HANDBOOK

Gender Mainstreaming for Environmental Projects

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Cross River Environmental Capacity Development (CRE)

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*CRE **Handbooks** provide practical, easy-to-use guidance for civil society and policy makers in Cross River State and Nigeria.*

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Definitions

Sex: the biological difference between women and men that is universal.

Gender: refers to the roles and responsibilities of women and men and the relationship between them, as well as the way women and men's behaviors and identities are determined through the process of socialization. These roles and expectations are culturally specific and change over time.

Gender Equality: refers to norms, values, attitudes and perceptions required to attain equal status between women and men without neutralizing the biological differences between women and men.

Gender Equity: refers to fairness in women and men's access to socio-economic resources. Gender equity is a condition in which women and men participate in development processes as equals and have equal access to socio-economic resources.

Gender relations: the interdependent relations between women and men. This implies that changes for women will require changes for men and vice versa.

Gender Mainstreaming: is the process of assessing the implications for women and men of any planned action. It is a strategy for making women's and men's concerns and experiences an integral dimension of the design, implementation and evaluation of policies and programs in all political, economic and social spheres, so that women and men benefit equally.

Gender Sensitive: refers to recognition of the differences and inequities between women and men's needs, roles, responsibilities and identities. In addition to acknowledging these differences, gender sensitivity seeks to act upon these differences by dealing fairly with both women and men's accessibility to socio-economic resources, whilst acknowledging the transformation of either roles and responsibilities over time.

(adapted from EQUAL 2004 and NCC 2005)

1 Background

1.1 One Sky CRE Project

Over 90% of Nigeria's original forests are gone. Cross River State contains 30% of Nigeria's remaining forests, which represent a rare fragment of Lower Guinean Tropical Rain Forest – the largest remnant of its kind in West Africa. This rainforest is home to some of the rarest and most endangered life forms on our planet, including the rainforest elephant, Sclater's Guenon Monkey, and Cross River Gorilla. The Guinean Rain Forest has also been identified as a global hotspot for biodiversity, and is one of the highest international conservation priorities in the world.

This oasis is also home to a diverse and growing population of people who have inhabited this area for millennia. Speaking many languages and practicing many cultures, they have one thing in common – they all depend on a thriving forest environment for their income, health and sustenance. However, extreme poverty and population growth has increased pressures on remaining forest resources.

The **Cross River Environment Capacity Development** (CRE) Project is working to strengthen NGO capacity to effect **gender-sensitive policy** change and environmental improvement in Cross River State. This project is implemented through the **CRE Coalition**, which brings together five Nigerian Environmental NGOs, Development in Nigeria (DIN), Living Earth Nigeria Foundation (LENF), Nigerian Conservation Foundation (NCF), NGO Coalition for the Environment (NGOCE), Centre for Education, Research and Conservation of Primates and Nature (CERCOPAN), and a Canadian Executing Agency: One Sky - Canadian Institute for Sustainable Living. Funding for the project is supplied by the Canadian International Development Agency (CIDA).

The mission of the CRE Coalition is to bring about ecological sustainability, social stability and economic prosperity in the Cross River Bioregion through: collaboration and partnerships with government and other organizations, evidence-based policy influence, community & institutional capacity building, community-based natural resource management, ecotourism and HIV-AIDS and **gender mainstreaming**.

1.2 The Purpose of this Handbook

The CRE Project recognizes that the problem of women's inequality in power and economic activities is a cross-cutting issue, affecting organizations, communities and families and the environmental management of the resources they depend on. In response to these challenges, and in line with CIDA policy, One Sky has committed resources and efforts to supporting gender equality mainstreaming within partner ENGOs and their community-based initiatives.

This handbook is the result of the lessons learned through the CRE Project's gender mainstreaming efforts. It provides practical 'how to' guidelines for environmental organizations wishing to **mainstream gender** into their programs. It is also a useful tool for **government agencies** and **development practitioners** looking for basic guidance on gender mainstreaming.

2 What is Mainstreaming?

Gender mainstreaming is the process of promoting gender equity by integrating gender concerns into your organization's policies and programs, including:

- Management culture
- Annual work plan
- Budgets
- Workplace policy
- Human resource management
- Community work
- Environmental education and awareness
- Policy and legislation
- Research
- Monitoring and evaluation

According to the United Nations (1997), gender mainstreaming is:

The process of assessing the implications for women and men of any planned action, including legislation, policies or programmes, in any area and at all levels. It is a strategy for making women's as well as men's concerns and experiences an integral dimension 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.

3 Why Mainstream?

3.1 Why mainstream gender in your organization?

- In Nigeria, it is against the law to discriminate against any sex in your hiring practices - Nigeria is a signatory to the United Nations Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW 1985)

- There is affirmative action in Nigeria: the National and State Economic Empowerment and Development Strategies (NEEDS and SEEDS) have set targets (through affirmative action) of proportionate representation by women of not less than 30%, to be achieved by 2007(Nigerian National Planning Commission 2004, Cross River State 2006).

