



UNI EROPA

South Sumatra Forest Fire Management Project

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**Consolidate integration of stakeholders gender approaches and activities.
Finalize, support and assist impact monitoring and further increase capacity
and competence of stakeholders in gender impact monitoring**



Final Report

Eva Engelhardt-Wendt, Palembang, August 2007

List of Abbreviations

AWP	Annual Work Plan
BPP	Biro Pemberdayaan Perempuan, Office of Women's Empowerment
BPTP	Implementing NGO
EU	European Union
GIS	Geographical Information Systems
GRP	Gender Resource Person
GTZ	German Technical Co-operation Society
HET	Household Economic Training
IDR	Indonesian Rupiah (July 2007, 11.500 IDR = 1 Euro)
IGA	Income generating activity
IMT	Impact Monitoring Team
KD	Kepala Desa, Village Head
LUP	Land Use Planning
NGO	Non-Governmental Organisations
PKK	Program Kesejahteraan Keluarga, Programme for Family Welfare
SPD	Sarjana Pendamping Desa
SSFFMP	South Sumatra Forest Fire Management
TA	Technical Assistant
PSW	Pusat Studi Wanita, Womens' Study Center

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Executive Summary

The last input in July and August 2007 of the international expert focused on summarizing SSFFMP activities, drawing conclusions and giving recommendations for further consolidation, phasing out and closing down of SSFFMP involvement.

The consultant's activities concentrated on 4 areas:

- a) Further strengthening of women's capacities on village level.
- b) Building up gender competence for handing over responsibilities to stakeholders at district and provincial level
- c) Supporting the SSFFMP Impact Monitoring Team to compile and interpret impact monitoring data.
- d) Presenting impact monitoring results.

a) Strengthening women's capacities at village level

Women groups in priority villages which have started income generating activities (IGA) were quite successful. Most groups have established a satisfactory degree of self-organisation. They meet once in a month and discuss arising problems. More than half of all groups have started an internal savings scheme as an additional activity. Knowledge in book-keeping and administration of group accounts turned out to be a precondition for successful income generating activities. The development and improvement of the groups was supervised by local NGO members, who regularly visited the groups and trained them in self-management in a "learning-by-doing" approach. Not all groups have achieved additional income. The production of Virgin Coconut Oil (VCO) stopped because the marketing problems could not be solved. The Trading House was not able to fulfil the high expectations regarding marketing big quantities of VCO.

The production of mats and other items from local material has increased a lot, because there was strong support by NGOs in training group members in new designs and weaving skills. Marketing has been no problem until now, because there is enough demand for the products from within the female wing of district government organisation, PKK.

IGA group members mentioned a number of additional benefits besides the monetary income. Their self-confidence has grown and they have become involved in other village based activities, for example, Land Use Planning meetings (LUP).

The "**mixed groups**" (composed by men and women) initiated by SSFFMP Community Development (CD) component have included women as members of IGA groups. Items such as cattle are now owned by couples, because women also signed contracts of ownership. Husbands and wives participate in turns in group meetings. However, when it comes to technical trainings or exchange visits to other projects, usually men take the chance to go out.

The consultant assisted in conducting an evaluation workshop for **village motivators** of the project's priority villages. Facilitation skills were further enhanced and experience of how to implement IGAs and other village based activities were shared and evaluated. Many

motivators are self-confident enough to facilitate mixed groups, composed of men and women. They are invited to many village-based activities and actively contribute to discussions and decision-making. They inform their fellow women and encourage them to follow their example. The approach, to select and train village motivators, was successful indeed. The female village motivators act as role models for other village women. However, out of 14 women attending the first motivator workshop in 2004, only seven have attended the last evaluation workshop. Women dropped out because they got children or moved away. Village motivators attend village meetings but often are the only female members who talk in public. Recommendation: The project should use the extension period to introduce some new women of the priority villages into basics of facilitation in order to strengthen the female voices on the ground.

b) Enhancing gender competence for handing over responsibilities to stakeholders at district and provincial level

This time emphasis was laid on training members of the Ministry of Women's Empowerment (BPP) and the PKK at district and provincial level. As described in earlier reports, the BPP established a department within the provincial government, end of 2005. Its mandate is to mainstream gender aspects as a cross-cutting task in all other government departments. It has its own budget and 37 employees on provincial level. In 2006 it was discovered that BPP still lacks competence regarding gender concepts, strategies of organizational development and their implementation. SSFFMP approached BBP as it has the mandate to initiate and/or conduct gender awareness workshops for government departments at district level in order to build up competence in gender-sensitive planning.

A law has been implemented, which requests that 5% of district budgets should be allocated as "gender budget". The gender budget is meant for projects of "male and female community members", not specifying in which area the money should be spent. SSFFMP Gender component aims at building up competence at different levels in applying for and distributing of funds of the gender budget.

The consultant assisted in facilitating 2 workshops, designed for BPP and PKK members at provincial and at district level. NGO members and a researcher from the Women's Study Centre of the University of Palembang were invited to strengthen networking between stakeholders.

A one-day workshop was arranged in the premises of the provincial government for members of BPP and other departments at provincial level. Participants were introduced into basic concepts and tools of the gender approach. They brainstormed how they could integrate gender aspects in their areas of work and how BBP could support those activities in the other departments. This workshop was an "eye-opener" for a number of participants.

They were not only introduced to gender issues for the first time but also experienced participatory facilitation methods, which were totally new to them. The feedback was very positive.

The Programme for Family Welfare (PKK) is one of the biggest women's organisations in Indonesia. PKK leaders are not elected by members or appointed on the basis of their qualification. What counts is, to whom they are married. Wives of the Department Heads represent women from village level up to provincial level. However, PKK has good relations to women from sub-district and village level. PKK members can attend meetings at sub-district level and apply for small amounts of the "gender budget" distributed at district level. They have to be able to assess the needs of male and female community members and to know how to shape a proposal and how to lobby for its prioritization and approval. Most PKK members need training in these new activities.

In 2006 members of BBP and PKK requested SSFFMP Gender TA to conduct a workshop to enhance their facilitation skills. Therefore, a Training-of-Trainers workshop was held for members of BBP, PKK, the Women's Study Centre of the University and NGOs on the subject of participatory facilitation skills in order to implement gender issues during village meetings.

The consultant developed a handout, which includes basic tools. A one-day module how to raise gender awareness and competence of decision-makers on village level, was chosen as example for facilitation exercises. The handout was translated into Bahasa and distributed to participants. All participants became involved in facilitation exercises and received feedback after their performance. Discussions about strategies, how to get access to the "gender budget", administered at district level, were also initiated and a fruitful exchange of information took place between the different stakeholders. A network was created, to be used in future whenever advice is needed for needs assessment, writing proposals and prioritization processes at village level.

A new type of promising stakeholder was integrated, the Sarjana Pendaping Desa (SPD). This government programme is implemented in OKI district. It pays small salaries and some transport money to young university graduates who have passed their bachelor exams. Their task is, to support village people in discussing and writing proposals, to be submitted to the decentralized budgeting process. The ToT included a facilitation session of how to assess gender-sensitive needs and to prioritise those needs.

The consultant also developed an enhanced "Manual for the integration of gender aspects into Community-based Fire Management". The Manual includes a number of exercises, designed for and tested during SSFFMPs different gender workshops and activities, which

were implemented from 2004 until 2007. Objectives, schedules, topics and methods for workshops for the different target groups and stakeholders are included. The Manuals structure follows the phases of the project cycle and provides instruments of integrating gender aspects into project identification, planning, implementation and evaluation.

c) Supporting the SSFFMP Impact Monitoring Team to compile, interpret and present impact monitoring data.

The Gender component was chosen to take part in SSFFMP impact monitoring. Land Use Planning and Community Development were the other two SSFFMP components which were included in the impact monitoring exercise.

SSFFMP established an Impact Monitoring Team (IMT) composed of the team leader and two staff members, one of the Gender component, one of the Land Use Planning component, end of 2005. The IMT participated in a 5-days training in impact monitoring concepts and techniques in Thailand, in 2005. Moreover impact monitoring as such was introduced as a learning-by-doing process.

In April 2006, an International consultant, Axel Boehm, screened available statistical data and conducted focus group discussions in selected priority villages. Based on these findings impact chains were formulated.

The Gender consultant assisted the IMT in defining indicators for the Gender component on the basis of these impact chains in July 2006. A monitoring matrix specifying indicators, means of verification, methods of data collection and responsibilities was developed.

The IMT collected information as described in the matrix, considering data from 2006 and some of 2007. In July 2007, both international experts supported the IMT in compiling, interpreting and assessing the results. Preliminary findings were presented during SSFFMP final seminar in August 2007. The Gender consultant contributed a chapter about results of impact monitoring of the Gender component, which is part of this report.

By and large it can be said, that SSFFMP successfully managed the learning process of impact monitoring.

d) Results of impact monitoring of the Gender component

The SSFFMP strategy to select and train village motivators in their pilot villages worked well. Most female motivators became self-confident enough to talk in public gatherings in front of men. They also learnt, how to organize groups, facilitate meetings on their own and how to encourage other women, to attend village activities. Most income generating activities provide an additional income to families involved. NGO members increased their knowledge about bookkeeping and administration of group accounts which improves groups transparency and performance.

SSFFMP managed to build up some gender competence in stakeholder institutions, especially in local NGOs and some related government institutions. However, there was a fluctuation in attending gender training workshops. Decision-makers often did not attend the workshops themselves, instead they sent staff members with little influence in guiding departments during planning and implementation. NGOs seemed to be more interested in understanding and applying gender-sensitive approaches. They have more female members, who support gender issues. Of course, NGOs find it easier to adopt a participatory bottom-up gender-sensitive approach than government institutions.

Results of monitoring demonstrated that women played an important part in SSFFMP CBFiM approach.

SSFFMP has successfully integrated gender aspects into project activities, which were monitored by the IMT. Monitoring made it evident, that women of the pilot villages benefit directly from SSFFMP outputs:

- They earn additional income.
- Some increased their knowledge of improved paddy production and post harvest activities.
- They participate more frequently in village-based discussions.
- A number of women know now, how to organise groups and how to administer group accounts.
- Some women were trained as fire fighters and know how to dig fire trenches.
- Women are empowered to play a stronger role in public meetings as well as in their own homes.

In reference to the SSFFMP “Impact Chain” for the gender component, women contribute indirectly to a more sustainable use of natural resources. They also contribute to reduce incidences of land and forest fire in the priority villages.

Recommendations how to strengthen the sustainability of SSFFMP's Gender Components

(The following recommendations are built on the assumption, that there will be a project extension until 2008!)

Ad a) Recommendations for target groups at village level

NGOs should continue to regularly guide women groups and income generating activities.

Most income generating activities of the gender component are doing well, but they still can be improved regarding marketing, administration and book-keeping.

It is recommended to continue cooperation with NGOs to implement activities such as monthly visits to the groups, support in facilitating group meetings and exchange of ideas about marketing.

NGOs should continue enhancing skills needed in women groups' saving schemes

In 2006 and 2007 seven new women groups decided to set up saving - and credit schemes. This approach proved to be essential and suitable for village women. Such schemes serve as precondition, wherever handling of cash is concerned

It is recommended to enhance skills in advanced book-keeping and administration of group accounts. NGO members should continue implementing training workshops and give guidance in form of “on-the-job-training” during follow-up visits to members of IGAs.

Some new established IGA groups should be included in NGO activities

A number of new groups have been established as a kind of “unintended positive side effect” which could be supported by some initial inputs. Activities of the new groups include mat-making, chips production and saving schemes.

It is recommended to facilitate meetings with members of SSFFMP supported IGAs with new group members for exchange of experience.

As mentioned above, skills in book-keeping and administration of group accounts are the fundament of successful income generating groups. That is why it is recommended to include new groups into training workshops on book-keeping.

Basic skills training for new motivators

Village motivators have been very successful in organizing women groups and encouraging women to participate actively in village meetings. It is recommended, to extend the number of female motivators in villages in “old” and “new” groups. New village motivators should be chosen, which fulfil criteria such as basic literacy, mobility, and personal motivation. It is recommended, to focus on female village motivators, in order to motivate more women to join in public meetings.

Basic training should include basic knowledge about gender approaches and facilitation skills.

Ad b) Recommendations for Stakeholders at district and provincial level

It is recommended, to continue strengthening the local NGOs because they can continue guiding the village groups after SSFFMP ends.

SSFFMP can use its various relations to link the NGOs with private companies and/or other international projects.

It is recommended, to continue handing over activities to government services

Government employees of related departments have been involved in many activities. Government officers were invited and received allowances when SSFFMP implemented activities at village level. Successes of SSFFMP priority villages and their performance during exhibitions attracted attention of some government officers. Some became motivated to accompany NGO members and SSFFMP staff to these villages and to contribute to their extension services.

SSFFMP staff is recommended, to continue motivating staff members of Government departments to continue working in these villages and to include follow up activities in their annual planning.

There are agricultural advisors, called “Swakarsa” and “Sukakeswan” who work on a voluntary basis. They only received basic training and do not get a regular salary. However, they usually are villagers who are motivated to support development activities in their places. SSFFMP should continue and strengthen the cooperation with these voluntary extension workers.

It is recommended, to continue knowledge transfer to BPP and related offices

BBP has a budget of its own to support SSFFMP activities on district level.

Its members should lobby in order to achieve, that gender activities get integrated and funded by other government institutions. BBP should hold training workshops, to build up gender competence at many levels within their own department as well as in other departments. The BBP should use its position in the Provincial Government for lobbying to motivate the Governor to send a letter to all Village Heads and Heads of Government services asking them to include an extra sentence in their invitation letters, which says that women are welcome.

The Gender component TA is recommended, to prepare the phrasing of such a letter, so that it only needs to be signed by the Governor. This strategy has proved to be successful in other cases.

It is recommended, to continue offering support to BPP on provincial level and to BPP and PKK on district level

Members of SSFFMP and BPP on provincial level should design a strategy how to spread their knowledge to members on district level, so that they get skilled in handling procedures of how to get access to district funds. Priority lists need to be explained and information

needs to be disseminated. In OKI district, members of the Sarjana Pendamping Desa should be involved.

SSFFMP should offer support in facilitating workshops to enhance gender competence such as facilitating exercises for raising gender awareness, applying instruments of gender analysis and gender planning, lobbying for a gender policy and gender-sensitive indicators in the Annual Work Plans at district level, designing a strategy how to integrate gender aspects as a cross-cutting issue in government departments.

SSFFMP should limit its support to designing workshop concepts and participatory facilitation in cases of request by BBP. Aspects, such as invitations, transport costs, allowances, workshop facilities and other organizational matters should be handled and paid by the BBP.

SSFFMP should offer support to BPP and PKK members on provincial and district level.

An initial ToT workshop on the gender-sensitive analysis needs of targets groups was conducted in August 2007. It focussed on raising gender awareness for decision makers on village level.

SSFFMP should suggest, to design and facilitate a follow-up workshop.

Recommended topics of such a follow up workshop are gender knowledge, competence in participatory needs assessment on village level, exchange of experience on successful strategies how to access the 5 % "Gender budget" provided on district level.

It is recommended, to initiate lobbying for awareness raising workshops for Village Heads and Heads of Departments

SSFFMP experience has shown that Village Heads and Village Secretaries present important entry points – or barriers - for women, to increasingly participate in village activities. Village Heads need to understand, why it is important to invite women to meetings, to delegate them to attend other meetings or send them to training workshops.

Some members of BBP, PKK, PSW and other stakeholder institutions were trained, how to carry out participatory one-day workshops for village decision makers. A manual with schedule, topics and facilitation skills for one-day workshops on village - or sub district level is available in Bahasa..

BPP district level should be advised to apply for budget allocation, in order to conduct gender awareness raising workshops for Village Heads, Village Secretaries and Heads of government departments. Several gender trainings have been conducted in SSFFMP priority villages to raise gender awareness of Village Heads and to motivate them to accept women's participation in village decision making. Results were promising. When women are

officially invited, they usually attend meetings and workshops and contribute seriously and actively to discussions.

It is recommended, to support PKK members in facilitating village meetings

As mentioned before, PKK is one of the biggest women organisation in Indonesia with long tradition and good relations to women of sub-district and village level. Wives of Village Heads will be well able to ask for own budgets at meetings of the sub-district, provided they know how to assess needs, write a proposal and lobby for it. They need more training in identifying gender-specific needs of female and male villagers, in order to design sound project proposals, to be financed by the 5% “gender budget” on district level.

