

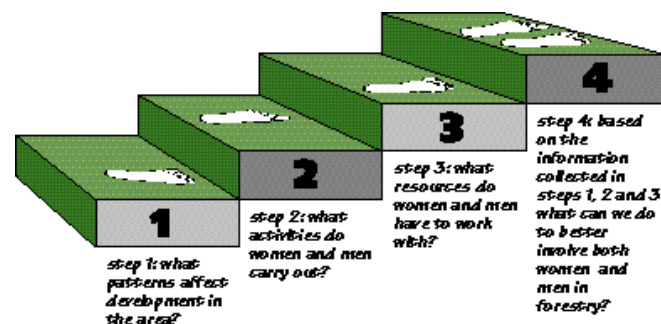


Field-level framework and training notes

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1 Introduction

The Field-level Framework for Gender Analysis is intended for use by those who work in forestry development directly with local communities. The goal of using this Framework is to arrive at a **WORKPLAN FOR SUCCESS** to improve the involvement of women and men in forestry activities. Although the examples in this Training Package are all related to the forestry sector, the method of step-by-step analysis can be used in other sectors, too.



The Framework can be used either in a formal training setting or as an aid in self-study. It has four steps which will help the user to organize information about the community she or he works or lives in. The Field-level Framework for Gender Analysis is a tool for

participatory forestry planning at the community level. Following the steps of the Framework will help those involved in forestry efforts design and implement better development activities together with the women and men who depend on forests as a resource.



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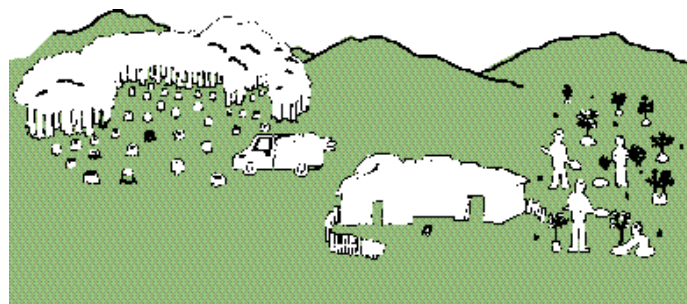
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There are three ways to use the Field-level Framework for Gender Analysis:

1. You can use information from the area you work or live in to complete each step. If you are using the Framework outside a training situation, it is recommended that you work on it with friends and colleagues who are familiar with the area you have chosen. Your final plan will be more realistic if you have benefitted from shared knowledge and understanding.



2. You can use information from a selected case study, either written or visual (see Section D and the information about the slide shows).

3. You can use the information from the short examples used in the text of each step. These are especially appropriate to introduce how to use the Framework.



The Field-level Framework is accompanied by Training Notes. These are instructions and ideas for trainers when using the Framework during workshops.

The Training Notes begin on page 31. Each Training Note is subdivided as follows:

Objectives

(what is to be learned)

Focus On

(key concepts and issues)

Activities

(suggestions for activities and exercises)

Beware!

(potential problems)

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

Before using the Field-level Framework as a training tool, it is a good idea for trainers to read the Management-level Framework and the notes that accompany it.

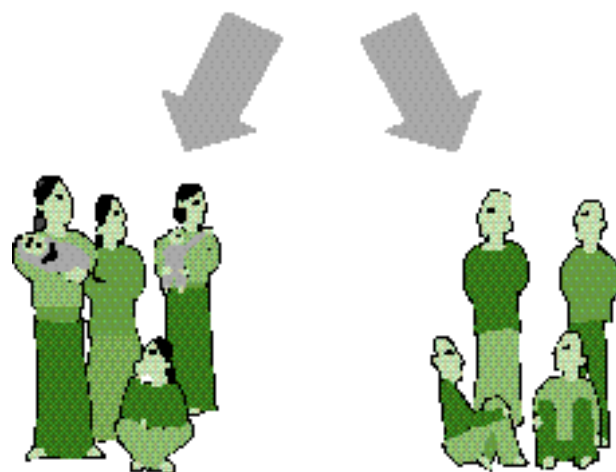
2 Field-level framework

■ WHAT IS GENDER ANALYSIS?

Gender Analysis is about knowing “WHO DOES WHAT?”. Our knowledge is based on our own experiences. In our work we may *think* we know how rural people live. Sometimes we do not see, or understand, the differences between our home areas and the area we work in. For example, it may be that in your home area women are responsible for basket weaving while in the area where you work, men are responsible.

Gender Analysis is a way of avoiding failure based on “I think...”. Gender Analysis provides more precise information about patterns in the lives of women and men so that decisions can be based on facts.

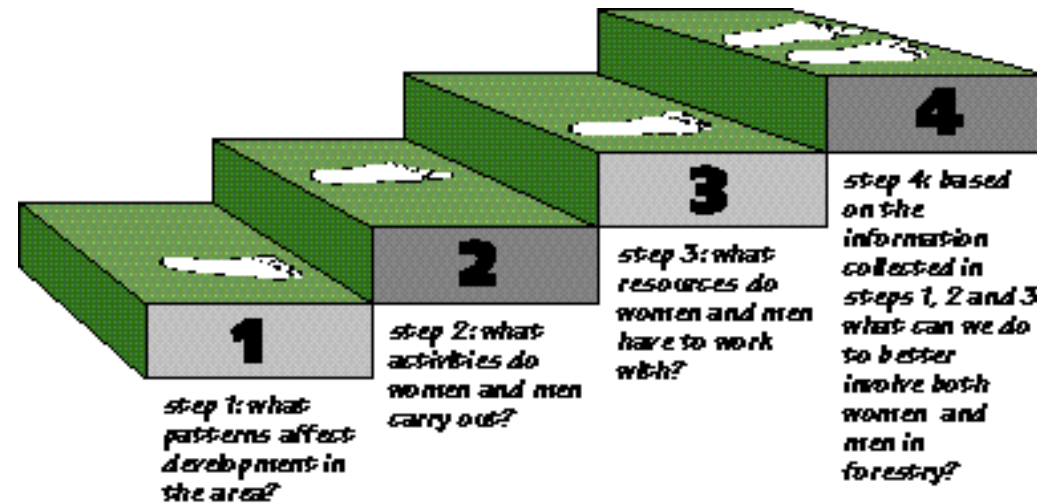
To do Gender Analysis you carry out the four steps introduced in this booklet. Together these steps are called the Gender Analysis Framework.



