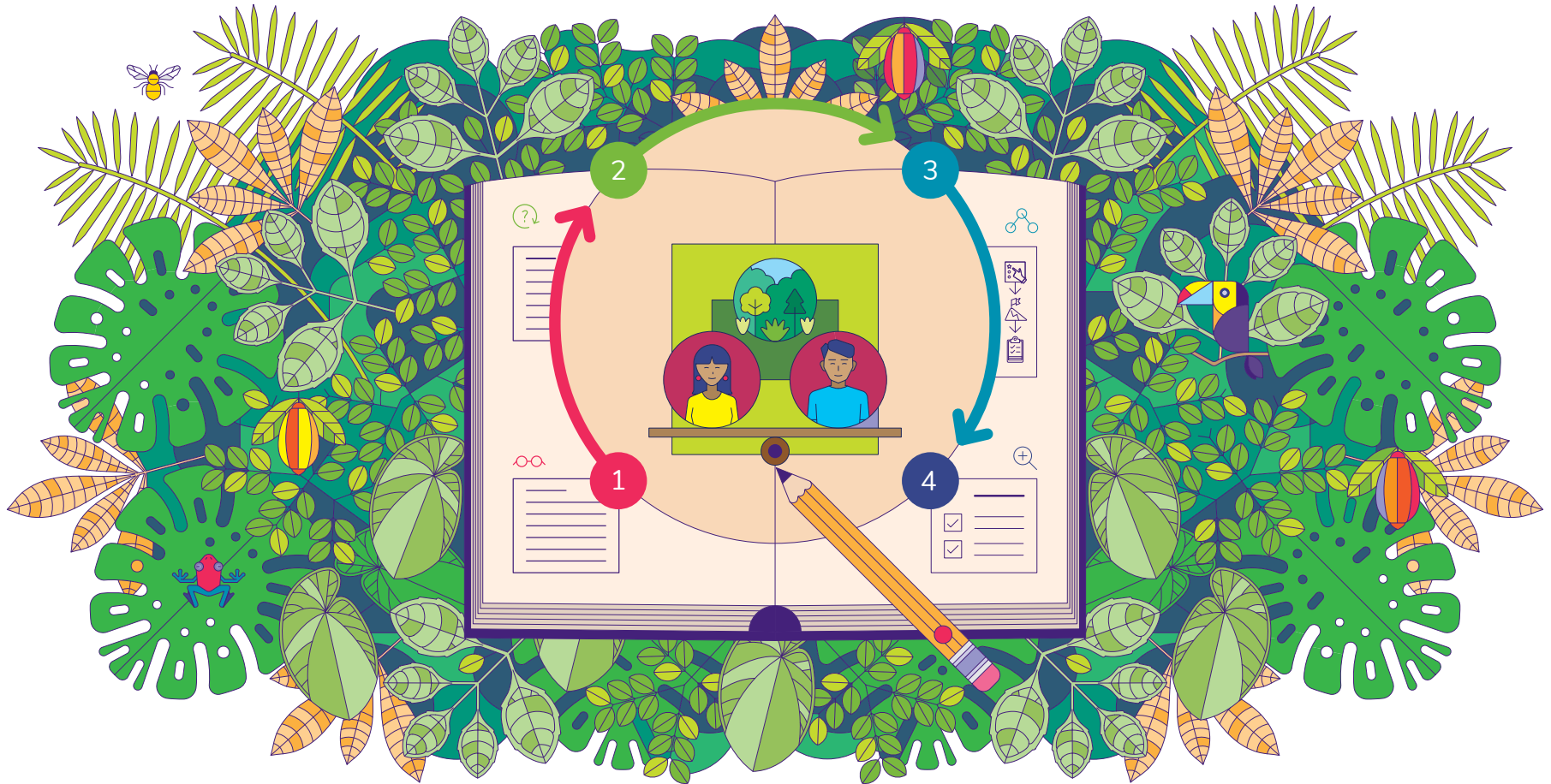


GENDER AND FORESTS

A TRAINING MODULE FOR MAINSTREAMING GENDER INTO FOREST INITIATIVES IN COSTA RICA



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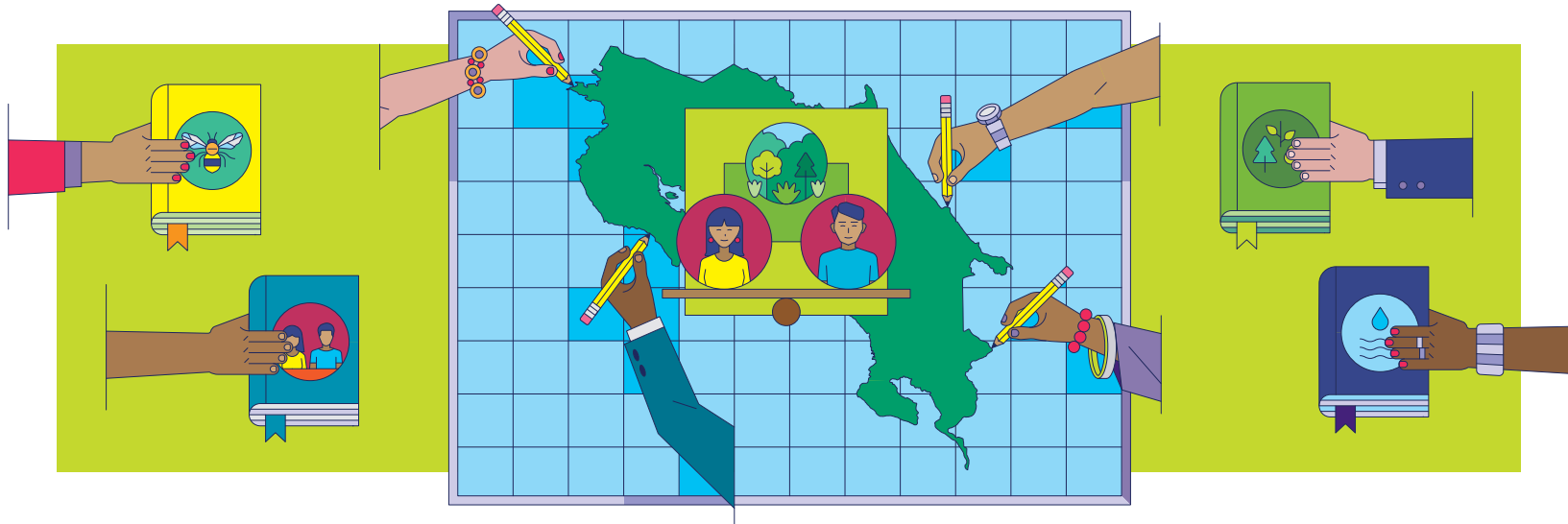
ABBREVIATIONS AND ACRONYMS

CEDAW	Committee for the Elimination of all Forms of Discrimination against Women	INAMU	National Institute for Women	SINAC	National System of Conservation Areas
COLAC	Local Conservation Area Council	INDER	Rural Development Institute	UN	United Nations Organization
CORAC	Regional Conservation Area Council	INEC	National Institute of Statistics and Census	WB	World Bank
COVIRENAS	Committees for Monitoring Natural Resources	IUCN	International Union for Conservation of Nature		
FCPF	Forest Carbon Partnership Facility	MAG	Ministry of Agriculture and Livestock		
FONAFIFO	National Forestry Financing Fund	MINAE	Ministry of Environment and Energy		
FUNCEJE	Cerros de Jesús Foundation	OAS	Organization of American States		
FUNDECOR	Central Volcanic Mountains Development Foundation	PAM	Policies, Actions, and Measures		
GAP	Gender Action Plan	PES	Payment for Environmental Services		
GIZ	German International Cooperation Agency	PIEG	National Policy for Gender Equality and Equity		
Ha	Hectare	PROFOR	World Bank Program on Forests		
ICRAF	World Agroforestry Center	PWA	Protected Wildlife Area		
IIED	International Institute for Environment and Development	REDD+	Reducing Emissions from Deforestation and Forest Degradation		
INA	National Learning Institute	RESCAMUR	Sancarleña Network of Rural Women		
		SDG	Sustainable Development Goal		

