

WOMEN AND MEN WORKING TOGETHER IN NATURAL RESOURCE MANAGEMENT

A Facilitator's Guide to Gender Inclusive
Natural Resource Management

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Environmental Education

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Disclaimer

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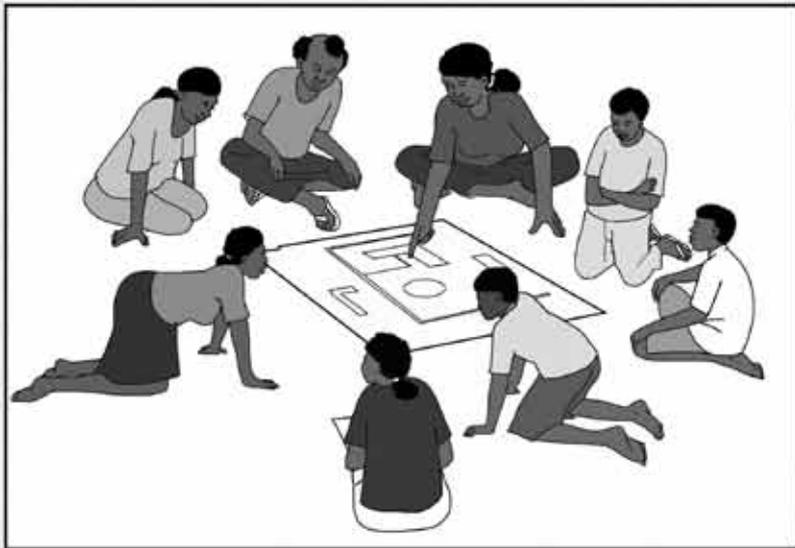




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Welcome

Women and Men Working Together in Natural Resource Management:

A Facilitator's Manual to Gender Inclusive Natural Resource Management educates the community about **gender concepts** and how they influence **Natural Resource Management** (NRM) in the Solomon Islands. This manual explores:

1. The roles and responsibilities of men and women in the management of **natural resources**.
2. How the benefits of natural resources are distributed between men and women.
3. How natural resource issues affect men and women differently.
4. The advantages of having gender inclusive decision making and management of natural resources.

This manual encourages participants to reflect on their current attitudes and perceptions of gender, decision making and NRM, and explore new paradigms of practise. This manual aims to create space for women and men to work together to achieve sustainable NRM – *Tugeda, tude fo tumoro*.

Purpose

This manual is produced for the *Natural Resource Management – Tugeda, Tude fo Tumoro* project. It presents gender inclusive concepts in the context of developing and managing natural resources in Solomon Islander communities. It is premised on the overall project goal of 'communities working together towards more inclusive and environmentally sustainable futures'.

In 2009, Live & Learn conducted a **Research of Aspirations and Perceptions** (RAP) with communities in the Solomon Islands. The RAP research identified women and men were not working together in NRM. It found disparity in gender roles, responsibilities and the sharing of benefits.

About Live & Learn Environmental Education

Live & Learn is a non-governmental, not-for-profit organisation, which aims to promote a greater understanding of environmental and human sustainability through education and communication. Live & Learn focuses on integrating environmental, cultural and development concepts, including gender inclusiveness, into education programmes.

Introduction

The Solomon Islands is rich in natural resources. For years the communities and government have been using the natural resources for economic development, and to support the growing population. However, these natural resources have been used at an unsustainable rate (using them faster than they can be reproduced), which has raised cause for alarm. Live & Learn believes that NRM education is one of the best tools to address this problem. As part of environmental and NRM education, it is crucial to incorporate gender.

Women and men perceive and interact with natural resources in different, yet equally valuable ways. Whenever there is a natural resource issue, such as the depletion of forests, it affects women and men differently; depending on the type of **access** (use) and **control** (decision making/**participation**) they have. **Gender-inclusiveness** ensures that women and men have equal access to and control over natural resources, and receive an equal share of the natural resource **benefits**. When women receive the benefits from natural resources, they pass these benefits onto their family and community. When there is gender equity and equality in NRM, this allows for ownership of the processes and promotes greater transparency and sustainability in development.

Gender remains a new concept in NRM in the Solomon Islands. The national and provincial governments of the Solomon Islands have developed the Gender Equality and Women's Development (GEWD) policy to incorporate gender aspects in all spheres of public administration, including natural resource development and management. At a community level, this manual encourages participants to reflect on their customary systems and consider a gender inclusive approach.

Who is this guide for?

This manual was developed for the Live & Learn project team to use when facilitating workshops with target communities. The manual can further be used by national and local governments, Non-Governmental Organisations (NGOs), Community-Based Organisations (CBOs), and formal and informal education programmes to promote gender inclusive NRM in Solomon Islander communities.

While the manual targets the community, it can be used at the policy-making level to educate on the need to include gender perspectives into natural resource development and management.

How to use this guide

The manual is divided into five (5) modules. These should be completed in sequential order, starting at module one and working through to module five, as each module builds on the lessons from the previous module. The modules work together to form a complete gender and natural resource management unit.

The modules can be delivered in a one or two day workshop, or during weekly sessions of one module per week. The manual encourages facilitators to use the learning circle technique (p. 12) when delivering the modules.

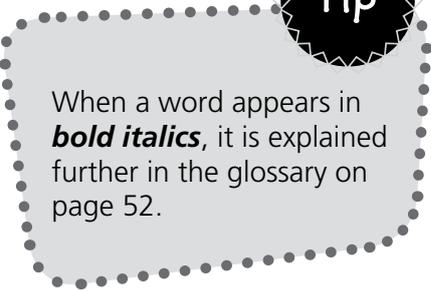
Each module is broken down into sections. The first section (the rationale) introduces the objective of the module. The second section comprises background information for the facilitator, which aims to clarify concepts. The third section contains activities to use with the participants, and is aimed at developing the participants' knowledge, skills, attitudes and behaviours. In some modules there is a choice of activities depending on the community's needs.

This manual provides introductory sessions on basic **gender concepts**, such as understanding the difference between **sex** and **gender** and how **gender-mainstreaming** is used as a tool in development processes. A good understanding of gender concepts and mainstreaming is crucial to deliver the sessions. Facilitators are encouraged to read the facilitator's Background Information sections before meeting with the communities and delivering the sessions. This will help the facilitator identify the **gender gaps** and plan strategically to promote women's involvement in decision making, whether it is at the community, provincial or national level.

At the end of module five there is a participant evaluation activity. It is important to collect feedback from the participants, reflect on comments and make changes to improve this manual and facilitation techniques.



Tip



When a word appears in **bold italics**, it is explained further in the glossary on page 52.

Tips

1. Many communities are not familiar with the term **gender inclusiveness**. When working in the community, it is easier to use any of the following terms: ‘women, girls, men and boys’, ‘women and men’ or ‘the family’, working together. The communities are familiar with these terms and all participants will have a similar level of understanding.
2. It is important to be aware that the participants may face challenges during some of the modules. For example, some participants may be challenged by a change to the traditional gender roles. Please ensure there is a safe environment and allow sufficient time for the participants to discuss these challenges.
3. It is important that the participants do not feel uncomfortable. Although the learning circle provides a safe and nurturing environment, the topic of sex may cause some discomfort. Inform the community that they are welcome to leave the session and return at a later time if they feel uncomfortable.
4. For sensitive topics, the learning circles can be divided into gender; one male learning circle and one female learning circle. The activities will suggest this. If possible, have one male and one female facilitator.
5. During the sessions, it is important to monitor the energy levels of the participants. If they are tired you may need to facilitate an ‘energizer’ activity.

