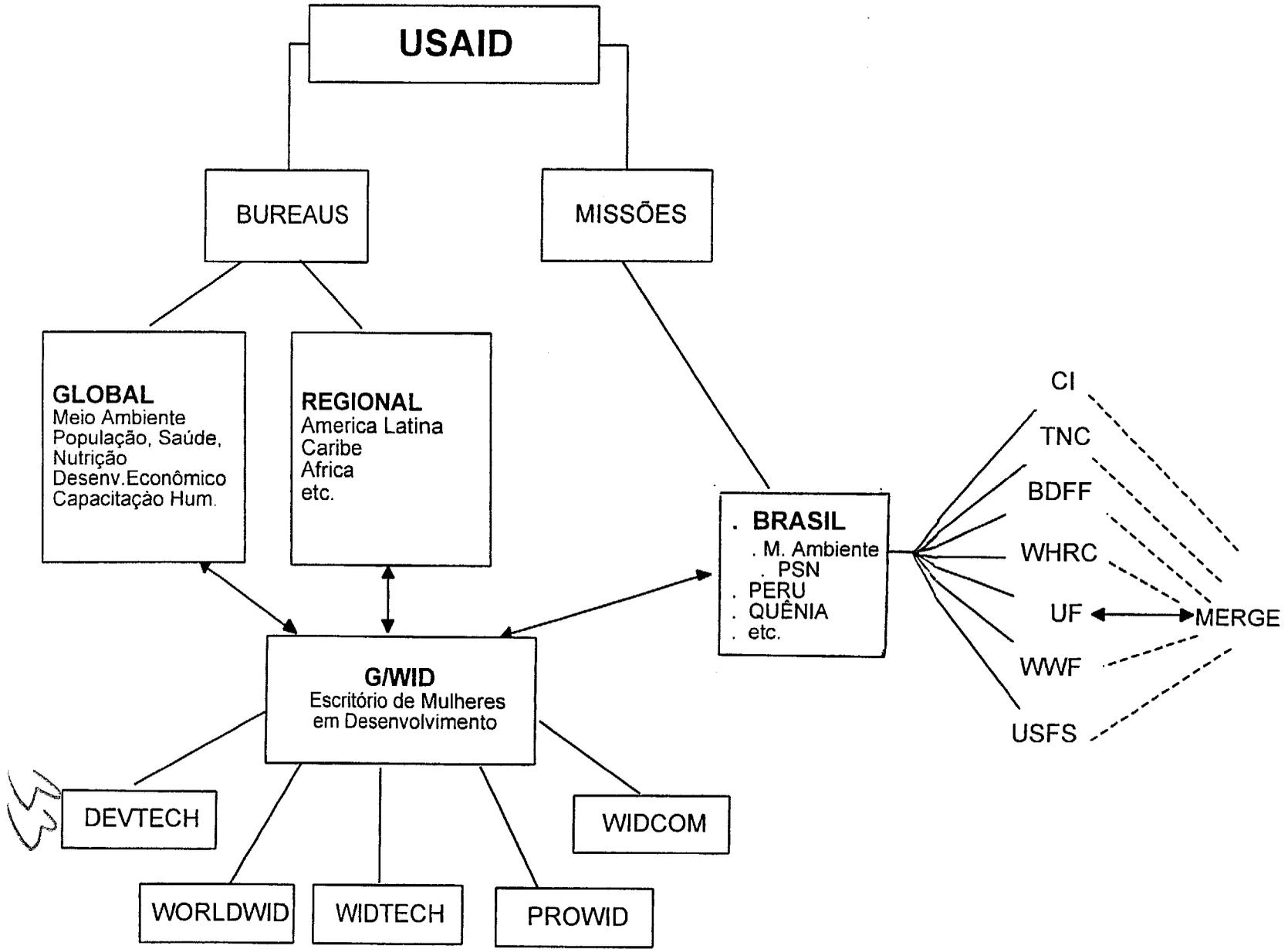
C = Control
R = Responsabilidad
T = Trabajo

= Acacia (Arbol introducido por el proyecto)

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Figure 4. Seasonal Calendar for the Pabalays on Siquijor Island, Philippines



Source: Shields and Thomas-Slayter, 1993.

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**REGIONAL**
America Latina
Caribe
Africa
etc.

