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# How to mainstream gender in forestry

## A practical field guide

Gender mainstreaming is a central part of FAO's Strategic Framework and its policies and programmes. It is defined by the United Nations as:

*"The process of assessing the implications for women and men of any planned action including legislation, policies and programmes in all areas and at all levels. It is a strategy for making the concerns and experiences of women and men an integral part of 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."*  
(UN Economic and Social Council, 1997).

This gender mainstreaming guide has been designed to assist FAO technical officers, in particular officers working in forestry, to develop actions in forestry-related projects and programmes at headquarters and in all regions. An example of such an action would be to involve local women's organizations as key stakeholders during the formation of a project or programme. This would allow the scope and focus of desired outcomes to be more representative of the women's needs and ensure the pursuit of gender equality objectives.



This guide is divided into three sections. The first section outlines an important starting point in the process: conducting a gender analysis. The gender analysis will help you assess the aspects related to gender in your work. It will also enable you to redress any shortcomings or inconsistencies in the design of your project or programme.

The second section identifies key opportunities for gender mainstreaming. Tangible steps on how to mainstream gender across four thematic areas - participation, capacity development, institution building, and sex-disaggregated data – are described.

The guide concludes with a discussion on follow-up actions and further resources that can help you put your project or programme into context. Using this guide, officers working on forest-related issues will be able to identify concrete actions to ensure that gender issues are integral components of projects and programmes, while determining when outside expertise is needed to achieve desired results.

### **What is gender analysis?**

Gender analysis seeks to understand the 'differing priorities, needs, activities and responsibilities of men and women, boys and girls at multiple levels, across different life stages in the various roles they play'.

(CARE, 2012)





## Conducting a gender analysis for your programme or project

The gender-analysis process seeks to collect and interpret information concerning the different roles of women and men, while identifying their specific needs and priorities. By using this practical tool at the outset of a project or programme, you will be helping to ensure that men and women can participate equally and also derive equal benefits from the outcomes.

To adequately consider the potential engagement of women in activities, your analysis should begin with the following questions addressed to men and women and applicable at the household, local, national, regional and global levels (adapted from FAO, 2009):

- *Who does what? How? Where? When? Why? (labour)*
- *Who uses what? How? Where? When? Why? (access)*
- *Who controls what? How? Where? When? Why? (power over decision-making and control)*
- *Who knows what? How? Where? When? Why? (power over information)*
- *Who benefits from what? How? Where? When? Why? (benefit sharing)*
- *Who is included in what? How? Where? When and Why? (participation)*

To guide answers to these questions, important information can be recorded in the figures presented in Annex 1, which can be used to undertake further research into specific gender dimensions of forestry activities.

Once initial information from the questions is obtained, you should provide responses to the following enquiries to gain greater insights on gender in the relevant project or programme context:

1. What are the gender-related rights specific to your project or programme (i.e. on land use, water, etc.) in a given country or regional context? Are they unequal? How do unequal gender relations, gender discrimination, subordination and exclusion influence the denial of rights for men and women, boys and girls? How does this intersect with other areas of discrimination – based on ethnicity, culture, class, age, disability?
2. What data, particularly sex-disaggregated data, are available? Has data been collected from meetings, focus-group discussions, key informal interviews, discussions with different stakeholder groups? How do these data enable you to make informed decisions about gender during project or programme formulation? What are the missing data that prevent you from drawing conclusions on gender-related priorities in the project or programme context?
3. How will cultural and social gender norms (e.g. women's limited access to markets) affect the achievement of sustainable and equitable results? If 'business as usual' continues in project or programme activities, how will the results affect the relative status of men and women? Will they exacerbate or reduce inequalities?
4. How can the project or programme integrate gender-related activities to help overcome norms or behaviours limiting the equal engagement of men and women? How can specific aspects of the project or programme include women and promote the equal engagement of men and women to change norms and improve the outcome of project or programme activities?
5. What are the work burden and time-use implications of the project or programme for women and men? Will additional activities place excessive burdens on women who already have substantial daily responsibilities?