SECTION

IN

INTRODUCTION



Over the past few years, Costa Rica has recognized the importance of developing environmental and forestry initiatives with a human rights- and gender-based perspective [👁]. The country has a specific and robust regulatory framework for the promotion of gender equality. It allows for gender equality to be applied as a crosscutting principle in its policies and strategies on environmental

and sustainable development issues. However, in order for Costa Rica to implement this regulatory framework and meet its national and international commitments, the country will have to formalize the accompanying processes and strengthen its capacity to design and implement gender-responsive environmental and forestry initiatives.

The following three enabling conditions are essential for the development and implementation of gender-responsive environmental and forestry initiatives in the country: a) institutional capacities, political will, and support platforms; b) organized women’s groups working in forestry, agroforestry, and silvopastoral systems; c) gender experts with the technical expertise to support the design, implementation, and monitoring of gender-responsive activities.

Although some of these conditions are in place, some areas could still be strengthened.¹ For example, while the political will to address gender issues does exist in government environmental institutions, there is still a lack of awareness of its practical application, resulting in significant gaps when it comes to implementing the gender approach.

In this regard, one of the challenges facing government officials working on environmental issues is that they lack the necessary capacity and tools to be able to incorporate a gender perspective

into their initiatives, programs, and projects. In many cases, these officials are willing and interested in incorporating a gender perspective, but face a number of obstacles in doing so, including: a) they find it difficult to understand gender theory; b) many perceptions and “myths” persist regarding the meaning of gender; c) the methods used to disseminate gender information do not include environment-related examples; d) gender tools cannot be easily adapted to environmental issues; e) there is a lack of awareness of the tools that link gender equality to environmental issues, or the information is available only in English.

With this in view, the aim of this training module is to develop a practical and interactive process that can help guide government officials and other professionals working in the area of the environment and forestry to design, implement, and monitor initiatives that incorporate a gender perspective.

¹ World Bank and REDD+ Secretariat, 2019. National REDD+ Strategy Action Plan; United Nations Development Programme, 2018. Institutional analysis of gender gaps in SINAC.

HOW TO USE THIS MODULE

Integrating a gender perspective into an environmental or forestry initiative is not difficult, but a one-size-fits-all approach cannot be applied. The selection of the methods to be used to mainstream gender equality will depend on the particular environmental or forestry initiative being implemented. Against this background, the aim of this module is to propose activities that help to guide government officials on how to integrate this perspective into their projects.

The module is made up of four sections, each of which contains three steps and a final activity. The steps outlined in each section may be viewed as laying out a gradual process designed to help the reader “discover” the various elements required for understanding the gender dimension of an environmental or forestry project. An activity is presented at the end of each section to allow the reader to implement the concepts and linkages learned and to identify which gender considerations are key for their own environmental or forestry project.

Sections 1 and 2 promote an understanding of gender concepts, by identifying various linkages and patterns, and are structured to facilitate further work in Section 3, which focuses on “the way forward” and on ways to integrate the gender perspective.

The last section outlines a list of equitable measures for promoting gender equality, with recommendations based on the lessons learned and good practices identified in other environmental and forestry initiatives that successfully integrated the gender perspective.

Institutions willing to incorporate a gender perspective into their internal guidelines can use this simple module to raise awareness among those partnering with them to advance the gender concept and to implement actions that support the ultimate objective of bringing about more equitable societies.

The module is designed to be used for self-paced learning, but may also be used as part of a training process under the direction of a gender expert.

It is recommended that the sections, steps, and activities be carried out sequentially, as the information provided in each section is necessary for understanding and completing the subsequent activities (see figure 1) [👁️].

