

**The Integration of Gender Aspects into Community
based Fire Management**

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GUIDING WORDS BY THE TEAMLEADER**INTRODUCTION BY THE TECHNICAL ASSISTANT OF GENDER COMPONENT**

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Guiding Words by SSFFMP Teamleader. Karl Heinz Steinmann

Since the early start of SSFFMP gender is an integral part to promote equal opportunities for women and men as participants and beneficiaries of development activities.

Over the last two decades many concepts and approaches were developed and gender definitions changed and progressed with time and experiences gained.

Nowadays plenty of literature and documents are available from donors, government and non government institutions and from scholars and scientists interested in the topic. However it still is a very slow and difficult process until benefits trickle down to improve and enhance the status and participation of women and children in developing countries. Even in developed countries equal opportunities for women are sometimes hard to come by.

At the time of writing these lines gender is not really anymore much in fashion with the stakeholders, it is more a lip service or to comply with regulations. Hence it is of utmost importance to continue to lobby decision makers at all levels in developed and developing countries to give sufficient attention to gender issues, in particular for the development of poor and rural societies.

Our experience so far has shown that the project still faces certain resistances or outright opposition to move towards a more equitable development. Reasons for this are manifold, poor education, traditional or cultural discrimination, men fearing competition or to loose power and stereotype beliefs and opinions all influence to support or not to support the closer integration of women.

SSFFMP is committed and strives hard to create awareness with stakeholders and to introduce meaningful activities for gender sensitive interventions at all levels. Together we have developed a gender policy, planning is gender oriented and indicators are gender specific. We even have gender and women specific activities to help to balance past disadvantages women have or still face at field level or within our stakeholder institutions.

We are therefore very happy to have made considerable progress in gender integration within land and forest fire management and to have increased substantially capacity and competence at village level through motivators, at institution level through gender mainstreaming and through providing knowledge, skills and tools for stakeholders to facilitate the implementation of activities which give due concern to gender issues.

This manual is an important product of SSFFMP to complement further the available tools and facilities stakeholders have to competently and effectively implement and increase gender related interventions. We hope everyone opening it will be able to use and apply elements in a flexible manner for the benefit of participants and stakeholders and get a better understanding what gender is about.

The readers who would like to know more about SSFFMP, gender policy, issues and implemented activities can visit our website (ssffmp.or.id) or contact our gender division. Thank you very much for your attention and concern.

Introduction by Technical Assistant of Gender Component, Yandriani

It is a challenging objective to integrate women into Community based Fire Management (CbFiM) because most people reject the idea of sending women into a burning fire.

However, CbFiM comprises much more than distinguishing forest fires.

It includes awareness raising campaigns about the negative impact of uncontrolled forest fire and educational programmes on fire prevention and detection of fire dangers. It involves training on skills how to control and put out fire and how to organise community members in case of evacuation. Skills in First Aid are needed when people get burned or hurt.

This broader perception of Fire Management requires the active cooperation of all community members, old and young, men and women.

The SSFFMP Gender Component works with people at 4 levels:

- It involves community members to participate in Income Generating Activities. Village motivators were selected and trained to organise activities responding to women's needs, to facilitate meetings, to spread information and to participate actively in all kinds of village gatherings.
- Village Heads and Decision makers on Sub-district level were invited to Awareness raising Workshops so that they accepted and supported the idea to enhance women's participation at meetings and decision making.
- Government staff, NGO members and other stakeholders from district and provincial level participated in a series of workshops. They practiced how to analyse women's and men's roles in CBFiM and how to include gender specific training needs into their work plans. Gender Resource Persons acted as "watchdogs" in the working groups of the Multi Stakeholder Forum. There is cooperation with local women's organisations such as the Women's Empowerment Office to gain sustainability of project activities.
- The SSFFMP staff gained experience in implementing gender mainstreaming as a cross cutting strategy in all project components. The projects Gender Policy reflects the overall importance of involving women and men into CBFiM and necessary commitment of each staff member. The Annual Work Plans integrates gender-differentiating indicators to enhance and monitor a more balanced participation of women and men. The Impact Monitoring Team collects and evaluates data about

women's participation in different project activities and last but not least in decision-making bodies.

The Gender Component has collected a vast amount of experiences in integrating gender issues in CBFiM which it wants to share with others. That is why this Manual was compiled. Its systematic approach to integrating gender issues into project activities is based on the logic of the project cycle management. It provides exercises for Gender Workshops how to raise gender awareness as well as how to identify gender needs and integrate gender issues into planning, monitoring and evaluation.

The exercises of this Manual are based on participatory working methods which target at active involvement of all female and male participants. They require facilitators who are motivated and able to structure and guide working processes which encourage people to contribute their knowledge and experience.

The Gender component has contributed to enhance the skills required in political decentralisation and bottom-up decision-making. Women and men work together and contribute their capacities and creativity for the protection and improvement of their natural and social environment.



1 Basic Terms and Concepts of the Gender Approach

1.1 *Historical overview of Gender Approaches*

Objectives:

- a) Participants are introduced into the background of the gender debate.
- b) Participants understand the key terms of the gender approach.

Time frame:

1 hour

Material needed:

Pinboard and METAPLAN cards with catch words

Procedure:

- 1) Resource person presents lecture using METAPLAN cards for visualisation.
- 2) Participants are invited to ask questions or to give comments.

Lecture: Historical overview of Gender Approaches (by Eva Engelhardt)

Women-in-Development (WID) was developed during the UN-Womens conference which took place 1975 in Mexico City. Female experts from all over the world united and exchanged data about the situation of women in their respective countries. Global statistics were compiled such as:

Women do 2/3rd of all work, earn 1/10th of all salaries and own 1/100 of all property.

This obvious imbalance gave reason to opt for programmes to promote women in the areas of education, income generation and others. These activities took place in women's own programmes or in women's components which were added to other programmes.

Women's focal points were established inside government institutions to make sure that women's promotion was considered. At the end of the UN-Decade for Women (1975-85) most international government development organisations had adopted mandates to promote women. Checklists were elaborated and special budgets were allocated.

The **Gender-and-Development Approach** was adopted during the UN women's conference 1985, which took place in Nairobi. The female experts met again and evaluated the successes and barriers of the women's decade. They found that a lot had been agreed upon on paper. But not much had happened in reality. Next to the official conference was the meeting of the non-governmental organisations. The NGOs criticised the WID approach as being deducted from the need of Western white women. They insisted that women's promotion could not take place in a niche which was isolated from the rest of the society. Women and men had to work together to create a society with more equality. The term "gender" was defined as "social roles which are constructed by the society". The term "sexuality" was connected to the biological constitution only.

The "gender approach" assumes that in each society men and women are given different tasks and responsibilities. The different tasks lead to specific interests, needs and priorities. Programmes or projects have different impact on men and women.

Men and women have different perceptions of the same situation. Women's and men's roles are complimentary. If women want to change their roles, men have to be prepared to change their roles as well. A sustainable change in society has to be accepted and supported by all actors.

Participatory bottom-up approaches aim at active involvement of both genders. Their goal is to understand the different roles, potentials and needs of men and women and to create projects which have a positive impact on both men and women.

The term "gender" also refers to the relationship between men and women which is often characterized by an imbalance of power.

The instruments of **Gender Analysis** were developed to specify the gender relations in each context.

The Harvard Framework provides systematic approaches to analyse:

- the division of labour and income between women and men
- the access to and control over natural and social resources
- the quantitative and qualitative participation in decision-making.