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Once the previous information has been collected, the following steps will facilitate the design of gender-responsive activities and actions in your project or programme. To help you collect relevant information, use supplementary guides such as the CARE International Toolkit or Socio-Economic and Gender Analysis (SEAGA) Field Level Handbook, as relevant, to explore and carry out the steps below:<sup>1</sup>

- Step 1:** Conduct and write a problem analysis to determine the specific situation of men and women, boys and girls. Determine both their practical and strategic needs.
- Step 2:** Develop the objectives for the change(s) that the women and men have identified as desirable for achieving improvements in gender relations and/or the status of women.
- Step 3:** Formulate the gender-responsive activities and inputs necessary to achieve the gender changes established in the agreed objectives (i.e. include a female extension worker in the project design concept who will be able to organize and run women-only training sessions).
- Step 4:** Identify obstacles that may hinder the achievement of the gender changes outlined.
- Step 5:** Formulate gender-sensitive indicators and code according to the gender markers that will help you know if and when you have achieved the described changes (i.e. women's access to resources or the number of women in decision-making positions).
- Step 6:** Develop a gender-sensitive monitoring and evaluation plan.

After completing steps 1 to 6 above, you should be well aware of any inequalities between men and women affecting your project or programme and be able to identify how to better mainstream gender in your work.

When formulating projects, the project logframe can offer one of the most important opportunities for gender mainstreaming. Key questions to ask when designing a project logframe impacts, outcomes, outputs and activities are outlined in the 2016 "FAO 'pocket' guide to mainstreaming gender in the FAO project cycle". A few key questions are listed in Annex 2.

<sup>1</sup> For further information on conducting a gender analysis please refer to the CARE International Gender Toolkit: Good Practices Framework – Gender Analysis; the SEAGA Field Level Handbook; or the Asian Development Bank Toolkit on Gender Equality Results and Indicators.



## Key opportunities for gender mainstreaming

Based on the preliminary gender analysis you have just conducted, the following technical areas– participation, capacity development, institutions and data collection – can be examined further as they may provide key entry points to help mainstream gender.

### Participation<sup>2</sup>

Increasing women's participation in community forest management groups, small- and medium-scale enterprises (SMEs), NGOs, and village administration, as well as in the marketing and sale of non-wood forest products (NWFP) are often the principal entry points for empowering women in the forestry sector. However, aiming for a minimum number of women to be represented among stakeholder groups is not always enough. Women also need higher-level institutional decision-making powers, i.e. at the local and management levels. This will often require a socioeconomic shift that starts with women being empowered through education, training and support for income generation in order to have a say in dialogue and in transformative decisions (FAO, 2013).

When creating actions to improve women's participation and decision-making power:

- Determine the challenges women face when participating in policy-making, income-generating and community-level activities.
- Engage women stakeholders by planning activities and meetings at a time of day and in a location conducive to their schedules. Allow children to be present whenever possible.
- Maintain an open dialogue between women's advocacy groups and the government. Make the case for a stronger role for women in policy and decision-making by describing the overall benefits to all members of the community and society.
- Reserve leadership and decision-making roles for women capable of taking on such roles, rather than simply counting the number of female participants during meetings and when forming boards or committees relevant to your project or programme.
- Invite female extension workers or hold women-only training sessions when conducting surveys or training activities to maximize female participation and to allow participants to feel comfortable expressing their ideas on policy formation, income-generating or other community-level activities.

2 For more information on participation – related activities please refer to the CIFOR Field guide to Adaptive Collaborative Management and improving women's participation. For a concrete example of improving gender equality using participative approaches, see the FAO Forestry Case Study on Watershed Management.







## Capacity development

Capacity development activities aim to raise women and men's skills in a given domain at local and community levels. They should ensure that all project participants have the same knowledge to work together more effectively.<sup>3</sup> Activities can also be targeted to the needs of the women participants, where they are expected to play a specific role in order to achieve the project and programme objectives.

Specific actions to improve capacity development activities are outlined below and include actions drawn from the Climate Change, Agriculture and Food Security (CCAFS) Gender Toolbox:

- Before selecting capacity development activities, convene stakeholders, particularly men, to explain and discuss with them the concept of gender equality and what they see as women's contribution to the project or programme.
- Consult women at the outset of project formulation to determine whether capacity development activities will be useful at the household and community levels.
- Survey women in the community to assess existing capacities, strengths and weaknesses. Use this information to design tailor-made training (i.e. whether to spend more time on machinery training, planting techniques, etc.).
- Conduct capacity development activities to further empower women.<sup>4</sup>
- Consider what time of day is most conducive to women's schedules when holding capacity development trainings.
- Address the specific needs of women. For example, illustrate lessons through drawings or utilize hands on learning methods if they have lower literacy levels.
- Consider how the use of technology and communication tools can be used to increase the dissemination of lessons (e.g. transmitting information via mobile phones; village posters with positive gender imagery).