- Workplaces that are responsive to employee needs retain a loyal and motivated staff, which improves efficiency. Respecting and supporting the roles of both female and male employees is a step in this direction

- Mainstreaming gender concerns into your own organization will make it easier for you mainstream gender into your programs and community work.

- Promoting gender equity in your organization demonstrates to donor agencies (many of whom demand gender sensitive approaches to their programs) that you are committed to gender mainstreaming and sustainable development.

3.2 Why mainstream in your target communities

- Gender mainstreaming can increase the effectiveness of your environmental programs by ensuring that you are addressing the differences in how men and women use and manage natural resources, and the differences in how they both impact and are impacted by environmental resources.

- Women often don't speak up during consultation processes – if you don't consult men and women separately, (women often won't speak up when men are around), you may not get the perspective of the group having the largest impact on a resource, or being most affected by a resource use practice.

- Ensuring that you consult and involve different components of the community (women, men and youth), you can get a wider, more complete perspective on an environmental issue and its potential solutions.

- When you involve different groups (men, women and youth) in planning and decision-making, you will have more groups supporting and implementing the decisions made.

- Young men are more likely to migrate out of a community than young women, so if you are investing in training, investing in women helps ensure that your training stays in your target community.

- Identifying the different roles and responsibilities of men and women in a community can help determine the most practical and efficient division of labour for community projects.

- Educating and empowering women as well as men can lead to the uptake of more sustainable behaviours and resource use by both sexes.

- Women are community leaders, often invisible to outsiders; they are often those who organize environment events, from saving the turtles to celebrating traditional rituals and values (Rojas 1999).

Gender and the Forest

Women and men have different gender-based roles and responsibilities in their own lives, families, households and communities. They have different knowledge of, access to, and control over natural resources, and different opportunities to participate in decisions regarding natural resource use. Sustainable management and degradation both occur as a result of the activities of men and women. Understanding women and men's needs and relationships to the environment plays an important role in developing solutions for more sustainable use of natural resources.

For example, women rely heavily on the forest for farming, firewood, and non-timber forest product (NTFP) collection – a major source of income for women in forest communities. Women are also responsible for collecting water, the availability and quality of which is often dependent on healthy forested watersheds. And although women are rarely involved in hunting, they buy, sell and process bushmeat – in doing so they contribute to market demand driving the bushmeat trade (Ellis 2000).

Despite the many ways women both affect and are affected by forest resources, they are often excluded (sometimes even excluding themselves) from decision-making about how these resources are used and managed. And because women are often marginalized from conservation processes they are often unaware of legislation, rules and regulations and do not understand why they have been introduced (from Flintan 2003).

Reduced reliance on forest resources and adoption of sustainable resource management practices and alternative livelihoods requires literacy and improved security of land tenure (as incentive to invest in conservation practices). Women are especially challenged in these areas because they are often prohibited from owning land and because girls receive less schooling than boys (OECD 2001).

Moreover, there is much evidence that gender equality and empowerment of women has positive effects on a variety of other important aspects of development – notably population growth and health (OECD 2001).

- Since women are the primary caregivers, they pass on environmental messages to their children (Rojas 1999).

- Women usually do not drink up profits from economic activities or spend money on themselves as men often do but, instead, spend them on their children's education or on the household (Rojas 1999).

4 How to Mainstream

Mainstreaming isn't about separate programming; it's about identifying aspects of your normal work and projects where you can address gender concerns and impacts. The following sections highlight some of these so called 'entry points' for mainstreaming, and tell you how to make use of them.

As an environmental organization, you should be mainstreaming gender in both the management of your organization, and in the design, implementation and evaluation of your various projects.

4.1 Mainstreaming Gender into your Organization

The five key areas where you can mainstream gender into your organization are: leadership, budgets, work plans, workplace policy, and human resource management.

Leadership

✓ In your organization there must be **top level commitment** to gender mainstreaming and equity.

✓ Senior staff must be convinced that attention to gender differences will **increase the quality** of the organization and improve its ability to carry out its mission.

✓ If you are having problems convincing senior staff about the importance of gender mainstreaming, present them with the reasons in **Section 3, Why Mainstream**?

Annual Work Plan

✓ Ensure that gender mainstreaming activities are integrated into your **annual work plan**.

✓ In your annual work plan, **set clear targets** about what you want to see in your organization in terms of gender equity and how you want to achieve it. For example, how you propose to build the gender equality capacity of your staff. (EQUAL 2004)

IUCN'S APPROACH TO GENDER

IUCN first began the process of integrating women and gender issues into its policies in 1984. It now has a Gender Policy Statement and Work Programme, and each IUCN Regional Office has appointed gender focal persons who are responsible for taking regional work programmes forward. IUCN's rationale for integrating gender perspectives and concerns is based on two premises:

"first, the recognition that gender equality and equity are matters of fundamental human rights and social justice; and secondly, the growing awareness that equality - equal rights, opportunities and responsibilities for men and women - is a pre-condition for sustainable development and sustainable use of natural resources" (ibid).