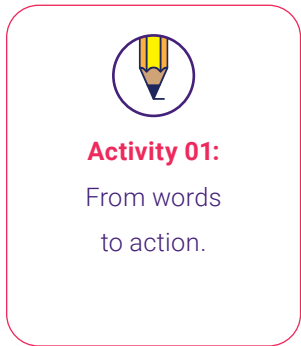


FIGURE 1. HOW TO USE THIS MODULE

SECTION

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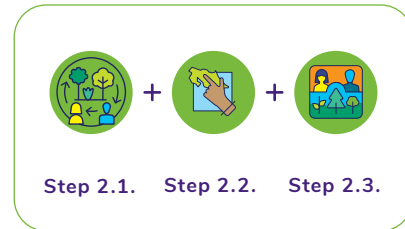
WHAT IS GENDER EQUALITY?



SECTION

02.

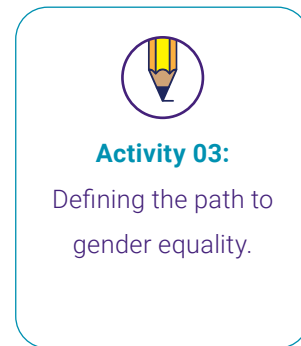
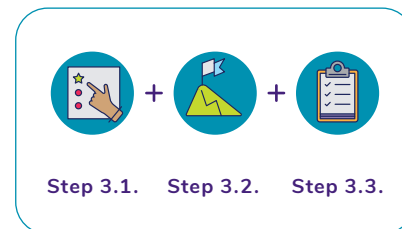
WHY GENDER EQUALITY AND FORESTS?



SECTION

03.

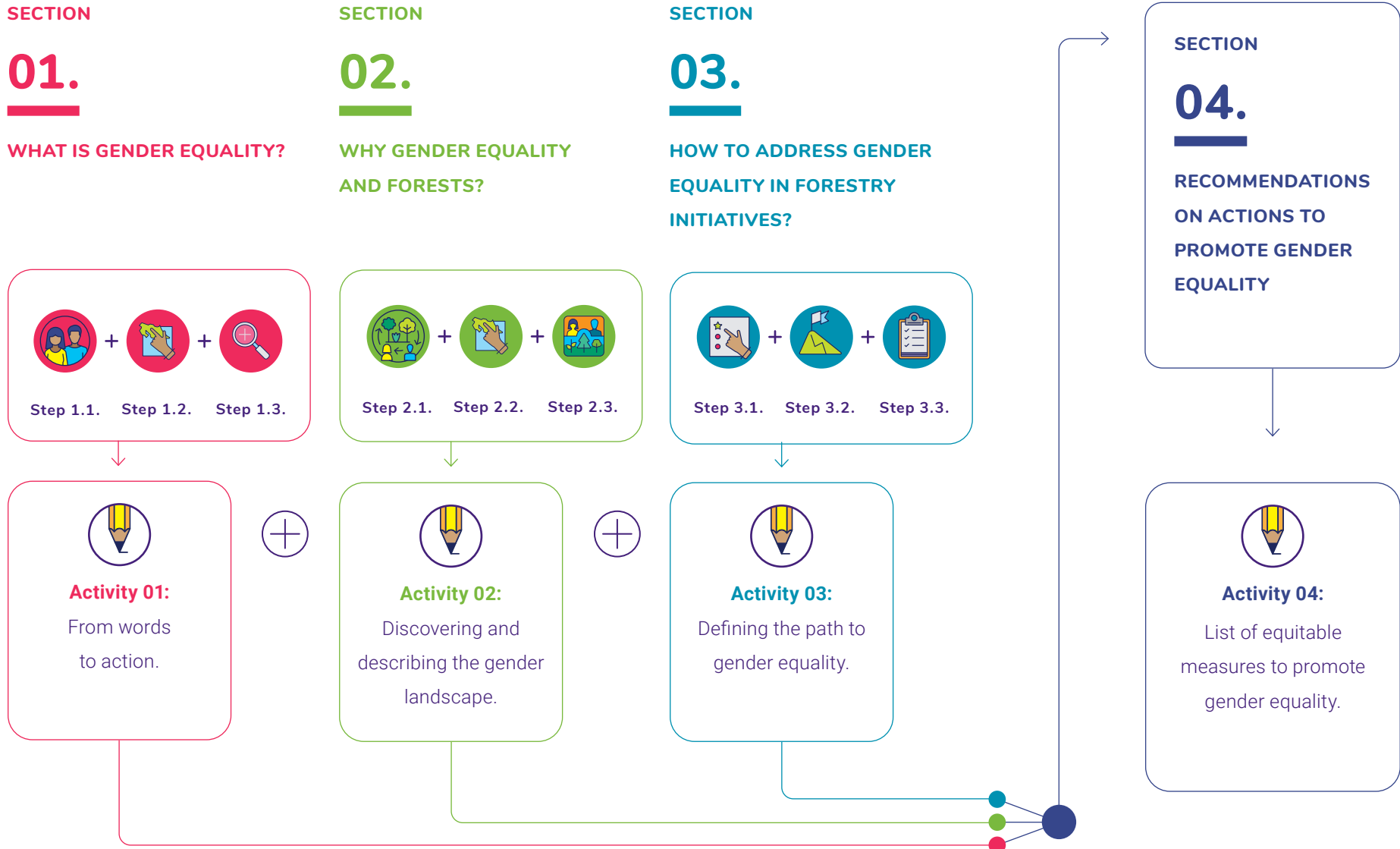
HOW TO ADDRESS GENDER EQUALITY IN FORESTRY INITIATIVES?