A note on women’s participation

Women are often excluded from decision making processes, even when the decisions being made aim to address their needs. The **Gender and Development** (GAD) approach focuses on the level of participation of women in development programmes. GAD emphasises the importance of participatory approaches during the design, implementation and evaluation phases of a project.

It is important to pay attention to the ‘quality’ of participation. Participation is not just about executing tasks and attending meetings. Too often women’s participation in decision making is evaluated by the number of women attending a meeting. However, while they may attend the meeting, they may not speak, express their ideas and interests, or disagree. When analysing the level of women’s participation we must watch for:

- Who is speaking during a public meeting;
- Who dominates the discussion; and,
- Who is excluded from the discussion and the decision making processes.

We know women are genuinely participating in decision making when:

- They have access to information;
- They express their views;
- Their views are listened to and discussed;
- They ask questions;
- They can influence decisions;
- Decision making integrates their concerns; and,
- Decisions addressing women's concerns are implemented.

Obstacles to women's participation

There are many reasons why women do not participate in development initiatives. Much exclusion occurs due to the attitude and traditional practices of community members and leaders.

CASE STUDY

Women's source of income turned over to the men

In the Solomon Islands' forestry sector, gender research done in consultation with local officials highlighted the difficulty women have in head-loading cut timber. The immediate response of the sector specialists and project staff was to hand over the work to the Indigenous men. However, discussion revealed that forestry work was the Indigenous women's main source of income, which was now to be handed over to their husbands. As a result of the discussions and new information, a European Commission Delegation suggested developing an improved technology – a pull and tackle device – that could be used by women and thus enable the work to remain in the control of the women.

Source: Communication from the Commission to the European Parliament and the Council on the Programme of action for the mainstreaming of gender equality in community development cooperation. Adopted 21 June 2001. <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=CELEX:52001DC0295:EN:HTML>

Fact box

Head-loading is a method traditionally used in the Solomon Islands to transport goods. The goods are carried on the head.

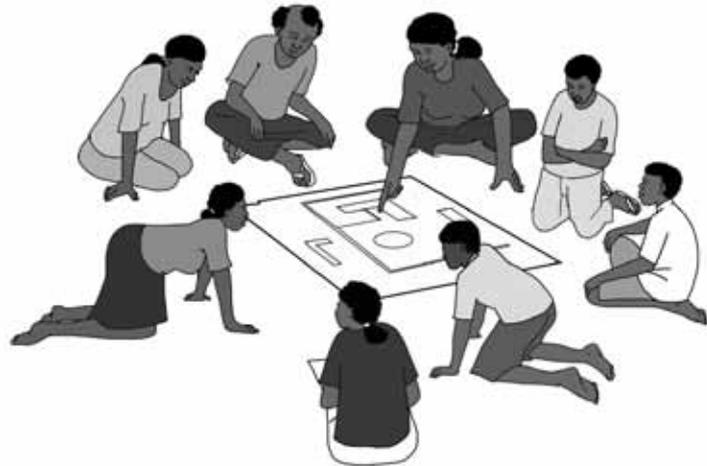
The Learning Circle

This manual encourages the facilitators to use the learning circle facilitation technique when delivering many of the activities and discussions. **The learning circle is about creating the space and opportunity for everyone to share and participate.**

What is a Learning Circle?

Generally, a learning circle is made up of no more than 10 people who come together to:

**Share ideas, and discuss,
explore and learn about issues.**



Find solutions and make decisions.

Key Principles of the Learning Circle

In a strong and nurturing learning circle:

- Everyone's contribution is valued and respected.
- The environment is safe and allows for each person to learn and share at an appropriate pace.
- The discussions, decision making and team work is inclusive and participatory.
- The materials and information are locally sourced.
- The approach is strength based and develops a sense of ownership.
- Participants are encouraged to develop a range of skills, and build self-esteem and self-confidence.
- The approach is flexible and can be applied to a variety of situations and audiences (e.g. from formal training to adult vocational education).

The participants should feel:

- **Comfortable:** to allow space for self-esteem and self-confidence building.
- **Relaxed:** the atmosphere needs to be relaxed to help people think and speak easily.
- **Familiar:** the participants need to get to know each other right from the beginning of the learning circle. This will break down barriers, aid in communication and build a sense of belonging that will encourage participatory learning for both women and men.

The facilitator's role:

To encourage a successful learning circle the facilitator:

- Provides support for people to organise and work together, learn from each other about any issue, and collectively contribute to find ways to address the issue.
- Is not expected to be an expert or have the answers to issues, but to coordinate discussion on the issue and ensure everybody, including women, have their say.
- Motivates the participants to take control of the learning process, direct the objectives and the expected outcomes.

For further information on learning circles, please refer to: Live & Learn Environmental Education (2009), *'Learning Circle Facilitator's Manual'*, in Live & Learn (ed.), (Solomon Islands).



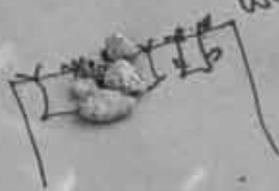
Work done by women @daily

cooking



- * Sweeping house
- * Preparing kids for school + Lo
- * Baby sitting
- * marketing
- * LL

washing cloth



washing plate



gardening



Sweeping house
in morning

Participants taking part in the *Daily Activities* activity (option B) (p.20).



Module 1:

Livelihood: Visualising and Valuing our Contributions

Rationale

This module encourages the participants to reflect on the roles and responsibilities of each gender in our daily lives. It encourages participants to value everyone's contribution to **livelihood** security and reflect on the division of roles and responsibilities. It is simpler for participants to understand the link between gender and NRM if they first understand the different activities women and men take on. All activities are equally valuable, yet they use natural resources differently, which in turn has various impacts on the natural resources. When there is a natural resource issue, women and men are affected in different ways according to their roles and responsibilities.

Facilitator's Background Information

Division of Labour

Activities A, B and C encourage participants to think about 'who is doing what'. They explore the distribution of work and responsibilities according to the traditional roles given to men and women in communities. The **division**

of labour is dynamic and changes over time. The division of labour amongst people is necessary to efficiently achieve an objective. The information generated with this tool can be useful to:

- Detect gender gaps in terms of workload; who does most of the daily work and who benefits most. The workload and benefits should be equal.
- Look at opportunities where women and men can share the workload and the benefits.
- Provide a real picture of what is happening.
- Identify the contribution of women and men to their daily life and overall livelihoods.
- Document the respective knowledge and skills of women and men.
- Discover which health issues women and men can be exposed to in relation to their respective tasks.
- Assess the impacts of the activities of women and men on natural resources.
- Discover the availability of women and men for additional activities.
- Assess the vulnerability and the capacity of women and men to face different issues (poverty, natural disasters, conflicts, environmental stresses, etc.).
- Identify their respective needs, interests and preferences.

Fact box

Invisibility of women:

The invisibility of women happens when the work performed by women and their contribution to livelihood and economic development is not acknowledged.