(Mogelgaard, 2002; IUCN, 1998.)

✔ Ensure **targets are specific**, measurable, achievable and realistic and have a clear time frame. For example, staff recruitment procedures examined by month 1; all management will be made aware of gender mainstreaming through awareness-raising workshops by month 3; and so on. (EQUAL 2004)

Budgets

✔ Ensure your annual and project budgets **dedicate funds and resources** for gender mainstreaming activities.

Workplace Gender Policy

✔ Develop a **gender policy to** make your workplace gender friendly. See examples in **Appendix 1.**

✔ In your policy, ensure you **define** what you mean by gender equality and gender mainstreaming. There are many materials that can help you better understand these terms (see resources in **Appendix 2**).

Human Resource Management

✔ Designate one staff member to be a **gender focal person** to provide leadership and advice on gender mainstreaming activities. Give the focal person this handbook and access to other gender resources. At the beginning, you should consider hiring a **gender consultant** to train your gender focal person and other staff members on specific aspects of gender mainstreaming. **Appendix 3** outlines some key elements of **gender training** for conservation practitioners.

✔ Look at your **staff composition**. How many women or men do you have working for you, and at what levels and areas of responsibility? Ensure there is equality in hiring and promotions. If there is a gender imbalance among your staff, consider using affirmative action to reduce the imbalance.

✔ **Train women** for jobs that have traditionally been held by just men, e.g. technical fields, and give travel opportunities and field exposure to all staff.

✔ Create an enabling environment for hearing and taking quick action on complaints of discrimination and harassment, including **sexual harassment.**

✔ Provide **leave** and **benefits** that help both men and women to balance family and professional responsibilities; e.g. paid maternity/paternity leave, flexible hours

✔ All staff should be given an orientation to familiarize them with your gender policy and mainstreaming activities. They should also be given a **gender orientation package** that includes:

- Your organization's gender workplace policy
- A copy of this handbook
- A summary of how your organization mainstreams gender into its activities.

✓ Have gender-related **education materials** on hand in your workplace (posters, reports, pamphlets, books, films – see **Appendix 2** for a list of potential resources) for all staff to use.

4.2 Mainstreaming Gender into Your Community Work

You can do research on conservation projects dealing with similar environmental problems **in other parts of the world** to see how they have been affected by gender issues and how they have resolved them. Your best sources of information, however, are the communities you are actually working in.

There are **four key steps** for mainstreaming gender into your community work: gender analysis, collecting gender disaggregated data, gender-balanced participatory planning, and gender sensitization.

Gender Analysis

✓ When looking at how people use and affect natural resources, you should do a **gender analysis** that looks at men and women separately. Gender analysis will allow you to see how a conservation intervention will be received by men and women and how it will impact the interests and roles of both sexes. You can also build gender analysis into your **Participatory Rural Appraisals** (PRAs).

✓ When doing gender analysis or PRAs, it is important that both men and women are given equal opportunity to participate. Because women are often reluctant to offer information or their opinions in the presence of men, this usually means **consulting men and women separately.** It is also a good idea to consult youth separately from their elders.

> In Thailand, a group of village men were invited to a meeting to plan a community forest project. They requested for hardwood tree species to make furniture and woodcarvings to sell. But when 3,000 hardwoods were provided, they all died. Why? Because in that location, women care for the seedlings, and they prefer softwood tree species for fuel wood and fodder. No one had told them that the trees were coming. Women were now included in the next meeting, allowing the foresters to learn about women and men's roles and preferences. Eventually the project delivered seedlings of both types, satisfying both men and women of the village.
>
> *(Source: PRB 2002)*

✓ Your gender analysis should explore the following:

  a) **Who does what?** Look for differences in how men and women use and manage natural resources. Is it men or women who exploit threatened resources?

  b) **Who benefits?** Look for differences in how men and women benefit from using these resources?

  c) **What are the constraints?** What are the practical and cultural constraints that men and women face in relation to natural resource use and conservation?

  d) **Who has access?** Identify differences between men and women in access, ownership, and control of natural resources. Who controls tenure rights? Who is more likely to use those rights to conserve natural resources?

  e) **Who has decision-making control**? Explore the extent to which men and women decide how resources are used.

f) Do men and women have **different decision-making roles** within organizations or communities? How do these roles influence the kind of management decisions they are likely to make?

g) **What are the views** of men and women on the tradeoffs they are prepared to make between conservation, livelihood, and lifestyle.

(adapted from WWF 2001)

✓ These questions should be asked **verbally**, ideally in **local language** – rural people, particularly women, may not be conversant in English. Avoid written questionnaires.

Gender Disaggregated Data

✓ Don't view communities as homogenous units. When **collecting data** about people and their relationships to natural resources, always keep the results from men and women **separate.** This data – known as *gender disaggregated data* – can then be analyzed separately by sex. .