**. BRASIL**
. M. Ambiente
. PSN
. PERU
. QUÊNIA
. etc.

CI

TNC

BDFF

WHRC

UF ⟷ MERGE

WWF

USFS

**G/WID**
Escritório de Mulheres
em Desenvolvimento

DEVTECH

WIDCOM

WORLDWID

WIDTECH

PROWID

u:\pub\env\gender.cht

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*Secondary teacher training institute,
Senegal. Photo by J.C. Bois, UNESCO.*

# Accessing WIDTECH Services

WIDTECH services can be obtained by USAID/Washington and USAID missions in one of two ways: through a Core Contract with USAID's Office of Women in Development, or through a companion Requirements Contract. To access WIDTECH's technical assistance and training services through either mechanism, contact the Contracting Officer's Technical Representative:

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Technical Assistance Project

*Weeding and preparing corn field in Province of Carchi, Ecuador. Photo by Bernard Pierre Wolff/UNDP.*

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# WIDTECH Services

- Strategic Planning—development of strategic objectives, strategic frameworks, resource requests, and results reports

- Program and Project Design—design of needs assessments, customer surveys, sector assessments, and background papers

- Project Implementation—integration of gender into ongoing activities, and assistance to implementation teams on specific gender issues

- Monitoring and Evaluation—development of indicators and monitoring tools, and project evaluations that link indicators to strategic objectives

- Training—implementation of sector- and region-specific technical training on integrating gender into ongoing work

- Communication and Dissemination—sharing of lessons learned, best practices, and successful training strategies

# Sector Areas

- Democracy and Governance—legal literacy and rights, political participation, civil society

- Economic Growth—privatization, income generation, poverty alleviation, enterprise development, credit

- Education—girls' education, skills building, vocational training, literacy and non-formal education

- Population and Health—reproductive health, nutrition, HIV/AIDS

- Environment—natural resource management, water resources, renewable energy, pollution control

# Core Team

**Rekha Mehra, Ph.D.,** Project Director and Economist, has 15 years of experience in the design, implementation, management, and evaluation of gender programs and policies in agriculture, economic policy reform, environment and resource management, employment, and irrigation. Experience includes design of a social safety net in India, technical support to a credit program in Chile, and recommendations to strengthen a coastal management project in the Philippines. Native speaker of Hindi.

**Hilary Sims Feldstein, M.P.A. M.A.,** Training Specialist, has 15 years of experience designing, implementing, managing, and evaluating training programs for U.S. and host country organizations worldwide. She has focused on the development of gender- and sector-specific training programs for international donor agencies, NGOs, and host-country institutions.

**Marcia Greenberg, J.D., M.A.L.D.,** Democracy and Governance Specialist, has 10 years of experience in employment law, human rights work, building broad-based participation in civil society in Poland, and preventing the social exclusion of the unemployed in the Czech Republic. Speaks French and Spanish and has a working knowledge of German and Czech.

**Michael Paolisso, Ph.D.,** Social Science Analyst, is an economic and ecological anthropologist with 15 years of experience in the areas of gender and the environment, agriculture, and health. He has worked with USAID, other international donors, host country governments, and NGOs in Africa, Asia, Latin America, and the Near East. Fluent in Spanish.

**Mary Hill Rojas, Ed.D.,** Environment Specialist, has 15 years of experience integrating gender concerns in natural resource management, environment, and agriculture. She has applied participatory and farming systems methodologies in USAID's Development Strategies for Fragile Lands (DESFIL) Project and developed training manuals and guidelines on gender and the environment for FAO, USAID, and the Government of Finland. Working knowledge of Spanish.

**Nagat El Sanabary, Ph.D.,** Human Capacity Development Specialist, has more than 20 years of experience addressing educational and cross-sectoral gender/WID issues through research, policy dialogue, needs assessment, strategic planning, design, and evaluation. She has worked with USAID, the World Bank, country counterparts, NGOs, and women at the grassroots level. Fluent in Arabic and has a working knowledge of French.

**Joanne Spicehandler, M.S.,** Population, Health and Nutrition Specialist, has 20 years of experience in international family planning and reproductive health, with a focus on the design, implementation, and monitoring of projects in contraceptive technology introduction, service delivery and quality of care, and gender and reproductive health. Fluent in Spanish and has a working knowledge of Portuguese and French.