In many parts of the world men migrate into towns to earn cash income. This means that women have to start doing work which is called men's work. For example, in Western Kenya house construction is seen as men's work. But today many men work in towns and women have to build and maintain the buildings. The gender roles are changing. We can think of examples of changing roles of women and men in our own families. What activities is your daughter/sister (son/brother) carrying out that you or wife/mother (husband/father) never did?



■ GENDER ANALYSIS FRAMEWORK



■ WHAT DO WE MEAN BY...

...GENDER

Gender refers to the different roles of women and men. For example, we talk of women's work and men's work. We say that work is gender specific. But it is not specific to sex because what is regarded as women's work in one place may be men's work in another.



ANALYSIS

When we want to understand what takes place in a village, we analyze village life. In *gender analysis* we want to understand the roles of women and men in relation to what they do and what resources they have.



...FRAMEWORK

A Framework is a set of questions to guide our analysis. The *Gender Analysis Framework* gives us key questions to answer that help us understand gender roles in our area and how important these roles are for development.



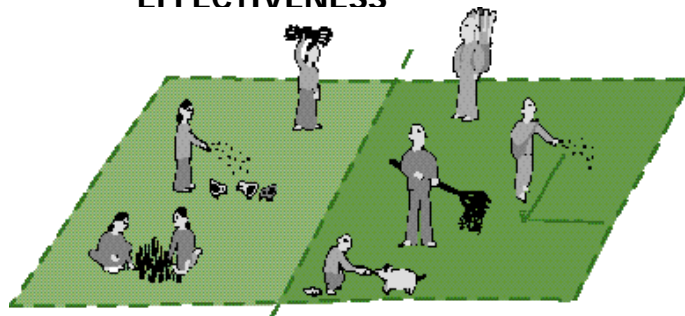
WHY GENDER ANALYSIS?

Gender Analysis leads to:

SUSTAINABILITY

EQUITY

EFFECTIVENESS



WHAT HAPPENS WHEN WE DO NOT USE GENDER ANALYSIS?

For example, forestry workers were planning to train people on how to improve erosion control. BUT they did not know that women were responsible for field maintenance in the village where the training took place. Most of the people who received training were men because they expressed an interest in erosion control methods. As a result, the wrong people were trained and erosion continued to be a problem for the villagers. Unfortunately, the results were:

NO SUSTAINABILITY because men were trained to use improved methods for a job they never do.

NO EQUITY because women, who do the work, did not benefit from the training.

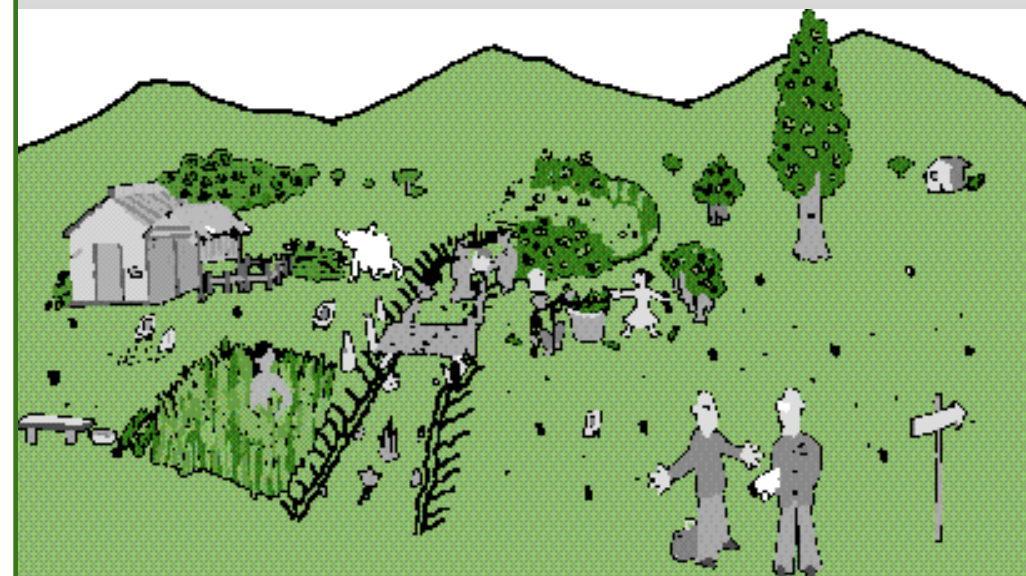
NO EFFECTIVENESS because erosion was not controlled.

How can you get rid of the "NO"-words in the above example?

DO NOT THINK YOU KNOW, ASK WOMEN AND MEN!

Devaki and Suraj have two boys and three girls. They have a farm in the Middle Hills of Nepal. The farm is small and to add to the household income Suraj, like many men from his village, works in Kathmandu. When Suraj comes home he sometimes meets the extension worker. He is very interested in the agroforestry activities that are being developed in the area.

Devaki works on the farm where the children help her with paddy and maize, kitchen gardening and poultry. To make additional money she also produces home made alcohol for sale in the village. Devaki and the children spend a major part of their day doing tasks such as collecting water, fuelwood and fodder.



If you were planning agroforestry training for the village Devaki and Suraj live in, what would you need to consider? Who would you train, women, men or both? Why?

The following pages show you how to use the Gender Analysis Framework to make decisions such as the one above.