When considering training materials you should ask the same set of questions in the gender analysis section of this guide to consider household, local, national, regional and global level needs, but with a project or programme lens. The answers to these questions will make it apparent what type of capacity development is required.

<sup>3</sup> See, for instance, how the application of Farmer Field School training in Kenya's Mau Forest yielded these positive impacts. <http://www.fao.org/in-action/promoting-sustainable-livelihoods-in-kenyas-mau-forest-complex/en/>.

<sup>4</sup> For examples of specific capacity development activities, please refer to the CCAFS Gender Toolbox: [https://cgspace.cgiar.org/bitstream/handle/10568/45955/CCAFS\\_Gender\\_Toolbox.pdf](https://cgspace.cgiar.org/bitstream/handle/10568/45955/CCAFS_Gender_Toolbox.pdf).



## Institutions<sup>5</sup>

Institutional support is critical to gender equality in forestry policies and programmes. Deep-rooted gender biases, lack of sex-disaggregated data, poor technical capacity on gender matters and limited budget allocations for gender issues are common challenges faced by forest institutions (FAO, 2015).

National institutions may consider reviewing and re-organizing existing management structures to create more gender-balanced institutions that increase female representation in leadership roles and participation in decision-making (FAO, 2015; FAO and RECOFTC, 2015).

Training on gender analysis and gender mainstreaming in forest institutions is equally important and can be of great use to relevant forestry officials.

Practical actions to improve gender mainstreaming in institutions could include:

- Initiate dialogue and organize consultation meetings at national and subnational levels to discuss relevant gender issues and gaps in existing forest policies and practices.
- Engage civil society organizations, government institutions and relevant women's networks to ensure inclusive approaches to the development and implementation of gender-responsive forest policies.
- Organize gender-awareness seminars and workshops for forestry officials, including decision-makers and policy committee members, to ensure a deeper understanding of the relevance of the concerns of women in forest policies and programmes.
- Strengthen the capacities of existing gender focal points within institutions to engage at a substantive level in forestry-related consultations and in policy review and development processes.
- Encourage consultation with stakeholders in existing management structures to determine gender power imbalances and to facilitate the creation of more gender-balanced forestry institutions. This is important to increase women's representation in leadership roles and their participation in decision-making.
- Analyze employment trends between men and women, specifically the percentage of women with a forestry-related education, as well as the recruitment and retention rates of women in the forestry sector.
- Enquire about part-time work possibilities. Women are often responsible for other tasks, such as childcare duties, and can be reluctant to request flexible work schedules due to concerns over career prospects.
- Provide examples of how funds specifically allocated to gender in institutions have made a successful impact in promoting gender equality. Encourage the allocation of funds dedicated specifically to gender-related actions and opportunities.

5 For a concrete example of how to set objectives to mainstream gender in institutions, see the FAO Gender Equality Policy.



## Data collection<sup>6</sup>

There is a major lack of sex-disaggregated and socioeconomic data in the forestry sector – only some employment data exist for the formal forestry sector. Moreover, women's activities in the forestry sector are often concentrated in the informal sector, particularly those related to wood energy, SMEs, and NWFP value chains.

The gap in sex-disaggregated data has posed a significant challenge to policy planning. Such data and information could assist in the development of policies based on knowledge of the heterogeneity of local forest-related activities, including gender roles, rights, concerns and capacities (FAO, 2015; FAO and RECOFTC, 2015).

Providing data and analysis focused on women and gender issues in forestry can facilitate the development of targeted gender-responsive policies, strategies, frameworks and programmes. Forestry information systems should include sex-disaggregated data and ensure that data are widely disseminated among stakeholders to acknowledge and promote women's contribution to sustainable forest management. The development of gender-sensitive monitoring and evaluation systems (e.g. incorporating gender-sensitive indicators into the logical frameworks of projects) is also recommended (FAO, 2015; FAO and RECOFTC, 2015).