SECTION

04.

RECOMMENDATIONS ON ACTIONS TO PROMOTE GENDER EQUALITY



SECTION

01

WHAT IS GENDER EQUALITY?



The first step in the design and implementation of environmental and forestry programs and projects that incorporate a gender perspective is to understand the meaning of gender equality. This is key for promoting opportunities for reflection that can help harmonize gender concepts with environmental considerations, as well as for identifying which gender perspectives can be addressed by the initiative. This exercise is also useful for comparing the various concepts and definitions that exist and for clearing up some of the myths associated with gender equality.

The following steps are recommended when starting the process of reflection:



STEP 1.1.

Getting to know the issues and concepts related to gender equality.



STEP 1.2.

Identify national and institutional gender policies and definitions.



STEP 1.3.

Analyze gender equality in relation to environmental and forestry initiatives and institutions

STEP 1.1. GETTING TO KNOW THE ISSUES AND CONCEPTS RELATED TO GENDER EQUALITY.



GENDER

A common occurrence is for each organization or institution to define gender using its own terms to describe this social construct. The different descriptions that result from this approach can create confusion or suggest that there are many definitions of gender. By analyzing these definitions (box 1), one can see that they cover similar concepts. By summarizing the messages contained in these definitions, we may conclude that, in simple terms, gender determines what is expected, allowed, and valued in a woman or man, in a given context or at a given moment.

BOX 1. DEFINITIONS OF GENDER IN DIFFERENT INSTITUTIONS.



World Bank

Gender refers to the social, behavioral, and cultural attributes, expectations and norms of behavior associated with being male or female.

Costa Rican National Women’s Institute (INAMU)

Social conditions that establish different ways of being, thinking and doing for women and men, that have, historically, enabled and perpetuated relations of domination and control, through a process of socialization that responds to representations of female and male and which, in different ways, legitimize relations of discrimination, inequality, and vulnerability to violence.

United Nations

Gender refers to the roles, behaviors, activities, and attributes associated with women and men, established by a given society at a given moment. This social construct also defines the responsibilities, opportunities, and relations between men and women. These roles, behaviors, and relations are not static but are changeable over time, from place to place, and in a single location.

International Labor Organization

Gender is a set of psychological, social, and cultural characteristics assigned to persons on the basis of their sex. These characteristics are historical and changeable over time, and are, therefore, modifiable. Gender is a constituent component of social relations. It is a social construct that presumes a set of tacit or explicit agreements developed by a given community at a given moment in time and includes teaching and learning processes.

World Health Organization

Gender refers to the social concepts of the roles, behaviors, activities, and attributes that any society considers appropriate for men and women. The different roles and behaviors can generate gender inequalities, that is, differences between women and men that systematically favor one of these two groups.

GENDER EQUALITY AND GENDER EQUITY.

Once the meaning of gender is understood, it then becomes important to define and understand the difference between two key concepts: gender equality and gender equity (box 2).