Gender Mainstreaming strategies were endorsed in 1995 in Beijing during the UN Fourth World conference on Women, by the Platform for Action that was adopted at the end of the conference. The evaluation of the gender approach discovered that gender-sensitive

participatory activities were well accepted by local communities. The larger problems were the institutions which were neither able nor willing to respond to the needs, identified in participatory bottom-up approaches. Gender-sensitive needs assessments were not considered in government planning, which were still following top-down procedures.

The Beijing women conference demanded for structural reforms at the macro-political level. Laws have to be rectified and implemented which give more legal equality regarding divorce and inheritance. There is a need for organisational and staff development in all institutions regarding competences and motivation in handling gender issues. There is still a big imbalance in the quantitative representation of men and women in leadership positions.

Gender Mainstreaming aims at equal representation of women and men at all levels of society and its institutions. Each institution has to reflect whether the impact of its objectives and services promote gender equality.

The implementation of gender mainstreaming strategies will lead to the empowerment of women.

“**Empowerment**” can be defined in different ways:

- The capacity to analyse and reflect upon ones own roles and perceptions,
- The ability to decide between different options according to individual needs,
- The courage to enter functions and positions primarily reserved for men,
- The equal rights and equal treatment of women and men in all spheres of society.

Women-in-Development	Gender-and-Development	Gender Mainstreaming
1975 UN Women Confer. Mexico City	1985 UN Women Conference Nairobi	1995 UN Women Conference Beijing
Promotion of women	Gender approach: Men and women in relation to one another	Framework conditions, laws, mandates, Structures
Women owns programmes	Integrated in each programme	Implemented in all institutions, Gender Policy
Women´s components	Participatory, client-oriented approach	Equal representation of women and men at all levels
Women´s desks Women´s quota	Gender analysis to explore practical and strategic gender needs	Human Resource Development
Checklists, Women´s own budgets	Positive impact on women and men	Gender differentiated indicators Gender budgeting

1.2 Glossary of Gender Terms

Gender roles; sex roles; gender equality; gender equity; practice gender needs; strategic gender needs; gender analysis; Gender Analysis; Triple role framework; Empowerment; Gender Mainstreaming; Gender Responsive Programmes; Gender Budgeting; Gender-sensitive impact assessment; Gender-differentiating indicators; Gender sensitive monitoring and evaluation.

Gender roles

Gender roles are constructed by society. Each society has a set of values and norms regarding “typical male” or “typical female” behaviour. These norms and values are transmitted from one generation to the next by the process of socialisation. Primary socialisation at home or secondary socialisation at school and professional education play their parts in creating and maintaining these value systems.

Gender roles are influenced by age, by educational and economical status, local customs and traditions. They can be changed and adapted to new developments.

Gender refers to the social differences and relations between men and women which are learned, vary widely among societies and cultures, and changes over time. The term gender does not replace the term sex, which refers exclusively to biological differences between men and women. For example, statistical data are broken down by sex. The term gender is used to analyse the roles, responsibilities, constraints and needs of women and men in all areas and in any given social context.

While sex identifies the biological differences between women and men, gender identifies the relationship between them, which is socially constructed. Gender relations have to be seen in the context of culture, economic situation and history and can change in response to altering economic circumstances.

Gender roles are learnt through the process of socialisation and through the culture of the particular society concerned. Every society uses biological sex as one criterion for describing gender but there is a considerable variation in gender roles between the cultures, sex, gender equality,

Sex roles

Sex identifies the biological differences between men and women. Sex roles are connected to the biological functions of the body such as giving birth for women and procreating children for men. There is no doubt, that the different sex roles have an influence on the

gender roles, as the women's biological life cycle only allows her to give birth in a certain time frame. This has an impact on her decision-making regarding her professional career.

Gender Equality

Gender equality, equality between men and women, entails the concept that all human beings, both men and women, are free to develop their personal abilities and make choices without the limitations set by stereotypes, rigid gender roles and prejudices. Gender equality means that the different behaviour, aspirations and needs of women and men are considered, valued and favoured equally. It does not mean that women and men have to become the same, but that their rights, responsibilities and opportunities will not depend on whether they are born male or female.

Gender Equity

Gender equity means fairness of treatment for women and men, according to their respective needs. This may include equal treatment or treatment that is different but which is considered equivalent in terms of rights, benefits, obligations and opportunities.

Practical Gender Needs

Practical gender needs are the needs of women and men related to the traditional gender division of labour in which women's subordinate position is unquestioned. Practical gender needs are a response to immediate perceived necessity, identified within a specific context. They are practical in nature, and often are concerned with inadequacies in living conditions such as drinking water, health care, shelter, etc.

Practical gender needs are short-term needs which have to be fulfilled so that women and men can fulfil their roles in society.

Strategic Gender Needs

Strategic gender needs are the needs women and men identify because of women's subordinate position in relation to men in their society. They relate to the gender division on labour, power and control and may include such issues as legal rights, domestic violence and equal wages.

Meeting strategic gender needs assists women in achieving greater equality, changes existing roles and therefore challenges women's subordinate position.

Strategic needs are long-term needs which usually need changes in the structure of the legal or institutional framework.

Gender Analysis Women and men live under different conditions. They perform different work, they have a different access to resources and education, they have different ways of

communication and they have different priorities in decision-making. Therefore they also have different training needs and potentials.

The purpose of gender analysis is to analyse the different positions of men and women in all aspects of the community and to identify the specific strengths and needs of each.

Gender analysis is a tool to diagnose the differences between women and men regarding their specific activities, conditions, needs, access to and control over resources, and access to development benefits and decision-making. It studies the linkages of these and other factors in the larger social, economic, political and environmental context. Gender analysis entails, first and foremost, collecting sex-disaggregated data and gender-sensitive information about the population concerned. Gender analysis is the first step in gender-sensitive planning for promoting gender equality.

Triple-Role Framework:

a) Productive Roles

Productive work involves the production of goods and services for consumption and trade (farming, fishing, employment and self-employment) done by both women and men, remunerated in cash or kind. It includes both market production with an exchange value, and subsistence/home production with actual use value, but also potential exchange value. In most cultures, productive work is divided into men's tasks (e.g. ploughing, working with machinery) and women's (e.g. planting, weeding, milk processing etc.).

b) Reproductive Role

The reproductive role includes child-rearing responsibilities, and domestic tasks required to guarantee the maintenance and reproduction of the labour force (like food preparation, water and fuel collection, shopping, housekeeping and family health care). It comprises the care and maintenance of the workforce (husband and working children) and the future workforce (infants and school-aged children). Reproductive work is crucial for human survival, yet it is seldom considered "real work". In poor communities, reproductive work is mostly labour intensive and time consuming. It is almost always the responsibility of women and girls.

c) Social Role

Social roles are usually activities which are geared towards the improvement of the community, such as organising self-help activities or participating in a political forum. Social roles are not remunerated with money but with respect and good reputation.

Empowerment

We regard empowerment as a process through which individuals, as well as local groups and communities, identify and shape their lives and the kind of society in which they live.

Empowerment can be experienced on an individual level or in terms of the household, local groups, communities or a larger entity.

Empowerment means that people are able to organise and influence change on the basis of their access to knowledge, to political processes and to financial, social and natural resources.

Gender Mainstreaming

Gender Mainstreaming takes place inside governmental or non-governmental institutions. Institutional structures are analysed in how far ideas of gender equity are considered and implemented. All services rendered and all decisions taken should be examined whether they supported the process of achieving more gender equity.