To identify data collection needs it is useful to know how data will be used. Before starting any survey, ensure you identify the appropriate: target group; site and sample size; the main aim of the survey and its contribution to the project; the number of people to be interviewed; and how the data will be coded and analysed. Depending on the scope and scale of the data required, you may need to engage an outside gender specialist to work exclusively on the design and implementation of field surveys.

The following gender-sensitive actions could be taken when designing your approach to sex-disaggregated data collection:

- Determine if data are to be collected for national statistics or project and programme decision-making. This will determine the scale and depth of efforts required.
- Assess whether additional sex-disaggregated data collection approaches are required, such as in the design and implementation of a national questionnaire.
- Design separate questionnaires for men and women within the household when possible and interview multiple adults of one household if feasible.
- Acquire additional female enumerators in the interview teams to create a comfortable environment for female participants.<sup>7</sup>
- When necessary, hold focus-group discussions as a way to separate men and women into groups and interview them separately.

The following table outlines examples of gender-sensitive indicators you might include in your data:

<b>Quantitative indicators - Measure quantity (sex-disaggregated data)</b>
<ul style="list-style-type: none"><li>• Percentage of men and women attending forestry schools</li><li>• Percentage of women members of local organizations/decision-making bodies</li><li>• Percentage of property owned and controlled by women and men (e.g. land, livestock), across socio-economic, age and ethnic groups</li><li>• Percentage of credit, financial and technical support services received by women/men</li></ul>
<b>Qualitative indicators - Perceptions of men and women towards changes in behavior, knowledge, skills &amp; self-reliance</b>
<ul style="list-style-type: none"><li>• Men and women's perception on the quality of their participation and impact of project's activities on their lives</li><li>• The degree to which men and women are aware of their legal rights</li><li>• Perception of women and men whether women are becoming more empowered, and the reasons why</li></ul>

(Source: CSA Handbook, 2016)

6 For a concrete example of the processes and impacts of sex-disaggregated data collection, see the FAO Case Study on the Finland-FAO Forestry Programme.

7 Note: In combined forest inventory surveys this has proved difficult to implement as there are not adequate numbers of female enumerators in forest inventory teams.



## Conclusions and Next Steps

By now, you should have identified key areas for gender mainstreaming in your programme or project. You should have also determined whether you need to engage specific gender experts to conduct a more in-depth gender analysis, administer surveys or to monitor the inclusion and implementation activities throughout your project or programme.<sup>8</sup>

Should you need further detailed information on the formulation and implementation of gender-responsive actions in your projects and programmes at the regional level, you may wish to consider other publications that outline gender mainstreaming approaches in the regional context, including *Mainstreaming gender into forest policies in Asia and the Pacific* (FAO, 2015) and *Gender Mainstreaming in Forestry in Africa* (FAO, 2007).

These publications consider international and national legal frameworks for women's rights and gender equality (which vary considerably from country to country), the legislation and institutional framework for gender mainstreaming in forestry, integration of gender perspectives into forest policy, employment trends, gender structures in households and local forestry initiatives, as well as the opportunities and challenges in mainstreaming gender. Other geographical areas, notably Eastern Europe, Central Asia and Latin America, could use these regional and national case studies and the questions they pose as models for their own regional and national gender mainstreaming studies.

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<sup>8</sup> Engaging outside expertise is particularly suggested for projects over USD10-15 million.





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## Further resources:

- Asian Development Bank (ADB) and Australian Aid (2013) *Tool Kit on Gender Equality Results and Indicators*. Manila: ADB.
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## Glossary

**Sex** refers to the biological and physiological characteristics of men and women.

**Gender** is the set of social attributes associated with being male or female learned through socialization rather than the biological differences between men and women, boys and girls. Gender therefore is a social construct that defines what it means to be a man or woman, boy or girl in a given society – it carries specific roles, status and expectations within households, communities and culture. Individuals may also self-identify as neither male nor female, or both male and female.

**Gender roles** are shaped by the different social and cultural contexts in which they exist. Factors like country/region, ethnic group, age, economic class and religion all affect which roles and responsibilities men and women, boys and girls are expected to have.