These concepts are fundamental aspects of human rights and social justice and are a prerequisite for sustainable development. Nevertheless, these concepts can become a source of confusion, as they are sometimes used erroneously as if they were synonymous, when this is clearly not the case.

Because of the social structures that make up the majority of our societies, equal rights can only be attained by taking account of and addressing the social injustices experienced by different groups. Gender equality will, therefore, be considered as the main objective, while the means to achieve this end will be referred to as gender equity. For example, an environmental and forestry initiative can promote equitable measures to address issues related to traditional practices, customs, religion or culture that present obstacles to the recognition of women, hinder their full and effective participation in all activities and processes, restrict their access to training and education, and prevent them from being listened to in decision-making processes.



BOX 2. GENDER EQUALITY AND GENDER EQUITY.

What is gender equality?

Gender equality is fostered through actions that promote a society in which women and men enjoy the same rights, responsibilities, and opportunities, as well as the ability to exert influence, in all spheres of life, work, and home.

Gender equality relates to both women and men; involving both women and men is key to promoting equality.

What is gender equity?

Gender equity reflects the interpretation of social justice issues that affect women and that are based on tradition, customs, religion, or culture. The United Nations has determined that the use of the word “equity” in relation to women’s rights is not acceptable, as the aim is to have a rights-based approach, as reflected in the definition above.

Definitions based on UN Women

As can be seen in the example, equitable measures serve to align the conditions and to address social inequalities and injustices. They are the means used to promote gender equality that will allow women and men to enjoy their rights, have the same opportunities to be listened to, share responsibilities and costs, and have access to and benefit from opportunities.



OTHER GENDER TERMS.

Gender-based access to resources, facilities, services, funds, benefits, and decision making: this refers to the differences in rights and opportunities of women and men to use such resources and to participate in decision making, because of the norms and values that exist in a given place and in a particular context.

Gender gaps: This refers to any undesirable differences in societies between women and men.

Gender-based control over resources and decision-making processes: This refers to the differences in the rights and power of women and men to decide on the use of resources, receive benefits, and participate in decision-making processes, because of the norms and values that exist in society.

Empowerment of women: This is the process whereby women reflect on their situation and question the reasons for their place in society. It includes developing options and seizing opportunities to confront existing inequalities. It allows them to live their lives to their full potential and on the basis of their own choices, within the context of their rights as human beings. In the Beijing Declaration, it was agreed that: *“Women’s empowerment and their full participation on the basis of equality in all spheres of society, including participation in the decision-making process and access to power, are fundamental for the achievement of equality, development and peace.”*

Gender perspective: This means that a distinction is made between the needs and priorities of women and men. The views and ideas of both sexes are taken fully into account and measures are put in place to address any inequalities and imbalances between women and men.

Gender roles: This refers to the prescribed ways of behaving, thinking, or feeling that apply to women and men, based on the norms and traditions in a given place and at a given time.

Gender mainstreaming: This means taking account of gender equality in all regulatory, programmatic, administrative, and financial activities, as well as in organizational procedures, contributing thereby to organizational change.

Gender as a determinant of work value: this refers to the social and economic value assigned to the different tasks and responsibilities of women and men.

Sources: United Nations Development Programme (UNDP). 2007. Gender Mainstreaming: A Key Driver of Development in Environment and Energy; United Nations Development Programme (UNDP) and the Global Gender and Climate Alliance (GGCA). 2009. Training Manual on Gender and Climate Change.

In the same way that we identified the meaning of gender, it is also important to highlight what is not gender. The following section on frequently asked questions outlines some considerations of what is not gender.



FREQUENTLY ASKED QUESTIONS

What is not gender?

In the same way that we identified the meaning of gender, it also important to highlight what gender is not:

- a. Focusing solely on the participation and inclusion of women, in the belief that this is synonymous with gender equality.
- b. Believing that the issue is covered if there are many women on a work team.
- c. Referring to women exclusively as a vulnerable group.
- d. Mainstreaming the gender perspective and mentioning women only at the end of a process.
- e. Thinking that working with a focus on family will guarantee that women can participate and receive benefits without first analyzing family relations.