PKK members of the district level were included in the Training-of-Trainers workshop conducted in August 2007. They were introduced into the gender concept and into basics of facilitation. NGO members should be asked to co-facilitate some meetings for PKK members to get more experience and self-confidence.

It is recommended, to translate the “Manual for the Integration of Gender aspects in Community-based Fire Management” and the “Trainer's Guide for Effective Facilitation” into Bahasa and publish both manuals.

The consultant has developed a comprehensive “Manual for the Integration of Gender aspects in CbFiM” which includes exercises for raising gender awareness as well as instruments for gender analysis and gender-sensitive planning.

A “Trainer's Guide for Effective Facilitation” is also available in English. Members of Indonesian government institutions and NGOs have accepted participatory working styles easily but often do not know how to put them into reality.

It is recommended to translate both manuals into Bahasa Indonesia so that a wider audience can benefit from them

Ad c) Recommendations for SSFFMP Impact Monitoring Team, to continue compiling and analysing impact monitoring data

Insure that SSFFMP Annual Work Plan 2008 includes gender-specific indicators

Gender specific indicators have proved to be very useful to integrate gender into all project activities. Therefore it is recommended to continue formulating gender specific indicators for the Annual Work Plan of 2008, in case the project is extended.

Change SSFFMP gender-sensitive indicators, if necessary

The Gender Team and the Impact Monitoring Team should analyse , in how far the indicator of 20% female participation in all project activities is adequate or whether it should be changed. For example, the indicator could be raised to 30% female participation in sections such as Community Development, Training and Awareness and NGOs . It has been discovered that it is not difficult to fulfil these indicators in these sections. On the other hand one could decrease the indicator for Geographical Information Systems and Fire Management activities from 20% to 10%. Land Use Planning should continue with an indicator of 20 % female participation.

Follow up results of impact monitoring

Interpretation of available data and feedback to stakeholders, who are involved or responsible, needs further action. For example, if participation in LUP does not reach the proposed indicators of 20%, what should be done in order to reach the indicator?

Again, it should be clarified that setting up gender-specific indicators in the AWP is not a unique exercise but needs to be regularly done Collecting gender specific monitoring data should not be a unique attempt but an on-going activity.

Continue collecting data as before

Indicators of the Gender component were useful and practical. It is recommended to continue the data collection process with some small changes explained below:

It was easy and practical to use attendance lists to access data of gender specific participation. This can easily be continued for LUP, CD and Gender.

Detailed recommendations how to go about the collection of impact monitoring data can be found in the main part of this report.

It is recommended, to continue impact monitoring with slight changes in the impact monitoring matrix.

	Indicator	Means of verification	Remarks
1	Participation of women increased	List of attendance of Gender, CD and LUP January – December 2007	Continue monitoring numbers of female participants and female facilitators
2	Gender motivators apply competence and expand areas of work	Motivators monitoring matrix	Conduct Village Motivator workshop in 2008 to collect more qualitative data about their observations
3	Quality of women's participation increased	Group work results from Village Motivators' workshop 2008. Stakeholders observations.	Village Motivator workshop in 2008 Conduct interviews with SSFFMP staff, NGOs and others
4	Farm households benefit from IGAs	Group accounts. Self-assessment of group members	Conduct assessment of IGA members on how they spent additional money
5	Gender awareness of	Questionnaires to BPP and	Adapt questionnaire if

	stakeholder institutions increased	PKK members and other stakeholders who participated in SSFFMP workshops since 2007	necessary
6	Women contributed to LUP activities	No of women in 3 kinds of LUP activities, advisory committee, technical team, legal drafting team. 5 years village plans	Do 5 years village plans include gender in their missions and indicators?

It is recommended, to continue with capacity development of the IMT.

It is also recommended, to employ a local expert to support the Impact Monitoring Team in compiling and interpreting the data in 2008.

2 Consultants Tasks performed as per Terms of Reference

2.1 Background

The South Sumatra Forest Fire Management Project (SSFFMP) supports the Province of South Sumatra and three selected districts in developing and implementing community based fire management mechanisms. Community based fire management includes detection and monitoring of fire dangers, organisation of fire prevention measures and fire spreading and developing a trained group of people who know how to put out fires.

SSFFMP also addresses the exploitation of natural resources. Villagers from 13 pilot villages are invited to land use planning meetings, awareness raising campaigns and workshops on integrated farming systems. Incentives for income-generating activities are provided to minimize the pressure on the land, to decrease the use of fire and to prevent further degradation of the landscape. In 2004, income generating activities were started in 6 villages. In 2005, activities began in 5 new villages.

Communities and their organisations play a central role in SSFFMP. Women and men must become aware of the negative impacts of fire and learn alternative strategies to handle natural resources in a sustainable way. Men and women have to be involved in awareness raising campaigns to change their behaviour in using fire as the easiest and cheapest way of land clearing and getting rid of waste. A gender-sensitive approach should be chosen to insure that motivation and potential of the whole population is included.

The project has supported a wide range of activities to insure that the participation of women was enhanced in all components. Mixed groups for income generating activities were supported, district staff was trained in gender responsive planning, gender sensitive indicators were defined.

The gender component was chosen to contribute data for SSFFMP impact monitoring. Since beginning of 2006 the impact monitoring team collected data in a systematical way. Results were compiled and evaluated and showed very positive trends.

Female village motivators trained by SSFFMP participated actively in LUP committees, awareness raising campaigns and other SSFFMP village based activities. Stakeholders, especially NGO members, implemented

The emphasis is currently on sustainability and handing over activities to government departments, NGO members and other project stakeholders. Therefore, the focus of the consultant's attention was to consolidate existing strengths and to build capacity in evaluation and impact monitoring.

Middle of August 2007, it was not yet clear whether the project would be extended until end of 2008. However, the consultant was quite optimistic about a positive answer of the EU office, Brussels, and therefore formulated some recommendation how to use the extension period in order to further consolidate stakeholders on all level so that they could continue with gender-sensitive approaches.

2.2 Recommendations for the enhancement of the self-reliance of existing womens groups

2.2.1 State of art with specific recommendations for SSFFMPs initiated womens groups

SSFFMP Gender component has initiated 4 women groups involved in IGAs.

IGA	Place	District	Started in year
Mat making	Ulak Kemang	OKI	2004
Integrated Farming Systems	Bayat Illir	MUBA	2005
Virgin Coconut Oil	Talang Lubuk	Banyuassin	2005
Chips Production	Upang	Banyuassin	2005

OKI District : Mat-making, Ulak Kemang

The mat-making group in Ulak Kemang has made an excellent progress since its beginning. At the beginning there were a number of women who produced simple mats which were sold on the local market. Due to several exchange visits and seminars producers know a wide variety of designs and colors which make the products more attractive. Products include not only mats but also sandals, different kinds of bags, and other items.

Production is carried out in production units which are specialized on certain items, for example creating sandals or sewing bags. Each member can contribute her best skills. However, this specialization needs proper management of matching working hours and payments.

Marketing is not a problem at the moment because there are good contacts to local NGOs and local government which supported marketing efforts. Most products are sold to customers from local government who need special items such as bags and folders for their workshop participants. At that moment there is high demand, which cannot always be answered. Demand is not regular but comes in waves.

The **Organisational structure** has largely improved due to workshops in team building, book keeping, leadership and group dynamics carried out by NGOs members and SSFFMP. There are 20 female group members who meet in the evening hours to produce the required items. A special production place has been created in the house of one group leader with electricity and water. The group members meet regularly once a month to discuss and decide matters arising from their activities. There are 2 ladies leading the group, one is in charge for marketing, one is in charge of book keeping. She records how products are sold and how money is shared.

It is difficult to calculate the **income** because of irregularity of work. The treasurer estimated an average income of about 100.000 IR per month per member.

It should be mentioned that some group members still have some problems in calculating costs and benefits. Usually the calculation includes only the costs of material and transport but leaves out amount of working hours. So, there is the danger, that the innovative products need many more working hours than the simple mats so that, despite the higher prices achieved, end up with relatively less profits. However, up to now members do not complain but appreciate the fact, that their impressive variety of products are easily sold. Part of the money received is put into a group savings and handed out to members as a credit for 3% interest.

The Ulak Kemang IGA can be handed over to government services and NGO guidance.

Virgin Coconut Oil, Talang Lubuk, Banuyassin, 2005

The group has problems in its VCO production due to different reasons which have been mentioned in previous reports already. The biggest problem still is marketing as the market is far and there are no established links. In 2005 a Trading House was established to look for links to all kinds of markets. The Trading House failed in fulfilling the high expectations of the VCO producer. Production stopped completely because VCO could not be sold. However, the technical skill how to process the VCO has been successfully transferred. Women can still decide to continue on their own.

There has been considerable support by SSFFMP to the VCO project in terms of training workshops, comparative studies, NGPO guidance, machinery and others. VCO production stopped, but women's groups did not dissolve.

Group structure strengthened

There still is a women's group called "Maharani", even when the VCO production is interrupted. Number of group members even increased from 10 (in 2005) to 13 (in 2007), when problems of VCO production already became obvious.

SSFFMP facilitated regular extension visits, implemented by female NGO members to support the group. The group received different kind of training, for example in leadership skills and book-keeping. This led to a considerable improvement of the groups internal handling of finances.

Setting up a savings scheme

Since its beginning the women's group set up a savings scheme, in which every members paid in amounts which depended on her capacities. Money is collected by a treasurer who writes each sum into a big book. Whenever a member wants a credit, she approaches the group on the monthly meeting and brings in her request. Group members discuss and decide whether she gets the credit. They also decide about the interest rate.

It seems that this saving scheme has benefited a lot from the book-keeping workshops provided by SSFFMP. Members meet regularly once a month. they have a clear division of roles. The treasurer gives regular reports about the budget status and there is transparency which satisfies the members.

Recommendations for Talang Lubuk:

SSFFMP has already contributed a lot to initiate the VCO processing, for example conducted technical seminars, organized visits to other places for exchange of experience etc. It is now time for government intervention in order to promote the continuation of the programme. Two government departments have been already involved, the Forestry and Plantation Services and the Cooperative Services at district level. But there was not so much progress until now. These departments could use their links to marketing in order to assist the VCO producers.

They could also explore whether it was feasible to diversify the VCO production, so that not only oil but also soap, body lotion and other items could be produced to attract customers.

The progress of the Talang Lubuk womens group is related to the regular guidance and training in group dynamics, book keeping and other issues. This guidance was implemented by female NGO members, sponsored by SSFFMP, and should be continued as long as possible to further strengthen the group. Again, extension services of related government institutions may come in. Government should understand that extension work has to be on a regular basis in order to be effective, so that each group should be visited once a month, or at least once in 2 months.

It is obvious that SSFFMP got into the initial contact, started activities and invited the government services to participate. This attracted their attention to the places and is the basis for further activities. Government extension officers should know and cooperate with the Village Gender Motivators because they are already well trained and have a good knowledge of the different village groups, their members and needs.

When people are not interested to continue in VCO production the machinery should be sold. The money should be channeled into the savings and credit scheme.

Shrimps Chips Production in Upang, Banyuassin

The women's group concentrated on chips production made of shrimps at the beginning of 2005. The group usually met in the house of the village head, whose wife, a PKK member, was the chairlady of the group.

Again, SSFFMP supported the women's group by sending female members of local NGOs who guided group sessions and provided different kind inputs.

A special package for the shrimps chips was created to promote marketing.

However, the chips production went down because there were not enough shrimps. Members explained that Musi River water quality went down and shrimps became less and more expensive. So the production slowed down. However, chips have an attractive quality and the group has been invited to present its product on a district exhibition.

Recommendations:

Chips production in Upang has traditionally be done on individual basis. Women seem to prefer to produce shrimps on their own. They can manage the time according to their own needs, use their own recipes, set their own quality standards and use their own links in buying inputs and marketing the chips.

It is recommended to continue with individual production and assist only in facilitating a meeting about common marketing strategies. The plastic bags created by SSFFMP can be used to demand some quality standards. Producers who are interested to use the SSFFMP packaging can be invited to the meeting. Participants of the meeting discuss and decide about the criteria chips must fulfill in order to be packed in the SSFFMP bag.

Integrated Farming Systems, Bayat Ilir (MUBA)

Raising and feeding cows runs well in the Bayat Ilir group, composed by women and men from Bali. In the beginning there were some problems because some cows died, but these problems could be overcome with the support of the agricultural extension officer. The initial SSFFMP idea of **revolving and distributing cattle** to new people has been slightly changed following up a proposal of the government services. People keep and feed a cow until it gives birth. They can keep the new-born calf and hand over the mother cow to another person. This person will pay some money for receiving the cow. Part of it is given to the former owner, another part is put into the groups savings account to buy a new cow when the old cow dies or cannot give birth any more.

The new system only takes one year to fulfill the preconditions of ownership, while the old system needed much longer. SSFFMP allowed the group to decide about the procedures of the revolving funds by themselves and group members opted for the second version.

There is very good cooperation with the PPL who keeps a close eye on the groups development. So, this component of the integrated farming systems runs well.

Chili production, another component did not develop so well. Group members received seeds and plastic material to cover the places for planting. The new technology, using the plastic material to cover the soil, leaving a whole for the plants, was introduced and small plants were transplanted. However, members did not give enough water and most plants dried up.

One reason for this failure may be that the transplanting of seedlings was done in the wrong season. Another reason may be the fact, that members did not develop a sense of individual ownership. The field covered with the plastic material was declared as a "group field" and no individual responsibilities were defined. It is possible, that members would have taken more care if they were given a proportion which they were allowed to harvest alone.

Fortunately the material can be used several times and one can give it another trial.

Recommendation for Integrated Farming System group, Bayat Illir:

This group of Balinese women is very motivated. NGO members and PPL should continue to visit them. A meeting should be held to identify the causes of the problems in order to look for conclusions. Conclusions and new action plans should be following group members proposals . If group members agree to a second trial in using the new techniques of the plastic coverage, PPLs should support them in a proper planning based on the previous experiences. So that timing can be improved and other mistakes can be avoided. All in all, the IGA in Bayat Illir can be handed over to the guidance of the government services and NGOs.

2.2.2 Household Economic Training (HET)

2004 and 2005 a number of government employees from all 3 districts and NGO members were trained as facilitators in HET workshops. HET are important from two perspectives, they build up capacity in calculation, book-keeping and accounting. Husbands and wives are invited to attend together and to discuss the financial issues of their homes. The second aspect is new in most families and can have a positive impact on communication and gender relations.

SSFFMP invited literate villagers to become part of the HET facilitators team. HET team members were trained in participatory methods, such as writing cards, discussing in groups, and facilitating energizers. SSFFMP helped to plan the workshop schedule and to structure the tasks of the facilitation teams. The presence of SSFFMP seemed necessary to remind the facilitators to use participatory methods.

Each priority district now has a number of qualified HET facilitators after the ToT trainings.

In 2006, HET workshops were implemented in 2 priority villages in each SSFFMP district. These trainings were so successful that officers from forestry and plantation services, PKK, OKI and BPP, MUBA and PKK village level in Upang, requested to continue with the training. Forestry and plantation services involved the district HET trainer team to continue implementing more workshops. 4 trainings more than targetted were implemented, 2 in Banyuassin, 1 in OKI, 1 in MUBA. SSFFMP only assisted with material and support in planning.

All in all, the HET trainings can be considered as a big success and should be continued.

One major factor contributing to the success definitely were the **participatory workshop methods**. However, there are a number of **barriers** to continue with participatory methods once SFFMP ends.

People have experienced participatory training methods and learned to facilitate them. SSFFMP brought a lot of changes into facilitation which is usually just top-down talking. The new methods worked and activated participants responded well. However, the newly trained

facilitators still have a low self-esteem and need on-going encouragement to apply their facilitation skills in the field. Otherwise they go back to top-down instructions. Government officers usually stay in their institutions and implement activities with their own methods.

Participatory facilitation also depends on some **material resources**, such as felt pens, paper and boards. Those items are not in place and lack if SSFFMP does not contribute the material. Government institutions usually do not allocate funds for purchasing facilitation equipment.