Gender Mainstreaming is the process of assessing the implications for women and men of any planned action including legislation, policies, and programmes, in any area and at all levels. It is a strategy for making women's and men's concerns and experiences an integral dimension in the design, implementation, monitoring and evaluation of policies and programmes in all political, economic and societal spheres so that women and men benefit equally, and inequality is not perpetuated. The ultimate goal is to achieve gender equality.

Gender Responsive Programmes

Programmes or projects are aware of the different potential and needs of their female and male target groups and make sure that they identify, plan and implement activities which are based on the identified needs and have a positive impact on both.

Gender Budgeting

Each institution/organization has a budget to finance its employees and its services provided to the outside. Gender budgeting looks into the financial statements and analyses how women and men benefit from the actual spending of the budget.

Gender budgeting can take place inside institutions/organisations: female and male employment, access to training courses, access to material and transport etc.

Gender budgeting can also take place in regard to services delivered to the outside: women's and men's access to provided services and use of services and infrastructure.

Results from the gender budgeting are used to formulate recommendations how to change the spending to reach a better balance between men and women.

Gender-sensitive impact assessment

Each project has objectives which describe the changes which should result from the projects activities. Women and men have different roles, tasks and interests. That is why they may have different access to project activities and benefit in a different way. The assessment of project impacts therefore differentiates the changes experienced by women and the changes experienced by men

Gender-differentiating indicators

Indicators are markers or signs which can be observed to assess whether and how changes or impacts occur. Gender-sensitive indicators are needed to know whether women and men experience the same changes and how the changes look like. There are quantitative and qualitative indicators.

For example: One important quantitative indicator is the participation of men and women in meetings and trainings. The figures can be obtained through participants lists which include 2 columns for male and female sex.

Qualitative indicators for participation specify women's and men's actual performance during the meeting and training. Do they only sit and listen or do they provide inputs and arguments during discussions. Who takes part in decision-making?

Gender-sensitive monitoring and evaluation

Monitoring means the continual observation of the indicators or signs for change.

A format for the documentation of the observations is useful to write down the observations in a systematic way. Monitoring is be done on a regular basis so that the results can be compared and trends can be assessed. Gender-sensitive monitoring is based on gender sensitive indicators. Information obtained is documented in a way that women and men are handled as specific sub-groups. Later, monitoring data are used for a more comprehensive evaluation.

2 Gender Awareness Exercises

2.1 *Typical Gestures of Women and Men*

Objectives:

- a) An interactive method to introduce the concept of gender roles is provided.
- b) Participants understand the differences between gender roles and sex roles.

Material needed:

A large empty space where 20 – 30 people can stand in two lines

Procedure:

- 1) Facilitator asks participants to stand in two lines facing each other.
- 2) One line consists of women, the other line consists of men.
- 3) Two participants, one female, one male, become “observers” and receive paper and pen to write down their observations.
- 4) The facilitator explains what a “body gesture” means.
- 5) She/he asks the male participants to demonstrate a body gesture which is typical for men.
- 6) The observers go around and take note of the gestures.
- 7) The facilitator then asks the women to demonstrate a body gesture which is typical for women.
- 8) Again, observers go around and take notes.
- 9) The facilitator then asks the men to show a gesture which is typical for the opposite sex, the women. Observers take notes.
- 10) In the end, the women are requested to demonstrate a gesture which is typical for men. Observers take notes.
- 11) Evaluation of the gestures: Participants sit down and the observers present their observations, which the facilitator or a helper writes on flipchart paper.

Male gestures presented by men	Female gestures presented by women
Male gestures presented by women	Female gestures presented by men

The facilitator presents an explanation of the differences between sex roles and gender roles

The facilitator asks the following questions:

- Which gestures belong to sex roles? Which gestures belong to gender roles?

- How are the roles transmitted from one generation to the next?
- Which roles are related to leadership positions?

Gender roles versus sexual roles

Gender roles are constructed by society. Each society has a set of values and norms regarding “typical male” or “typical female” behaviour. These norms and values are transmitted from one generation to the next by the process of socialisation. Primary socialisation in the family at home or secondary socialisation at school and via professional education play their parts in creating and maintaining these value systems.

Sexual roles are connected to the biological functions of the female and male body.

For example, only a woman can give birth. Only a man can procreate children. But both can change diapers and care for the child.

Gender roles are influenced by age, by family status, by educational and economical status, local customs, traditions and values. In daily life they are permanently adapted to new developments. However, peoples expectations, attitudes and emotions often refer to role models which are idealized and do not reflect the reality.

For example: Observation of “Typical Gesture” in a Motivators Workshop, April 2005, Palembang,

<i>Male gestures presented by men</i>	<i>Female gestures presented by Women</i>
<i>Operating machines</i> <i>Cultivating field with hoe</i> <i>Smoking</i> <i>Looking fiercely</i> <i>Climbing trees</i> <i>Playing with body gestures</i> <i>Making up face</i> <i>Carrying heavy loads</i>	<i>Cooking</i> <i>Sweeping</i> <i>Giving birth (sex role)</i> <i>Making up face</i> <i>Being pregnant (sex role)</i> <i>Rowing a boat</i> <i>Washing</i> <i>Bringing water</i> <i>Hoeing</i> <i>Operating machine</i> <i>Cultivating rubber plantation</i>
<i>Male gestures presented by women</i>	<i>Female gestures presented by men</i>
<i>Climbing trees</i> <i>Carrying heavy loads</i>	<i>Cooking</i> <i>Caring for children</i>

<i>Looking</i>	<i>Gossiping</i>
<i>Making-up face</i>	<i>Driving motorbike</i>
<i>Exposing the breast in pompous manner</i>	<i>Weaving mats</i>
<i>Dancing</i>	<i>Sewing</i>
<i>Driving</i>	<i>Washing dishes</i>
<i>Shopping</i>	<i>Teaching children</i>
	<i>Shopping</i>

2.2 *Opinion Poll*

Objectives:

- a) Participants become aware about their stereotypes in regard to male and female characters.
- b) Participants discuss the impact of the stereotypes on women's roles in leadership and decision-making.

Time frame:

90 minutes

Material needed:

- Copies of the questionnaire for each participant
- Facilitator draws the questionnaire on a flipchart paper so that answers can be filled in during the evaluation

Procedure:

- 1) Each participant receives a copy of the questionnaire.
- 2) Facilitator explains that they should insert one tick per line according to their opinion.
- 3) The answers should be filled in spontaneously within 2 minutes.
- 4) Questionnaires are collected, mixed and redistributed so that each participant holds a questionnaire of somebody else.

Evaluation:

- 5) Facilitator moves from one statement to the next.
- 6) She/he asks participants to raise their hands according to the answer on the foreign questionnaire. For example how many people fully agree with the statement: women by nature are more caring? She/he fills in the results into the boxes.
- 7) A general discussion is initiated when all results are filled in.

Leading questions for the discussion could be:

- a) Why is it like that?
- b) Are there other experiences which contradict the stereotypes?
- c) What is the effect of these stereotypes?
- d) What can we do to change stereotypes?
- e) How can this be linked to gender roles in CBFiM?