✓ You should also document **how many men** and **how many women** participate at **different stages** of the project. This includes workshops, trainings, meetings, and other activities.

Gender Balanced Participatory Planning & Implementation

✓ When designing and implementing conservation and resource management projects it is important that the **needs and priorities of both sexes** in affected communities are addressed.

> **Ensuring Women Participate**
>
> Sometimes it can be difficult getting community women to participate in environmental projects – or convincing men to let women be involved.
>
> Nigeria's **NGO Coalition for the Environment** has overcome this problem by making equal participation of men and women a **prerequisite** for all their community projects. In this way they ensure women's participation in all their programs.

✓ This means that both women and men must be **involved** from project beginning to project end — from designing activities and setting objectives to actual implementation. Try to get an **equal balance** of men and women participating at each phase.

✓ Again this usually means consulting and working with men and women **separately,** especially during **key decision-making points** in your project.

Gender Sensitization

✓ If there are indications that a particular sex is trying to **dominate** discussions, decisions or processes, there is a high risk that **gender issues** could affect your project or interfere with your attempts to mainstream gender.

✓ This means that you may need to do **gender sensitization training** in the community. One way to prevent this unexpected expense is to include a contingency budget for gender sensitization training in all your community projects. Investing in gender sensitization training will increase community acceptance of a gender balanced approach to your work.

✓ After completing the gender sensitization workshop, encourage participants to set up a **gender action group** – this is the best way to ensure gender training has a lasting impact in the community. If possible, help resource the group by providing transport money, gender awareness materials, additional gender training and links with gender organizations.

✓ Ensure that staff conducting gender sensitization programs have **adequate training** – if not outsource to an organization that specializes in gender (see resources in **Appendix 2**).

4.3 Mainstreaming Gender into Environmental Education and Awareness

There are **three key areas** where gender can be mainstreamed into environmental education and awareness projects: developing messages, selecting media, and designing education and awareness programs.

Developing Messages

✓ Environmental education and awareness aim to bring about **behaviour change**. The behaviours you want to change in men are likely to be different from those you wish to change in women, because men and women use natural resources in different ways. Thus it is essential to **tailor different education messages** for men and women.

✓ Also, think about messages you can include in your educational programs and resources **that link gender to your mission** or your project, and that encourage men and women to **participate equally** in managing their natural resources.

Selecting Media

✓ Men and women are best reached through **different types of media.** To reach women and men with conservation messages and programs, it is important to identify the different areas where men and women meet and get **information.** For example, a study in one Cross River community showed that women are best reached through churches and town criers, whereas men are best reached by radio and posters in the town square.

Designing Education & Awareness Programs

✓ When designing an education or awareness program, you should **consult men** and **women** from your **target audience** separately to get advice on messages and media.

✓ **Basic steps** for mainstreaming gender into a community education or awareness program include:

a) Set up at least **two focus groups** – one men, one women – to clarify the environmental issue at hand (e.g. deforestation).

b) With each focus group, lead a participatory exercise to **clarify** the **environmental issue** at hand (e.g. deforestation**)** – get individuals to write down or draw how they feel about the environmental issue under discussion. This will also establish baseline levels of awareness/knowledge

c) Once the issue has been established, lead the group through a **problem analysis** to determine specific behaviours that are contributing to the problem (e.g. logging vs. bush burning), why unsustainable behaviours are taking place (e.g. women aren't doing fire tracing prior to bush burning so fires are escaping), and what **barriers** there are to changing these behaviours (e.g. women don't know how fire trace).

d) Ask the focus group members to identify **solutions** to the problem (e.g. bring in an NGO to train women in fire tracing techniques).

e) Ask the group to identify **messages** that would be effective in bringing about behaviour change (e.g. reduce risk to life and property – fire trace before burning. Learn how at next week's workshop), and the best **media** for transmission of these messages (e.g. announcement through the town crier).

f) Develop a **community action plan** based on the results. The action plan should accommodate the likelihood that the men and women's focus groups will identify different problems, solutions, messages and media.

4.4 Environmental Policy and Legislation

Gender can be mainstreamed into environmental policy and legislation by drawing government attention to the linkages between gender and the environment and advocating for improved gender representation in environmental policy and decision-making (remember, women represent more than half of the population). There are a wide variety of policy forums where gender issues can be addressed.

Linking gender and environment

✓ When lobbying government for new environmental policies and/or policy change, draw attention to **linkages** between **gender** and the **environment,** and the differences in how men and women both impact and are impacted by natural resources.

✓ Consider setting up a **consultative committee** to advise government on gender issues related to important environmental policy and legislation decisions.