Facilitators need access to necessary material to implement participatory methods otherwise they go back to their old methods.

SSFFMP distributed 14 boards and boxes of materials and markers to priority villages which were very helpful. While boards can be used for many years, papers and markers have to be replaced. Village motivators, trained by SSFFMP took care of the material because they know about its value. Decision makers do not know about participatory facilitation methods and its needs. They cancel these costs in the budget allocation and only allocate money for note books and pens.

There is a small chance that some income generating groups become self-reliant and motivators are still active, they can use part of the group savings to allocate some money for this material. (2 conditions motivators still exist, groups continue after SSFFMP phases out).

SSFFMP is recommended to support priority villages in buying cards and markers and handing them directly over to the motivators. If money is given to Village Heads there is the danger that it is spent on other purposes which seem to be more important.

There are still more requests for HET trainings. Banuayssin district, for example, requested to have trainings in 5 villages.

The District Heads (Bupatis) already agreed to this programme and allocated funds for 2006. Unfortunately, funds have been reallocated to the "National event for farmers and fishermen", which involved more than 20,000 visitors from all over Indonesia. So most funds were spent on this activity and additional HET trainings were not implemented in 2007. But according to a Gender component staff member there is a good chance that the budget will be reallocated for 2008.

SSFFMP is recommended to support HET trainings in material and to encourage the facilitators in applying new participatory methods.

2.2.3 New activities and women's groups established as "offspring" of SSFFMPs initiatives

A number of new activities have been started without SSFFMP direct intervention. Women from neighbouring communities observed activities which were started. They try to copy some of the successful strategies observed. Some new developments occurred because new links were established in the network, initiated and strengthened by the Gender component.

Promotion shop in Kaju Agung (OKI)

PKK had the plan to open a shop for displaying products of the region which was not implemented for a long time. On the other side, the mat making group in Ulak Kemang needed a place for exhibiting its products. SSFFMP gender TA facilitated the contact. PKK established a shop "Warung promosi An-Nisa" in 2006 and invited the villagers to contribute items. All types of mats, sandals and bags produced in Ulak Kemang are displayed in the shop and offered for sale in the Capital of OKI.

New women interested in mat making

The stories of Ulak Kemang's women's group and its successes motivated more women to become involved in this activity. One of the village gender motivators followed up the wishes and gave some informal training sessions to neighbouring villages.

Members of a new group are usually fresh and motivated. However, after some months technical and social problems may come up. Now it is important that a moderator helps to facilitate meetings to overcome the crisis and to use a sort of "on-the-job-training" how to solve conflicts and build up strong teams. That is why it is not enough just to stimulate the starting of a group by allocating some funds and conducting one training, but regular follow-up contacts are necessary to build up trust and to guide groups through difficult situations which might lead to a stop otherwise.

Voluntary Additional Group in a non-priority village in Selapan, (OKI)

Another women's group started with the preparation of a special fish dish and production of crab chips. It is mainly supported by the district government and received only little support from SSFFMP, for example bags for proper packaging.

Chips caught the interest of PKK members who even facilitated a trip to West-Java where more knowledge was provided through "on-the-job-training".

This additional activity can be regarded as an unplanned by-activity which was started because the district government and the local PKK saw the examples of Ulak Kemang and tried to copy it.

Multi-Business Group “Cempaka” (Banuyassin)

Another “unintended side effect” happened.

Houses in Upang are scattered into “waterfront” and “hinterland” and the ways in-between are long. In 2007, the group split and set up another wing which went into “multi-business” activities. Members went into different kind of small business such as tailoring, vegetable production, chips production and others.

Regular monthly meetings are called in and moderated by the village motivator trained by SSFFMP.

New Women’s Group in Muara Medak (Banuyassin)

In Muara Medak a group of women organized themselves in the end of 2006. The process was guided by a female NGO members who newly moved to the village. She herself learnt about the SSFFMP activities regarding gender, fire management and basics of book-keeping through other NGO members. She cooperates closely with another, well-trained village gender motivator. She also has a bachelor degree in Islamic religious affairs.

The womens group was supported by SSFFMP with some vegetable seeds and started vegetable production on member’s own individual fields successfully.

A groups savings account was also started to which members contributed after the harvest. Group members decided to use some of the groups money to buy a uniform.

New Womens Groups (Bayat Ilir)

Another big womens group has come up end of 2006, composed by women from Java. About 30 members meet regularly for planting vegetables, social activities and setting up a savings scheme.

2.2.1 Conclusions and General Recommendation for Enhancement of Self-reliance

Basic skills training to new motivators

Village motivators have been very successful in organizing women's groups and encouraging women to participate actively in village meetings. It is recommended to extend the number of female motivators in villages with "old" and "new" groups. New village motivators should be chosen which fulfill criteria such as basic literacy, mobility, and personal motivation. It is recommended to focus on female village motivators in order to increase the quantity of women in meetings.

Basic training should include basic knowledge about gender approaches and facilitation skills.

Promotion of Village Gender Motivators

The project should use its links to the government services to promote the village gender motivators so that the different extension officers relate to them. There could be an official announcement written by SSFFMP in form of a booklet which includes names, contact addresses, pictures and a description of the motivators' special qualifications. These booklets should be handed over to the government departments before SSFFMP leaves. Then extension staff can invite motivators to accompany them to certain places and give support on special issues.

Identify new members in existing groups and enhance their capacities to act as village motivators

The motivators trained by SSFFMP provide a good basis for supporting village based activities. However, some motivators dropped out due to moving to other locations or to getting married. There is need to identify and train other key figures so that they can continue acting as village motivators.

New groups showed interest in starting successful income generating activities such as mat making, breeding cattle and improved paddy production. Members need to be introduced into basic knowledge provided by SSFFMP so that the final objective, reduction of forest fire is not lost.

It is recommended to conduct ToT workshops in the districts, organized and facilitated by the previous motivators, supported by SSFFMP.

It is recommended to invite only active old motivators and to add potential new female motivators to increase the pool of qualified female facilitators.

Topics to be covered:

- Building up women's self-confidence speaking in front of mixed audience.
- Enhance leadership skills organizing and facilitating meetings.

-
- Basic skills in book-keeping to manage group accounts.
 - Forest fire management issues.

Identify new donors to strengthen NGOs future and support of womens groups

NGO members contributed to the successes achieved, because they visited the villages regularly and executed some of the extension work which was necessary to really introduce new techniques, management and marketing ideas. NGO members often are more gender-responsive than government services, especially in the field of forestry and protection of natural resources, which are male dominated.

Most NGOs in SSFFMP consortium and some others have attended workshop to raise gender awareness and to increase gender competence. NGOs have a much higher ration of female employees than government services.

It seems obvious that the successes of the income generating groups are closely linked with the regular visit and guidance given by NGO members.

It is recommended to continue sponsoring activities which are implemented by NGOs in pilot villages. This will strengthen the NGOs, which will continue to stay in the area after SSFFMP ends. SSFFMP can help NGOs to **find new sponsors**, for example, other international development projects or Foundations which may be interested to continue financing certain activities.

NGOs should continue regular guidance of women's groups and income generating activities

Most income generating activities of the gender component run well, but still can be improved regarding marketing and book keeping.

It is recommended to continue cooperation with NGOs to implement guiding activities such as monthly visits to the groups, support in facilitating group meetings and exchange of ideas about marketing.

NGOs should continue enhancing skills needed in women's groups saving schemes

In 2006 and 2007 seven new women's groups decided to set up saving and credit schemes. This approach proved to be very important and suitable for village women. It also serves as a precondition of successful projects which involve handling of cash.

It is recommended to enhance skills in advanced book keeping and administration of group accounts. NGO members can continue implementing training workshops and give guidance in form of "on-the-job-training" during follow-up visits to members of IGAs.

Some new established IGA groups should be included in NGO activities

A number of new groups have been established as a sort of “unintended positive impact” which could be supported with some initial inputs. Activities of the new groups include mat making, chips production and saving schemes.

It is recommended to facilitate meetings with members of SSFFMP supported IGAs with new group members for exchange of experience.

As mentioned above, skills in book keeping and administration of group accounts are the fundament of successful income generating groups. That is why it is recommended to include the new groups in training workshops on book-keeping.

2.3 *Recommendations for the enhancement of women participation in implementation of project activities related with SNRM and the fire management at province and priority district levels*

2.3.1 Strengthen and keep up contacts to local government institutions

Due to SSFFMP efforts to include government staff in all field activities, some pilot villages now receive considerable attention from government services. This may be regarded as a success because it is the fundament of sustainability. SSFFMP managed to increase government staff’s interest in some income generating activities by inviting them to project activities in the field and to special training occasions.

It is recommended to continue, strengthen and extend these linking activities if the project is extended. At first, villages which still lacked government support most should be identified. Then, strategies how to bring them into the pictures of government agencies should be designed, case by case.

This also applies to the new places which started to replicate SSFFMP initiated IGAs, for example in the area around Mansang.

Continue handing over activities to government services

Government employees of related departments have been involved in many activities. Successes of SSFFMP priority villages and their performance during exhibitions attracted attention of some government officers. Government officers were invited and received allowances when SSFFMP implemented activities at village level. Some became motivated to accompany NGO members and SSFFMP staff to these villages and to contribute their extension services.

SSFFMP staff is recommended to continue motivating staff members of government departments to continue working in these villages and to insert follow up activities in their annual planning.

2.3.2 Continue with awareness raising workshops for decision makers at village level

Village Heads, Village Secretaries and other decisions makers at village level play a crucial role in improving women's participation. They invite the villagers and facilitate the meetings. It was discovered that Village Heads and Village Secretaries who took part in SSFFMP gender workshops more often invited women to Land Use Plannings and appointed them to join working groups and committees than those who never attended gender workshops. When women receive official invitations they will attend the meetings. When they feel supported by the village key person they have no problems to contribute to discussions and decision-making.

That is why it is recommended to use the developed workshop schedule and facilitation skills now available in PKK and BBP and to conduct more one-day training workshops for village decision makers. Workshops can be organized by BPP/PKK and co-facilitated by members of NGOs, SPD and/or of the facilitation team.

2.3.3 Enhance gender competence for handing over responsibilities to stakeholders at district and provincial level

The Department of Women's Empowerment (BPP), established in the provincial government end of 2005, has a mandate to mainstream gender aspects as a cross cutting task in all other government departments. It has its own budget and 37 employees on provincial level. SSFFMP approached BBP as it has the mandate to conduct gender awareness workshops for government departments at district level in order to build up competence in gender-sensitive planning. BBP would be the right government body to continue with gender training activities started by SSFFMP since 2004.

A law has been implemented which requests that 5% of district budgets should be allocated as a "gender budget", not specifying in which area the money should be spent. SSFFMP Gender component aimed at building up competence at the different levels to apply and implement funds from this gender budget.

The BBP at provincial and district level as well as PKK can play an important role in lobbying for gender-related activities in all government departments which are related to SNFM and Fire Management. Members of BBP can allocate their own budget for awareness and competence building workshops. BBP can advise government services how to integrate gender aspects as a cross cutting issue.

The Head of BBP provincial office, Zainal Zainoni, complained that her staff still lacked gender competence in regard to concepts and their implementation. The Womens Empowerment Office also needed a strategy how to better cooperate with the other

departments. SSFFMP agreed to support the Womens Empowerment Office in designing and facilitating workshops to enhance gender competence.

The consultant assisted in the concept and facilitation of a **workshop “Introduction to Gender Mainstreaming Concept”** for members of the Womens Empowerment Office and of other government departments at provincial level.

About 30 participants attended the workshop which took place inside the provincial governments building. The workshop objectives were achieved .

Participants were introduced and discussed about the differences between gender roles and sex roles. Participatory exercises were applied to initiate debate about gender equality. An overview of the different gender concepts, Women-in-Development, Gender-and-Development and Gender Mainstreaming was provided. Participants brainstormed in groups how to integrate aspects of Gender Mainstreaming in their areas of work and how to improve the cooperation between the BBP and the members of the other departments.

(see the schedule and results from group work in the ANNEX)

This workshop was an “eye-opener” for a number of participants who did not only learn about gender for the first time but also experienced participatory facilitation methods which were totally new to them.

The consultant assisted in the designing and implementation of a **3-days Training-of-Trainers Workshops for members of BBP, PKK, PSW and SDP**

A Training-of-trainers Workshops for members of BPP, PKK, provincial and district level was conducted in SSFFMP training room, from 13.-15.08.07. Participants were:

5 members of Womens Empowerment Office, provincial and district level, 3 members of PKK, district level, one researcher from the Womens Study Centre (PSW), and 3 young men from Sarjana Pendamping Desa (SPD) .

All workshop objectives were achieved.

Participants enhanced their knowledge about the gender concept and their application in their areas of work and responsibilities. They practiced participatory facilitation of gender topics in a learning-by-doing approach. Everybody was actively involved in facilitation exercises and received feedback after the session. Three young men from the government initiative for bachelor graduates, Sarjana Pendamping Desa (SPD), practiced how to facilitate gender-sensitive needs assessment and prioritisation at village meetings. In the end, stakeholders exchanged many informations and developed strategies how to get access to the gender budget of the district planning board (BAPPEDA). (See schedule and hand-out in the ANNEX)

A networking structure developed in which BBP, PKK, NGOs and SPDs worked together and learned from one another.

2.3.4 Continue strengthening networking between stakeholders of BBP, PKK, PSW, NGOs and SPDs

PKK, closely linked to BBP, can be used as an in-road to women at village level. PKK members can be trained so that they can put together proposals, present them at village meetings and organize women to insure that proposals receive priority in decision making. However, PKK members usually follow very traditional concepts about female roles and need proper competence in gender and gender instruments before they can play this role.

SPDs can be more involved in future. The graduates from university should assist villagers in conducting meetings and setting up proposals for the budgeting process taking place at district level. They can support PKK . They can also help to conduct village meetings in a more gender-sensitive way.

Conduct another ToT on gender concepts and participatory facilitation skills for more members of SPD.

Members of the Sarjana Pendamping Desa are usually young men with a Bachelor Degree. Government pays some salary and allowances to university graduates so that they spend 10 months visiting and advising villages. They should support decision makers on village level to assess community needs and to write proposals which can be submitted to the district planning board. The young intellectuals returning to rural places often do not get a proper introduction to their practical work. However, they could assist the villagers in assessing needs of men and women, screening priorities of women and men and writing proposals which can be submitted to the planning board. They could also support the villagers in lobbying for their priorities. A schedule how to facilitate a gender-sensitive needs assessment and prioritization at village level has been developed during the ToT workshop and can be found in the ANNEX of this report.

2.3.5 Translate into Bahasa Indonesia and publish “Manual for the Integration of Gender aspects in Community-based Fire Management” and “Trainers Guide for Effective Facilitation”

The consultant designed and implemented training workshops about raising gender awareness, enhancing knowledge about gender concepts and improving skills in handling instruments for gender analysis in all her assignments.

Tools and exercises were adapted to SSFFMP and target groups needs.

A comprehensive “Manual for the Integration of Gender Aspects in Community-based Fire Management” has been developed which includes exercises for raising gender awareness as well as instruments for gender analysis and gender-sensitive planning.

A “Trainers Guide for Effective Facilitation” is also available in English. Members of Indonesian government institutions and NGOs accepted participatory working styles easily but often do not know how to facilitate them.

It is recommended to translate both manuals into Bahasa Indonesia so that a wider audience in Indonesia can read them and apply the tools.

2.4 *Impact Monitoring of the Gender Component*

2.4.1 *Impact Monitoring as a learning process*

The Gender component introduced impact monitoring in the training workshops of village motivators in 2005. Motivators were trained to set up objectives and indicators in their action planning and to use indicators during evaluation after one year. An intern developed an easy method to use participants attendance lists, filled in during each SSFFMP activities, to find out participation of men and women. At the same time, the Gender TA and her staff learnt in a “learning-by-doing approach” the basics of impact monitoring.

These were some of the reasons why the Gender component was chosen to take part in SSFFMP impact monitoring. LUP and CD were the other two SSFFMP component which were included in the impact monitoring exercise.

SSFFMP established an Impact Monitoring Team (IMT) which was composed of the team leader and two staff members, one of the Gender component, one of LUP. The IMT received a 5 days training in impact monitoring techniques in Thailand, in 2005, and impact monitoring as such was introduced as a learning process.