If women and men are compared...	I fully agree	I agree a bit	I have doubts	I do not agree
1. Women by nature are more caring than men				
2. Women have special skills related to their household chores				
3. Women are too tender to be involved in fire management				
4. Men are better in giving commands in case of fire				
5. Women are too afraid to be involved in fire fighting				
6. Men are better in decision-making				
7. Women do not like to supervise others				
8. Women do not like to travel and to stay away overnight				
9. Women are too shy to participate actively in community affairs				
10. Wives should influence their husbands and children to be more careful handling fire				

3 Gender Issues in the Project Cycle of Community based Fire Management

3.1 Overview: Integration of Gender Aspects into the Management of the Project Cycle

Objectives:

- a) Participants learn about the phases of the project cycle
- b) Participants know how to integrate gender aspects in each phase of the project cycle

Timeframe: 1 hour

Materials needed: Power point or any other visualisation of the lecture

Procedure: It is advised to start with the energizer “Project cycle!” which is described in detail in chapter ... of this Manual.

A lecture is given based on the following contents:

Phases of the Management of the Project Cycle	Activities to insure that gender aspects are considered
Identification	<p>Gender Analysis of target groups</p> <ul style="list-style-type: none"> - Division of labour - Access to and control over natural and social resources - Analysis of female and male participation in CbFM - Roles of women and men in fire management - Assessment of male and female strategic and practical needs and priorities <p>Gender Analysis of institutions</p> <ul style="list-style-type: none"> - Gender Policy or mandate to promote gender equality - Ratio of male and female employees on all levels of the institution - Staffs competence to carry out gender sensitive analysis and planning - Support by leadership

	- Assessment of institutional development needs
Planning	<p>Overall objectives and specific objectives (results) are based on gender-specific needs and identified priorities</p> <p>Impact indicators differentiate between impact on women and men</p> <p>Work Plans consider constraints in time and mobility of both gender</p> <p>Action plans specify quantitative participation of women and men during implementation of the work plan, either as target group or as facilitators.</p>
Implementation and Monitoring	<p>Daily activities are followed up with special focus on gender-related areas.</p> <p>Human Resource Development insures that male and female staff members are supported and trained.</p> <p>Data collection to monitor impact in a gender-differentiating manner</p>
Evaluation	<p>Evaluation team is composed of men and women.</p> <p>Monitoring data are summarized and interpreted.</p> <p>The impact on men and women is concluded in a differentiated manner.</p> <p>Changes in gender relations are evaluated</p> <p>The participation of men and women in the implementation of the work plan is evaluated in a specifying manner.</p>

3.2 Gender Analysis of Target Groups

Gender-specific Division of Labour and Income

Objectives:

- a) Information regarding division of labour and income is collected.
- b) Different work loads and responsibilities for women and men are understood.
- c) Gender specific needs regarding project inputs and training are understood.

Timeframe: 3 hours

Material needed: cards, brown paper, markers

Procedure:

This exercise can be part of a participatory rapid appraisal (PRA) study conducted in a village. Female and male villagers are participants of the meeting.

1) The facilitator explains the structure of the matrix.

The vertical axe consists of different types of labour or activities.

- productive activities (generate an income or other material returns)
- reproductive activities (unpaid housework , child care, care for sick and old people)
- social activities (village council, church meetings, school meetings etc)

The horizontal line consists of sections for young and adult women and young and adult men.

Task for group work:

1. Identify productive, reproductive and social activities performed in your village.

Write the activities under the respective headings in the vertical axe.

2. Assess how young and old women and young and old men are involved in each activity. Enter crosses into the respective box to indicate the degree of involvement

XXX = high involvement

XX = fair involvement

X = involvement

3. Draw conclusions in regard to female and male work loads.

4. Draw conclusions in regard to practical and strategic gender needs.

Profile of Gender-specific Division of Labour and Income

Activities	Involvement/ workshare				Income			
	Women		Men		Women		Men	
	Girls	Women	Boys	Men	Girls	Women	Boys	Men
Productive activities For example: Clearing land Ploughing the paddy field Preparing rice seedlings								

Planting seedlings								
Weeding								
Harvesting								
Threshing								
Storing								
Planting sweet potatoes								
Looking after cattle								
Looking after chicken								
Burning charcoal								
Marketing								
Others								
Reproductive Activities								
Fetching water								
Fetching fire wood								
Cooking								
Washing dishes								
Washing clothes								
Care for children								
Care for old people								
Care for sick people								
Others								
Social Activities								
Religious activities								
Self-help programmes								
Credit unions								
Farmers groups								
Womens								

production								
groups								
Others								

Gender-specific Access to and Control over Resources

Objectives

- a) Participants analyse the differences between women and men in regard to access and control of natural resources
- b) Participants draw conclusions for campaigns and approaches in Sustainable natural Resource Management.

Timeframe: 90 minutes

Materials needed: Visualisation of empty charts on brown paper, one for each working group.

Procedure:

- 1) Participants divide into sub-groups. Create an extra sub-group of women to point out different perceptions of men and women.
- 2) Each sub-group receives one empty chart.
- 3) The facilitator explains the structure of the chart. On the vertical axis there are the different natural and social resources of one specific area. On the horizontal line are the two categories "access"¹ and "control"². Both categories are again sub-divided to analyse the position of men and women.
- 4) The facilitator explains how to rank the access and control of men or women with crosses.

XXX = high participation

XX = fair participation

X = low participation.

¹ "Access" means that people can use the resource and benefit from its results, but they do not own the resource. For example, farmers have access to rice fields which they do not own to produce rice. They pay a rent to the owner.

² "Control" means that people own the resource and can decide what to do with it. For example they can decide to sell or lease the land.

Task for group work:

“What resources are available in your area? Create a list of natural and social resources.

Assess the access and control of women and men and insert the crosses into the respective boxes of the chart.

Draw some conclusions from your assessment.

Do men and women have the same access and control?

Who is most interested in the conservation of natural resources?

Profile of Gender specific Access over and Control to Resources

Resources	Access		Control	
	Men	Women	Men	Women
Natural and material resources (for example) Land Palm Trees Rubber Trees Buffaloes Cows Chicken House Others				
Socio-cultural resources (for example) Information via radio Information via TV Primary school education Secondary school education Extension services Village Meetings Others				

Gender Analysis in CBFiM

Objectives:

- a) Participants discover women's and men's roles in CBFiM
- b) Participants are sensitized for women's contributions to CBFiM
- c) Participants get ideas how to integrate women into training related to CBFiM

Timeframe: 90 minutes

Materials needed: Visualisation of empty charts on brown paper, one for each working group

Procedure:

- 1) Participants divide into sub-groups. Create an extra sub-group of women to point out different perceptions of men and women.
- 2) Each sub-group receives one empty chart.
- 3) The facilitator explains the structure of the chart:
One the vertical axe there are the five components of CBFiM and their sub-activities.
One the horizontal line are the stakeholders on different levels and specified by gender.
- 4) The facilitator explains how to rank the participation of men or women with crosses.
XXX = high participation
XX = fair participation
X = low participation.

Task for group work: Assess the participation of the different stakeholders and insert the crosses into the respective boxes of the chart. Draw some conclusions from your assessment. Identify training needs of the different actors.