Improving gender representation in decision-making

✓ Recommend specific actions to improve **gender representation** and **equity** in environmental policy and decision-making, such as:

a) **Fair** and **equal participation** of men and women in consultations and discussions related to environmental policy.

b) Improved **quality of participation** in environmental discussions and decision-making, i.e. **meaningful** engagement that **respects** the diverse opinions and standpoints of both men and women.

c) Examination of the **different impacts** of environmental policy or legislation on men and women, to ensure the benefits and burdens of the policy are shared equally between the sexes. This requires **gender disaggregated data**.

d) **Allocation** of government **resources** and **budgets** to gender mainstreaming within departments responsible for managing natural resources.

e) Improved **representation** by women in government departments and decision-making bodies charged with environmental management.

f) Adoption of official **gender policies** by government. Such policies demonstrate a government's commitment to addressing gender concerns and serve as a reference for those developing environmental policies and programs.

g) Training women on **strategies** for increasing and improving their **participation** in environmental decision-making, e.g. negotiation skills, budget analysis, gender mainstreaming, political analysis, community mobilization, using the media, etc.

Forums for Gender Advocacy

✓ There are many different forums where you can lobby to have gender concerns addressed in policy and legislation, such as:

- policy meetings and roundtables
- law reviews
- multi-stakeholder planning processes
- advocacy meetings with government officials
- rallies and events
- letter writing campaigns
- policy briefs
- case study analysis
- concept papers
- research papers
- press releases
- talks and lectures

4.5 Monitoring and Evaluation

As part of your normal project monitoring and evaluation you will also need to assess whether you have effectively mainstreamed gender into your organization and your programs. Here are some questions to ask as part of your evaluation:

Gender and your organization:

✓ Are senior staff and management within your organization committed to addressing gender issues?

✓ Do your work plans include gender mainstreaming activities and clear gender-related targets?

✓ Are there funds allocated to gender activities in your annual and project budgets?

✓ Does your organization have a gender workplace policy?

✓ Does your organization have a gender focal person or team?

✓ Do you have relatively equal numbers of men and women working in the different levels and areas of responsibility of your organization?

✓ Does your organization have avenues for dealing with sexual discrimination and harassment?

✓ Does your organization have gender friendly leave and benefits that allow staff to balance work and family life?

✓ Do you have a gender induction and orientation package that you give to new staff?

✓ Has your staff received gender training?

✓ Do you have gender-related educational materials on hand in your work place?

Gender and your communities

✓ Do you routinely conduct gender analyses when looking at how people use and manage natural resources?

✓ Do you collect gender disaggregated data and document how many men and women participate in the different stages of your projects?

✓ Do men and women make decisions and participate in relatively equal numbers during all phases of your projects, from design to implementation?

✓ Have you conducted gender sensitization training in the communities you work in?

Gender in environmental education and awareness

✓ Do you tailor your educational messages differently for men and for women?

✓ Do you use different media to reach men and women?

✓ Do you consult men and women separately when designing education and awareness projects?

Gender and policy advocacy

✓ Do you draw government's attention to the differences in how men and women both impact and are impacted by the environment?

✓ When advocating for new policy or legislation do you examine the differential impacts it could have on men and women, in terms of who bears the benefits and burdens?

✓ Have you recommended specific actions to improve gender representation and equity in environmental policy and decision-making?

If you score poorly on the above questions, you may need to reevaluate your approach to gender mainstreaming. Consider bringing in a consultant to help with the evaluation and redesign, and consult your communities to staff to help uncover the reasons for poor performance.

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Appendix 1: Organizational Gender Policies

IUCN'S Gender Policy Statement

Adopted in April 1998

Introduction

This Gender Policy statement was submitted to the 48th meeting of the IUCN Council 27-29 April 1998 and was endorsed with subsequent modifications.

In summary, the policy statement calls for the promotion of equity and equality as a crucial factor for environmental sustainability and an integral part of all conservation efforts. It presents the goals of equity and equality in the context of IUCN's overall mission and provides a brief conceptual framework and the rationale for the consideration of equality issues in environmental work. Furthermore it calls for an effective mainstreaming strategy to integrate a gender perspective in a broad socio-cultural context, into IUCN's Policies, Programmes and Projects

Mainstreaming Gender in IUCN

A Policy Statement

IUCN's mission is to influence, encourage and assist societies throughout the world to conserve the integrity and diversity of nature and to ensure that any use of natural resources is equitable and ecologically sustainable.

What is Gender

Components of a Gender Policy

- A clear analysis of the issue i.e. why you want to have a policy (rationale)
- Statement of principle/mission
- Right to equal opportunities at work
- Workplace guidelines
- Roles and responsibilities
- Monitoring and evaluation mechanisms
- Conclusion

IUCN understands that gender refers to the attributes and opportunities associated with being male and female and the socio-cultural relationships between women and men. These attributes, opportunities and relationships are socially constructed and are learned through socialization processes. They are context specific and changeable. In most societies there are differences and inequalities between women and men in activities undertaken, access to and control over resources as well as decision-making opportunities. Gender is part of the broader socio-cultural context which also takes into consideration factors such as class, race, economic status, ethnic group and age.