Why is special attention paid to women?

In many social contexts, the actions focus on women because:

- a. They have specific roles as forest conservation and management agents and they tend to be overlooked in initiatives that fail to take their specific roles into account.
- b. Persistent structural inequalities make it difficult for women to participate effectively in forestry and environmental programs.

It should be acknowledged that Costa Rica is signatory to and has ratified the principal declarations and conventions on the promotion of women’s rights at the global level, including the Inter-American Convention on the Granting of Political Rights to Women, declared in 1948 by the OAS, the International Covenant on Civil and Political Rights, the Convention on the Political Rights of Women, approved in 1952 by the UN and ratified by Costa Rica in 1967, and the CEDAW, approved in 1979 by the UN and ratified by Costa Rica in 1985, as well as the Optional Protocol to the Convention, ratified by Costa Rica in September 2001.

The 2018-2030 National Policy on Gender Equality and Equity (PIEG) indicates that it is based on the national and international legal framework, particularly CEDAW, as well as on the recommendations provided to Costa Rica following the presentation of its report on compliance with the convention. The National Policy is also based on the Beijing Platform for Action, the Belem do Para Convention on the Prevention, Punishment, and Eradication of Violence against Women, and the Sustainable Development Goals (SDGs) put forward by the United Nations, as well as on other national and international instruments. Before beginning work on the gender perspective, it is recommended that these agreements be reviewed from an environmental viewpoint to identify the mandates that are relevant to environmental and forestry programs and projects. One example of how these principles could be applied to the National REDD+ Strategy is outlined in box 3.



BOX 3. EXAMPLES OF CEDAW ARTICLES AND RECOMMENDATIONS ON HOW COSTA RICA’S REDD+ PROCESS COULD IMPLEMENT THEM

Examples of CEDAW articles, and recommendations on how the Costa Rica REDD+ process could implement them.

Article 2(a)

States Parties agree to embody the principle of the equality of men and women in any appropriate legislation and to ensure, through law and other appropriate means, the practical realization of this principle.

Recommendations for the Costa Rica REDD+

Process: The principal documents related to REDD+ implementation in Costa Rica, such as the country’s strategy, implementation plan, benefits distribution mechanisms, and safeguards should include the principle of gender equality.

Article 14 (a)

States Parties shall take all appropriate measures to eliminate discrimination against women in rural areas in order to ensure, on a basis of equality of men and women, that they participate in and benefit from rural development.

Recommendations for the Costa Rica REDD+

Process: The process for implementing the Policies, Actions, and Measures (PAM) should be designed to include the participation of women. They should take account of their burden of work, as well as their work schedules and social and cultural roles, as these are factors that often restrict their participation. The Policies, Actions, and Measures should also ensure that women have equal and timely access to information, as well as sufficient time to engage in discussions on REDD+ policies, processes, risks, and benefits.

Article 14 (g)

States Parties shall take all appropriate measures to eliminate discrimination against women in rural areas and shall ensure their right of access to agricultural credit and loans, marketing facilities, appropriate technology and equal treatment in land and agrarian reform, as well as in land resettlement plans.

Recommendations for the Costa Rica REDD+

Process: The process should propose specific actions to promote the access of women to forestry and agricultural credits, as well as to marketing initiatives and appropriate technology.

STEP 1.3. ANALYZE GENDER EQUALITY IN RELATION TO ENVIRONMENTAL AND FORESTRY INITIATIVES AND INSTITUTIONS.



Costa Rica’s 2018-2030 National Policy on Gender Equality and Equity reaffirms that the country’s position is based on the universalist concepts of promotion and protection of human rights, promotion of human development, and gender equality. With this in view, it is recommended that Step 3 use the gender equality definition put forward by the United Nations, which emphasizes a rights-based approach (boxes 1 and 2). [👁]

The aim of this exercise is to consider how an environmental or forestry project or program could promote gender equality. For example, an environmental or forestry program or project could implement actions that guarantee that both women and men are able to participate and have access to training and education; that the voices of different actors are heard in the decision-making process; that project costs and responsibilities do not

fall only to men or women; and that both women and men can avail themselves equally of the work opportunities and resources available under the project or program.