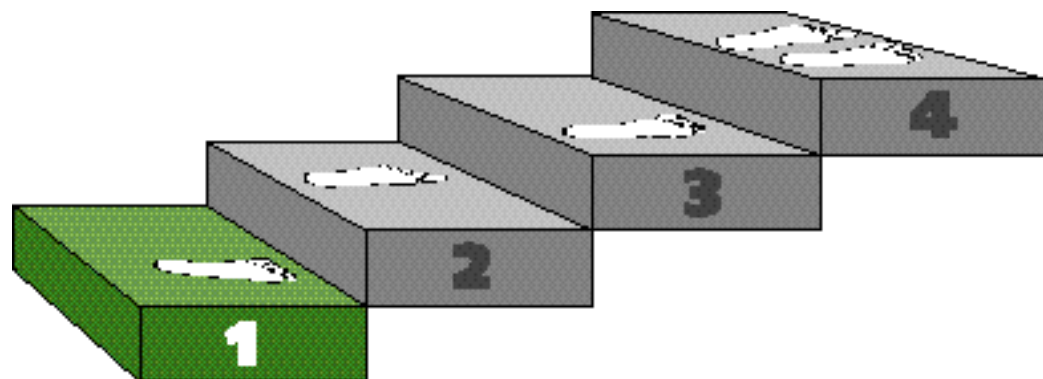
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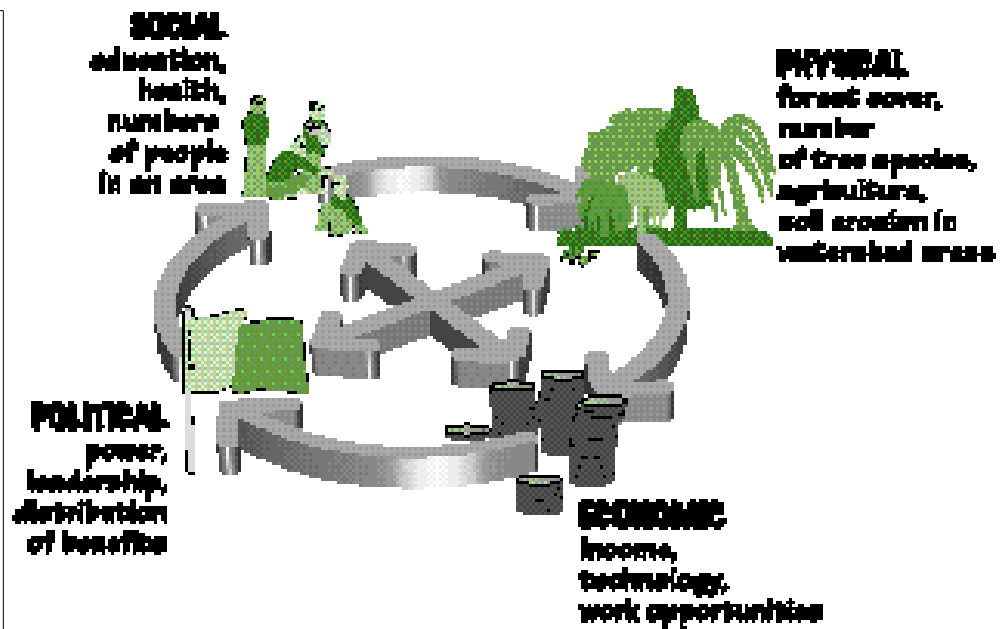
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**GENDER ANALYSIS FRAMEWORK:
STEP 1**



**WHAT AFFECTS DEVELOPMENT
IN THE AREA?**

Your work in forestry is part of a development process in the area. Step 1 identifies four kinds of patterns; PHYSICAL, SOCIAL, ECONOMIC AND POLITICAL. Here are some examples of these patterns. *Can you think of more?*



**HERE ARE SOME EXAMPLES OF QUESTIONS
TO HELP YOU WITH THE FIRST WORKSHEET:**

These patterns can either **SUPPORT** or **CONSTRAIN** development in the area.

Let's ask ourselves two questions with the help of Worksheet 1:

Which patterns in our area make life better?

Which patterns in our area make life more difficult?



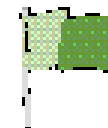
PHYSICAL PATTERNS
Are there environmental problems in the area?
Are there environmental advantages in the area?



SOCIAL PATTERNS
Are women/men moving in or out of the area?
Do both boys and girls go to school equally?



ECONOMIC PATTERNS
Are women/men getting richer or poorer?
Do both women and men have access to new technologies?



POLITICAL PATTERNS
Do both women and men have leadership roles?
Is there a local political structure?
Who decides who can use the forest?



PATTERNS

PATTERNS

SUPPORTS

CONSTRAINTS

What helps our tree to grow?
• nurseries
• women's groups
• health clinics

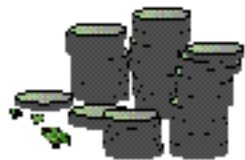
What stops our tree from growing?
• erosion
• lack of water
• illiteracy



PHYSICAL



SOCIAL



ECONOMIC



POLITICAL

THINK OF DEVELOPMENT AS

A TREE WE WANT TO SEE GROW IN OUR AREA!

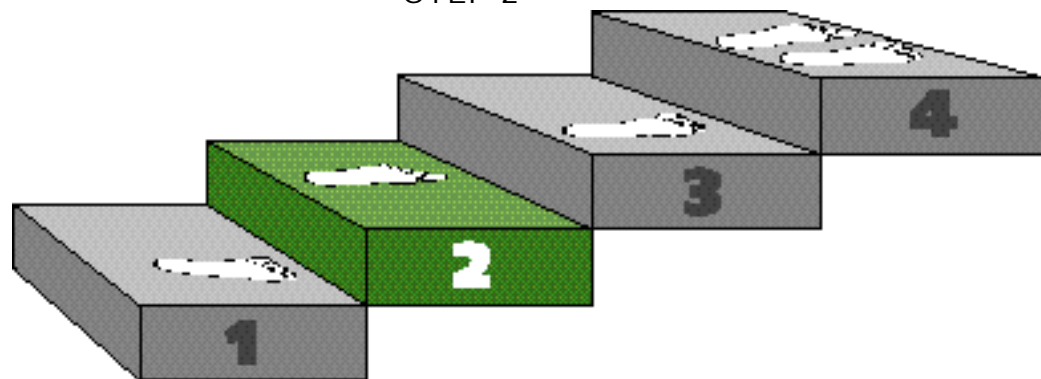
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**GENDER ANALYSIS FRAMEWORK:
STEP 2**



WHAT ACTIVITIES DO WOMEN AND MEN CARRY OUT?

Step 2 in Gender Analysis identifies which activities are carried out mainly or only by men, or by women. A completed Step 2 will answer the questions, Who does what? where? and when?

In addition to those activities which result in a product such as food or income, we also need to pay attention to activities that do not result in production. These activities include child care, cooking and fuel collection for family use.

To know what women and men do helps us plan better forestry. But it is not enough to know about forestry activities. When women and men are working on the farm and in the house they have less time for forestry activities. We want to know when they have time.

When we look at women's and men's activities, we need to know three things about each activity:

GENDER: who does the work (women, men, girls, boys)?
Is it done by both women and men, or only by one of them?

TIME: how long does it take? is the work seasonal? is the work monthly? weekly? daily?

LOCATION: where is the work carried out (home, forest, farm, city)?