Understanding the roles and responsibilities of men and women helps to identify the **gender gaps**. Gender gap is an indicator of the inequalities between women and men. For example, women are expected to spend most of their time undertaking household work; preparing meals, collecting food and water, and child minding etc., and therefore do not have enough time to attend awareness talks or political discussions etc. The men often have the time because their roles and responsibilities are not as time consuming. Consequently, the gender gap is the availability of time to learn about issues, participate in discussions and find solutions.

Participant discussion cards

This module includes participant discussion cards. The cards encourage the idea of sharing decision making, work and **leisure** between women and men. You may want to spend time discussing these cards. Remember to collect these at the end of your sessions.

**Choose one activity that suits the community's learning needs.
You only need to complete one activity but may do more if required.**

Module 1: Activity (option A)



Daily Activities Calendar

Suggested Timing:

Activity time: 30 minutes

Discussion time: 30 minutes

Glossary Words:

Calendar, Natural Resources, Division of Work/Labour, Livelihood, Leisure

Materials:

- Large pieces of paper
- Markers
- Sticky tape

Activity Summary

The *Daily Activities Calendar* is a useful tool to identify the different contributions women and men make to secure their livelihoods. Participants will recognise the differences between women's and men's daily activities, including family and community responsibilities. This activity requires some literacy skills. However, learning circles with participants of different literacy levels can support each other.

Learning Outcomes

Participants will be able to:

1. Identify the differences between women's and men's daily activities (type, time, etc.).
2. Identify the difference in time dedicated to securing the family's livelihood and **community work** by women and men.
3. Explore why there is a division of work.

Procedure

Before the session

Facilitators should read the Background Information (pp. 15-16) and prepare an example of the daily activities calendar (example on p. 19) on a large piece of paper.

On the day of the session

1. Divide participants into separate learning circle groups based on gender (men, women, boys and girls).
2. Ask participants to discuss what activities they do each day.
3. Give each learning circle a piece of paper and a marker.
4. Show the participants the example of a calendar you drew up before the session and hang it on the wall where everyone can see it.
5. Ask participants to draw a calendar on the paper and fill it in according to their experiences.
6. Give the participants enough time to discuss their activities and fill in the calendar.
7. Ask each learning circle to share their completed calendar and stick it on the wall. Allow enough time to ensure everyone has a chance to share their ideas.
8. Once all the calendars are on the wall, summarise any findings.
9. Ask the participants the following questions (allow the learning circles time to discuss each question):
 - What are the differences between the women's, men's, girl's and boy's daily calendars (types of activities, length of time, leisure etc.)?
 - How much leisure time does each group have?
 - How much time does each group spend securing their families' livelihood and contributing to the community?
 - Why is there a difference in the length of time in leisure and labour between men and women?
 - Why does this division of work exist?
10. Conclude your activity by asking the participants the following questions:
 - What changes would you like to see in your daily calendar?
 - How will you make those changes?

Daily Activities Calendar (example)

Time of the day	Women, Men, Boys or Girls (Select your group)
	Activity
5:00AM	
6:00AM	
7:00AM	
8:00AM	
9:00AM	
11:00AM	
12:00PM	
1:00PM	
2:00PM	
3:00PM	
4:00PM	
5:00PM	
6:00PM	
7:00PM	
8:00PM	
9:00PM	
10:00PM	
11:00PM	
12:00PM	

Module 1: Activity (option B)



Daily Activities

Suggested Timing:

Activity time: 30 minutes

Discussion time: 30 minutes

Glossary Words:

Natural Resources, Division of Work/Labour, Livelihood, Leisure

Materials:

- Pieces of paper
- Markers
- Sticky tape
- Pebbles/stones

Activity Summary

Daily Activities is a useful tool to identify the different contributions women and men make to secure their livelihoods. Participants will recognise the differences between the women's and men's daily activities, including family and community responsibilities. This activity does not require literacy skills.

Learning Outcomes

Participants will be able to:

1. Identify the differences between women's and men's daily activities (type, time, etc.).
2. Identify the difference in time dedicated to securing livelihoods and community work by women and men.
3. Explore why there is a division of work.

Procedure

Before the session

Facilitators should read the Background Information (pp. 15-16) and collect stones/pebbles or other objects.

Tip

Remember not to take sides with your own gender: stay neutral. Keep the discussion calm and allow all members to feel heard. It is important to acknowledge everyone's viewpoint, no matter how you feel personally.

On the day of the session

1. Divide participants into separate learning circle groups based on gender (men, women, boys and girls).
2. Give each learning circle pieces of paper and markers.
3. Ask participants to discuss what activities they do each day.
4. Ask participants to draw pictures or write the name of each activity they do on a separate piece of paper and lay them out on the ground. You may need to move to a large open area for this activity.
5. Give the participants enough time to discuss and write/draw their activities.
6. Hand out stones/pebbles. One stone is equal to one hour. Ask the groups to discuss how many hours they spend on each activity every day and place the required amount of stones next to the activity.
7. Ask each learning circle to share their findings. Allow enough time to ensure everyone has an opportunity to share. This activity is very visual. Ask participants to walk around and look at what the other groups have done.
8. Once all the presentations are complete, summarise any findings.
9. Ask the participants the following questions (allow the learning circles time to discuss each question):
 - What are the differences between the women's, men's, girl's and boy's daily calendars (types of activities, length of time, leisure etc.)?
 - How much leisure time does each group have?
 - How much time does each group spend securing their families' livelihood and contributing to the community?
 - Why is there a difference in the length of time in leisure and labour between men and women?
 - Why does this division of work exist?
10. Conclude your activity by asking the participants the following questions:
 - What changes would you like to see in the types of activities and the amount of pebbles?
 - How will you make those changes?



Module 1: Activity (option C)



Daily Activities Discussion Cards

Suggested Timing:

Activity time: 30 minutes

Glossary Words:

Natural Resources, Division of Work/Labour, Livelihood, Leisure

Materials:

- Discussion Cards (two sets per manual)

Activity Summary

The *Daily Activities Discussion Cards* are a useful tool to start community discussions on the different contributions women and men make to secure their livelihoods. Participants will recognise the differences between the women's and men's daily activities, including family and community responsibilities. This activity does not require literacy skills.

Learning Outcomes

Participants will be able to:

1. Identify the differences between women's and men's daily activities (work, leisure time, etc.).
2. Explore why there is a division of work.