Gender Analysis in community based Fire Management (5 Components)	Who is involved in this activity?							
	Family level		Cooperation with neighbours or in groups		Cooperation Inside the village		Institutions	
	M	W	M	W	M	W	M	W
1. Analysis of causes:								
- open new areas for agricultural activities								

- cleaning fish ponds								
- burning charcoal								
- burning bricks								
- cooking on open fire								
- burning waste								
- driving off insects								
- throwing away burning cigarettes								
2. Fire Prevention								
- permanent control of fire								
- creating awareness about negative impact of fire								
- using safer methods in using fire to open or clean land								
- decrease the use in fire in general								
- educate children about safe use of fire								
- punish those who are careless								
3. Preparedness and spreading information								
- collecting information about fire management								
- training in fire management								
- planning action for fire incidences								
- campaigning how to react properly in fire incidents								

4. Actual Responses to fire								
- carrying water to extinguish fire								
- making safety strips when using fires for clearing new land								
- use of fire to stop fire								
5. Rehabilitation, mitigating impacts								
- replanting trees								
- building up houses								
- curing victims hurt by fire								
- help/evacuate people from destroyed areas								

For example, results from a Stakeholders Workshop, September 2005, Palembang

Gender Analysis in community based Firemanagement (5 Components)	<i>Who is involved in this activity?</i>							
	<i>Family level</i>		<i>Cooperation with neighbours or in groups</i>		<i>Cooperation Inside the village</i>		<i>Institutions</i>	
	<i>M</i>	<i>W</i>	<i>M</i>	<i>W</i>	<i>M</i>	<i>W</i>	<i>M</i>	<i>W</i>
1. Analysis of causes:								
- open new areas for agricultural activities	xx	xx	xx	x	-	-	-	-
- cleaning fish ponds	xxx	x	xx	x	-	-	-	-
- burning charcoal	xx	xx	xx	xx	-	-	-	-
- burning bricks	xx	x	xx	xx	-	-	-	-
- cooking on open fire	x	xxx	x	xxx	x	x	x	x
- burning waste	xx	xx	xx	xx	-	-	-	-
- driving off insects	x	x	x	x	-	-	-	-
- pipe of gas is burnt out	-	-	-	-	-	-	xx	xx

- electricity	-	-	-	-	-	-	XX	XX
- throwing away burning cigarettes	xxx	x	xxx	x	x	x	-	-
2. Fire Prevention								
- permanent control of fire	xxx	xxx	xxx	xxx	xxx	xxx	xx	xx
- creating awareness about negative impact of fire	xxx	xxx	xxx	xxx	xxx	xxx	xx	xx
- using safer methods in using fire to open or clean land	xxx	xx	xxx	xx	-	-	-	-
- decrease the use in fire in general	xxx	xx	xxx	xx	-	-	-	-
- educate children about safe use of fire	xx	xxx	xx	xx	xx	xx	xxx	xxx
- punish those who are careless	xx	x	xx	x	xxx	xxx	xxx	xxx
3. Preparedness and spreading information								
- collecting information about fire management	xx	x	xx	xx	xxx	xx	x	x
- training in fire management	-	-	-	-	xxx	xx	-	-
- planning action for fire incidences	xxx	xx	xx	x	xx	x	xx	xx
- campaigning how to react properly in fire incidents	-	-	-	xx	xx	xx	x	x
4. Actual Responses to fire								
- carrying water to extinguish fire	xxx	xxx	xxx	xxx	xx	xx	xx	-
- making safety strips	xx	-	xx	-	x	-	-	-

<i>when using fires for clearing new land</i>								
<i>- use of fire to stop fire</i>	x	x	xxx	xx	x		x	x
2. Rehabilitation, mitigating impacts								
<i>- replanting trees</i>	xx	xx	xx	xx	xx	-	-	-
<i>- building up houses</i>	xxx	x	xx	-	-	-	-	-
<i>- curing victims hurt by fire</i>	xx	xx	xx	xx	x	xx	x	xx
<i>- help/evacuate people from destroyed areas</i>	x	x	xxx	xx	xx	-	xx	

Gender Roles in Fire Management

Objectives:

- a) Participants brainstorm on male and female involvement in spreading fire
- b) Participants brainstorm on male and female roles in preventing fire.

Timeframe: 60 minutes

Materials needed: empty flipchart papers and markers

Procedure:

- 1) Participants divide into sub-groups.

Task for group work:

“Brainstorm on

How are women are involved in spreading fire?

How are men involved in spreading fire?

What can women do to prevent spreading of fire?

What can men do to prevent spreading of fire?

What can they do together?

Visualise your ideas on flipchart paper”

- 2) Participants have 30 minutes for groupwork.
- 3) They present their ideas to the plenary.

- 4) Facilitator encourages the audience to come forward with questions and comments.

For Example, results from group work in a Motivators Workshop, April 2005, Palembang

How women are involved in setting fire

- *women use fire to get rid of mosquitoes and insects*
- *women use fire to clear new areas for rice fields. Fire is the easiest and cheapest method to clear land.*
- *Women make a fire in the forest and forget about it.*
- *Women use fire at the house to burn waste and do not watch it properly*
- *Women use fire to produce charcoal*

How men are involved in setting fire

- *men use fire to clear new areas for rice fields. Fire is the easiest and cheapest method to clear land.*
- *Men are carelessly throwing burning cigarettes into the forest*
- *Men alone in the forest have to cook for themselves. They light fires and do not watch them properly.*
- *Boys like to light fire for playing reasons*
- *Men who are in the forest use fire as light in the darkness*
- *Men use fire to collect honey*

What women can do to prevent spreading of fire

- *clean a clear limited area when lighting a fire. So fire cannot grow and get out of control.*
- *Put water next to the fireplace and make use of it when fire gets out of control*
- *Always watch the fire. Never leave it without observation.*
- *After cooking women should check for fire in the house*
- *Clean area around stoves so fire cannot spread*
- *Special attention to traditional lamps with open fire*
- *Careful when burning waste.*
- *Do not light fire close to the house. Never leave fire alone.*

What men can do to prevent spreading of fire

- *Campaign that men are sensitized not to throw burning cigarettes into the forest*
- *Always watch fire, do not leave it alone*

- *Cut trees when clearing land instead of burning*
- *Observe all fires which are in your surrounding*
- *Join the forest fire team*
- *Set a good example to children how to use fire in a careful way*

What can they do together?

- *Educate children that they do not make fire and leave it alone*
- *Find out other income generating activities which do not depend on burning of forest*
- *Spread information to neighbours and other villagers*
- *Build up good relation between villagers, Kephala Desa and forest fire team*
- *Supply water before opening new areas for paddy fields*
- *Regulations should be decided upon*
- *Punishment to people who are responsible for uncontrolled fire*

“Women are usually more careful with fire than men”.

3.3 Gender Analysis of Institutions/Organizations

Objectives:

- a) Participants assess stakeholder institutions efforts in gender mainstreaming
- b) Participants identify strength and weaknesses in their institutions
- c) Participants brainstorm on recommendation how to overcome barriers in gender mainstreaming.

Timeframe: 120 minutes

Materials needed: Brown paper, markers

Procedure: 1) Participants are divided into sub-groups according to their organisational background. 2) Facilitator explains the meaning of “gender mainstreaming”.

Task for group work:

Assess the efforts in gender mainstreaming of your own institutions

1. Does your institution have a special gender policy?
If yes, since when? How does it look like?
How is it implemented?

2. Does the leadership actively support gender sensitive approaches and objectives of gender equity?
3. How is the ratio between women and men on the different levels of your organisation?
4. How is the competence of your male and female staff in gender analysis and gender-sensitive planning?
5. Does the project planning include gender-differentiating indicators?
6. How motivated are female and male staff members to discuss about gender issues and to integrate objectives targeting gender equity into their areas of work?

Draw some conclusions from the gender analysis of your institution.

Where are potentials?

Where are weaknesses?

What can be done to overcome the weaknesses?