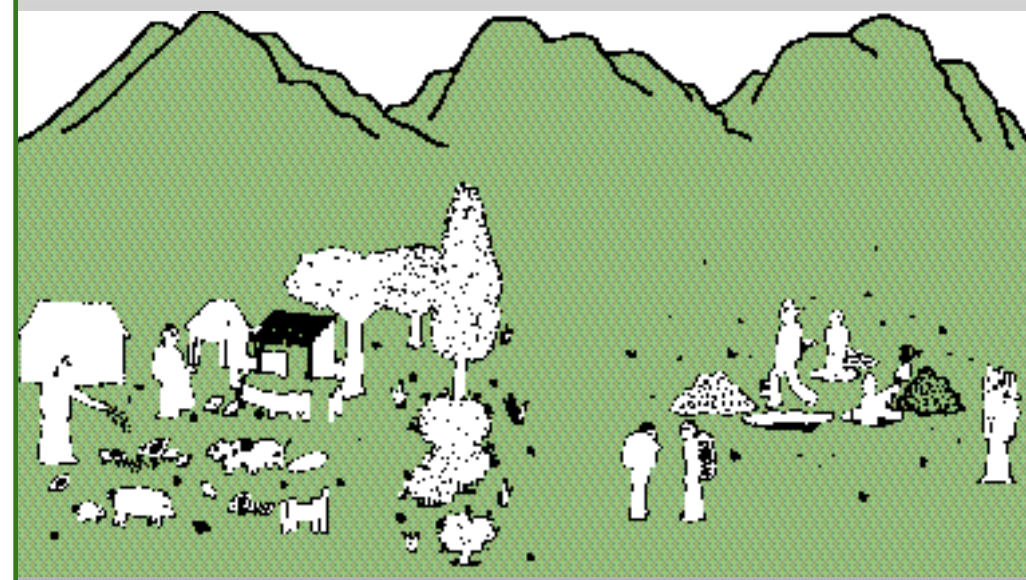
EXAMPLE: A VILLAGE IN BHUTAN

As is common in Bhutan in the village of Matolunghu in Punakhs-Wangdiregrea, many households are headed by women. In Bhutan land is inherited by daughters from their mothers.

Women and men share tasks at home. Women and girls daily carry water from the river, feed cattle and pigs, cook and care for the children and elderly. Men are primarily responsible for constructing houses, fencing and slaughtering. Men will take over women's tasks for a while after childbirth.

The whole family participates in the production of rice. Men plough the land and clean the bunds while women raise the seedlings, transplant, select and store the seeds for the next season, transport and apply farm-yard manure. Young boys and girls as well as the elderly herd cattle and tend to infants while adults are in the field.

In tree planting, men do most of the fencing, putting up the poles and digging. Women are mainly responsible for transport of seedlings.



Fill in the worksheet using the above story.

ACTIVITIES

ACTIVITIES

ACTIVITY

TIME

LOCATION

GENDER



WOMEN



WOMEN + MEN



MEN

- eg.
- land preparation
- fuel collection
- child care

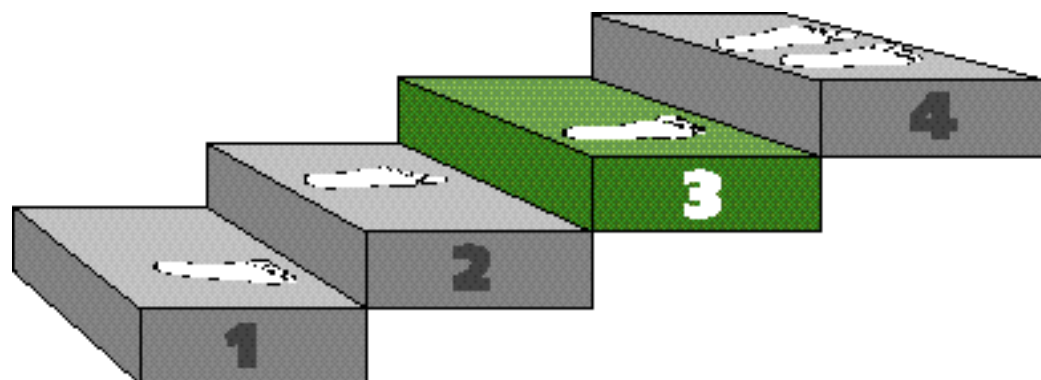
- eg.
- daily
- seasonal
- weekly

- eg.
- field
- home
- down

WHEN YOU DO NOT KNOW, DON'T GUESS! LEAVE BLANK

SPACE. IT MEANS MORE INFORMATION IS NEEDED!

**GENDER ANALYSIS FRAMEWORK:
STEP 3**



**WHAT RESOURCES DO WOMEN AND MEN
HAVE TO WORK WITH?**

Step 3 of Gender Analysis identifies which resources are available to women and to men to carry out any forestry activities. It also identifies who has access to the resources and who controls them. For example, you are planning to plant shade trees around village houses. Sometimes water is very far from houses or the village water is available from a well at cost. How far are the villagers willing to walk? How much are the villagers willing to pay? Who controls the money, women or men? Who will do the planting, women or men? Who collects the water, women or men? And do they have the time?

Many different things can be a resource for forestry development, such as land, water, money or trees. Also training, technology, time or skills are resources. To know about resources, we can ask three questions about each of them.

WHO USES THE RESOURCES?

WHO BENEFITS FROM THE RESOURCES?

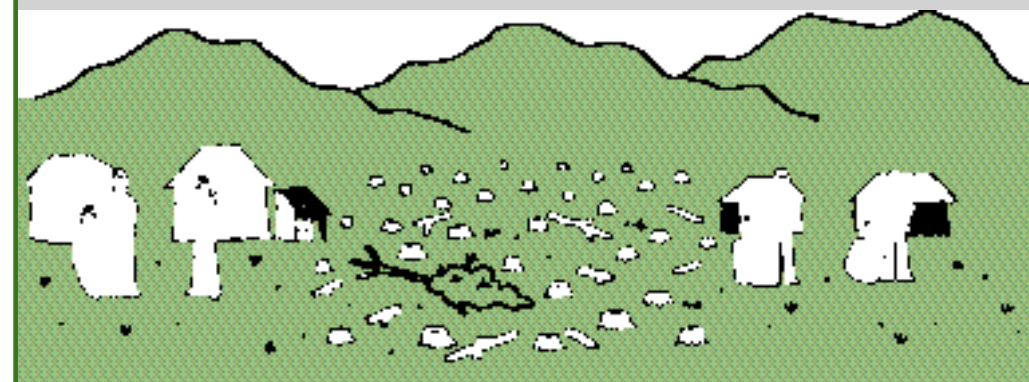
WHO CONTROLS THE RESOURCES?

**EXAMPLE: AFFORESTATION
IN BANGLADESH**

Only 15 percent of land in Bangladesh is forested and the primary objective of the Afforestation and Nursery Development Project is to increase forest resources in the country. To succeed in this the Project aims to involve people in forestry activities.