Procedure

Before the session

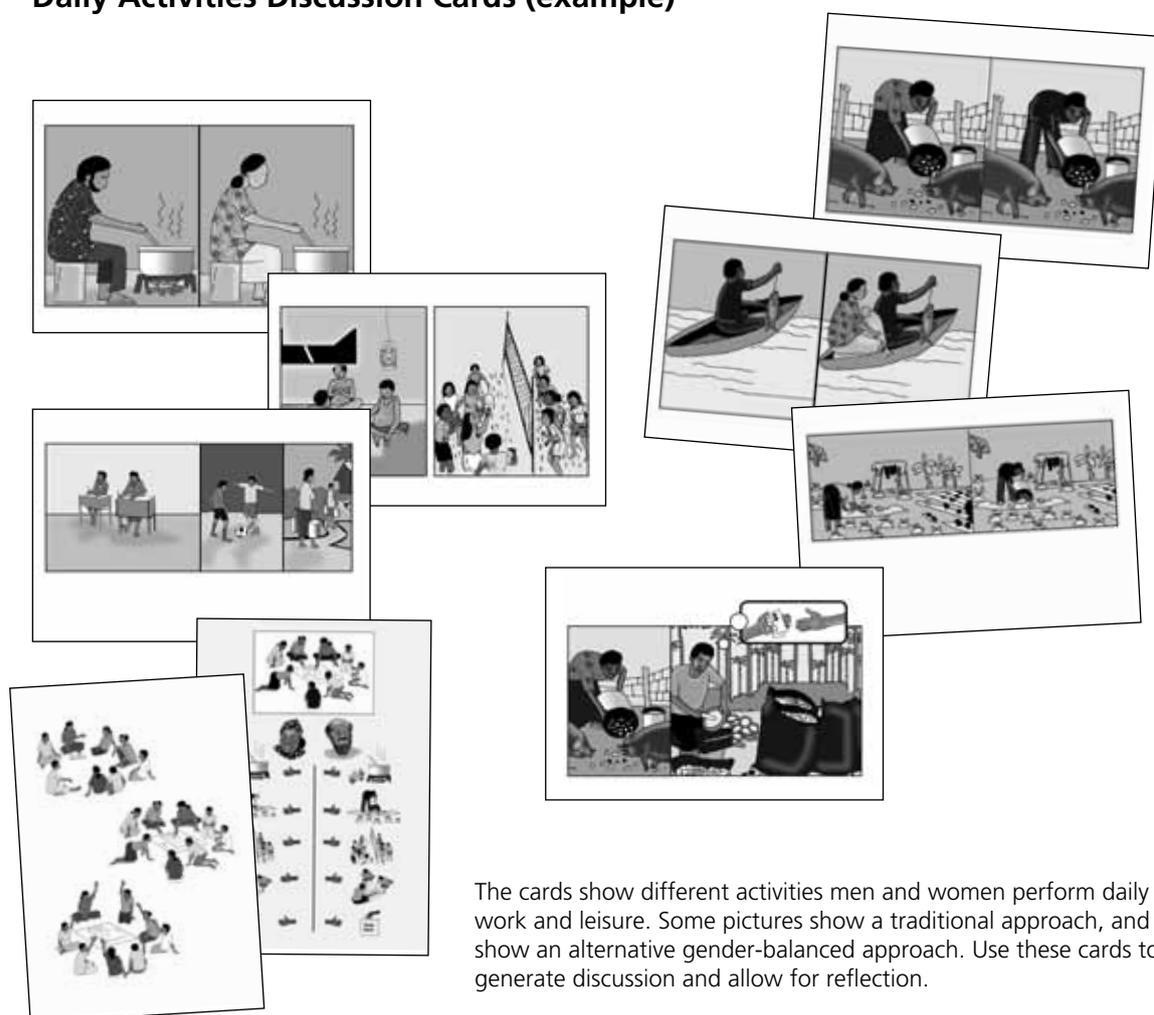
Facilitators should read the background information (pp. 15–16).

On the day of the session

1. Divide participants into separate learning circle groups based on gender (men, women, boys and girls).
2. Divide the discussion cards randomly amongst the groups and ask participants to lay the cards on the ground.
3. Ask the participants to discuss what they see. Allow sufficient time for discussion.

4. Ask the participants the following questions (allow the learning circles time to discuss each question):
 - Do these pictures represent what occurs in the community? Why or why not?
 - What happens in the community? Who does each of these activities? How much time do they spend doing them each week?
 - How much leisure time do women and men have each week?
 - Why is there a difference in the length of time in leisure and work between men and women?
 - Why does this division of work exist?
5. Ask each learning circle to share their findings. Allow enough time to ensure everyone has an opportunity to share.
6. Once all the presentations are complete, summarise any findings.
7. Conclude your activity by asking the participants the following questions:
 - What changes would you like to see in the future? How would you like to see the activities divided (the amount of leisure time etc.)?
 - How will you make those changes?

Daily Activities Discussion Cards (example)



The cards show different activities men and women perform daily for work and leisure. Some pictures show a traditional approach, and some show an alternative gender-balanced approach. Use these cards to generate discussion and allow for reflection.

Dress
Hair style update

wife,
sister
etc. loved

Has breast
reproductive
soft breast



women
weak, caring
gentle & loving

Pregnant
skirt
long hair

- very emotional
- very affected
- very nervous
- shy

Woman
Have breast &
P

Wears skirt
long hair

- long hair
- heavy
- long hair
- very

WOMEN BATTLE
① HEM CARES
② HEM SAVE
BREAST CARE

EVAN
- Prime minister
of Australia
- Governor General
in Australia
- Get equal pay

An example of work from the Visualising Gender Concepts activity (p.29).



Module 2:

Understanding Gender

Rationale

This module introduces the concept of gender and associated terms and perspectives. It makes a clear distinction between the terms **gender** and **sex**.

Facilitator's Background Information

The **Gender Approach** is a tool that is used widely in development. It is based on two understandings:

1. When we talk about sex we talk about the biological make up of a human being. The sex of a male or female is determined by the biological composition of man or woman. The external or internal genitalia of human beings, their hormones and other secondary sex characters are designed to distinguish males from females.
2. To determine gender, one should understand how our societies perceive masculine and feminine roles. For example, when children grow up, parents may say, "go and wash the dishes" because you are a girl, or "go and cut the firewood" because you are a boy. Our children grow up with the thinking that only girls should wash the dishes and only boys should cut firewood. Gender roles are reinforced through children imitating

adults. People learn gender roles from childhood and these are reinforced through peers, schools, churches, social structures and laws.

In conclusion, **gender is not something we are born with, it is something we learn through the process of socialisation** (the way our society taught us). Gender refers to the roles and responsibilities we can share. These are dynamic and can change over time. **Sex refers to biological differences and the biological functions of women and men.** These characteristics exist for reproduction purposes and cannot be changed.

Key Gender Principles

- Gender is a social construct.
- Gender inequalities can be changed.
- Gender means both women and men.
- Gender equality means making sure there are equal rights, opportunities and outcomes for both men and women.

Choose one activity that suits the community's learning needs. You only need to complete one activity but may do more.

Note

You may want to make up additional examples of gender roles that the community can relate to or ask the participants to think of examples.

Module 2: Activity (option A)



Understanding Gender Concepts

Suggested Timing:

1 hour and 20 minutes

Glossary Words:

Gender, Sex, Gender Roles

Materials:

- Pens
- Paper

Activity Summary

The *Understanding Gender Concepts* activity is a useful tool to allow the participants to explore the differences between the terms **gender** and **sex**. This tool requires a reasonable level of literacy.

Learning Outcomes

Participants will be able to:

1. Understand the term 'gender' and explore the difference between gender and sex.
2. Discuss varied views on gender.
3. Understand that gender is a social construct.

Procedure

Before the session

Read the Facilitator's Background Information (pp. 25–26).

On the day of the session

1. Divide participants into learning circle groups based on gender (men, women, boys and girls).
2. Ask the participants to discuss their understanding of the terms 'gender' and 'sex'.
3. Allow enough time for the participants to discuss their ideas in their groups.

4. Ask each learning circle to share their ideas with the whole group. Allow enough time to ensure each group has a chance to share their ideas.
5. Define the terms **gender** and **sex**. Having a good understanding of these terms is important for the participants to continue through other modules.