Therefore IUCN understands that adopting a gender perspective means focusing on both women and men and their relationships with each other and natural resources. In addition, it means working with a global perspective that allows for and appreciates regional diversity. IUCN further understands that mainstreaming gender means creating an enabling working environment that in turn attracts and helps to retain gender sensitive staff.

Why Gender is essential to the sustainable use, management and conservation of natural resources.

IUCN recognises that gender equality and equity are a matters of fundamental human rights and

social justice and a pre-condition for sustainable development and the achievement of its mission. In the use, management and conservation of natural resources women and men have different roles and responsibilities, which vary greatly from region to region. Women often make their contributions to the family, community and society with unequal access to, control over and benefits from resources and resource use. This inequality often exists in a context of discrimination and unequal power relationships.

Therefore IUCN understands that gender relationships and the environment means achieving a better analysis of patterns of use, knowledge and skills regarding conservation and sustainable use of natural resources. Only with a gender perspective can a complete picture of human relationships and ecosystems be built up.

IUCN recognises that working with a gender perspective means analysing and understanding the differential roles and responsibilities, relationships, needs and visions of women and men (as well as other relevant differences such as those between ethnic groups, classes and age). Furthermore, working with a gender perspective also means going beyond recognising gender differences to working towards more equitable relationships between women and men.

IUCN's commitment to gender equality and equity is Union wide and is an integral part of all policies, programmes and projects. IUCN considers that its commitment to gender equality and equity means building a Union that understands the issues and whose policies respect diversity.

Mainstreaming Gender in IUCN

A long process of recognition of issues of gender, beginning in 1984 culminated in a resolution to the 1996 World Conservation Congress. This resolution called for, among other things, IUCN to "integrate gender perspectives across the IUCN Programme".

IUCN understands that mainstreaming gender perspective is achieved through a process of assessing the implications for women and men of any planned action, including policies or Programmes, in any area and at all levels. This process makes women's as well as men's concerns and experiences an integral dimension in the design, implementation, monitoring and evaluation of policies and programmes in all political, economic and social spheres so that women and men benefit equally and equitably and inequalities and inequities are not perpetuated.

IUCN believes that to create a diverse and representative Union, able to address the fundamental issues in its mission, mainstreaming gender must be accompanied by an effective Equal Opportunities Policy that addresses all issues of equality and equity in IUCN and policies and practice, of which gender is one important element.

In order to implement this mainstreaming policy, there will be implications for management priorities and systems, the process of decentralisation, organisational structure, culture and behaviour, programming and project cycle management, the balance between global and regional policies and Programmes, skills mix and resource allocation. IUCN regards its commitment to mainstreaming gender to be a challenge and one to which it dedicates itself fully.

Together with the adoption of this mainstreaming gender policy statement, the action plan for mainstreaming gender in IUCN that has been developed will be implemented. The Director General, President and Commission Chairs assume full responsibility for its implementation. In addition IUCN understands that full implementation of the Policy and the Action Plan requires the involvement and commitment of all individuals in all parts of the Union.

(source: http://www.iucn.org/themes/spg/Files/gender_policy.pdf)

Centre for Education, Research and Conservation of Primates and Nature's (CERCOPAN) Draft Gender Policy

Section 1   **INTRODUCTION**

Introduction
CERCOPAN has done and will be doing everything to eliminate gender discrimination from the work environment. However, there is need to focus and have written attention to some focal areas to avoid misunderstanding and misinterpretation by not only employees, but also management. It is even more important to change the behaviour of our host community as we can easily monitor and evaluate in-house, but what is happening in the wider population.

Statement of Principle
CERCOPAN desires to be in the forefront of promoting issues affecting specific rights of men and women in the workplace. Our workplace shall be one that every staff can realize their individual potential for excellence without compromise to the mission and overall goal or objective of the project. It is not intended to limit or constrain management's or manager's right to manage staff. Performance reviews, work evaluation and disciplinary measures taken by the management or line manager for any valid reason do not constitute harassment in the workplace.

Responsibility and Authority
The responsibility for applying these policies rest with all staff of CERCOPAN. The authority lies with the line manager or senior body or bodies such as the Board of Trustees. All managers and supervisors are responsible for their staff working environment.

Rights to Equal Opportunities at Work
CERCOPAN is poised to ensure that all manner of barriers to employment, or to success in employment, that adversely affect men or women, based on the grounds of religious beliefs, colour, age, mental and physical disabilities, marital status, sexual orientation, source of income, work position etc; are identified and eliminated.

Application
These policies apply to all CERCOPAN staff, including volunteers, attachment students, interns, and casuals employed in CERCOPAN.

Section 2   **SPECIFIC POLICIES**

1. Respectful Workplace
CERCOPAN is committed to providing a work environment in which all individuals are treated with respect and dignity. It is CERCOPAN's responsibility to prevent and eliminate harassment in the workplace. CERCOPAN will not tolerate any form of discrimination as it will be viewed as Harassment.