In 2006, an International consultant screened available statistical data and conducted focus group discussions in selected priority villages. Based on these findings impact chains were formulated based on the ground work of the International Consultant.

Later, the indicators were defined on the basis of these impact chains. In 2006, a Monitoring matrix specifying indicators, means of verification and responsibilities was developed.

The IMT implemented the matrix, considering data from 2006 and some of 2007.

The following chapter will summarize the results from this monitoring exercise.

Methodology

A mix of methods was used in order to collect quantitative and qualitative data. Different stakeholders were involved in interviews to include different perceptions and to cross-check information. Means of data collection were:

- Attendance lists of the three project components, LUP, Gender, CD.
- Questionnaires with closed and open questions filled in by 23 village motivators, trained by SSFFMP gender component
- Questionnaires with closed and open questions filled in by 100 participants of CD workshops
- Questionnaire to be filled in by 13 stakeholders, such as government employees, NGOs, counterparts and others (2006).
- Results from group discussions in Village Motivators workshop, 2007.
- Monitoring matrix filled in during Village Motivators workshops, 2005-2007.
- Questionnaires with closed and open questions filled in by participants of CD activities.
- Personal interviews with SSFFMP staff, counterparts, NGO members, government employees, village motivators and other stakeholders.

2.4.2 Overview of Indicators and Means of Verification

Indicator 1: Quantitative Participation of women increased

- Women's overall participation in SSFFMP activities
- Number of Female Participants in selected SSFFMP components
- LUP - More women at village meetings than in technical training
- CD - More women in trainings than in meetings
- Gender component - "Women's only" activities dominant
- Number of female facilitators increased

Indicator 2: Gender Motivators apply competence and expand areas of work

- Motivators self-assessment
- Motivators matrix of activities

Indicator 3: Quality of women's participation increased

- Women and men involved together in IGAs promoted by CD
- Female and male group members own assets together
- Women participate more in decision making and group management
- Women's involvement in village meetings improved

Indicator 4: Farm Households benefit from IGAs

- Additional income generated
- Gender-specific patterns in spending additional household income

Indicator 5: Gender Awareness of stakeholder institutions increased

- Stakeholders Self-Assessment regarding gender knowledge
- Successful transfer of knowledge to stakeholders work places

Indicator 6: Women contribute to LUP activity

- Involvement of women and men in LUP activities at target group level

2.4.3 Methods of data collection

Quantitative data were collected by evaluating participants list and other project documents. Questionnaires with closed questions were filled in by motivators and government stakeholders.

Qualitative information was collected by interviews with individual stakeholders and by group discussions during motivators training.

The same questions were put to different people in order to get information and opinion from the different angles of the involved stakeholders.

Sources were:

- Data sheets, designed by Julie Becu, to generate gender-differentiated data from participants' lists of the three project components, LUP, Gender, CD.
- Questionnaires with closed questions filled in by motivators and stakeholders distributed and evaluated by SSFFMP Impact Monitoring Unit.
- Results from group discussions in Village Motivators workshop.
- Matrix filled in during Village Motivators workshops, 2005-2007.
- Personal interviews with SSFFMP staff, NGO members, village motivators and other stakeholders.

2.4.4 Preliminary Results

2.4.4.1 Indicator 1: Quantitative Participation of women increased

Women's participation in LUP, CD and Gender

A gender sensitive target group analysis was conducted in 3 SSFFMP priority villages in 2004. Results and recommendations provided the basis for the gender components planning and implementing of activities. This study discovered that in 2004 only very few women participated in project activities. This fact even applied for the Income Generating Activities

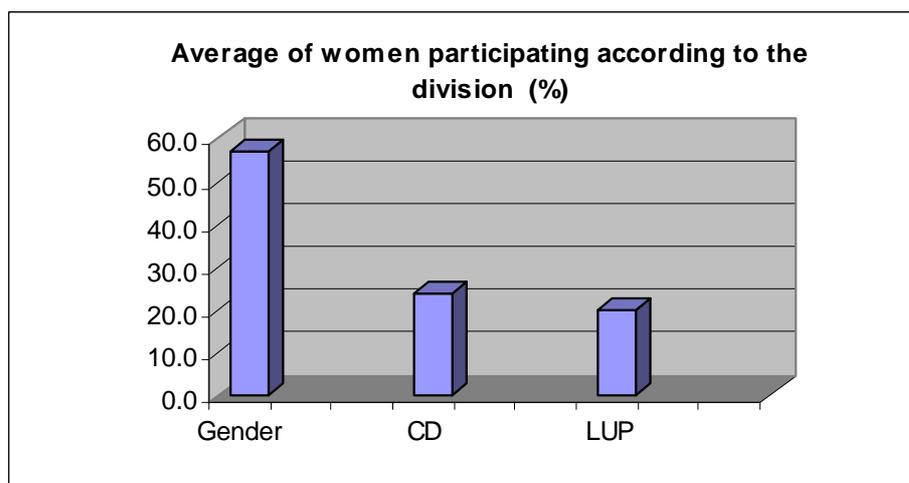
(IGA) on village level. The study pointed out that women were very interested to be involved in project activities, especially in IGAs, but also in other project activities.

SSFFMP adopted a gender policy in 2005 which demanded the active participation of women in all project components. Indicators in the Annual Work Plans included a quota which demanded a minimum percentage of women's participation. The quota requested that 20% of all participants and trainers should be female, in 2004. It was defined quite low because women's participation in fire management was new and stakeholders had to be convinced that this was possible.

Following up the projects policy and indicators all attendance lists included two extra columns to specify sex.

Attendance lists from January until December 2006 were used to get information regarding women's participation in activities of three project components. In Community Development 24 % of all the participants were female, in LUP almost 20% were female in Gender 57% were female.

Compared to the very low participation in 2004 there is a very big change in comparison to the figures of 2006.



The percentage of female participants was evaluated in three different types of activities, exchange visits, so-called "comparative studies" (CS), training workshops and meetings.

Almost 40 % of the participants in meetings were women. This may be due to the intervention of the village motivators, trained by the SSFFMP gender component. It was one roles of the village motivator to inform women about public meetings and to encourage them to participate actively.

Over 30% of the participants in trainings and workshops were female. This number is a bit lower, because many training workshops dealt with technical subjects, which were still considered to target men.

Only 21% of the participants who travelled to other areas for exchange visits were female. This low percentage indicates in the first place that men are more mobile and can easily leave their homes to travel because they have less family duties. On the other sides, when government employees were involved and when the project did not set up clear selection criteria regarding status and gender, government services often sent male officers.

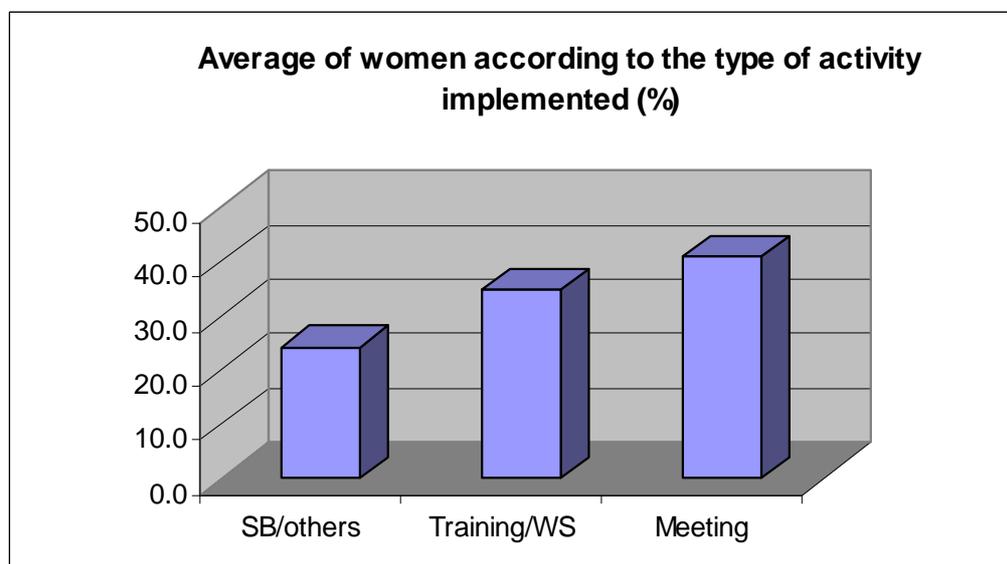


Table: Number of Female Participants in selected SSFFMP components

Period 2006 (Jan - Des)

		Facilitator	Target group	SB/others	Training/WS	Meeting	Division average
Gender	CS/others	30	36.7	33.35			56.7
	Training/WS	52.6	61		56.8		
	Meeting	67.6	92.1			79.85	
CD	CS/others	25.14	25.14	25.14			23.5
	Training/WS	33.33	17.61		25.47		
	Meeting	19.23	20.74			19.985	
LUP	CS/others	12.0	16.7	14.3			19.8
	Training/WS	18.6	26.4		22.5		
	Meeting	13	32.0			22.495	
		30.2	36.5	24.3	34.9	40.8	

LUP - More women at village meetings than in technical training

Figures from **LUP** show, that in meetings as well as in trainings about 22% of participants were female. Regarding comparative studies and “other activities” only 14,3 % of the participants were female. The reason for this discrepancy may be that the “other activities” included practical activities, for example village walks and field practices using GPS. Those are still regarded as a “mans world”. So one can conclude that women were invited to the village meetings and also participated, but they hesitated to become involved in technical implementation.

When activities were conducted directly at the village level and sub-district level, women had a better chance to become involved. As soon as higher levels were involved, less women were represented. The village motivators and NGOs guided and monitored activities on village level and continuously reminded the Village Heads to invite women.

Higher levels are usually represented by male key persons. SSFFMP does not have this strong guiding role at higher levels. SSFFMP would touch villages 6-8 times a year, but only see people from the district level once or twice a year in meetings. That is why the idea of achieving a gender balance was easier implemented at village than at district level. Women participated in all levels, but their number was bigger on village level than on district level.

CD - More women in trainings than in meetings

In **CD** there were 25 % female participants in comparative studies and in training workshops, while there were only about 20% women in meetings. Women’s attendance during CD meetings was low because even when they became involved as group members, they were still a minority. Male members still dominated the meetings.

In trainings and comparative studies a higher percentage of women participated. One reason for this may be that there was closer monitoring from the projects side. For example, proposals had to include names and sex of participants. Proposals were rejected when there were not enough women.

Technical trainings were implemented by male technical advisors who targeted at men.

So, until today the number of men is bigger in “mixed” income generating groups. However, the good news is that the NGO guidance managed to involve more women. Meetings and working in mixed groups was a fundamental change for all people involved. This new development has to be appreciated as an innovative step and a big success in itself initiated by SSFFMP.

“Women’s only” activities dominant in the gender component

Gender has the highest female participation in all categories.

In meetings about 80% of participants were female, because all income generating groups initiated by the gender component were “women’s only” groups. The 20% male participants consist of male motivators and delegates of the village government. Sometimes the husbands of group members joined the meetings to understand better what their wives were doing.

In training workshops a very good gender balance was achieved because participants were selected by purpose to reach a gender balance. Sometimes male representatives were invited from other components so that they were involved in gender awareness raising activities. In household economic trainings always couples were invited and a perfect gender balance was achieved.

Figures regarding women’s participation in comparative studies were quite low because stakeholders from the district level were also invited. Important stakeholder positions of district and sub-district level are still dominated by men.

There were comparative studies when Gender component chose all participants by itself and could consider whom to invite. That is when the gender balance was improved.

While more than half of the participants in trainings were female, only 34 % of people travelling to comparative studies were women.

Number of female facilitators increased

Looking into the quantitative representation of female **facilitators**, one can see that in average there were 30% women. However, if one has a closer look one recognizes big disparities. In the gender component almost 70% of the facilitators were female, while in CD and in LUP the number is much lower.

Most of the people involved in organising and facilitating gender-related activities are women. That is why the figure became high. Looking at **LUP** one can directly see that there are few women involved in the facilitation side. This applies to facilitators from SSFFMP as well as to delegates from universities. Women with good knowledge and experience in LUP are still missing.

Also in CD there are surprisingly few women involved. **CD** works closely with implementing agencies such BPTP whose members are mostly men. That is why their facilitation teams were usually dominated by men Training workshops in CD often specialized on technical issues which were implemented by BPTP and again male facilitators were involved.

NGOs usually guided the mixed IGAs once a month. NGO members are often female. So that is how the percentage of women increased. On the other side those female NGO members had already basic knowledge in women’s promotion and gender. They attended additional gender awareness trainings of SSFFMP and integrated this knowledge into their activities at village level. This strategy helped the NGO members to develop a good practical

approach and the gender concept was successfully adopted to the villagers needs. NGOs often deal with book keeping and other administrative skills, the backbone of a successful IGAs, which were often considered a “women’s field”.

2.4.4.2 Indicator 2: Village Motivators apply competence and expand areas of work

Village Motivators Self-Assessment

23 village motivators were asked to assess their gender competences and to fill in a questionnaire.

Table: Village Motivators Self-Assessment

	How do you assess your knowledge about gender?	How much are you involved in facilitating meetings	How good are you in supporting women to speak up during meetings?	How do you assess your own participation at village meetings?	How do you assess your cooperation with local governments?	How do you assess your support for IGAs?
Very good	6	5	10	3	8	3
Good	13	10	10	15	11	15
Fair	4	4	1	4	3	2
little	-	2	2	-	1	3
Very little	-	-	-	1	-	-
Not at all	-	2	-	-	-	-

Results show that most village motivators assessed their competence as good or even very good.

Village Motivators have more self-confidence

NGO members and village motivators observed that most female motivators are more self-confident to talk in public in front of men and women. They have gained some knowledge about the gender concept and the idea of equal chances for women and men. They know how to explain the gender concept to other people.

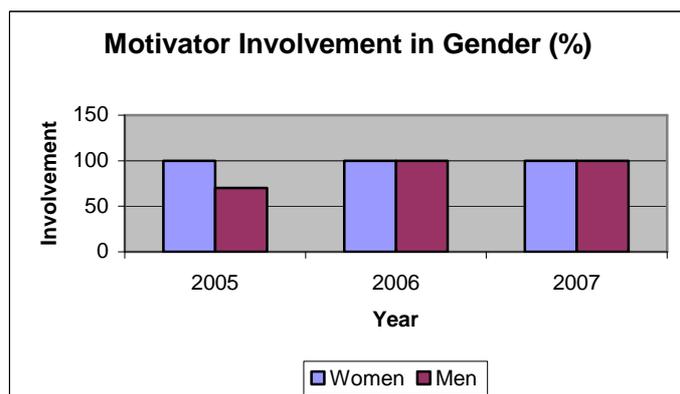
Some IGA members participated in journeys to other places and became acquainted with foreign people. They shared their experience, got more technical knowledge and learnt about new strategies. So their perspectives broadened. Some women participated in exhibitions and learnt how to present and promote their products in front of a public audience. They are proud of their achievements and like to talk about them.

Village motivators trained by SSFFMP know now how to behave in groups. They know how to organise, set up agendas and moderate group meetings. They have basic knowledge about book keeping and financial accounting which is very important for managing groups and starting successful IGAs.

Application of competence and expansion of areas of work

Male and female village motivators attended several gender training workshops which included topics such as awareness raising about gender roles, facilitation and leadership skills, application of gender analysis, planning and evaluation activities on village level. Each workshop also included information regarding forest fire management.

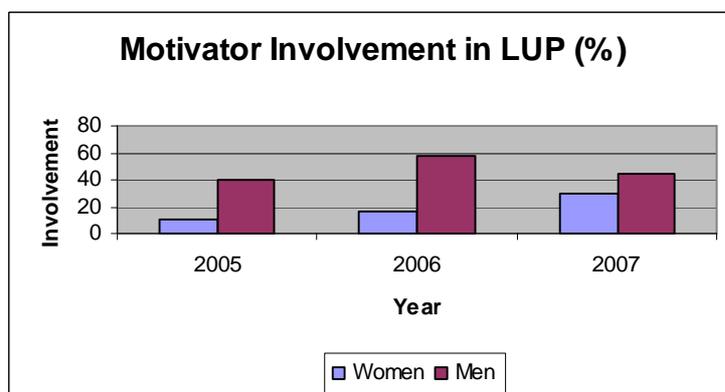
The following data about village motivators involvement are based on information from impact matrices of three years.