Gender is not something we are born with, it is something we learn through the process of socialisation (the way our society taught us). It refers to the social and cultural differences between women and men.

Sex refers to biological differences and the biological functions of women and men.

6. Conclude the activity by asking the participants to write a definition of the terms 'sex' and 'gender' using their own words.
7. Allow for people to share their definitions. They may like to include examples for their definitions of gender. If the community cannot define the terms, consider facilitating the Visualising Gender Concepts activity (p. 29) with them.

Module 2: Activity (option B)



Visualising Gender Concepts

Suggested Timing:

Activity time: 20 minutes

Discussion time: 30 minutes

Glossary Words:

Gender, Sex, Gender Roles

Materials:

- Large pieces of paper
- Coloured card (two colours) cut into hand size pieces or coloured sticky notes
- Markers
- Sticky tape

Activity Summary

The *Visualising Gender Concepts* activity is a useful tool to allow the participants to explore the differences between the terms 'gender' and 'sex'. This tool does not require a high level of literacy.

Learning Outcomes

Participants will be able to:

1. Understand the term 'gender' and explore the difference between gender and sex.
2. Discuss varied views on gender.
3. Understand that gender is a social construct.

Procedure

Before the session

Read the Facilitator's Background Information on (pp. 25–26). Draw pictures of a woman and a man on separate large pieces of paper.



On the day of the session

4. Stick the large pictures on the wall with at least a one (1) metre space between the pictures. Make sure everyone can see the pictures.
5. Give two coloured cards/sticky notes to each participant.
6. Inform the participants that one colour represents the **woman** and the other the **man**. Choose which colour represents which and inform the participants.
7. Ask participants to write one or two descriptions of what it is like to be a woman and what it is like to be a man on the corresponding coloured card. The descriptions can be one word or a sentence.
8. Ask the participants to stick the cards around the corresponding pictures of the woman and man. Please make sure the cards are not on the actual pictures, as you will need to swap them over later in the activity (see example above).
9. Read the descriptions for each picture out loudly so participants can hear them clearly.
10. Now ask the participants to close their eyes.
11. Swap the pictures over. The pictures should now be surrounded by the other descriptions.
12. Ask the participants to open their eyes
13. Ask the participants which of the descriptions could still match the new picture and which could not.

14. The descriptions that match the new picture are gender and the descriptions that do not match the new picture are sex.
15. Ask volunteers to move the cards/sticky notes into lists of descriptions of gender and descriptions of sex for each picture.
16. Summarise that gender roles can be changed over time and sex cannot be changed.
17. Summarise the definitions of gender and sex.

Gender is not something we are born with, it is something we learn through the process of socialisation (the way our society taught us). It refers to the social and cultural differences between women and men.

Sex refers to biological differences and the biological functions of women and men.

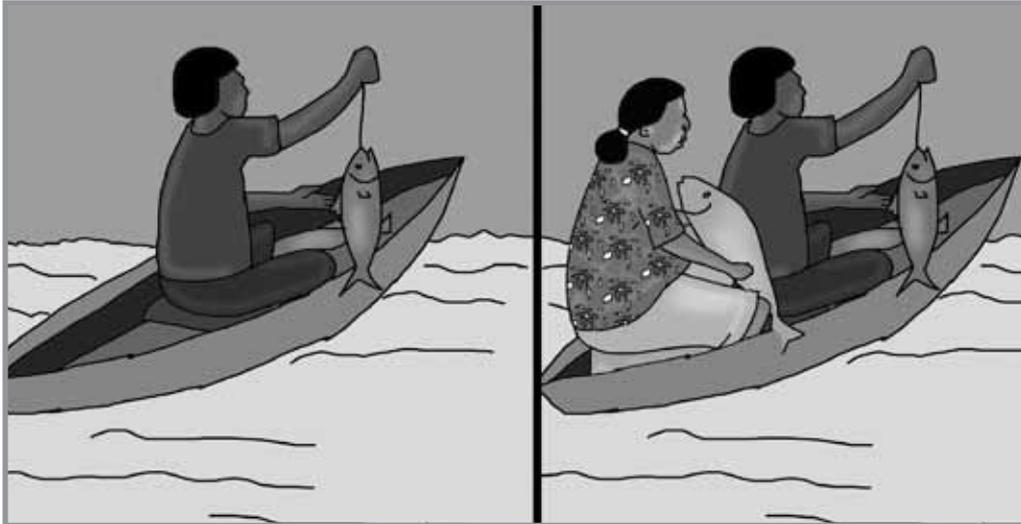
18. Ask the learning circle to work in pairs, (one male, one female) to discuss what their grandmother or grandfather could not do that they are able to do now, i.e. a woman might say that her grandmother was not allowed to go to school but that she was able to.
19. Ask the participants what they would like their daughter or son to be able to do that they currently do not do.
20. Ask participants to share their responses and allow for open discussion.
21. Conclude the activity.



Brain storm



A Natural Resource Tree from the Gender and NRM activity (p.35).



Module 3:

Gender and Natural Resource Management

Rationale

This module defines Natural Resource Management (NRM) and encourages participants to start identifying **gender gaps**. The module explores the concepts of **access** and **control** over natural resources and looks at who receives the benefits.

Facilitator's Background Information

It is important for the participants to understand that management is related to decision making and participation. When we talk about natural resources, even small practices such as cutting a branch can be considered management. This is where women have a greater impact on the day-to-day use of natural resources – what they do, and how they do it may have an important impact on the survival and renewal of natural resources.

The activity enables the participants to identify that the gender stereotypes and activities women perform, allow them only limited control over natural resources. This further limits women's access to, and their capacity to benefit from, natural resources. Thus, the key question here is, 'who decides on the use of natural resources and their benefits?'

Fact box

Women and neglected plant species

Women provide close to 80% of the total wild vegetable food collection in 135 different subsistence-based societies. Women often have specialised knowledge about 'neglected' species.

Source: Lornea Aguilar, IUCN: Gender Makes the Difference. Gender and Environment Publications, 2005, http://www.wocan.org/files/all/biodiversity_ing.pdf

Natural Resource Management

NRM refers to decision making about natural resources such as land, water, soil, plants and animals, with a particular focus on how management affects the quality of life for both present and future generations.

'Access to' and 'Control over' Natural Resources and their Benefits

An analysis of access to and control over natural resources is one way to assess equity and equality between women and men. It further examines the level of women's participation. It is important to identify who *does* or *does not* have access to natural resources. Furthermore, it is also essential to identify who controls the natural resources (e.g. who decides which individuals and groups have access to specific resources). Using natural resources usually generates benefits for individuals, households, and communities.

Often in Solomon Islands, decisions on land use (for example, the decision to allow logging) are made by just a few members of the community. The access to, and control over, this natural resource benefits just a few, but the whole community is impacted by the negative effects of land degradation and reduced water quality.

Access: The opportunity to make use of something.

Control: The ability to define the use and impose that definition on others.

Benefits: The use of natural resources produces a variety of benefits such as: basic needs (food, clothing, shelter and security); income; **assets**; education and training; knowledge and information; opportunities; political power; and, prestige. At the community level, benefits include: well preserved natural resources, development, a clean environment, and the general wellbeing of the community members.