Bangladesh has a high population density of 700 people per square kilometre. It is one of the poorest countries in the world. Most people rely on agriculture for their livelihood. Land is mostly owned by men, as are other agricultural resources such as bullocks, ploughs, seeds and fertilizers. Men also can get credit and training. Women have no access to credit because they own no assets. As there are strong cultural barriers preventing women and men from attending training together, trainees tend to be only men. They learn new skills related to forestry and agriculture.

To develop farm forestry activities in Bangladesh is often difficult because of a shortage of water and the small size of plots. Trees are important on the farms because they supply food, fuel and fodder which women prepare, as well as timber which men either use or sell. All forest land is controlled by the government



*What resources can you identify in this description? Who uses them? Who benefits from them? Who controls them?
Fill in the worksheet using the above story.*



RESOURCES

RESOURCES

RESOURCE

eg.
• land
• trees
• training

BENEFIT

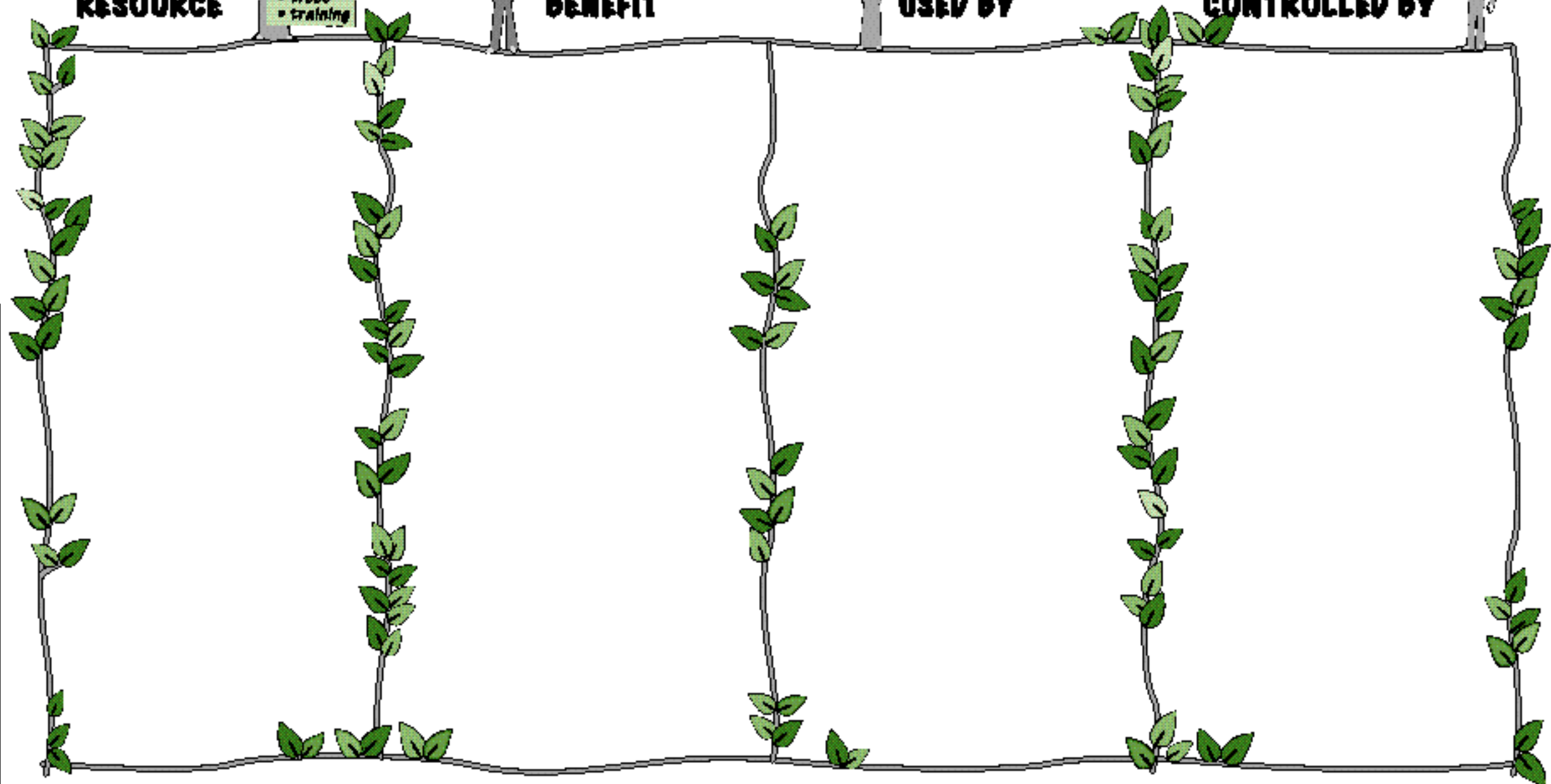
eg.
• food
• fuel
• skills

USED BY

eg.
M/F = man and woman
M = men only
F = women only
M/F = mostly man
F/m = mostly women

CONTROLLED BY

eg.
husband, first wife
forest dept., state



WORKPLAN FOR PROGRAMME SUCCESS

**LIST YOUR OWN
PROGRAMME ACTIVITIES**

**APPROPRIATE INVOLVEMENT
OF MEN AND WOMEN**

**WHAT ACTIONS ARE NEEDED
TO ACHIEVE THIS INVOLVEMENT**

eg. agroforestry extension

eg. women make decisions regarding anything grown on homestead

eg. include women in training

WE ARE PLANTING SEEDS FOR THE FUTURE!

SECTION
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SECTION
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3 Training Notes

Use this Framework when your workshop trainees are rangers, extensionists and others who work directly with local communities. These Training Notes are based on the assumption that the trainees are involved in day-to-day field activities, are unfamiliar with the training situation generally and the concept of gender analysis specifically, and may have low literacy levels.

During a workshop, the Field-level Framework can be used with two types of case studies. There are short case study examples provided in the text of the Framework to demonstrate how to complete the Steps. Full length case studies from Section D are recommended for learning the gender analysis methodology in detail.

Use as much visual training material as possible when training. There are some graphics, games and questions included in the Framework and in these Training Notes. Use them as an aid, but feel free to invent new ones or to adapt these for your trainees.

The Framework and case studies for field-level training provided in this Package will need to be translated. Use simple language both in training materials and in oral presentations. Slide sets of each case study in this Package are available to use in training workshops (see the information sheet included in this package).