2. Sexual Harassment
CERCOPAN shall not tolerate any form of sexual harassment in the workplace and the appropriate senior person must respond to any reported case for investigation and disciplinary action.

3. Discrimination
Discrimination on the ground of religious beliefs, colour, age, mental and physical disabilities, marital status, sexual orientation, source of income, work position, etc. is prohibited in CERCOPAN. This policy applies to all staff, volunteers, casual, and attachment students and interns.

4. Maternity Leave:
Maternity leave shall be granted only once a member of staff has served one full year of service. Additionally 3 months of maternity leave with 75% of full salary will be granted. Subsequent leave may be granted upon request, but without salary benefits. Normal medical benefits will apply during maternity leave.

5. Gender Inclusive Communication
CERCOPAN shall address staff by their first name and avoid titles that are gender related. This however, does not include an individual's right to personal use of respectful nouns and pronouns to address another.

6. Violence policy
CERCOPAN shall not tolerate any form of violence such as fighting, rape, abusive language, quarrelling, in the workplace and the appropriate senior person must respond to any reported case for investigation and disciplinary action.

Section 3   **DEFINITIONS**

Personal Harassment means any objectionable or offensive behaviour that is known or ought reasonably to be known to be unwelcome. It includes objectionable conduct, comment or display made on either a one-time or continuous basis that demeans, belittles, or causes personal humiliation or embarrassment. Harassment in the workplace is a form of discrimination. It is unwelcome and unwanted. It affects the individual's ability to learn and work. It can also be an expression of abuse of power, authority, or control and is coercive in nature. Harassment also includes abuse of authority where an individual improperly uses the power and authority inherent in a position to endanger a person's job, undermine the performance of that job, threaten the person's economic livelihood, or in any way interfere with or influence a person's career. Examples of abuse of authority include, but are not limited to, such acts or misuse of power as intimidation, threats, blackmail or coercion. Without limiting the above, personal harassment includes harassment within the meaning of the *New Brunswick Human Rights Act*, i.e., harassment on the basis of the following prohibited grounds of discrimination: race, colour, religion, national origin, ancestry, place of origin, age, physical disability, mental disability, marital status, sexual orientation or sex.

Sexual Harassment means any conduct, comment, gesture or contact of a sexual nature, whether on a one-time basis or a series of incidents that might reasonably be perceived as placing a condition of a sexual nature on employment, an opportunity for training or promotion, receipt of services or a contract. Examples of behaviour that can constitute sexual harassment include, but are not limited to: unwanted touching, patting or leering; sexual assault; inquiries or comments about a person's sex life; telephone calls with sexual overtones; gender-based insults or jokes causing embarrassment or humiliation; repeated unwanted social or sexual invitations; and inappropriate or unwelcome focus/comments on a person's physical attributes or appearance.

Workplace includes but is not limited to all CERCOPAN premises (Calabar head quarters, Iko Esai work-related area, Rhoko camp and surrounding area); training sessions, work related social gatherings, or worksite, etc.

Manager includes line supervisors, directors, and all appropriate persons in the chain of command within CERCOPAN. A manager may be designated to be responsible for formal complaints or in any other role as determined by the Director.

(www.cercopan.org)

Appendix 2: Gender Resources

Gender Mainstreaming:

Accelerating Change: Resources for Gender Mainstreaming.
Canadian International Development Agency manual. 2000.
http://www.acdi-cida.gc.ca/INET/IMAGES.NSF/vLUImages/Policy/$file/Accchange-E.pdf

EQUAL Guide on Gender Mainstreaming.
Report by EQUAL. 2004. .
http://ec.europa.eu/employment_social/publications/2005/ke7005221_en.pdf

Gender mainstreaming: an essential component of sustainable water management
Global Water Partnership policy brief. 2006.
www.gwpforum.org/gwp/library/Policybrief3Gender.pdf

Gender Mainstreaming in Practice: a Handbook.
Report prepared by A. Neimanis for United Nations Development Program. 2001.
http://www.undp.org/women/docs/RBEC_GM_manual.pdf

Guidance Note on Gender Mainstreaming.
United Nations Development Programme website. 2000.
http://www.sdnp.undp.org/gender/policies/guidance.html

Mainstreaming Gender in Conservation Organizations: Reflecting on IUCN's Experience.
Report by C. Espinosa for the IUCN Social Policy Program. 2000.
www.ucc.ie/famine/GCD/AfricaFINALIIED2-F.pdf

Gender and Conservation

*Engendering' Eden Volume I Summary Document: Women, Gender and ICDPs: Lessons Learnt
and Ways Forward*
Report by F. Flintan for the International Institute for Environment and Development: London.
http://www.sarpn.org.za/documents/d0000511/P472_IIED_June2003.pdf

Engendering' Eden Volume II: Women, Gender and ICDPs: Lessons Learnt and Ways Forward
Report by F. Flintan for the International Institute for Environment and Development: London.
http://www.sarpn.org.za/documents/d0000512/P473_IIED2_June2003.pdf