Women are often in a subordinate position in their households and society. This position limits their capacity to access and control natural resources and their benefits. In some cases, women may have access to natural resources, but do not control them. Furthermore, women's limited access to natural resources, lack of time and weak participation in decision making greatly affects their capacity to benefit from government programmes and development activities. This increases the risks for women of being even more vulnerable to poverty and violence.

Module 3: Activity



Gender and Natural Resource Management

Suggested Timing:

1 hour

Glossary Words:

Access, Control, Benefit

Materials:

- Markers
- Large pieces of paper
- A4 pieces of paper (option B)
- Two coloured pads of sticky notes (option B)

Activity Summary

This activity helps participants to assess the level of access to, and control over, natural resources. Furthermore, it allows the participants to compare the level of access to the number of people who benefit.

Learning Outcomes

Participants will be able to:

1. Identify who currently has access to (can use) and control over (management: participation and decision making) natural resources, and who benefits in the community.
2. Understand that both men and women have important roles to play in NRM.
3. Understand that both men and women have the potential to manage the environment well.
4. Identify the challenges/barriers women face in NRM.

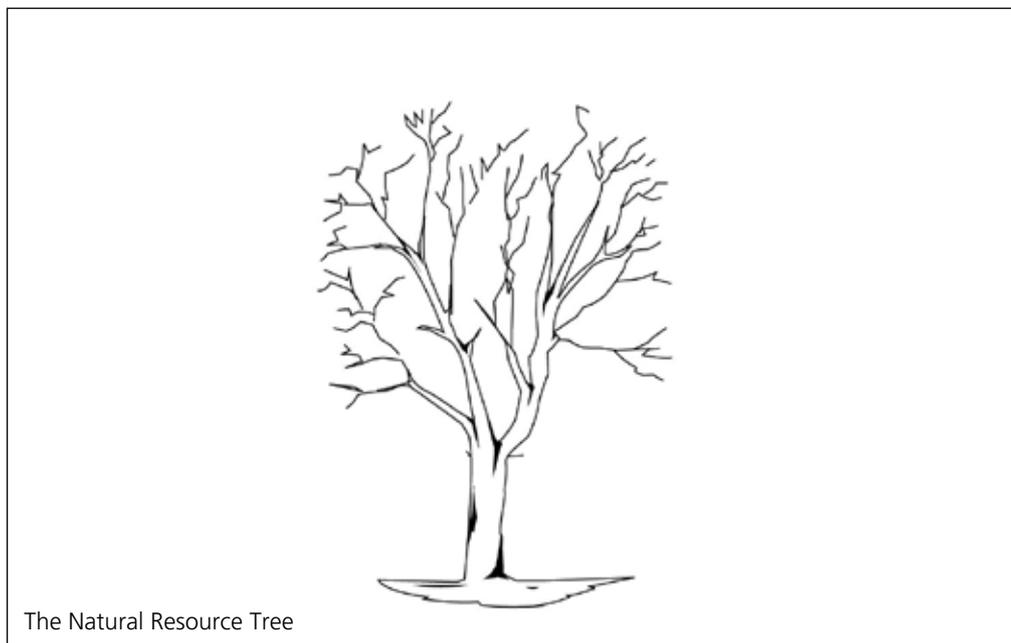
Procedure

Before the session

Read the Facilitator's Background Information (pp. 33–34). Draw a large tree with many branches. Do not draw the leaves (example below and p.32). If you are choosing option A, draw a sample table (example p.37).

On the day of the session

1. Divide participants into learning circles (groups can be mixed gender).
2. Ask the participants: What comes to mind when you think of *natural resources*? What are our natural resources?



3. While the groups are discussing the question, stick your drawing of the tree on the wall.
4. Ask the groups to present their ideas (encourage people to name types of natural resources).
5. Write these ideas along the branches of the tree. They can appear any way, just as long as they are on the tree. You may like to write them on green sticky notes and put them on the branches so they look like leaves.
6. Summarise the responses.
7. Ask each learning circle to choose four of the natural resources written on the tree (try and ensure each group has four different natural resources).

The next part of the activity has two Options. Choose either Option A or Option B to continue the activity, you do not need to do both.

Option A

1. Stick your sample table (see below) on the wall and explain the different parts. The table highlights: who has **access** and **control** and who **benefits** from the natural resources.

NATURAL RESOURCES	Access – who uses it?		Control – who makes decisions about it?		Benefit – who receives the rewards?	
	Men	Women	Men	Women	Men	Women
eg. forest	✓✓	✓	✓✓✓✓		✓✓✓	

2. Give each learning circle a large piece of paper and markers.
3. Ask them to redraw the table and complete it using the four natural resources they have selected from the Natural Resource Tree activity. To complete the table, place a tick (✓) in the appropriate box. To add emphasis participants can add extra ticks.
4. Allow sufficient time for the groups to be able to discuss and complete the activity.
5. Ask the participants the following questions:
 - Which natural resources do women have more access to (can use) and which ones do men have more access to?
 - Which natural resources do women have more control over (decision making) and which ones do men have more control over?
 - What benefits do women receive and what benefits do men receive from each natural resource?
 - What are the differences? Are there gaps?
 - What does this activity tell you about men's and women's roles in NRM?
 - What are the consequences of this differential control over natural resources by women and men?

- If women could have more control over each natural resource and their benefits, what might it mean for their families, the community and for the management of natural resources? Why?
 - How can we increase women's access to and control over, natural resources?
 - How can we encourage women to safely speak out and have a role in decision making?
6. Conclude the activity by asking the following questions:
- What did you learn from this analysis?
 - Does it reveal any gender gaps/inequalities?
 - What would you like to see change?
 - How will you make it change?

Option B

1. Give each learning circle 4 pieces of paper, markers and two coloured pads of sticky notes.
2. Ask each group to draw/write the four natural resources they chose on an A4 piece of paper and stick them on the wall or place them on the floor (one resource per piece of paper).
3. Explain that there are two colours of sticky notes because one colour represents women and one colour represents men. Inform the participants which is which.

If the participants believe either women or men have **access** to one of the four natural resources, ask them to place the respective coloured sticky note next to that resource drawing/name.

If they believe the women or man has **control** of the natural resource, ask them to draw a large tick on the sticky note.

Lastly, if they believe the woman or man receives **benefits** from the natural resource, ask them to draw a smiley face on the sticky note.

Sticky note = Access

✓ = Control

😊 = Benefit

4. Allow sufficient time for the groups to be able to discuss and complete the activity.
5. Ask each group to present their findings.

6. Ask the participants the following questions:
 - Which natural resources do women have more access to (can use) and which ones do men have more access to?
 - Which natural resources do women have more control over (decision making) and which ones do men have more control over?
 - What benefits do women receive and what benefits do men receive from each natural resource?
 - What are the differences? Are there gaps?
 - What does this activity tell you about men's and women's roles in NRM?
 - What are the consequences of this differential control over resources by women and men?
 - What would the community look like if the women were (choose the men's sticky note colour) and the men were (choose the women's sticky note colour)?
 - If women could have more control over each natural resource and the benefits, what might it mean for their families, the community and for the management of natural resources? *Why?*
 - How can we increase women's access to, and control over, natural resources?

7. Conclude the activity by asking the following questions:
 - What did you learn from this analysis?
 - Does it reveal any gender gaps/inequalities?
 - What would you like to see change?
 - How will you make it change?