In 2005 already 70% of the male motivators were involved in activities of the Gender component. The male motivators were little involved in womens groups IGAs, but mainly worked as facilitators in capacity building and awareness raising workshops.

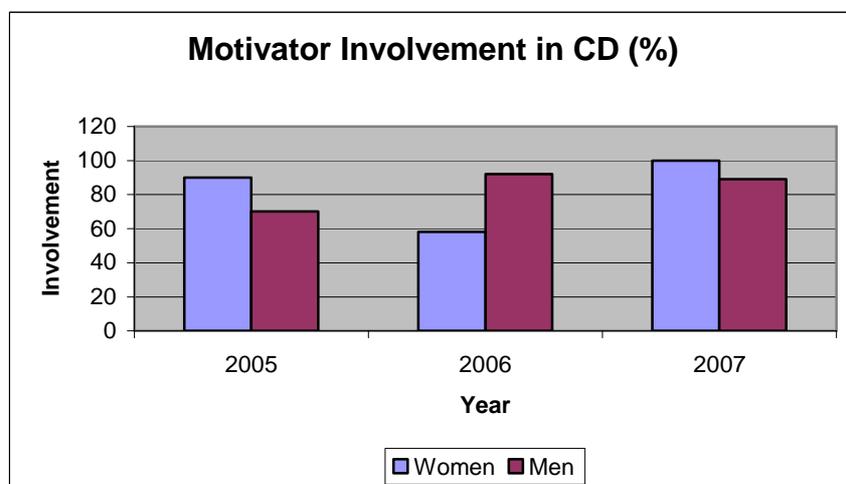
These figures indicate a change in the overall perception, which usually related “gender” with “women”.

The following graphs indicate that village motivators did not only organise and facilitate meetings related to the gender component, but also used their competence to become involved in other SSFFMP components and even activities outside of SSFFMP.



In 2005 only few female village motivators participated in LUP activities. There is a clear trend that indicates that female village motivators got more and more involved in LUP activities. This information can be related with the “quantitative participation” of women in

LUP activities provided above. Female village motivators used their new self-confidence and skills to attend village meetings discussion village boundaries and other LUP related subjects.

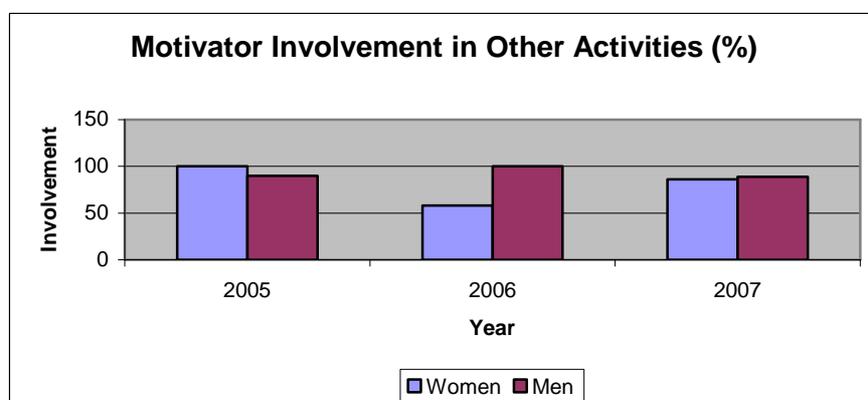


The trends for CD are not so clear, for both women and men. There is a considerable increase for female motivators' involvement in CD activities, mainly mixed IGAs, between 2006 and 2007.

The same trend can be seen for the involvement in "other activities".

"Other activities" include involvement in village functions such as Village Heads or Village secretaries as well as setting up new saving schemes or other group activities.

NGO members and motivators observed that men still dominate the political positions in the village government. However, female motivators got involved in a number of new groups. At least 7 new saving and credit schemes were started. New income generating activities were set up, for example a "multipurpose business scheme" which included different kinds of activities, such as tailoring, chips production and processing agricultural produce.

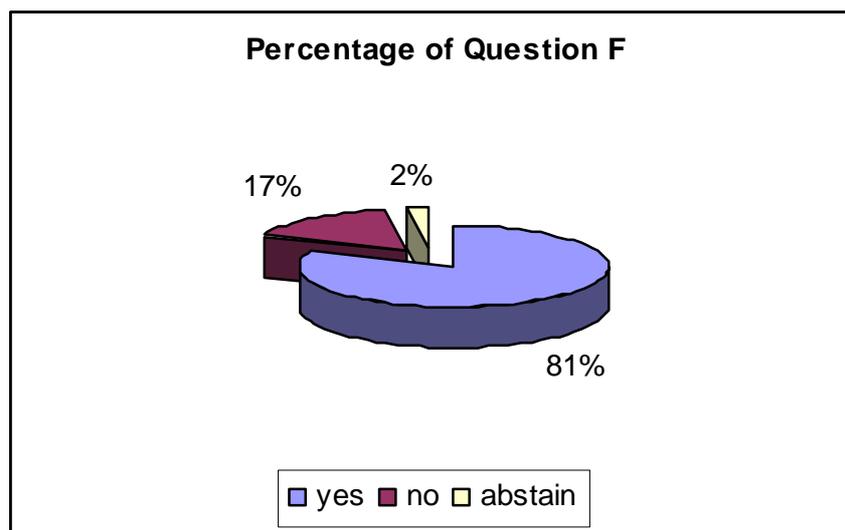


Village women participate more actively in village meetings

Participants of CD workshops in the 3 project districts (60 male, 40 female) saw an improvement in women's participation since SSFFMP interventions started.

Question: Are women more actively involved in village activities according to your observation?

Table 6. Percentage of participants responding that women participated actively in village meetings



2.4.4.3 Indicator 3: Quality of women's participation increased

Community Development promoted IGAs for women and men

The target group analysis conducted in 2004 indicated that women were not involved in IGAs initiated by SSFFMP. Men were the official group members. They attended the meetings, took all decisions and were invited to technical workshops related to their IGAs. Women were silently involved in implementing IGAs, for example, they collected grass and cleaned stables in the cow project.

Villagers were used to "women's only" groups before SSFFMP started gender activities. By that time, women's groups concentrated on reproductive activities closely related to their household duties. They were responsible for preparing and serving meals during village meetings, but rarely participated actively in the discussions. Women's groups had no saving schemes by that time.

Productive activities which generated income were associated with male farmers before SSFFMP intervened.

Mixed IGAs were a completely new idea in this traditional set up. That is why the gender component and NGO members facilitated a number of gender awareness raising sessions to

explain this new idea and to gain acceptance by the male members. A big change took place in the project pilot villages because men and women got used to run the IGAs together. However, changes need time. It was observed that women will still go back to their household chores as soon as needs arise, for example, when a new child is born. So, even when men “allow” their wives to join productive IGAs, some women will choose to go back to the reproductive if family duties request it.

Female and male group members own assets together

Group members of the newly created IGAs were all men and all assets belonged to them before the SSFFMP gender component intervened. A survey, conducted by the gender component in 2004, discovered that women were involved in implementing many practical work connected with the IGAs. They were used to help their husbands in different ways, for example feeding the fish, cutting grass and cleaning the cages.

That is why the male group members did not object when SSFFMP proposed to include female members into the IGA groups and the ownership of the assets. Now, after SSFFMP gender components’ intervention, in some IGAs assets belong to couples, for example cows in Mansang and Ujung Tanjung.

Ownership of assets is linked to the status of the group member.

When only men were recognized as full group members the item belonged to men, for example the fish baskets at Ulak Kemang. When women were group members, then items belonged to women, for example the cattle in Bayat Ilir.

“Success story”

At the end of 2006, in Simpang 3 (OKI) a field previously used for paddy production based on “sonor” (clearing with fire) and “lebak lebung” (creating access to natural fish ponds using fire) was now changed into an area where SSFFMP introduced a new system of paddy production. A complete production cycle was carried out, starting with land preparation, clearing not using fire, planting improved seeds and using fertilizer. A simple machine for post harvest activities, removing rice grains from the stalk, was introduced as well.

The land is still under the ownership of the village government, but distributed to farmers groups who prove that they are able to perform in the new system successfully. Farmers groups included female members because they copied examples in the neighbourhood, where SSFFMP had started mixed IGAs and a female NGO members had risen the awareness. In the new farmers group both sexes, women and men, have equal access to the distributed land and seeds and training in cultivation. Women can also participate in exchange visits to the Province of Jambi.

Women participate more in decision making and group management

According to NGO members observations, women's participation has increased considerably in regard to quality and quantity after SSFFMP interventions.

Women are more involved actively in delivering ideas during decision making in group meetings. Women also contribute to policy making in some cases. This observation applies to priority villages in all 3 districts covered by SSFFMP.

However, women can "contribute" their ideas and opinions and the male group members listen. But women would rarely oppose men in public and most final decisions are still taken by men.

This behaviour goes in line with the local culture, where women should respect the husband, because he is the head of decision making in the family.

In the beginning, women attending meetings of mixed IGAs, often only sat and listened to the information, but left the active jobs to the men. Some village motivators, trained by SSFFMP, intervened and encouraged women to speak up. They themselves demonstrated this type of role model. It was observed that men got used to listened more to the women's advice because women perform a lot of practical work and know the situation very well, sometimes better than the male members.

So, in mixed groups the communication between men and women on productive subjects and group management has increased, which has to be seen as a big change and success.

In some IGAs, women equally participate in decision making in the groups.

For example, men proposed to collect 2000 Rupiah from each member in a month to set up a groups saving fund. Female groups members proposed to raise the figure up to 10.000 Rupiah. The proposal was accepted by the plenary meeting.

In general, one can say that the awareness of men has increased. They listen more to the women and they usually do not reject their proposals. They respect women for their contribution to the income.

Women on the other side learn how to speak up and bring in their points of view.

Womens involvement in village meetings improved

NGO members observed a real change in meetings at village level after SSFFMP intervention. They attend village meetings when invited. They listen to the information and ask questions. Some contribute their opinions during discussions.

There are more women who also take part in decision-making. Many government officers became used to invite women to meetings now. Village Heads who were sensitized during gender workshops usually invite women to meetings nowadays. This is a real progress.

More husbands have no objections and allow women to attend village meetings. It seems men are now open for changes in regard to women's roles.

More women actively join the meetings and give opinions and ideas when requested.

If meetings are only for women, women are really brave and have no problems to talk.

In mixed village meetings only a small number of women dare to speak up.

When the chairperson asks a question women will only speak up when they are given the word in the first place and men follow later. If men speak at first, women are shy to speak and remain quiet. But if a woman starts speaking and sets a good example the atmosphere changes and other women will join in.

Women are not a homogenous group but differ according to their social and educational status. There are more powerful women such as Village Heads wives, who are PKK members, teachers or midwives who have few problems to talk in public. However, there are still many women, who were not involved in motivators' trainings and still participate only in the "logistics" of the meetings, which means they are cooking and serving food.

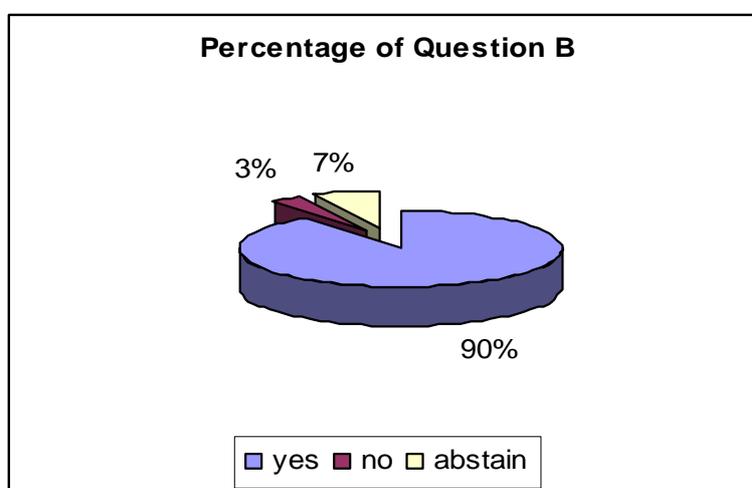
There are also other projects from international donors which insist that women must be involved. So SSFFMP opened the door for other activities for women. It also prepared the village leaders to be open and competent handling this new development.

2.4.4.4 Indicator 4: Farm Households benefit from IGAs

Additional income generated

100 participants (40% female, 60 % male) from the 3 project districts filled in a questionnaire in which they assessed changes at village level.

In your opinion did income of groups supported by SSFFMP increase ?



Most people involved in IGAs said they earned some additional income, but could not mention the exact amount. Income differs from month to month according to seasonal changes.

Talan Lubuk women's group did not earn any income from VCO processing because the Trading house (all male members) did not manage to find a market. Women stopped processing VCO at that moment.

It was difficult to assess exact amounts of income. Group accounts did not specify how much each member received from the income generating activities. Individual members also had problems to name the amounts earned. That is why an indirect way of assessment was chosen, by asking, how the additional income was spent.

Gender-specific patterns in spending additional household income

Traditionally, men hand over the income from the rice fields to their wives. In many families women handle the cash for the household. Men only retain some money for their own expenses, such as cigarettes.

Women are given the duty to manage the family income to which the husband, herself and adult children contribute. She has to make ends meet. In reality, women often have to use very little money to solve all problems and expenses.

Women themselves said that it was the men's obligation to supply the family with sufficient money for family needs. Women consider their own contributions as voluntary contributions. This sometimes influences their seriousness and frequency in following up IGAs because they do not see it as fundamental input into the household economy.

The religious leaders say that men have to provide sufficient financial means for their family, while women regard their contributions as an additional bonus. The husband does not have the right to manage their wives income.

When women and men are both members of the income generating group they discuss and decide together how the income should be spent.

Many husbands allow their wives to join IGAs, not only to support the family, but also to earn money for themselves. This maybe due to the fact that husbands face more difficulties to fulfill their responsibility in earning cash to pay for the household needs.

Couples share what they got from IGAs. Village motivators said 90% of the additional income is handed over to the wives who spent in the household. 10 % is kept by the husband for savings for emergency needs, for example, for repair of the motorbike.

When women earn an income it belongs to them and they can decide how to spend it.

Spending additional income generated in IGAs

Women spent money for:	Men spent money for:
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Food for the family Children's clothes Repairing the house Saving money for the future Saving money for medicine Buying golden rings Paying additional labour force for cultivating the paddy fields Buying a small piece of land to plant oranges Journey to Bali to attend religious festivity	Children's school fees Buying paddy fields Buying fields for coconut plantation Buying cattle Emergencies such as repair of motorbike Buying cigarettes
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One may indirectly assume that there was a considerable amount of income earned because the items bought are valuable, for example golden rings or paddy fields.

In general, one can observe a gender-specific way how to spend the additional income.

Most women plan to spend their additional income along the traditional lines for daily family expenses, education of their children and repairing of the houses.

Men wanted to buy productive assets, such as land, cows and a motor cycle.

So, most additional income is still needed to pay for the families basic needs.

However, some women also invested their income in paying additional labour for rice production. On the one side they could transfer the burden of this heavy work to paid labour.

On the other side they had more time to spend on additional income generating activities.

A **change of gender relations** inside households and between couples was observed.

There is better communication with the husband after SSFFMP intervention. The management of the household income is discussed between husband and wives. Husbands accepts IGAs and respect women's income. Some husbands started to implement household work and attend the children when their women have to go for work or meetings.

However, there is a kind of resistance to change the cultural pattern of contributing to household income. Women insist that men still fulfil their traditional roles as bread winners for the basic household expenses. They fear that once men discover that women can fulfil this roles as well they will reduce their contributions to the household expenses. That is why women do not want to disclose the exact of amount of money they earn.

2.4.4.5 Indicator 5: Gender Awareness of stakeholder institutions increased

Stakeholders Self-Assessment regarding gender knowledge improved

Since 2004 SSFFMP conducted 5 workshops to introduce project stakerholders such as related government employeesm NOs University membes and other into the gender approach and instruments of gender mainstreaming.

The Impact Monitoring Unit sent 16 questionnaires to SSFFMP Technical Assistants, counterparts and NGOs members. The number was a bit low because stakeholders were

only included in the sample, when they had attended at least 2 gender workshops of SSFFMP. There was very good response because out of 16 people addressed 13 filled in the questionnaires and sent it back.