Field-level staff are extremely knowledgeable about the case study area, which is a big advantage for both the trainer and the workshop participants.

Learning new concepts and ideas is serious business, but humour is a good aid to learning. An enjoyable workshop reinforces learning.

These notes are organized so that each section corresponds to a section in the Framework; page numbers are indicated at the top of each section of the Training Notes.

NOTE

Before using these Field-level Framework notes, trainers should FIRST READ ALL THE MANAGEMENT-LEVEL TRAINING NOTES which accompany the Management-level Framework (see Section B). The Training Notes presented here are intended as a supplement to them. It is assumed that trainers will use the Field-level Framework with the case study methodology introduced in Section 3.



INTRODUCTION AND "CLIMATE SETTING" (USE WITH PAGES 3 TO 5)

Objectives

- To introduce Gender Analysis as a way of understanding what the roles of women and men are.
- To recognize that many decisions are made based on assumptions rather than facts.

Workshop Activities

- DISCUSS how gender roles change from one generation to the next and from one location to another by drawing the trainees into a discussion based on their own experiences. What can they remember about the daily activities of their grandparents? How do these differ from the activities of the trainees' children? Make a clear distinction between what trainees know from their own experience and what they assume they know about activities of women and men outside their own families.
- ROLE PLAY with a co-trainer or get the trainees to role play in order to demonstrate changing gender roles. For example, young woman/man and old woman/man comparing their lives.
- HATS AND GLASSES (see explanation box)
- LIST expressed priorities and preferences of the trainees throughout the day. This could be done by a co-trainer if no rapporteur is available. Assess these lists daily to make your training more relevant to trainees' needs.

Focus on

- People are fundamental to forestry development as managers and users of natural resources such as trees and forests.
- Knowing what forestry related activities women and men are responsible for is relevant to the work of trainees: "who takes care of seedlings on the homestead?" "who collects fuelwood, fodder and herbs from the forest?" "who should attend agroforestry training?"
- Assumptions about what women and men do are based on "I think" rather than knowing what women and men do in this area at this time.

Be aware!

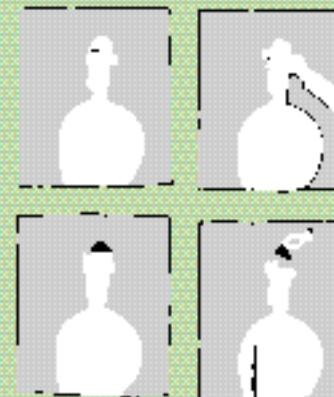
- Do not focus solely on women. Gender analysis is about both women and men.
- Be prepared for prejudices among the trainees. Gender analysis can be controversial because it challenges well – established assumptions e.g. about what is women's work and what is men's work.
- Some trainees may not be participating in the training voluntarily. They may be thinking that their real work is piling up while they are attending a training workshop of which they do not yet see the relevance. The key to the success of the workshop is establishing links between gender analysis and the work of the trainees as quickly as possible.

USING ROLE PLAY FOR TRAINING IN NEPAL

In Nepal the trainers used drama to illustrate how gender roles change from one generation to another for a training session with field-level staff. This drama had a spontaneous quality about it and was very amusing as well as instructive. For the workshop with higher level government officers, the trainers were initially reluctant to include the drama as its liability did not seem appropriate. Fortunately they decided to use it. The drama was highly appreciated by the trainees, and the point about changing gender roles was strongly made.



HATS AND GLASSES



"Hats and Glasses" is a game in which the participants are asked to take on someone else's role. They are asked to wear someone else's "hat" and to look at the world through that person's "glasses". Before you begin, you will need to prepare a "role" for each group beforehand.

GROUP SIZE: 5-10 people
MATERIALS: a large sheet of paper and a thick felt pen for each group
TIME: During the training you

need 5 minutes to brief the trainees, 20 minutes for them to respond to their roles and 15 to 20 minutes to debrief.

ROLES: Each group must have a different role, but one that addresses the same issue. For example, asking for a list of priorities from groups representing different roles works well and establishes how we need to be aware of these differences. Each description of a role should be only 3-4 sentences. Write the description on a small piece of paper that can be read by the group members, but which cannot be seen by the other groups.

BRIEFING: Divide the trainees into groups. Instruct each group to read its "role". Tell them to respond to the question quickly. There is no need to prioritize the lists.

DEBRIEFING: The lists should demonstrate different perspectives. An important point that can be established is that even if the priorities are different they are not necessarily mutually exclusive.

DEFINING GENDER ANALYSIS (USE WITH PAGES 8 & 9)

Objectives

- To define Gender Analysis.
- To introduce the four Steps of the Field-level Framework.

Focus on

- Gender roles change from place to place and from one generation to the next, unlike roles that are biologically determined by sex.
- The Steps are tools to analyze situations, such as those presented in a case study. The Steps can be used to organize gender disaggregated information and to develop gender specific strategies for forestry development.

Workshop Activities

- DRAW the four Steps on an overhead or large sheet of paper. Return to your illustration as you move from one Step to the next throughout the workshop.

Be aware!

- Avoid being too theoretical. Long discussions on definitions should be avoided. If you find it difficult to shift the discussion back to gender analysis, have your definition on an overhead or paper and use it to suggest a definition. You can say...
“For the purposes of this workshop, we may find the following definition helpful...”
- Avoid introducing new terminology. The Framework questions are important to understand. In our experience, the word “gender” seldom translates adequately into other languages. Do not worry about this. In fact, if you find it easier just focus on the four questions. They are the foundation of this Gender Analysis Framework.

UNDERSTANDING GENDER ANALYSIS (USE WITH PAGES 10 & 11)

Objectives

- To establish that using gender analysis will lead to more successful forestry development.
- To identify links between gender-based division of labour and forestry development.

Focus on

- What Gender Analysis offers to the trainees: Better planning, therefore more sustainable. More participatory, therefore more equitable. Better understanding, therefore more effective.
- Gender analysis as a tool for analysing and organizing information for improved forestry development. Gender Analysis aims to close the gaps between what is presently achieved and what could potentially be achieved.
- Identifying how forestry activities contribute, and do not contribute, to sustainability, equity and effectiveness.

Workshop Activities

- READ the case study in the box and introduce the questions for discussion. This is important: We need to know what Devaki (women) and Suraj (men) do. We need to use this knowledge in planning forestry development activities (training). If we do not know what they do, the project is likely to fail.
- PRESENT information on the forestry situation either nationally or more specifically based on the programme area, so that the trainees become aware of the kinds of impacts expected of development efforts in the area. Forest area? Erosion? Number of people who depend on the forest for their livelihood? Poverty? Cultivated land? Tree species?