Participants performing a role play on the effects of logging, as part of the *Identifying Gender Issues in NRM* activity (p.44).



Module 4:

Identifying Gender Issues in NRM

Rationale

Having realised the importance of gender and women's participation in NRM, participants should be able to begin to identify gender inequalities and their impacts. This module encourages the participants to identify some NRM or environmental issues they are facing and discuss how those issues are affecting women and men. Participants are given the opportunity to reflect on:

- Why differences exist.
- What needs to be done to address those issues while addressing both the needs of women and men?
- What are the obstacles or constraints for women to benefit from the solutions?

Facilitator's Background Information

Identify Gender Inequalities

The social construction of gender affects:

- The kind of work women and men do;
- The access to and control of resources;
- Who receives the benefits from natural resources;
- Where it is considered appropriate or inappropriate to go and whether a man or a woman should be accompanied when going there; and,
- How women and men behave.

This information is important when designing and implementing a development project or a government programme. Careful consideration needs to be given because it could have a great impact on women's and men's capacities to take part in the project, to benefit from it, and on general gender relations.

Asking 'WHY?'

Gathering data and statistics is not enough to understand gender inequalities. We need to understand the causes. We need to question people's beliefs, their behaviours, their relationships and their status. Asking "why?" is an important tool to help understand social relations and identify the causes of gender inequalities. Asking "why?" can also be a very useful awareness raising tool: it helps people to question their attitudes and behaviours, and to be more open to change.

Key environmental issues

Unsustainable land use and climate change leads to land degradation, including soil erosion, nutrient depletion, water scarcity, salinity, desertification, loss of **biodiversity** and the disruption of biological cycles.

Key gender issues in NRM

- Women and men have different roles, responsibilities, and knowledge in regards to managing natural resources.
- Gender differences exist (rights, access to and control over natural resources).
- Access to new technology, information and training related to NRM remains highly gendered, with most of the related initiatives targeted at men.
- Women are still absent from climate change and natural resource related decision making processes at all levels.
- The degradation of natural resources can result in new forms of cooperation, conflict or controversy between men and women or different groups.

Gender issues cut across NRM activities in several ways, including:

- Men and women do not have equal rights over NRM.
- Men and women have different priorities and benefit differently from natural resource use and management.
- Men and women have different realities and therefore use natural resources in different ways and at different rates.
- The knowledge, skills and practices of both men and women contribute to the conservation and improvement of natural resources. It is necessary to look into both men's and women's roles, their knowledge, needs and contributions.

Steps to integrate gender into NRM:

- Assess the importance of natural resources for people and their communities.
- Assess the existing access to and control of natural resources by both men and women.
- Ensure government and communities recognise women's rights to benefit from natural resources.
- Raise the level of gender awareness and sensitisation in formal and informal institutions.
- Develop partnerships and links to other institutions, groups, NGOs for the exchange of ideas and awareness raising.
- Encourage the sharing of household work.
- Encourage women's active participation in decision making (not token representation).
- Increase access to new technology, training and credit facilities in NRM for women.
- Expose women and men to other communities where more gender-equitable development is taking place.

Fact box

Different knowledge and preferences

Women and men often have different knowledge about, and preferences for, plants and animals. For example, women's criteria for choosing certain food crop seeds may include cooking time, meal quality, taste, resistance to bird damage and ease of collection, processing, preservation and storage. Men are more likely to consider yield, suitability for a range of soil types and ease of storage. Both are essential for human welfare.

Source: Lornea Aguilar, IUCN: Gender Makes the Difference. Gender and Environment Publications, 2005, http://www.wocan.org/files/all/biodiversity_ing.pdf

Module 4: Activity



Identifying Gender Issues in NRM

Suggested Timing:

1 hour and 20 minutes

Materials:

- Markers
- Large pieces of paper
- Optional: video camera to film the role plays (requires permission from the participants)

Activity Summary

This activity encourages the participants to think about women's and men's different relationships to natural resources and how they both have a significant role to play in NRM. It focuses on the benefits of participatory decision making for women.

Learning Outcomes

Participants will be able to:

1. Identify issues in NRM and how they affect women and men, and why there are differences.
2. Identify ways to address those issues while addressing the needs of women and men.
3. Identify obstacles for women to participate in decision making and benefit from those solutions.

Procedure

Before the session

Read the Facilitator's Background Information (pp. 42–43). On a large piece of paper, prepare the table as shown on page 45.

On the day of the session

1. Divide participants into learning circles (separate gender groups).
2. Ask the participants to identify an environmental issue or an NRM issue (e.g. rivers drying up, water pollution or soil erosion due to logging activities).
3. Once each group has identified an issue, ask them to discuss:
 - Which natural resources are involved in the issue;
 - How both genders currently access and control those natural resources involved in the issue;
 - Who benefits, who does not and why this might be the case; and,
 - How to deal with the issue.
4. Allow the groups sufficient time to discuss.
5. Ask the groups to present a **role play** showing the current access to and control of the resources involved in the issue by both genders and the solution to the issue/s. Does the solution involve people changing their level of access and control, and the benefits they receive?
6. After each group presents their role play, fill in the table as a group.
7. Using the table as a guide, ask the following questions:
 - How does the issue affect women and men differently?
 - Does your solution involve both women and men? Why? Why not?
 - How do you help women to participate in decision making?
 - Are there any common themes?

Issue	Gender inequalities	Impact/ who is most effected	How to address gender issues	Barriers/ constraints

8. Conclude the activity by summarising any main findings. The issues raised in this activity will be used in the next activity to create an action plan.

Extension activity

Community Drama – the role plays could be developed further and presented to the whole community and/or schools. This is a good way to create community awareness and initiate community discussion about a particular issue.

RISKS

NO COOPERATIVE
MIND OWN BUSINESS
RAIN

Men
Women
Youth girls
Youth boys
Elders
Every woman

NO COOPERATIVE
MIND BUSY

Right
Wives
Docus

Youth girls
in the coming

Parent

Social
night

Committee
Members

Body
night

Committee
involve chief
leaders
Men
Youth &
girls

Participants planning for the future in the Next Steps activity (p.48).



Module 5

Next Steps – Action Plan

Rationale

Rather than imposing a plan of action from outside, it is best to let the participants decide what the next steps to take are. They may choose to incorporate the steps into the community's existing plan of action or form a sub-group among the participants to oversee the implementation of the next steps. The inclusive participation of both men and women is critical in ensuring the community mainstreams gender into NRM.

Facilitator's Background Information

In almost all provinces in the Solomon Islands, conservation committees have been established and have received some recognition from national and local governments (although this still needs strengthening). The plan could be integrated and managed by those committees. Whether or not there is an existing community plan, it is important that the next steps taken, based on the issues identified and solutions suggested, are categorised under the key questions: What, When, How and Who. Risks need to be identified and avoided or overcome when implementing the steps. Furthermore, simple follow up mechanisms should be developed with the participants at the workshop.

This module includes one learning activity and a participant evaluation of the modules/workshop.

Module 5: Activity



Next Steps

Suggested Timing:

1 hour

Materials:

- 3 Large pieces of paper
- Markers

Activity Summary

This activity assists women and men to work together to implement their ideas in addressing NRM issues. It advocates a gender-inclusive decision making process.

Learning Outcomes

Participants will begin to:

1. Use the issues and solutions identified in Module 4 to agree on the next steps to take.
2. Take collective responsibility and ownership of the next steps to take.