Stakeholders were asked to rank their own knowledge in 5 categories, starting from “very good” ending in “very bad”. The self-assessment was very positive. Nobody ranked his or her understanding below medium. Most answered that their knowledge regarding “gender” and “gender mainstreaming” was good or even very good.

8 out of 13 ranked the importance of gender aspects in their areas of work as very high.

Table: Stakeholders self-assessment

	How do you assess your knowledge about gender?	How do you assess your knowledge about the differences between gender and gender mainstreaming?	In you important, how important is it to include gender aspects in your areas of work?
Very good	5	4	8
Good	5	6	2
Medium	3	3	3
Little	-	-	-
Very little	-	-	-

Successful transfer of knowledge to stakeholders work places

In a second part of the questionnaire, stakeholders were asked whether they were able to transfer their gender competence, acquired during SSFFMP workshops, at their areas of work. Here the results were even better than in the first part.

Table: Transfer of knowledge

	Did you implement activities and gender aspects in your areas of work?	Did you share your gender knowledge with your colleagues in your areas of work?	Did your institution involve women in planning?
Yes	11	12	12
No	1	1	0
No answer	1	0	1

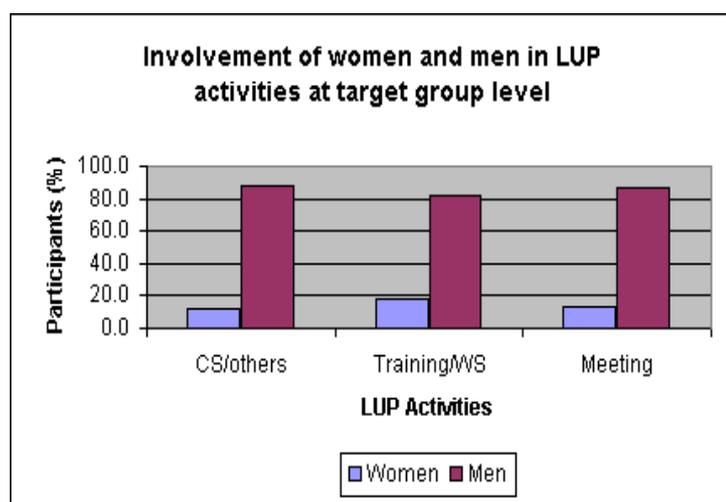
For example, the planning board of MUBA district (BAPPEDA) said, that among 8 team members 3 were women. These women played an active role in meetings and decision making. It was observed that well educated women worked well, but refused to work overtime due to their family commitments.

Agricultural extension officers mentioned that it was not difficult to involve women in extension activities. They observed that in project priority villages women were usually invited orally to meetings.

The Village Head did not refuse to include female members into different kinds of village committees and teams. They recommended to raise gender awareness of Village Heads of surroundings villages so that they could follow the example of the priority villages.

2.4.4.6 Indicator 6: Women contributed to LUP activity

Graphic: Involvement of women and men in LUP activities at target group level



Graphic: Involvement of women and men in LUP activities at facilitators and support staffs level

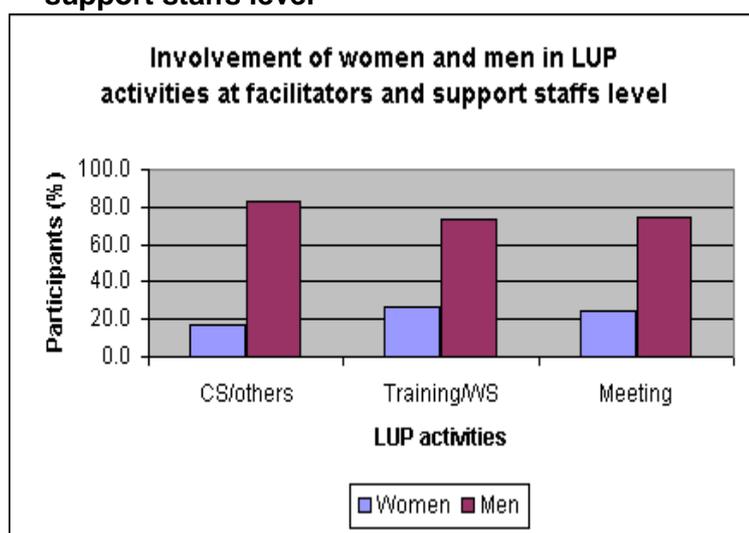
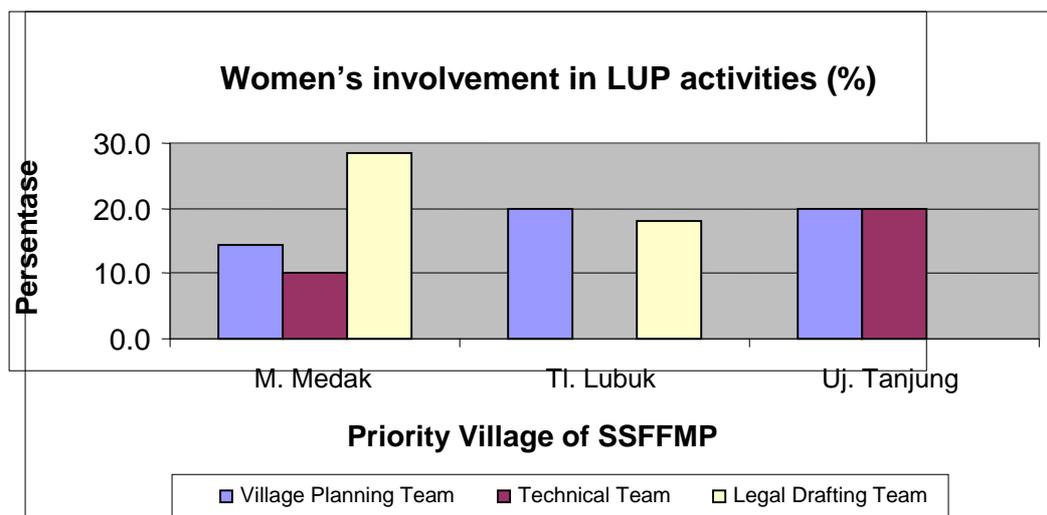


Table .Women's involvement in LUP activities (quantitative data)

No	Village	Village Planning Committee				Technical Team				Legal Team		Drafting	
		♂	♀	Σ	% ♀	♂	♀	Σ	% ♀	♂	♀	Σ	% ♀
1	Ds Muara Medak (MUBA)	6	1	7	14.3	9	1	10	10	5	2	7	28.6
2	Ds Talang Lubuk (Banyuasin)	4	1	5	20	5	0	5	0	9	2	11	18.2
3	Ds Ujung Tanjung (OKI)	4	1	5	20	8	2	10	20	-	-	-	-



Looking at the statistical data the SSFFMP indicator of 20% women's participation was almost achieved. More women were involved in facilitation and support because NGOs were often implementing activities which include female members.

At village level a bit less than 20% women participated. Female participation was higher in workshops and trainings, because SSFFMP and implementing agencies could influence the choice of participants.

However, the picture improves when qualitative data are considered. According to village motivators and NGO members, some women were actively involved in LUP and implemented activities. They played an active role in discussing and deciding in the legislative committees. Some implement Land Use Planning activities and received technical training. They learnt some basics about village mapping and using GPS. In mixed teams women also give additional opinions.

When the plenary discussions in LUP are moderated in a participatory way women are active and follow up the programme, for example in planning. Some women have been involved in participatory appraisal methods such as "Historical Mapping" and "Seasonal Calendar".

It was assessed that more than 60% of the community members, men and women, know about the process and purpose of LUP. They were most interested in the process of setting up clear village boundaries.

Members of LUP team observed that women also participated actively in meetings and gave their opinions during decision-making.

For example, in 2006 a village meeting in Ujung Tanjung was conducted to discuss future agricultural activities. About 25% of the participants were female. The plenary was asked to discuss in sub-groups about their priorities in the tree selection. Women formed their own sub group and had different priorities than men. Men prioritised oil palm trees because of the high income. Women preferred rubber and fruit trees because they were easier to maintain and harvest than the oil palms.

Women who participated the first time in LUP activities were silent and shy. However, once they understood the subject and the methods they had little problems to contribute their opinions. Participatory methods for example discussions in gender homogenous sub- groups helped to discover specific priorities and to integrate these priorities into planning. By this women's motivation to implement activities of land use planning was enhanced.

2.4.5 Conclusions

SSFFMP successfully integrated gender aspects into CbFiM

Women played an important part in SSFFMP CbFiM approach. All in all, SSFFMP successfully integrated gender aspects into project activities which were monitored.

Women of the pilot villages have direct benefit of SSFFMP outputs.

The **impact observed** regarding indicators above are:

- Women and men earn additional income
- Women were involved and know about improved paddy production and post harvest activities
- More women participate more in village-based discussions
- A number of women know now how to organise groups and how to administer group accounts.
- Some women were trained as fire fighters and know how to dig fire trenches.
- Women in the pilot villages are empowered to play a stronger role in public meetings as well as in their own homes.

In reference to the **SSFFMP "Impact Chain"** for the gender component one can conclude that the implementation contributed indirectly to

- an increased prosperity level, by implementing Income Generating Activities together with the Community Development Component,
- more sustainable agricultural practices by motivating women to participate actively in Land Use Planning and Community Development,
- more equal education because more money can be spent on children education,
- reduced incidence/occurrence of land – and forest fire in priority villages (in cooperation) with other SFFMP components.

SSFFMP successfully developed and implemented a model how gender aspects can be integrated as a cross-cutting issue.

Some lessons learnt

Women's qualitative participation can still be improved

Figures indicate that women participate in village meetings more than before. However, in some cases the quality of their participation can still be improved.

For example, some women who were Land Use Planning sessions attended because they were sent. They did not know what to contribute and just listened silently. Some (male) implementers complained that women did not participate on a voluntary basis but only because they had to fulfil the indicators defined by SSFFMP. Women's capacity building has started in motivators training workshops and is an on-going process. Women participate easily in their women's groups but still need regular capacity building to be empowered to talk in front of men, especially if they have a lower social status.

Easier to work bottom-up than top-down

In general, government employees had not yet been introduced to the gender concept before SSFFMP arrived. Neither key persons from the village level, nor stakeholder from related government institutions had an idea how to consider women's and men's specific roles and interests in forest fire management and others areas of their work.

A series of gender workshops were conducted for all levels, including village, sub district, district and provincial level. It turned out that it was easier to conduct gender trainings for the village level than to disseminate the idea to the higher levels. It was easy to invite Village Heads and key persons from the village and sub districts to meetings. They participated actively, were interested in the concept and brainstormed how to transfer the gender ideas to their own areas of work. That is why Village Heads of SSFFMP priority villages nowadays invite women to the village meetings. Some also encourage women to give their opinions during the meetings.

It was more difficult to disseminate the gender concept to technical experts from higher government levels. On the one side they were unwilling to listen to the new concept which did not always fit to the existing ideology and approach.

It was difficult to reach the decision-makers from the government services.

Participants' lists from initial and follow up workshops, conducted by SSFFMP gender component, showed that there was a high turn-over of participating government employees. Only few people followed up the whole sequence and logic of the different workshops. But they just understood bits and pieces of the sessions they attended.

SSFFMP gender component took a lot of effort to send elaborate invitations mentioning workshop objectives and schedule to "entice" high ranking officers to attend. However, high ranking officers often sent "wrong" participants, who had little interest, no power and little influence in the department. So these people could report about what they learnt, but not take any decision to integrate gender issues into the department, for example how to plan the financial budget in a gender-sensitive way.

Some high ranking officers just attended the opening session and left after the first session. They only received the very basic gender definitions and did not learn about the application of instruments.

Sometimes “planners” were invited to learn about gender analysis and gender-sensitive planning. But instead of the planners, “implementers” attended the gender workshop who were not involved in planning at all. So, they could not transfer their knowledge to their areas of work.

2.4.6 Recommendations for monitoring SSFFMP gender component:

All in all, the IMT – assisted by international experts - has successfully managed to identify impact chains and indicators and to implement data collection and interpretation. As mentioned in the beginning impact monitoring was designed as a learning-by-doing exercise. The IMT has got a basic understanding of impact monitoring and it is recommended to use the extension time to continue with the exercises.

Continue using the same indicators and means collecting data

All 7 indicators defined for the Gender component were useful and practical. The IMT, especially the member of the Gender component, Wardah, did an excellent job and managed very well to collect and summarize data.

It is recommended to use the same means of collecting data in order to maintain the same procedure.

This will increase the validity. Data from 2007 can easier be compared to data from 2008.

It is recommended, to continue with the same indicators, but change some details

	Indicator	Means of verification	Remarks
1	Participation of women increased	List of attendance of Gender, CD and LUP January – December 2007	Continue monitoring numbers of female participants and female facilitators
2	Gender motivators apply competence and expand areas of work	Motivators monitoring matrix	Conduct Village Motivator workshop in 2008 to collect more qualitative data about their observations
3	Quality of women's participation increased	Group work results from Village Motivators' workshop 2008. Stakeholders observations.	Village Motivator workshop in 2008 Conduct interviews with SSFFMP staff, NGOs and others
4	Farm households benefit from IGAs	Group accounts. Self-assessment of group members	Conduct assessment of IGA members on how they spent additional money

5	Gender awareness of stakeholder institutions increased	Questionnaires to BPP and PKK members and other stakeholders who participated in SSFFMP workshops since 2007	Adapt questionnaire if necessary
6	Women contributed to LUP activities	No of women in 3 kinds of LUP activities, advisory committee, technical team, legal drafting team. Village 5 year plan integrate gender aspects in their mission and indicators	

Ad 1 Participation of women increased. It was easy and practical to use attendance list to access data of gender specific participation. This successful approach can be carried on. Figures from January until December have been already interpreted. The IMT can continue with data of 2007.

Ad 2 Gender motivators apply competence and expand areas of work. Village motivators filled in a matrix about their involvement in other village activities. 3 matrices have been interpreted so far. One could collect data with a forth matrix during a motivators workshop in 2008.

Ad 3 Quality of women's participation increased

A number of questions have been asked during the motivators workshop in 2007 in order to receive qualitative information. The quantitative data about women's participation were promising but HOW did women participate? 3 different sets of questions were discussed in 3 different groups.

Group 1: Criteria of group members: **Community development**, IGAs of mixed groups

Questions asked:

- How do women and men cooperate in mixed IGAs? To whom belong assets, such as cows?
- How are women involved in post harvest activities of paddy production?
- How are women involved in group management (for example decision-making)?
- How is additional income from mixed IGAs shared? What do you buy from additional income?

Group 2. Criteria of group members: participated in **LUP** activities.

Questions asked:

- How did women participate in LUP activities at village level?
- How were women involved in alternative land use practices (planning and implementation)?
- Based on your observation how is the knowledge of the female and male community members about the purpose of LUP at village level?
- Which changes have you observed on the village level in regard to land and forest fire management?

Group 3. Criteria of group members: **NGO** members, involved in SSFFMP Gender activities

Questions asked:

- Based on your observations how are women involved in meetings at village level?
- Based on your observation, how were women encouraged to speak up during meetings?
- How do Village Head invite women to participate in meetings?
- How do men accept these changes (for example, women participating actively in meetings), especially the Village Head?
- In your opinion which institutions supports the implementation of activities at priority villages best? With whom would you like to continue cooperation?
- What are changes in regard to gender aspects that you observe in the priority villages since 2004?

It is recommended, to ask the same type of questions to the same types of groups in a monitoring workshop for village motivators and NGOs in 2008.

The new results can be compared with the results obtained in 2007 (see ANNEX 2)

Ad 4 Farm households benefit from IGAs

It was discovered that people could hardly answer a question targeting exact amounts of additional income. In some months no income is generated at all. In other months an animal is sold and there is quite a high amount of income. That is why it is easier to ask, how men and women spent their additional income.

Ad 5 Gender awareness of stakeholder institutions increased

Most training activities of the Gender component are targeting members of BPP and/or PKK in 2007. That is why one could use the same questionnaire for stakeholders and send it to BPP/PKK workshop participants.

Ad 6 Women contributed to LUP activities

The same assessments of women s quantitative participation in the three types of village based organisations can be conducted.