For Example, SSFFMP Gender Policy, adopted in September 2005

“1. SSFFMP and stakeholders recognize the importance of the active involvement of women and men in Community based Fire Management and Sustainable Natural Resource Management.

2. All project interventions integrate gender concerns to increase women’s active participation and empowerment.

3. Gender differentiated targets and indicators are defined and constantly monitored.

4. Change and impact in regard to gender-sensitive project activities are assessed and conclusions for further improvement are drawn. Lessons learned are documented.”



Gender Analysis of quantitative participation in government and non-governmental institutions

Objectives:

- a) Participants know how women and men participate in the organisations
- b) Participant can identify potential and strengths
- c) Participants brainstorm on recommendations

Timeframe:

Materials needed:

Procedure:

Facilitator prepares a chart for each sub-group

Tasks for group work:

“Use your own institutions and analyse how women and men are represented at the different levels. Fill in the total numbers of women and men in the respective box. Create new lines or columns if necessary.

Draw conclusions from your results:

- a) Where are women and men represented equally?
- b) Where is a big imbalance between the numbers of women and men?
- c) What could be done to decrease this imbalance?”

Name of the Institution/Organisation	Members		Board		Manager		Em- ployees		Unpaid helpers	
	F	M	F	M	F	M	F	M	F	M
Total numbers										

Gender Analysis of Project Benefits

Objectives:

- a) Participants analyse gender specific differences in access to project benefits,
- b) Participants identify imbalances between women and men,
- c) Participants brainstorm how to enhance equity between men and women in regard to project benefits.

Timeframe: 60 minutes

Material needed: Charts on flipchart paper

Procedure:

- 1) Each participant receives a copy with the chart below.
- 2) She/he gets the task to do some research in her/his organisation and to collect data about the numbers to be filled in.
- 3) Participants divide into sub-groups with similar organisational background.

Task for group work

- "Compare" your individual charts.
- Add the numbers from the different charts.
- Calculate total numbers and percentages.
- Interpret the results:
- Do men and women benefit equally from the project?
- Where is an imbalance?
- What can be done to achieve more equity?

Project benefits	Number of women	Number of men
Employment		
Trainings		
Allowances		
Material inputs		
Transportation		
Exchange visits		
Offices		
Vehicles		
Credits		

3.4 *Integration of Gender Aspects into Planning*

Gender Planning Matrix

Objectives:

- a) Participants learn how to transfer the outcome of the gender analysis into planning.
- b) Participants practice how to formulate gender objectives.
- c) Participants analyse constraints and potentials these gender objectives are expected to encounter.
- e) Participants brainstorm on “entry strategies” and steps necessary to overcome the constraints.

Time frame: 3hours

Materials: Pin boards with Planning Matrix

Procedure:

- 1) Participants are divided into sub-groups (for example by project component)
- 2) Each group receives a pin board with the planning matrix

Task for group work:

1. Which gender-specific needs regarding CbFM have been identified during the situation analysis?
2. Which project component can be used to integrate gender aspects?
3. Formulate gender objectives which are related to the project component and the needs analysis!
4. Which constraints do you expect to encounter?
5. Which potentials are in place and can be used?
6. Which entry strategy and first steps can be taken to overcome the constraints?

Project Components	Gender Objectives	Potentials	Obstacles	Activities

Time for group work: 1 hour.

Results are presented and discussed in plenary.

For example, Results of SSFFMP Preparatory Workshop for AWP 2005

Project Component	Gender Objective	Potentials	Obstacles	Activities	Indicators
Land Use Planning	Decision making is based on women's and men's needs	Process of decision-making based on participatory and democratic procedures	Women are always underrepresented and form a silent minority Women are afraid to talk	Provide leadership training for female members of multi-stakeholder forum	Q training for 10 women is provided
	LUP involves women in village meetings	Women are motivated to know about participatory LUP	LUP organisers do not invite women	Change LUP methodology so women are involved, for example hold sub-meetings for women only	
	More women involved as facilitators and as members in committees	Facilitators and committees can include female representatives of village structures	Women's experiences in facilitation and committee work is still limited	Provide training on gender sensitive LUP to LUP facilitators	One training for LUP facilitators on gender awareness and gender-sensitive methods conducted

These are the headings for the planning of the next activities:

Village	Who is the target group? (differentiated by gender)	What is the target?	What are the indicators that the target is reached?	Which activities are done to reach the target?	Which activities are done in regard to Fire Management?
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Planning with Gender-differentiated indicators

Objectives:

- a) Participants analyse their action plans in regard to people involved
- b) Participants formulate indicators which specify the quantitative and qualitative participation of women and men.

Timeframe: 2 hours

Materials: Copies of current project plans

Procedure:

- 1) Participants divide into groups
- 2) Distribute copies of action plans to group members

Task for group work:

- Review the action plans.
- Differentiate all indicators which are related to people in specifying percentages of women and men participating.
- Brainstorm on indicators for the quality of male and female participation.

For example, Overview of Integration of Gender Aspects into SSFFMP Annual Work Plan 2005

Women-in-Development Approach (Activities targeted at women at village level)	Gender-and-Development Approach (Integration of women into on-going projects at village level)	Gender Mainstreaming Approach (interventions at institutional level)
Conduct household Economy Trainings	Conduct training in fire management (80% men, 20% women)	Formulate a gender policy for SSFFMP
Identify new areas of income generating activities following women's interests such as chips and mat making	Conduct training on integrated farming systems (60% of the participants to be male, 40 % to be female)	Elaborate and monitor gender segregated indicators in all project activities
Organise and support women's groups to apply for income generating activities	Hold meetings in Land Use Planning at village and district level (80 % of participants are male, 20v % are female)	Appoint and train gender resource persons in each Multi stakeholder working group
	Conduct activities for capacity building on sustainable use of natural resources to raise awareness in preventing land and forest fires (80% of the participants to be male, 20% to be female)	Choose, train and support village motivators
	Provide animals for cattle breeding (80% to men, 20% to women)	Provide training and support cooperation of SSFFMP staff, stakeholders, sub-districts village heads in gender responsive planning and implementation
	Distribute rubber seedlings	

3.5 Implementation of Action Plans

Workshop Schedules for Village Motivators

Schedule of a 4-days Introductory Workshop

Objectives:

- a) Participants got to know each other
- b) Participants are introduced in basic terms of the gender approach
- c) Participants analysed gender roles in fire management
- d) Participants practiced group organisation
- e) Participants defined roles of a village motivator
- f) Participants planned next activities as village motivators.