Procedure

Before the session

On a large piece of paper, draw the Next Steps table (example on p. 49) and read the Facilitator's Background Information.

On the day of the session

1. Divide the participants into separate learning circles for men and women.
2. Ask each group to select an issue discussed in module 4.
3. Ask each group to discuss the solutions identified in module 4 and the steps it would take to achieve those solutions.
4. Ask the participants to consider the possible challenges they could face when implementing the steps.
5. Ask each group to redraw the table. Explain each section to them and ask them to complete it.

6. Allow the groups sufficient time to complete the table.
7. Ask each group to present their table.

If necessary, ask participants if anybody would like to take up the responsibility of overseeing a follow-up meeting, or integrating the next steps into an existing community work plan and/or conservation committee work plan.

Next Steps Table (example)

Issue to address: _____

Steps	What What do you want to do?	When When will you do it?	How How is it going to happen? What natural resources do you need to make it happen?	Who (men and women) Who is involved? Who is it for?	Risks What might stop it from happening?
1					
2					
3					
4					
5					

Module 5:

Participants Evaluation

This evaluation is to be conducted after the final module has been facilitated.

Suggested Timing:

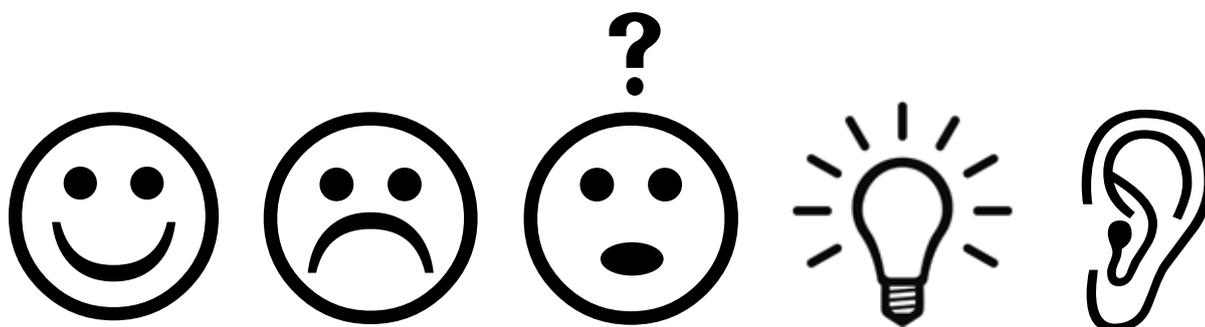
15 minutes

Materials:

- 5 large pieces of paper
- Markers
- Sticky notes

Procedure

1. Draw the following pictures on separate, large pieces of paper.



Explain to the participants that:

- The smiley face represents things that you liked about the module/s.
- The sad face represents things that you did not like about the module/s.
- The face with a question mark represents things you are confused about or things you would like to know more about.
- The light bulb represents things that you learned (you may need to explain that the light bulb represents knowledge in many places around the world).
- The ear represents any other comments. We are always happy to hear and learn from the participants.

2. Stick the pieces of paper up around the room.
3. Hand out sticky notes to each participant and ask them to complete a note for each poster. You may need to repeat what each poster means again.
4. The participants can take their own time to write their comments.
5. When they are ready, thank them for their time and participation, and ask them to stick their sticky notes on the corresponding posters as they leave.

Collect the posters and reflect on the comments. Can you make any changes to the activities or your facilitation technique? Summarise the comments and share them with your colleagues. Store the summary in your project file.

Glossary

Access

The right or opportunity to use a natural resource.

Asset

A useful or valuable thing.

Benefit

An advantage or profit gained from a natural resource.

Biodiversity

The variety of animal and plant life in a particular area.

Calendar

A system for measuring days/weeks/months and often used to record events.

Community work

Work done by individuals or an organization for the benefit and wellbeing of the community. This work is usually done on a voluntary basis.

Control

The ability to decide how community members will use a natural resource. Controlling a natural resource refers to ownership and decision making power.

Division of work/labour

This is an analysis tool. It provides information about how work and responsibilities are distributed between men and women. The division of labour is flexible and changes over time.

Empowerment

Refers to people taking control over their lives: setting their own agendas, gaining skills, building self-confidence, solving problems, and developing self-reliance. It is not only a collective, social, and political process, but an individual one as well (CIDA 1999, p. 5).

Gender

Society influences how we view males and females, including their responsibilities, behaviour, and attitudes towards each other. Even if these behaviours and attitudes appear natural, they are learned, and differ from one society to another. Gender refers to these social and cultural differences rather than sexual differences. Gender is what we refer to as a social construct (something invented by society).

Gender Analysis

To research a society in order to identify the differences between women and men (inequalities). It identifies what needs to be changed in order for women and men to be equal (equity, equality and social inclusion).

Gender Approach

To consider gender concepts when dealing with an issue.

Gender Concepts

The terms and ideas used when talking about gender (a number of them are in this glossary).

Gender and Development Approach (GAD)

GAD is a development approach. It aims to reduce the differences between women and men while working towards community development.

Gender Disaggregated Data

Data or statistics separated into male and female results in order to identify the differences.

Gender Gaps

The differences in opportunities, status, attitudes, etc., between men and women.

Gender-Inclusiveness

To include both men and women equally.

Gender-Mainstreaming

Using the gender approach in all levels of society, from government policy through to the local community level. In an organisation, the gender approach can be used in all policies and processes.

Gender Roles

Societies idea on what roles men and women should have, how they should behave, and the type of relationships between them.

Leisure

Free time to do activities of choice.

Livelihood

The means of securing the necessities of life.

Natural Resources

Materials or substances that occur in nature that are useful to us, for example, forests, water, soil etc.

Natural Resource Management (NRM)

The process of controlling and looking after natural resources so they are around for future generations.

Participation

There are many levels of participation. Ideally, participation is the voluntary involvement of men and women in decision-making.

Position/Status

How someone is viewed/judged by their community.

Research of Aspirations and Perceptions (RAP)

A research tool used to understand communities. It explores how the communities view environmental and social challenges, opportunities and constraints. For more information see: www.livelearn.org/research

Role play

Acting out a situation or playing the character of someone else.

Sex

Sex refers to the biological characteristics of men and women. People are born physically either male or female, this is their sex.

References

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Facilitator's Guide Feedback Form

To be completed by facilitators.

Your comments are important and will help improve this guide. Please let us know what you think by answering the questions below. We suggest you photocopy or rewrite the questions rather than tear out this page.

This will allow others to contribute to the improvement of this guide.

Please fax or mail your comments to the Live & Learn office (for contact details see inside the front cover). Alternatively, you can provide feedback via email: resources@livelearn.org

Name and location: _____

Organisation or community: _____

Contact details (optional): _____

Briefly explain how you used this guide (e.g. are you an NGO worker, government or health care worker?).

.....

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Is this guide easy to follow? (if not please tell us what was not clear).

.....

.....

Was there information missing from this guide?

.....

.....

How could this guide be improved?

.....

.....

Please list any other comments or suggestions below:

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Thank you!

Kawa womens group performing a role play, Makira, Solomon Islands.



*Women's voices need to be a part
of our everyday lives.*

Women's input into natural resource
management is vital to ensure that
decisions made benefit the
whole community.