Villages 5 year plans can be checked whether gende aspects are mentioned in the mission and in the target indicators.

Continue capacity development of Impact Monitroing Team (IMT)

The IMT has successfully carried out data collection in 2006 and 2007. It is recommended to continue with the capacity development by sending the IMT members to advanced training in impact monitoring. The language of the course should be Bahasa Indonesia.

Employ a local impact monitoring expert to summarise and interpret the data in 2008

Data collected for 2007 can be compiled and interpreted the same way as in the report above. Results of 2006 and 2007 can be compared whether trends remained the same or changed. A local impact monitoring expert should assist the IMT in compiling and interpreting the data in 2008.

Final Monitoring Workshop in 2008

At the end of the project SSFFMP members and stakeholders should meet again. Available data and their interpretation can be presented and participants can give comments and feedback.

In this way qualitative information can be improved.

annex

ANNEX 1 Consultants Terms of Reference



UNI EROPA

South Sumatra Forest Fire Management Project

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Terms of Reference / Work approach For International Short-term Gender Expert, Part V 2007 / 1,5 PM (73)

**Consolidate integration of stakeholders gender approaches and activities.
Finalize, support and assist impact monitoring and further increase capacity and
competence of stakeholders in gender impact monitoring**

Background:

- (fire history in South-Sumatra and objectives of the SSFFMP)
- (the SSFFMP AWP I-V, impact monitoring and relevant indicators)
- (SSFFMP past gender activities, its gender strategies and gender mainstreaming approaches in community based fire management)
- SSFFMP enhances gender responsiveness at all relevant organizations, groups, Multi Stakeholder Forum (MSF), and counterparts in relation to FM and SNRM.
- SSFFMP implements the development of Community Based Fire Management (CBFiM) with gender approaches.

Main Tasks:

- Follow-up remaining training needs of BPP, support and coach facilitation of workshops in gender mainstreaming at provincial and district level
- Coach, facilitate a meeting to transfer experience and strengthen competence about gender approaches with provincial and district stakeholders
- Coach and facilitate a Training of Trainers workshop for PKK members at district level for building up and consolidating strategy for sustainability
- Facilitate a meeting to consolidate integration of stakeholders gender approaches and activities
- Finalize, support and review impact monitoring of the SSFFMP gender component and provide inputs to document results
- Together with the impact monitoring team identify data gaps and assist in the collection and interpretation of it
- Make recommendations for possible follow up activities in case an extension is granted

Durations and Time:

- The International expert shall cover the tasks within one and a half person month (1,5 PM).
- The assignment should start towards beginning of July 2006 and be finished end of August 2006.

Results & Outputs of the Assignment:

- Recommendations and an outline of strategies of integrating gender into fire management
- Enhanced training manual about how to integrate gender approaches into fire management
- Stakeholders, counterparts' institutions and related partners' institutions have more understanding how to integrate gender aspects into FM and SNRM.
- Workshops / seminars are conducted and reports are available
- Report with recommendations for integrating further gender mainstreaming into all aspects of project activities and for the enhancement of the self-reliance of existing women groups
- Report with recommendations for the enhancement of women participation in implementation of project activities related with SNRM and the fire management at province and priority district levels.
- Report with recommendation about impact monitoring application of project's activities and possible future activities

Deliverables / reporting Requirement

- The consultant will submit a draft report with annexes, comprising the major findings and recommendations and according to the format which will be agreed upon with the SSFFMP Project Management Unit (PMU) / Team leader in electronic and printed version during the final week of the consultancy visit. The draft report will be discussed with the PMU prior to the end of the consultancy visit.
- A final report in electronic and printed version, incorporating comments from the PMU, will be submitted to the PMU, within two weeks after receipt of such comments. Additionally, Time Sheets will be submitted to PMU together with the final report.
- An electronic and printed version of the final report and a printed version of the time-sheets will be submitted together with the final invoice to Irina Scheffmann, GTZ IS, Jakarta.

ANNEX 2

Schedule and results of an Evaluation Workshop for Village Motivators and NGOs

Location: Hotel Teluk, OKI District

Date: 23.07.-26.07.2007

Participants: 16 village motivators (7female, 9male), 5 NGO members

Objectives:

Participants exchange experience in implementing IGAs and other SSFFMP related activities planned in 2006.

Participants evaluate impact of SSFFMP activities at priority villages.

Participants exercise facilitation

Moderation: Wardah, Dian Maulina, Eva Engelhardt, Yandriani, Motivators

Objectives:

- Participants exchange experience about implementing the action plans of 2006
- Participants assess the impact of SSFFMP components gender, LUP and CD
- Participants exercise facilitation of mixed groups

Workshop Schedule

Monday, 23.07.07	Tuesday, 24.07.07	Wednesday, 25.07.07	Thursday, 26.07.07
	Review Team Evaluation of implementation of action plans 2006 (Group work)	Review Team Motivators roles in the village Impact assessment (in 4 groups)	Closing Handing over certificates Departure from Teluk Gelam
Arrival at Teluk Gelam, OKI	Energizer Presentation and discussion of groups work results	Energizer Presentation and discussion of groups work results. Conclusions and recommendations	
Opening, objectives Participants introduction and warm-up	Video	Karaoke	

Short description of the Workshop

The workshop was opened by Yandriani, the technical assistant of the gender component. She explained that evaluation and impact monitoring were the main purpose of the workshop. However, big parts of facilitation were to be handled by participants themselves to increase their moderation skills.

OKI motivators came up with a participatory game for introduction. There were some "old motivators" missing due to other duties. On the other side, two new motivators from Bayat Ilir joined the group.

Next morning, participants divided into 3 sub-groups according to their 3 districts. They consulted the action plans they had put up in 2006 which included actions, objectives and indicators.

The groups discussed in length which indicators were achieved, which indicators were not achieved and why they were not achieved. Results were later shared in plenary. It was discovered that a lot of activities had taken place, even when the indicators were not always reached. Some of the plans had been too ambitious.

The second day started with an interactive assessment of motivators roles in the villages. This exercise showed that men still maintain the powerful positions in the villages. Most female members were members of the local women's organisation PKK. Female motivators were active in income generating groups and related saving groups. Both, women and men were members of religious groups, reading the Holy Qur'an.

The second day was dedicated to impact monitoring. Again, the plenary was divided into working groups, representing income generating groups for women (under Gender component), income generating groups for men and women (under Community Development component), land use planning (LUP component) and NGOs.

Each group worked on different questions related to the indicators for SSFFMP impact monitoring.

In the end, the group discussed the recommendations for SSFFMP phasing out.

There were many activities during evening hours and networking of motivators and NGOs took place.

The workshop was closed by Yandriani.

Results

Motivators facilitation competence improved

A lot of moderation work was delegated to the participants, this time. It was discovered that most motivators are capable to talk in front of groups explain the group work tasks and facilitate the presentation of results. There were still some weaknesses in planning and time management. Some motivators still must understand that moderation starts with a profound planning and preparation before the workshop starts and can rarely be done spontaneously on the spot.

Motivators have exercised now for several times the logic of planning activities, defining objectives and indicators. In the follow up workshop they used these action plans to evaluate and share experience on their implementation. They used the indicators to find out what could be implemented and what was still difficult. They came up with recommendations how to overcome the problems. So now, motivators have really captured knowledge and skills in planning and impact evaluation in a learning-by-doing way. They also know how to write cards and place them in a structured manner.

However, the evaluation exercise took longer than expected because the assessment of indicators achieved was still a difficult task.

Men still have the tendency to take over talks and leadership. So, this workshop was clearly dedicated to give women another chance to practice facilitation in mixed groups. It was discovered that women know how facilitate mixed meetings when they have a clear mandate. When the mandate is not clearly defined they will hand over the task and responsibility to men, who are used to fill in those leading positions. That is why it is important to set up schedules and rules that appoint women's participation beforehand and to give women a notice to be well prepared for this task.

Some male motivators seem to lose interest as soon as they cannot show off any more their own skills in front of the group. They also seem not understand that they should support female moderators. It is recommended not to involve them in more motivators training.

Representatives of mixed IGAS were only male, beside one female. That shows that men took the advantage to go to the motivators workshop instead of sending their wives for capacity development. SSFFMP should insist on female representatives in future, in order to strengthen their position and skills.

Motivators Roles

Types of roles	Men	Women
Village head	1 Thamrin	-
Village secretary	3 Sofyan, Marudut, Yusrizal	-
Village Representative Board (BPD)	3 Abbas, Nuhaili, Heru	-
Chairperson of IGA	4	1 Parida
Secretary of IGA	-	2 Tati, Arini
Treasurer of IGA	-	2 Sumarni, Ketut
Member of agricult. group	1 Dadang	
PKK	-	7
Holy Koran group	5	4
Savings group	2	5
Kader	2	1
Other projects besides SSFFMP	2	
Teacher	-	1
Midwife	-	1 Sumarni
Agricultural extension, prof and voluntary	5	2
Journalist	1 Thamrin	-

Monitoring the impact of SSFFMP (Results from group work)

Group : Community Development Income Generating Activities (IGAs) in mixed groups

1. How do women and men cooperate in mixed IGAs ? To whom belong the assets, for example cattle?

If the status of the group member is under the name of a man, a man will be the owner.

If the status of the group member is under the name of a women, a women is the owner.

All assets and benefits from mixed IGAs are now managed by couples (husband and wife).

2. How are women involved in post-harvest activities (paddy production)?

Activities	Women	Men
memotong ; to cut	√	
menjemur ; to dry	√	
menampi ; to sortir	√	
menggangkut ; to bring		√
menggiling ; to mill		√

3. How are women involved in group management, for example in decision making ?

Women are involved actively in delivering idea as one component of decision making in group meetings. Women also influence policy-making.

4. Do you share additional income from mixed IGAs ?

When we get additional income from IGAs, 90 % are given to the wife who uses it for household needs, childrens education. 10 % are saved by the husband for emergency needs.

5. If there is an additional phase for SSFFMP, what would you recommend for sustainability ?

There are productive activities developed for economic self reliance, which are
 a) Integrated Farming System, b) warung saprodi (fertilizers, herbicides, etc),
 c) Credit Union/Micro Credit, d) regular guidance by NGO, e) networking with related government institutions, NGO, etc who can support sustainability of groups.

Group : Land Use Planning

1. How did women participate in LUP activities at village level (Komite P 3LD, Tim Teknis, Tim Perumus) ?

- Women were involved actively in 3 LUP activities. They are active in implementation and decision making processes,
- Women are also involved as members of the three LUP working groups, such as Komite P 3 LD, Tim Teknis, and Tim Perumus,
- Women are involved directly in village mapping and using GPS,
- Women contribute ideas in formulating village regulations (perdes)

2. How are women involved in alternative land use practices? (planning and implementation)

When LUP meetings are conducted in a participatory way, women are actively involved. They know and implement some procedures of land use in a participatory way by using 3 instruments : village history, mapping, and season calendar.

3. Based on your observation, how is the knowledge of the community (women and men) about the purpose of LUP at village level?

Average (we could say) 63 % community (17 % women, 46 % men)have already learned about LUP activities (village mapping and boundary, village regulation, land use planning, P3LD, etc).

LUP Activity	% women	% men	Total (%)
Village mapping	3	7	10
Village regulation	5	13	18
Land use planning	5	21	26
P 3 L D	4	5	9

4. What changes did you observe on the village level in regard to land and forest fire management ?

The behaviour in regard to land and forest fire management changed. Before SSFFMP intervention, many people relied on using fire to open new areas for agriculture. After SSFFMP intervention and the implementation of many activities (increasing awareness, campaigning, etc) people became more careful to spread fire and they make sure to keep it under control when using it.

5. If there was an additional phase for SSFFMP, what would you recommend for sustainability ?
 - a. LUP only have activities at 4 priority villages, so we hope LUP can implement more activities and guide all priority villages at 3 priority districts
 - b. LUP component can recommend and give the results of LUP activities at village level to the district government to become an official "Perda" (regulation).
 - c. LUP component should try to finish all activities level in the village
 - d. LUP can go further to *tata ruang*, not only *perdes* (village regulation) and *tata batas* (village boundary)
 - e. LUP can make a demonstration plot for land use (kesesuaian lahan)
 - f. LUP socializes *perdes* (village regulation) formulation

Group : NGOs

1. Based on your observation how were women involved in village meetings?
 - a. Women are invited by some village governments to participate in meetings. Husbands permit their wives to participate in that meetings,
 - b. Women are involved as participants in meetings,
 - c. Women give ideas when being asked by other participants at meetings,
 - d. When women have an important position in the village (wife of *kepala desa*/village head, BPD/village representative board, *kepala desa*/village head, teacher, midwife, etc, they are more active and have stronger roles in decision making,
 - e. Women manage logistic in meetings
2. Based on your observation, how are women encouraged to speak up during meetings?
 - a. Women are very active and have no problem to speak up and to contribute their opinion in a meeting when there are only female participants,
 - b. In a meetings of men and women only few women dare to speak up. Village motivators trained by SSFFMP belong to those.
3. How does the *kepala desa*/village head invite women to participate in meetings ?
 - a. Depends on the theme of meetings. If it is a topic typical for the "mens world" (building bridges, street, etc) women will not invited
 - b. *Kepala Desa*/village head usually invites women only orally, but not in written.
4. How do men accept these changes, especially *Kepala Desa*/village head?

Men and Kepala Desa accept these changes in regards to women's stronger role with pleasure, because women's role is appreciated as something positive in the village development. Beside that, all programmes and projects which are implemented at village level must involve women.
5. In your opinion, which institution supports the implementation of activities at priority villages most, so that you would like to continue cooperation?
 - a. Government institutions : Distanak, Disperindag, Dinas Perikanan dan Kelautan, BPTP, BPP, PPL, KCD, BKP, PKK (district and sub district)
 - b. Private sectors : SBA woods, Conocophilips, WKS, etc.

6. What are changes that you observe in priority villages since 2004 ?
 - a. There are alternative activities in generating income to reduce dependence on using fire in agriculture activities (cattle fattening, cows, buffaloes, goats, integrated farming systems, saprodi (seeds, herbicides, etc), machines (paddy production), RMU, etc)
 - b. 80 % priority villages didn't use fire without control (control burning). Even, number of villages didn't use fire anymore for agriculture activities.
 - c. The general perception in regards to women and men's roles in household and community life changed.
 - d. Women are more involved in decision making in priority villages.
 - e. Womens participation increased more at village level (both qualitative and quantitative).

7. If there additional phase for SSFFMP, what would you recommend for sustainability ?
 - a. Regularly guidance for priority villages at 3 districts keep should be continued.
 - b. Involve NGOs in all phases of project activities (planning, implementation, evaluation and monitoring)
 - c. There're supporting facilities available for guidance
 - d. Involved NGOs in trainings and comparative study
 - e. Involved NGOs and motivators in all SSFFMP division
 - f. There're support from other donors which can be recommended by SSFFMP to support the programs.
 - g. There're supports from private sectors and government institution.

Group : Income Generating Activities (IGAs) done by Womens Groups

1. Did you earn additional income from IGAs and how did you use the income ?
 - a. Yes.
We get additional income from IGAs. The benefit which we get is used for childrens education, savings for future purposes, buying golden rings, mobile phone with camera, seeds for agriculture, building a toilet at the house, travelling to religious ceremonies in Bali, paying labour to cultivate rice field, and emergency needs such as, visiting the doctor, etc.
 - b. Not yet
There're still a group which hasn't got additional income from the IGA. The group has just begun with saving. However, group members realize the advantages of group activities.

2. Are there other activities at village level (beside groups supported by SSFFMP) formed after 2004?

Yes. There's a women group called "Putri Tani Sejahtera" at Bayat Ilir. This group's activities are horticulture (vegetables), group saving, and reading holy Qur'an.

3. Which changes do you observe in your personal and family in daily life ?

We feel many changes since we got involved in SSFFMP activities:
 - a. We have more self confidence ; speak up in front of many people and deliver ideas
 - b. We know what "gender" is and try to apply it in daily life,
 - c. We share some household task with family members in taking care of house,

d. We have learned and applied simple book keeping in our group management.

4. How were women involved in village meetings (women's role) ?
Give examples please!

Women participate in meetings and other activities at village level. They have more courage to speak up in front of many people. Women have now more chances to deliver their ideas and to contribute to decision making.