Sunday	Monday	Tuesday	Wednesday	Thursday
	Official opening Objectives Workshop organisation	Review Team Analysis of womens participation In fire management	Review Team Exercises in group organisation (roleplay)	Review Team Planning activities as village motivator
Arrival of participants and informal introductions	“Typical gestures” Overview of gender debate	Role of a village motivator Training needs assessment	Exercises continued (feedback to roleplay)	Workshop evaluation Departure

For example, Results from brainstorming in an introductory Motivators workshop, October 2004

Role of a village gender motivator:

- *collect information from Village Head and other sources about current activities*
- *Disperse information to women in the village*
- *Facilitate meetings for women*

- *Identify and/or organise womens groups for income generating activities*
- *Invite women to all meetings and activities provided by SSFFMP, for example on forest management and fire prevention*
- *Prepare a strategy on womens active participation in male-dominated meetings*
- *Participate actively in male-dominated village meetings*
- *Propose capable women as participants in SSFFMP activities and trainings to Kephala Desa*
- *Keep contact and cooperate with SSFFMP staff, as well as gender resource persons of the SNF working groups*
- *Support monitoring the participation of men and women in SSFFMP activities*

Schedule of a 4-days Follow-up Workshop for Village Motivators

Objectives:

- a) Motivators share and evaluate their experience
- b) Motivators' knowledge of gender approach is increased
- c) Motivators reflect on gender roles in fire management
- d) Motivators learn to address and motivate communities
- e) Motivators' self-confidence in public speaking is increased
- f) Motivators plan activities until October, 2005

Monday	Tuesday	Wednesday	Thursday	Friday
	Official opening. Objectives. Review of training needs. Monitoring motivators activities	Review Team. Review of gender analysis. Analysis of gender roles in fire management	Review Team. Following up participants training needs continued	Review Team Planning next steps as village motivators
Informal opening	Energizer Exchange and evaluation of experience of motivators experiences	Following up participants training needs	Analysis of access to and control over resources	Assessment of training needs Workshop evaluation

Topics and Methods of a Follow-up Workshop for Village motivators

Day 1 Evening

Time	Topic	Method
19.30	Informal opening	Slippers exercise
	Workshop organisation	Introduction of tasks for Review Teams and Mood Barometer
	Preparation of inputs	Selection of 4 case studies

Day 2

Time	Topic	Method
8.30	Recapitulation of previous day	Review team, energizer
8.45	Official opening	Speeches Short presentation of 4 case studies
10.30	Interactive monitoring of motivators activities	Sociometric exercise
11.00	Exchange and evaluation of motivators experience	Group Work
	Lunchbreak	
13.30	Exchange and evaluation of motivators experience continued	Presentation of group work results
15.30	Key terms of gender approach: sex roles versus gender roles	"Typical gestures" Plenary discussion
	Supper	
20.00	Social evening	Karaoke

Day 3

Time	Topic	Method
8.00	Review of previous day	Review team, energizer
8.30	Key terms of gender approach continued	Plenary discussion
10.30	Gender roles in fire management	Group work and presentation of results
	Lunchbreak	
13.30	Basics in Counselling and Motivation Raising	Lecture and exercises
15.30	continued	

	Supper	
20.00	Principles of book-keeping	Lecture and exercises

Day 4

Time	Topic	Method
8.00	Review of previous day	Report of review team. Energizer
8.30	Basics of extension work in fire management Basic terms in communication	Lecture and exercises
	Lunchbreak	
13.30	continued	Lecture
16.00	Gender-sensitive access to and control of resources	Group work
	Supper	
20.00	Social evening	Karaoke

Day 5

Time	Topic	Method
8.00	Review of previous day.	Report and energizer by review team
8.30	Gender-sensitive access to and control of resources continued	Presentation of group work results
	Introduction to planning and monitoring	Input
	Planning next events	Group work
	Assessment of training needs	Prioritization
	Lunchbreak	
13.30	Evaluation	Ranking
	Visions	Brainstorming
	Closing	Speeches

Workshop schedules for decision makers at village and sub district level

Schedule, topics and methods a 1-day Introductory Workshop for Decision-makers on village and sub district level

Objectives:

- a) Participants are introduced into the key terms of the gender approach
- b) Participants brainstorm on how to integrate gender issues into their areas of work
- c) Participants are motivated to support gender-sensitive strategies

Topics	Methods
Opening, objectives	Speeches
Warm up	Song
Participants introduction	Sociometric questions
Gender roles and sex roles	"Typical gestures"
Historical background of gender approach or Mandate and strategies of the Women's Empowerment Office in Indonesia	Lecture
Lunchbreak	
Energizer	"Fire management"
Integration of gender issues into participants working areas	Brainstorming in groups Presentation of results to plenary
Feedback	Sociometric question: how satisfied am I with this day?

Workshop with stakeholders at district and provincial level

Schedule of a 2-days Introductory Workshop

Objectives:

- a) Participants are introduced to key terms of the gender approach.
- b) Participants analyse the quantitative and qualitative participation of women and men within their activities.
- c) Participants brainstorm on how to integrate gender issues into planning.

Day 1

Topic	Method
Opening, Objectives	Speech
Introduction of participants	Mutual interviews with cards
Assessment of participants gender knowledge	Sociometric question
Introduction to gender terms	"Typical gestures"
Analysis of womens and mens representation in participants institutions	Completing Matrix for quantitative participation of women and men in institutions
Lunch	
Energizer	"Fire management!"
Gender Analysis in CbFM	Group work Presentation and discussion of results in plenary
Feedback	Sociometric question; How satisfied are you with this day?

Day 2

Topic	Method
Review of previous day	Report by facilitators, energizer
Historical background of gender approach	Input by facilitator
Integration of gender issues in management of project cycle	Input by facilitator
Integration of gender issues into project planning	Group work
Lunch	
Continued	Presentation of group work results
Training needs assessment Workshop evaluation	Participants feedback on cards: What was most important for me? What did I not like? Which issue would I like to learn more about?

3.6 Evaluation of programmes and activities

Objectives:

- a) Participants exchange their experience in implementing action plans
- b) Participants evaluate successes and problems
- c) Participants brainstorm on solutions how to overcome the problems

Timeframe. 3 hours

Material needed:

- Copies of Action plans
- Pin boards with headlines on cards

Procedure

- 1) Participants are divided into regional sub-groups
- 2) Copies of last action plans are distributed
- 3) Group work

Tasks for group work:

- "Consult your latest action plan
 - Which activities did you plan?
 - Which target did you put up?
 - Which indicators did you achieve?
 - Which indicators did you not achieve?
 - Why?
- 4) Participants work in groups and visualise their answers on cards which are pinned to the boards (60 minutes). (It is advisable to appoint facilitators for each sub-group who support the flow of and working structure.)
 - 5) Results are presented to plenary.
 - 6) Audience is invited to ask questions and to give comments.

Evaluating the implementation of action plans

Village	Activities	Target	Indicators achieved	Indicators not yet achieved	Why ?	Solution
Talang Lubuk	Increasing VCO production Facilitate every meeting	Dissemination of information for group to have VCO in best quality (as standard) Creating cooperation with Trading & Industrial Agency Capital fund from village government are available June until September	Women and men are involved (50 persons)	Approach by lobbying and submitting proposal Distributor's order is 2000 liters/month	Trading & Industrial Agency has no budget for 2006 No order from distributor	Arranging proposal in correct time (with budget arranging by govern. agency) Find other market



3.7 Lessons learnt

Successes, Problems, Recommendations:

Village level

People from the village easily understood the idea that women and men have special roles and therefore special needs. They accepted that there were special programmes, special meetings and workshops for women and men because the traditional division of roles was not really challenged by this approach.

The active involvement of women and men together in joined activities was also easily accepted as a theoretical concept. It was more difficult to implement this in practical behaviour.

This was very obvious in most kind of public meetings. Women on village level are still silent in public meetings. Traditionally, meetings and workshops are regarded as a “men’s world”, in which women may only attend silently. Men sit in front and participate actively by posing question and giving suggestions. Women sit in the back and listen politely.

The project trained female and male village motivators in open speech and facilitation of “mixed” meetings. The women were eager to improve their skills. They contributed their ideas, they practiced facilitation and experienced new types of behaviour in role plays. Women’s self confidence improved a lot through leadership trainings.