Be aware!

- Trainees may be tempted to focus on forestry development rather than gender analysis. This is because it is easier for people to discuss something they already know and understand. Always refocus the discussion on gender analysis.
- Avoid debates on definitions of sustainability, equality and effectiveness.



INTRODUCING STEP 1 (USE WITH PAGES 12 TO 16)

Objectives

- To introduce the first Step of the Framework: What patterns affect development in the area?
- To understand how physical, social, economic and political factors affect forestry development in the case study area.

Workshop Activities

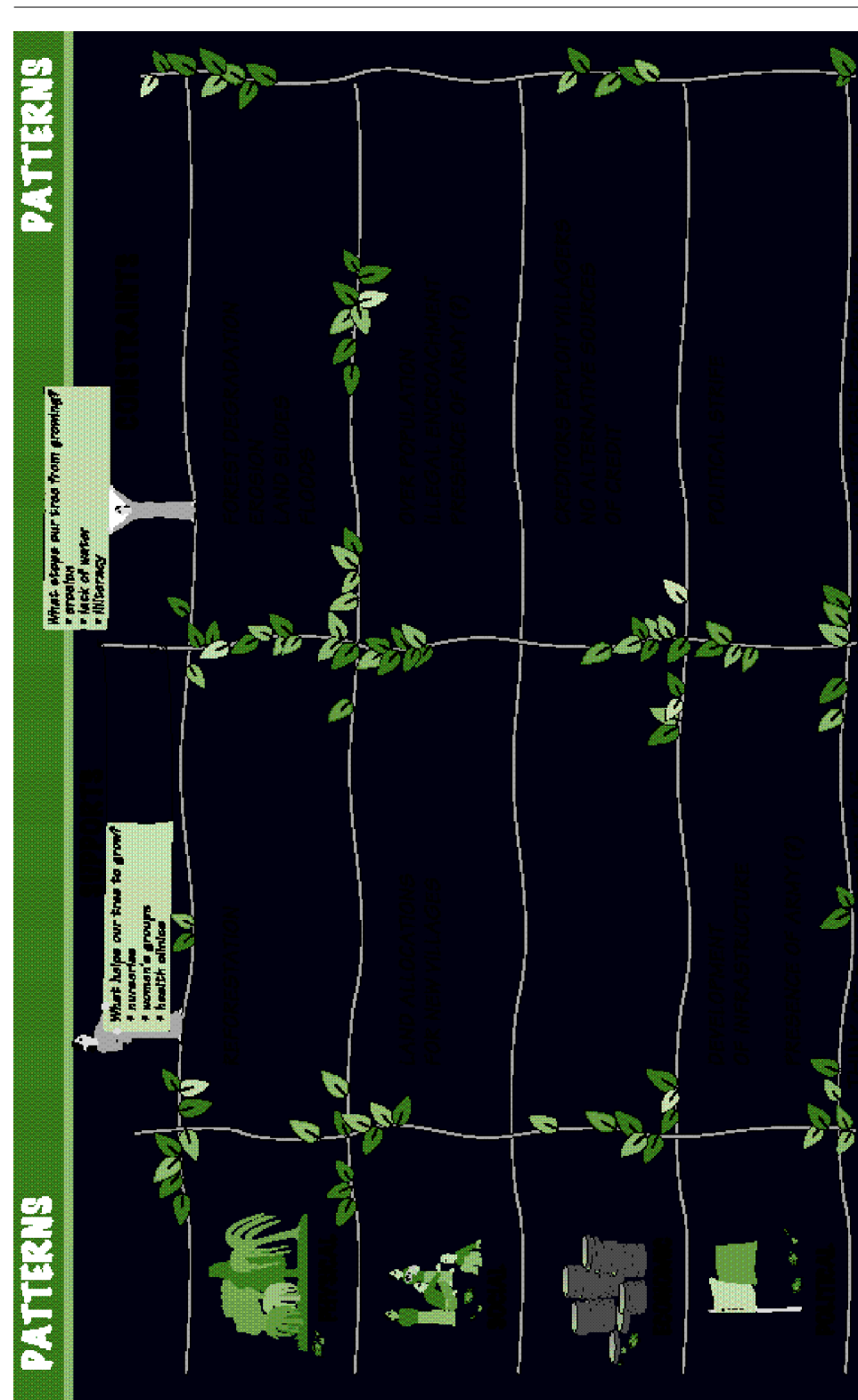
- INTRODUCE the symbols for different patterns: physical, social, economic and political.
- DRAW a tree on a flip chart or white board to symbolize forestry development. ASK, "What helps this tree to grow?" "What stops it from growing?"
- BUILD on the trainees' personal knowledge about the case study area to discover factors that constrain and support development.
- SHOW the trainees how to complete the Step by filling in the worksheet. Use the short case study on page 00 as an example.
- DIVIDE the trainees into groups. As this is the first worksheet for the groups to work on, allow a little more time than for the following ones, for example, one hour vs 45 minutes.
- ASK each group to present their discussion in plenary. During the discussion help to establish links between the different patterns and gender issues.
- SUM up the discussion to highlight
 - a. the four patterns
 - b. links between the patterns, and
 - c. links between gender issues and the patterns.

Focus on

- Gender analysis as a practical tool to facilitate forestry work through increased understanding of its physical, social, economic and political context.
- Identifying the different patterns that make up that context.

Be aware!

- Concepts such as physical, social patterns, etc., may not be familiar to the trainees. Keep the attention on the questions provided to demonstrate the differences. Make sure that all patterns are covered.
- Avoid discussion on what constitutes "good" and "bad" development. If it is difficult to determine whether a pattern is a "support" or a "constraint", write it in both columns.
- Participants may want to add other patterns, such as infra-structure or religion. This is fine, but you have to be prepared to sum up all patterns presented.



INTRODUCING STEP 2 (USE WITH PAGES 18 TO 21)

Objectives

- To identify which activities are carried out by women and which activities are carried out by men in the case study area.
- To identify location and time patterns in women's and men's activities.

Focus on

- Who does what? When? Where?
- Identifying both activities which result directly in a product such as income or food (productive activities) and activities which are related to home maintenance (reproductive activities).
- Identifying what productive and reproductive activities are carried out by women and by men in relation to forests.