Gender and conservation: A WWF Solomon Islands' perspective.
Article by V. Kalgovas in *Development Bulletin*, no. 58. 2002.
http://devnet.anu.edu.au/GenderPacific/pdfs/10_gen_legal_kalgovas.pdf

The influential role of women in the commercial bush meat trade in Cameroon.
Paper by C. M. Ellis prepared for: *The Apes: Challenges for the 21st Century. May 2000.*
http://www.brookfieldzoo.org/pagegen/inc/ACEllis.pdf

Linking population, women and biodiversity
Chapter by M. McDonald & D. Nierenberg in: *State of the World 2003.* 2003.
www.globalchange.umich.edu/gctext/Inquiries/Module%20Activities/State%20of%20the%20World/
Population%20Women%20and%20Biodiversity.pdf

Maximizing Conservation in Protected Areas: Guidelines for Gender Consideration. .
IUCN Brochure. Undated.
http://www.prb.org/pdf/IUCNGenderFolleto.pdf.

Mainstreaming Gender in Conservation Organizations: Reflecting on IUCN's Experience.
Report by C. Espinosa for the IUCN Social Policy Program. 2000.
www.snvworld.org/cds/rgMRD/rural-development/Rural%20development%20files/4/
mainstreaming-gender.pdf

Integrating Gender into Policy

10 Steps for Integrating Gender into the Policy-making Process.
Document prepared for the United Nations Development Programme
http://gender.undp.sk/files/docs/Gender%20Mainstreaming%20in%20Practice_en.pdf

Women, Men and Environmental Change: Gender Dimensions of Environmental Policies and Programs
Population Reference Bureau brochure. 2002.
http://unpan1.un.org/intradoc/groups/public/documents/APCITY/UNPAN016535.pdf

Working with Communities

Gender Analysis for Sustainable Livelihoods: frameworks, tools and links to other sources.
Report by K. Pasteur. 2002.
http://66.102.9.104/search?q=cache:iThbF0k24K8J:www.livelihoods.org/info/tools/pas-
GENDER.rtf+Gender+Analysis+for+Sustainable+Livelihoods:+frameworks,+tools+and+links+to+ot
her+sources.&hl=en&gl=ca&ct=clnk&cd=1

Guidelines for Incorporating the Gender Approach into Rural Development Projects.
Webpage on IFAD website.
http://www.ifad.org/gender/tools/gender/index.htm

Poverty- Environment-Gender Linkages.
Report by Organization for Economic Cooperation and Development. 2001.
http://www.oecd.org/dataoecd/47/46/1960506.pdf

Working with Community-Based Conservation with a Gender Focus: A Guide.
WIDTech report for USAID. 1999.
http://www.usaid.gov/our_work/cross-cutting_programs/wid/pubs/lac_1299.pdf

Gender Indicators

Gender Indicators.
IUCN Brochure. 2004.
http://www.generoyambiente.org/admin/admin_biblioteca/documentos/Gender%20Indicators.pdf

Other

Gender and Sustainable Natural Resource Management: Resources and discussions on the way gender plays a role in SNRM
Webpage on USAID website
http://www.frameweb.org/ev_en.php?ID=9335_201&ID2=DO_COMMUNITY

Appendix 3: Gender Training for Conservation Practitioners

Many conservation professionals are unaware of gender issues and how they can affect conservation success. Gender training can help enhance staff and partners' understanding of gender issues and build skills in gender analysis. Ultimately, gender training should help staff appreciate how gender integration can enhance conservation action.

Gender training workshops should help participants explore how to design and implement gender-responsive programs and projects, practice using gender analysis tools, and identify gender gaps and opportunities to make programs more responsive to gender concerns.

Specific workshop topics might include:

- Gender concepts and terms

- The utility of gender in natural resource management

- Tools for gender analysis and planning

- Tools for program design, planning, and implementation from a gender perspective

- Indicators for monitoring and evaluation

> "The meaning of gender has become much clearer [as a result of gender training]. Prior to the training I confused gender with feminism but the training has clarified what gender means and how it applies to conservation."
>
> —Participant, WWF Nepal Gender Training Workshop.

Gender training workshops should be participatory. It is important to build the training on participants' experiences, making it relevant to their work context. Role plays, case studies, and direct experiences are often successful training techniques.

The sustained influence of gender training may require a number of **follow-up actions**. These can include:

- Identification of a focal team within an office or program to support the integration of gender issues. The team should promote actions that ensure that gender concerns are identified and discussed, assure that the needs of disadvantaged and disenfranchised groups (including women) are not overlooked, and collect gender-disaggregated data for monitoring and evaluation.

- Distribution of information materials that help sensitize conservation practitioners (including partner organizations) to gender issues

- Follow-up gender training that promotes a broader understanding of gender issues and their impact across different levels of society

(Source: WWF 2001. The Practitioner's Toolbox: Tools for Considering Gender Issues. Brochure prepared for the World Wildlife Fund)