Men were sensitized to wait and listen to women’s contributions before they contributed themselves. It required an attentive and skillful moderator to make sure that this idea was not only accepted but also followed. Men “naturally” took over leadership roles because they learnt it as children. Women may recognize the dominating behaviour but do not object because they want to maintain a harmonic atmosphere at home and in public. This was even the case in some motivators workshops and of course even more in meetings at village level. SSFFMP discovered that women often implement the actual work in Income Generating Activities, but were not invited to meetings and skills training. Women were involved in executing the decisions taken by the men.

A “double strategy” is recommended:

- continue holding women’s meetings and establishing women’s projects. Women’s own activities provide a framework to build up competence and confidence in all types of skills needed. They learn to take over leadership positions and to take decisions. They experience that they can run activities by themselves. They practice to speak and to come up

with controversial arguments in a debate. Womens only activities will prepare them to play an active role in cooperating with men.

- encourage at the same time activities in which women and men cooperate jointly. Make sure that women are strengthened in “new roles” such as being elected into boards and being part in decision making. Insist on balanced representation of women and men in boards, meetings and workshops.

SSFFMP managed to train Village motivators so that they can play an active part in their communities. They now recognized as important link to all kinds of groups on the village level. They are invited by other institutions as well for dissemination of information and organisation of communal gatherings.

Sub district level:

Women only attend meetings if they are invited. Dissemination of information and invitations to working groups and meetings are channelled through the Village heads. Village heads usually are middle aged, elderly men.

Village Heads were identified as key players on village level. They channel and control all sorts of funding on village level.

The project conducted gender awareness raising workshops for Village Heads and other decision makers on sub district level. The objectives were to make decision makers understand that women had special wishes to be known and specific potentials to be used in different types of community activities. Village Heads learned that women were most motivated in implementing project work when they were consulted during project identification and planning. Village heads and decision makers collected ideas how to integrate women more into discussions on community level.

A major lesson learnt was that some Village Heads benefited from integrating women so that those were almost equally represented in the village political bodies. They appreciated that women were less involved in internal power play and more down to earth with their ideas and work.

Some Village Heads refused to invite women to meetings and to accept their opinions in decision making. A top-down letter from the Provincial Governor demanding all Village Heads to invite women formally to all meetings would be an adequate solution in Indonesia.

Some Village Heads resisted changes in the organisational set up. Maybe they feared that their procedures of decision making and internal redistribution of inputs have to become more transparent.

It is recommended to combine gender issues with all steps of decentralisation. Decentralisation requires retraining of most stakeholders because there are new ways of writing project proposals and allocating funds.

SSFFMP cooperated with women's organisations of the Indonesian government to gain more sustainability.

PKK can play an important role in this process because it is accepted as a traditional women's organisation. PKK has to redefine its mandate. For example, PKK could train its members and village women in identifying activities and setting up project proposals. It could use its political links for lobbying. However, the role of PKK is limited because PKK leaders are wives of Village Heads and higher government officials.

District and provincial Level:

In the beginning most government employees, NGO members, university members and implementing agencies assumed that gender approaches and women's promotion were the same. It was necessary to conduct workshops to raise gender awareness about gender roles and to enhance the knowledge about different approaches. Workshop participants learned how to analyse the different roles of women and men and their contributions to CbFM. They brainstormed on possibilities how to integrate women in their areas of work.

In the end participants agreed that an improved cooperation between women and men could lead to a peaceful and sustainable change in roles and positions of women and men. They agreed that only a cooperation between women and men could lead to a peaceful and sustainable change in roles and positions of women and men.

Some stakeholders accepted the gender ideas in general, but "forgot" to integrate gender concerns in their areas of work.

Stakeholders at provincial and district level were interested in the gender approach and its participatory bottom up approaches. They complained that gender sensitive identification of needs and planning according to peoples priorities were blocked by administrative structures which were not yet reformed according to decentralised decision-making. Some government employees said that funding as such was not the biggest problem but strategies how to get access to the available funds. Organisational development and building up staff competence is needed at of the government to guide the process of decentralisation.

Participants recommended providing training on all levels on how to draw up budget proposals and lobby for their approval. Gender-sensitive needs identification and planning should be trained on a broader basis as part of new administrative competences.

There was successful cooperation with researchers of the Women's Study Centre of the University of Palembang. A group of lecturers and NGO members was trained in methods of

Participatory Rapid Appraisal. They conducted a gender analysis in three pilot villages of the programme which provided baseline knowledge about women's roles and needs. Some of the members will be involved in conducting another survey to assess the impact of SSFFMP. University lecturers and NGO have gained knowledge and experiences in gender-sensitive participatory approaches. They can apply and disseminate it in their own areas of work.

Project Level:

A top down strategy is needed to integrate gender issues as a cross cutting issue into a CBFiM project because stakeholders will not mention it as their priority need.

SSFFMP gender component was well supported:

- by a EU mandate and budget for a Gender component to promote Gender equality in all types of activities
- by the Indonesian policy supporting Gender Mainstreaming
- by a SSFFMP policy which expressed the importance of gender concerns as a cross cutting issue in all project components
- by a team leader who personally backed up the approach, contributed to the SSFFMP Gender policy and insisted that gender differentiating indicators were formulated for all project activities in the Annual Workplan.

Again, introductory workshops to raise gender awareness and motivation were necessary to explain the projects two-folded strategy.

- A Gender component was established which was concerned with own projects and workshops as well as providing gender knowledge and competence to all involved stakeholders.
- The Gender Mainstreaming strategy requested all project components to reflect whether their activities had a positive impact on gender equity. Gender-differentiating indicators were developed to observe the quantitative participation of women and men in meetings, workshops and other activities.

Setting up gender-differentiating indicators proved to be a very efficient instrument for mainstreaming gender in project activities. Necessary data could be easily obtained from participants lists which included two columns for male and female participants. Figures could be added and gave an indication how many women and men participated and whether there was a positive trend towards increasing female participation. Gender indicators helped to

remind the stakeholders not to forget female participants and to make sure that they were invited.

SSFFMP experienced that it was possible to integrate at least 20 % women into all of its components, which were Land use planning, community development, NGO consortium and fire fighting. Community development nearly reached a 50:50 participation of women and men. Women enjoyed even to participate in trainings for fire fighters! They liked the uniforms and heavy boots. They entered the open fire so courageously that their male colleagues who were very sceptical in the beginning openly admired them. Only the Geographical Information Systems unit faced problems to hire women who were able to handle the computer software.

The attendance lists do not mention “how” women and men participated.

However, the representation of women in all meetings and workshops is already a first success, because women gain information and experience.

The Gender component increased cooperation with government institutions such as the newly established Women’s Empowerment Office. The component offered its expertise in gender training and organisational development to strengthen the Office.

The Office in return has an own budget and can demand and support Gender training in the framework of Human Resource Management at district levels.

Government officers who attended SSFFMP gender workshops have knowledge and motivation to support the learning process on district level. Their experience as Gender Resource persons in a Multi-stakeholder Forum can be involved in trainings initiated by the Women’s Empowerment Office.

In general, it can be stated that SSFFMP designed and implemented a successful strategy of gender mainstreaming. Most SSFFMP stakeholders opened up for the gender approach and contributed their ideas to its further development in special gender workshops. It was much more difficult to repeat and implement those approaches in participants working areas. Hierarchical structures and traditional values in communities and institutions sometimes blocked gender sensitive processes. Changes in personal attitudes and behavioural patterns need a long-term approach and patience. It is not enough to attend one gender training to be convinced that gender equity promotes community well-being.