5. How are changes that you observe in community life?

The significant changes are :

- a. Women know how to manage organisations. They understand the advantages and purposes of groups. Women can set up an agenda and lead a meeting.
 - b. Women know better and apply simple book keeping,
 - c. Women are aware of and understand the impact/dangerous of land and forest fire so that if they involve to open new area for agriculture by using fire, they will control it (control burning),
 - d. Women have more courage in decision making,
 - e. Women have more power to speak up.
6. If there additional phase for SSFFMP, what would you recommend for sustainability ?
- a. Continue group guidance by NGOs,
 - b. Programmes for self reliance to be formulated,
 - c. Conduct more training for book keeping,
 - d. Conduct training for illiteracy ("package A & B") by related institutions in Bayat Ilir



ANNEX 3: Schedule and results of a one-day-Workshop for BPP and related departments at provincial level

Title: Introduction to Gender Mainstreaming Concept

Location: Office of the provincial government , Palembang

Date: 02.08.07

Participants: about 30 female and male participants from BPP and other government institutions at provincial level, Palembang

Objectives:

- Participants understand the differences between gender roles and sex roles
- Participants are introduced in the Gender Mainstreaming concept
- Participants know how to apply Gender Mainstreaming in their areas of work

Schedule:

When	What	How	Who	Materials required
8.30	Opening Objectives SSFFMP gender activities	Speech Presentation	Noni Yandriani	Flipchart Others?
9.00	Participants introduction	Sociometrics	Eva	
9.25	Difference between sex roles and gender roles	Typical gestures Input	Wardah	Flipchart
10.00-10.30 Coffee break				
10.30	WID-GAD- Gender Discussion	Input Input	Eva/Wardah Wardah	Cards
12.00-13.00 lunch Break				
13.00	Energizer		Wardah	
13.30	Integration of gender into participants work	Work in 3 groups. Groups composed by BPP and related dep.	Wardah, Eva	3 Pinboards, cards, felt pens
14.30-14.45 Coffee Break				
14.45	Sharing results about integration	Presentation and discussion of group work results	Dian, Wardah	
15.45	Closing	Words of thanks	Yandriani Zainal Zainoni	

Situation analysis regarding the integration of gender aspects into BBP and other government institutions

Results of brainstorming in 3 groups

1. BPP Group

No	Implemented gender - sensitive activities	Problems ?	Recommendations ?	What kind of support do you need from institutions ?
1	Socialization and advocacy Gender Mainstreaming for government institutions	Only women sent to meetings/trainings as participants	Have to send men also as participants (written in invitations/letters)	Data of activities responsive gender from institutions
2	To follow/ join with institution in gender socialization	Institutions usually send only women staff who are not decision makers.	Decision makers should participate in socialization	Transparency
3	Coordination meetings of GSI in related institutions	Selfishness of each sector	To have coordination between KESPRO with related institutions	Each institution has its own programme to support GSI. Data (in regard to GSI) from related institutions
4	Coordination meetings of KESPRO with related institutions		BPP as programe coordinator at related institutions. Realisation of Inpres no. 9 of 2000 KEPMENDAGRI No 132 of 2003 "5% from total APBD/ APBN for Gender Budget	Integration of gender-sensitive programes with evaluation programmes
5	There's already a "focal point" and <i>Pokja</i> (working group) of Gender Mainstreaming at institutions	Not all institutions have data means. Lack of budget "Fokal Point" dan <i>Pokja</i> (working group) of Gender Mainstreaming at institutions are not running smoothly yet.	Involved more in planning, start from <i>Musrenbang</i>	Support from DPR
6	Involvement of institutions in every types activities of socialization	Communities' attention, especially teenagers about physical healthy are still low. Many cases of violence against children	All institution have their own data in regards to socialization. Involve men as participants in socialization	Supporting budget from Bappeda

2. Group BPP and Dinas

No	Dinas	Which activities have been implemented in each dinas?	Problems?	Recommendations?	What can be done by BPP to support gender integration
1	<i>Perindag</i> Industrial services	Trainings for home industry (food) for women	More time for women to work.	Cooperation among family members	Socialization roles of family members to increase family income
2	<i>Biro PP</i> (women empowerment service)	Gender Socialization for decision maker	People who participate were not decision makers (delegated to other staff)	Key persons at top position have to understand about gender	Point out directly (name and position) and may not delegate to other staffs
3	<i>Bappeda</i> (planning board)	Involve women in <i>Musrembang.</i>	Women who have invited did not come. Women were shy to deliver idea in front of forum in meetings	Increasing capacity development, especially women in planning level.	Socialization of women's role in development
4	<i>BPS</i> (statistics office)	Same chance to both of women and men to have structural function/position	Women didn't take the chance	Support from family	Conduct socialization and invite all family members
5	<i>DISHUT</i> (forestry services)	Involve women in every activities	Less chance for women to join field activities	Increasing quality of human resources. Recommendation from head of the Dinas	Socialization of gender role

3. BPP and Dinas

No	Dinas	Which activities have been implemented in each dinas?	Problems?	Recommendations?	What can be done by BPP to support gender integration ?
1	<i>KESJ Sosial</i>	There's community development programs through KUBE approach	Less support from related institutions	More cooperation of cross cutting sectors	Training for skill, empowerment of fund, and marketing
2	<i>Pertanian (Agricultural Services)</i>	Setting up a quota for every trainings Build up women farmer groups	Difficult to share the quota Women groups are often stay longer	Sosialisasi gender pada petugas lapangan Continous guidance from all sectors	Guidance for field assistant/workers (gender socialization) Guiding the women groups in cooperation with other related institutions
3	<i>BPP (Women Empowerment Services)</i>	Socialization to increase women quality in institutions	Participants who are able to implement or to integrate gender in their areas of work	There's guidance in every institutions/city	Guidance and monitoring at institutions
			Half of people didn't understand what is gender, and gender budget (not suitable of the target group)	Sending letter to Ministry of Women Empowerment	Have trainings that involve more women as participants. Proposed to related institutions
4	<i>Kehutanan (Forestry Services)</i>	Socialization	Less understanding about gender	Special guidance for forestry service Invitation sended have to be detail (in regards to number and sex of participants)	Conduct socialization for Forestry services

ANNEX 4: Schedule of a Training-of-Trainers Workshops for members of BPP, PKK, provincial and district level, and NGOs

Title: Facilitation Skills for Gender Awareness Raising Workshops

Location: Palembang, 13.-14.08.07

Moderators: Wardah, Yandriani, Dian Maulina, Eva Engelhardt

Participants:

Members of Womens Empowerment Office, provincial level and district level

Members of PKK, District Level

Members of PSW, NGOs and SPD (Sarjana Pendamping Desa)

Objectives:

Participants enhance their knowledge about gender

Participants are introduced into concept of participatory facilitation

Participants practice facilitation of gender topics

Schedule:

Monday, 13.08.07	Tuesday, 14.08.07	Wednesday, 15.08.07
Opening, objectives Participants introduction Key terms of the gender concept Overview of gender debate	Review Team Facilitation exercise Group 1; Feedback Facilitation exercise Group 2; Feedback	Review Team Facilitation exercise Group 4 Feedback
Lunch break		
Energizer Ground rules of participatory facilitation Introduction to facilitation exercise Preparation of facilitation exercises	Energizer Continued Facilitation exercise Group 3 Feedback	Energizer Action planning: Implementing gender training at village level Workshop evaluation Closing



ANNEX 4 continued: Handout for ToT Participants. Topics and Methods of a Gender Workshop for Decision-makers on Village Level

Objectives:

- Participants learn about the gender concept and its application in Indonesia
- Participants analyse the present situation how women participate in decision-making in t village
- Participants brainstorm how the situation can be improved

Required time	Topics	Methods
15 min	Opening, objectives	Speeches
60 min	Participants introductions	Mutual interviews and presentations
15 min	Coffee Break	
60 min	Introduction to gender concept Mandate and strategies of the Womens Empowerment Office in Palembang	Typical gestures
30 min		Input using cards, discussion
Lunch Break		
20 min	Energizer Analysis of present situation and recommendations for improvement	Introduction of tasks, division into sub- groups Group work
60 min		
15 min	Coffee Break	
40 min	Exchange of group work results about situation analysis	Presentation and discussion of groups work results in plenary
20 min	Workshop evaluation	
		Verbal feedback

Participatory Tools

Pairwise Interviews

Objectives

- Participants get to know a new person.
- Participants practice to write on cards.
- Participants are warmed up for the workshop topic.

Material needed:

Cards, felt pens, a wall or board to which the cards can be fixed.

Procedure:

- Prepare pin boards or an empty wall with cards mentioning the headings.
- Explain the whole exercise to the plenary.

Interviews

- Ask participants to stand up and pair up with a person they do not know yet.
- The pairs interview each other and write the information on cards.

Name:

Location:

Institution/Function:

In your opinion, how are gender roles linked to leadership skills?

or

What are your expectations in regard to the workshop?

If you want participants to laugh, ask them to draw a picture of one another.

(15 minutes for the interviews)

Introducing one another

Participants sit again in the circle.

Partner both get up and stand in front of the flip chart or empty wall.

They introduce one another and fix the cards.

The plenary claps after each presentation.

Typical Gestures of Women and Men (Gender awareness exercise)

Objectives:

An interactive method to introduce the concept of gender roles in provided.

Participants understand the differences between gender roles and sex roles.

Material needed:

A large empty space where people can stand in two lines

Procedure:

Facilitator asks participants to stand in two lines facing each other.

One line consists of women. The other line consists of men.

Two participants, one female, one male, become “observers” and receive paper and pen to write down their observations.

The facilitator explains what a “body gesture” means.

She/he asks the male participants to demonstrate a body gesture which is typical for men.

The observers go around and take note of the gestures.

The facilitator then asks the women to demonstrate a body gesture which is typical for women.

Again, observers go around and take notes.

The facilitator then asks the men to show a gesture which is typical for the opposite sex, the women. Observers take notes

In the end, the women are requested to demonstrate a gesture which is typical for men.

Observers take notes.

Evaluation of the gestures:

Participants sit down.

Observers present their observations, which the facilitator writes on a flipchart paper.

The facilitator explains the differences between sex roles and gender roles

The facilitator uses the roles mentioned on the flipchart paper and 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?

In the end a definition of gender and sex roles is provided.

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, secondary socialisation at school and 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. Gender roles can change. However, peoples expectations, attitudes and emotions often refer to role models which are idealized and do not reflect the reality.

Facilitation of Group Work

The principal functions of plenary sessions and group discussions in a training unit are:

Plenary session	<ul style="list-style-type: none"> - Introduction - Survey of all the important aspects - Identification of problem areas - Distribution of these areas to the working groups
Working groups	<ul style="list-style-type: none"> - Detailed analysis of the potentials and problems - Discussion of causes and alternative solutions - Formulation of recommendations - Visualisation of results for the presentation
Plenary session	<ul style="list-style-type: none"> - Sharing of the results by the working groups - Discussion, criticism, supplements, and questioning of the results - Search for joint conclusions - Evaluation

Facilitation hints for successful group work:

- It is essential to formulate clear and precise tasks which are explained properly to the plenary. It is best if the tasks are visualised, so that everybody can re-check the wording again.
- It is useful to indicate how many minutes should be allocated to each part if tasks are complex.
- Go around and check whether groups are on the right track or got stuck every 10 minutes.
- Introduce some rules for group work to enhance co-operation
- Allocate some extra time to get settled and organised for work.

Rules during group work:

- Distribute roles within your group, such as moderator, a person to write cards, a time keeper, a presenter to the plenary
- Make sure everyone in the group understands the task!

- Decide on a strategy regarding how group work should be structured to fulfil the task
- Respect each others opinion
- Encourage the silent group members to participate actively
- Rotate functions, especially presentation.

Task for Group 1

You act as facilitators for a meeting for Village Heads, Village secretary and other decision makers on the village level.

Your task is to facilitate participants introduction in pair-wise interviews.

Read the hand-out for “pair-wise interviews”.

Design a procedure and distribute facilitation tasks in your group.

When?	What?	How?	Who?	Required materials

Implement and facilitate the session in plenary. You have 60 minutes time.

Appoint 2 members from the other groups to give you feedback after the session.

Task for Group 2

You act as facilitators for a meeting for Village Heads, Village secretary and other decision makers on the village level.

Your task is to facilitate a gender awareness raising exercise called “typical gestures”.

Read the hand-out for “Typical gestures”.

Design a procedure and distribute facilitation tasks in your group.

When?	What?	How?	Who?	Required materials

Implement and facilitate the session in plenary. You have 60 minutes time.

Appoint 2 members from the other groups to give you feedback after the session.

Task for Group 3

You act as facilitators for a meeting for Village Heads, Village secretary and other decision makers on the village level.

Your task is to explain to participants the mandate and strategies of BBP. Your presentation should take only 20 minutes!

Discuss in your group which aspects are most important.

Prepare cards which include those important aspects.
Use different colors to structure your presentation.

Facilitate a plenary discussion after your presentation.

Design a procedure and distribute tasks in your group.

When?	What?	How?	Who?	Required materials

Implement your design. Your presentation should last only 20 minutes. Plenary discussion should last 20 minutes.

Appoint 2 members from the other groups to give you feedback after the session.

Task for Group 4

You act as facilitators for a meeting for Village Heads, Village secretary and other decision makers on the village level.

Your task is to facilitate a group work session. Participants should brainstorm in groups about :

- Successes in integrating women in decision making on village level
- Problems integrating women in decision making on village level
- Recommendation how women's participation can be increased

Read the hand-out for "Facilitation of group work".

Design a procedure and distribute facilitation tasks in your group.

When?	What?	How?	Who?	Required materials

Implement and facilitate the session in plenary. You have 60 minutes time.

Appoint 2 members from the other groups to give you feedback after the session.

Procedure of Giving Feedback

Objectives

Participants receive a feedback after their facilitation exercise

Participants learn to give positive and constructive feedback

Time frame:

15 minutes right after the facilitation exercise

Procedure

The feedback is divided into three parts

- Self-assessment of the group (5 minutes).
- Feedback from the observers (5 minutes)
- Plenary discussion (5 minutes).

What was good?	What can be still improved?



ANNEX 5: Procedure for gender-sensitive needs assessment and prioritisation for budget proposals on village level

Objective:

A tool is provided which insures the participation of women and men in needs assessment on village level.

Needs assessment and prioritization take place in a participatory way.

SPDs are assisted in assisting and facilitating village meetings.

Time required:

1 day

Topic	Method
Opening of the meeting	Speech by Village Head
Objectives	Explanation by SPD members
Participants introduction	Villagers introduce themselves verbally
Introduction to needs assessment	Explanation of the institutional background and the required procedure
Needs assessment	Brainstorming of needs in special groups for women and men. Each group chooses 3 priorities. Priorities are presented to the plenary.
Prioritisation on village level	SPD facilitates a plenary debate using three criteria for prioritisation: -Gender responsiveness, -Urgency, -Contribution to poverty alleviation.
Action planning	An action plan is developed following up the priorities What should be done? How should it be done? When should it be done? By whom should it be done? Who should write the proposal?
Conclusions and closing of workshop	The Village Head summarizes the results and tasks to be followed up. The meeting is closed.

ANNEX 6 Manual for the Integration of Gender Aspects in Community-Based Fire Management

The Integration of Gender Aspects into Community based Fire Management

By Eva Engelhardt in collaboration with Wardah and Yandriani

Palembang 2007



GUIDING WORDS BY THE TEAMLEADER

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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>Cooking</i>
<i>Carrying heavy loads</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 CBFiM - 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	Overall objectives and specific objectives (results) are based on gender-specific needs and identified priorities

	<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.

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.

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.

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.

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				

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

<i>Gender Analysis in community based Firemanagement (5 Components)</i>	<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 when using fires for clearing new land	xx	-	xx	-	x	-	-	-
- use of fire to stop fire	x	x	xxx	xx	x		x	x
2. Rehabilitation, mitigating impacts								
- replanting trees	xx	xx	xx	xx	xx	-	-	-
- building up houses	xxx	x	xx	-	-	-	-	-
- curing victims hurt by fire	xx	xx	xx	xx	x	xx	x	xx
- help/evacuate people from destroyed areas	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 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
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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 CBFiM. 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.

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