**Gender relations** are the ways in which a society defines rights, responsibilities and the identities of men and women in relation to one another. Gender relations are based on power and negotiations, and gender roles are closely linked, influencing their definition and development.

**Gender equity** is the process of being fair to women and men. To ensure fairness, strategies and measures must often be available to compensate for women's historical and social disadvantages that prevent women and men from otherwise operating on a level playing field. Equity leads to equality.

**Gender equality** refers to the equal enjoyment by women, girls, boys and men of rights, opportunities, resources and rewards. A critical aspect of promoting gender equality is the empowerment of women, with a focus on identifying and redressing power imbalances. Equality does not mean that women and men are the same but that their enjoyment of rights, opportunities and life changes are not governed or limited by whether they were born female or male.

**Gender analysis** seeks to understand the differing priorities, needs, activities and responsibilities of men and women, boys and girls at multiple levels, across different life stages in the various roles they play.

**Women's empowerment** involves awareness-raising, building of self-confidence, expansion of choices, increased access to and control over resources and actions to transform the structures and institutions that reinforce and perpetuate gender discrimination and inequality. Empowerment comes from within; women empower themselves. Nevertheless, efforts in programmes and projects can be included to increase women's power, which would focus on utilizing individuals' and collective strengths to work towards common goals without coercion or domination.

**Gender mainstreaming** is defined by the United Nations as the process of assessing the implications for women and men of any planned action in all areas and at all levels. This means making both the concerns and experiences of women and men an integral dimension of all agriculture and rural development efforts.

**Reproductive role** refers to childbearing and rearing responsibilities and domestic tasks done by women to guarantee the maintenance and reproduction of the labour force. This includes not only biological reproduction but also the care and maintenance of the work force (male partner, oneself and working children) and the future work force (infants and school-going children). This work is usually unpaid.

**Productive role** refers to the work done by both men and women for payment in cash or in kind. For women in agricultural production, this includes work as independent farmers, peasant wives and wage workers. The work is both paid (but often underpaid) and unpaid.

**Sex-disaggregated data** are data that are collected and analysed separately according to biological sex. Sex-disaggregated data can make it easier to understand where gender inequalities exist. For instance, when collecting sex-disaggregated data at the household level, a survey would involve asking relevant 'who' questions: who provides labour, who makes the decisions and who owns and controls the land and other resources. It may also involve asking men and women about their individual roles and responsibilities.



## Annex 1: Gender analysis

**Figure 1: Activity profile**

Reproductive activities		Productive activities		Community activities	
Women/girls	Men/boys	Women/girls	Men/boys	Women/girls	Men/boys
Example: Cooking		Example: Planting	Example: Farming	Example: Support other community members (i.e. wedding planning)	Example: Participating in village meetings

**Figure 2: Access and control**

	Access		Control	
	Women	Men	Women	Men
Resources Examples: Land, equipment, labour, cash, education/training				

**Figure 3: Influencing factors**

Influencing Factors	Constraints	Opportunities
Community norms Demographic conditions Institutional structures Economic factors		

(Source: Harvard Analytical Framework, 1999)

## Annex 2: Gender issues in the logical framework

<b>IMPACT</b>	<ul style="list-style-type: none"> <li>Is gender equality one overall objective that the project aims to contribute to?</li> <li>Are men and women (of different ages and socio-economic groups) going to benefit equally from this long-term change?</li> </ul>
<b>OUTCOME</b>	<ul style="list-style-type: none"> <li>Does the outcome include any clear reference to men and women, and existing inequalities between them?</li> <li>Does the intervention have the potential to improve women's access to productive resources, services, technologies, training and employment opportunities?</li> </ul>
<b>OUTPUTS</b>	<ul style="list-style-type: none"> <li>Do the outputs respond to the different needs and priorities of men and women, as identified by the gender analysis?</li> <li>Do the outputs challenge / redress existing gender inequalities and discriminatory norms and practices?</li> </ul>
<b>ACTIVITIES</b>	<ul style="list-style-type: none"> <li>Are women and men given equal opportunities to plan, participate and monitor the project's activities?</li> <li>Do the planned activities take into account the roles and responsibilities of women and men, in order to ensure equal opportunities for and benefits from participation?</li> </ul>

(Source: CSA Handbook, 2016)