Workshop Activities

- USE the case study example (p. 7) to complete the worksheet.
- DIVIDE the trainees in small groups. If time is limited, ask each group to be responsible only on one set of activities, e.g. women's activities, men's activities or shared activities.
- INVITE each group to present their discussions to the plenary. Make sure that the activities presented either derive from the case study or are corroborated by majority of the trainees.
- SUMMARIZE the discussion by highlighting
 - a. which activities are carried out predominantly by women and which by men,
 - b. relationship between this division of labour and forestry-related activities, and
 - c. time constraints that arise from the division of labour.

Be aware!

- The information recorded in the worksheet includes both productive and reproductive activities. It is not necessary to define these two as terms, but it is important that the trainees are not allowed to ignore activities related to home maintenance or subsistence activities.
- When information does not exist in the case study, it is best to leave blank spaces as a reminder that more information is needed. Often the realization that the project functions on inadequate or incorrect information is one that leads to concrete changes in implementation.



INTRODUCING STEP 4 (USE WITH PAGES 27 TO 29)

Objectives

- To identify the possible improvements in the involvement of women and men in the activities the trainees are responsible for.
- To evaluate the need for changes in these activities to incorporate women and men's needs and priorities in forestry development.
- To relate these changes to programme success.

Focus on

- Using information recorded with the help of context, activity and resource worksheets as a basis for identifying the right participants for forestry activities.
- Identifying changes in the trainees' work programmes that mean more appropriate participation by women and men.
- Assessing the importance of gender-specific information to achieve programme objectives.

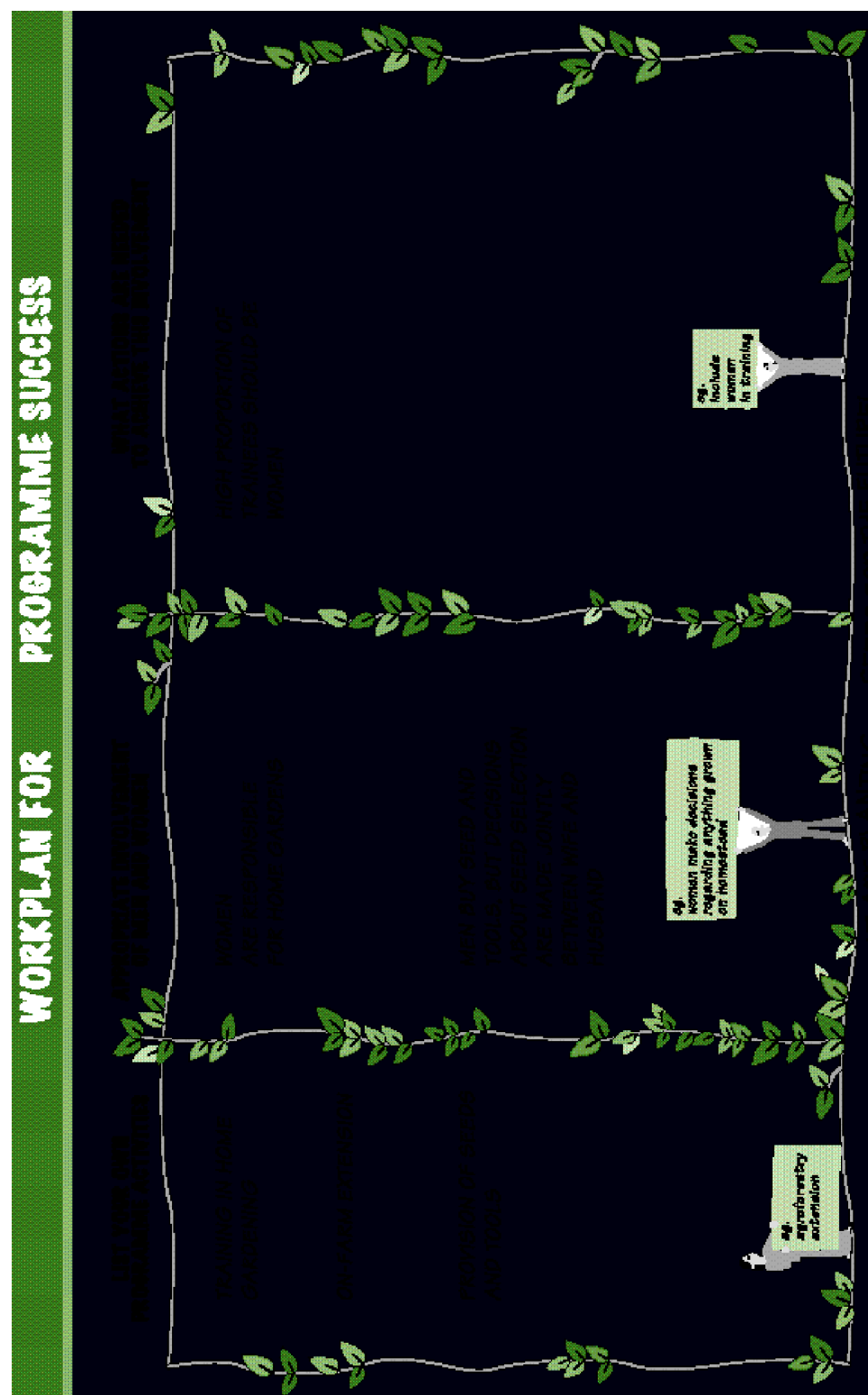
Workshop Activities

- **DIVIDE** the trainees into groups. Organize the trainees into groups of people engaged in the same or similar work tasks. For example, nursery workers in one group, extensionists in one group, and so forth. This way the trainees have the benefit of support from a peer group in considering their own future work. Allow two to three hours to complete the **WORKPLAN FOR SUCCESS**.
- **INVITE** each group to present their discussions to the plenary. In the plenary discuss the suggested changes. Aim for a consensus on the changes. For example, a group of extensionists may suggest organizing training specifically for women. This may require agreement from the District Forest Officer or programme management.
- **SUMMARIZE** the discussion by highlighting (a) gender specific information facilitates planning and working with communities, (b) each person can influence forestry development by incorporating women's and men's concerns, needs and priorities, and (c) understanding women and men's diverse roles is fundamental to a successful programme.

Be aware!

- The **WORKPLAN FOR SUCCESS** must be pragmatic, similar to a real workplan. This Step outlines the changes trainees will be making in their own work.
- Avoid changes that cannot be made by the trainees, e.g. changes in forestry policy or changes in culture.
- Encourage the trainees to be as specific as possible. NOT "More women will be trained in agroforestry" BUT "Fifteen women from Village X will be invited to join the training on agroforestry in May".

WORKPLAN FOR PROGRAMME SUCCESS



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