With this in view, it is recommended that the gender equality definition be adopted as the starting point and that it be divided into its four principal components: rights, influence, responsibilities, and opportunities. The second step in this exercise is to start “asking the right questions” to determine how a project or program can be inclusive, and to implement actions that promote gender equality across all four components. In pursuit of the foregoing, we have included Activity 1 in Step 3 under the caption “From words to action,” with a summary of the four key questions and a series of suggestions on some of the elements that could be taken into account during the reflection process.

👁 page 11
 👁 page 12



ACTIVITY 01

FROM WORDS TO ACTION.²

Question: What actions can I include in my environmental and forestry programs and projects to promote equal rights between women and men?

Suggestion: It is important to think beyond participation and to consider what are some of the inequalities faced by women and men of the communities that could have an impact on the conservation and sustainable management of resources. For example, inequalities that have an impact on social capital, access and opportunities to work, and access to and control over resources.



Question: What actions can I include in my environmental and forestry programs and projects to guarantee that both women and men can influence the decision-making process?

Suggestion: It is important to consider the barriers that prevent women and men in the communities from expressing themselves fully and effectively, and the impact that this has on their work activities.

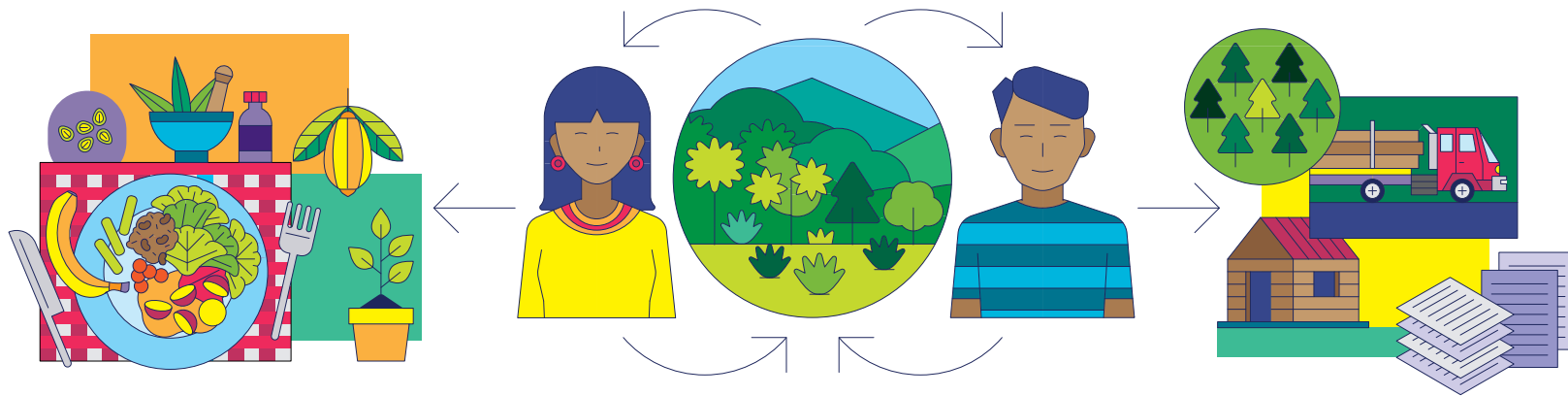


² Exercise based on the German Technical Cooperation Agency (GIZ). 2018. Gender annex, vulnerability analysis guide for community forestry.

SECTION

02

WHY GENDER EQUALITY AND FORESTS?



The following are recommended steps for addressing the theme of gender in environmental or forestry initiatives:



STEP 2.1.

Understand the links between gender equality and forests.



STEP 2.2.

Describe the situation in the country in relation to gender equality and forests.



STEP 2.3.

Propose an inclusive landscape approach that incorporates environmental, social, and gender considerations during the development of environmental and forestry initiatives.

STEP 2.1. UNDERSTAND THE LINKS BETWEEN GENDER EQUALITY AND FORESTS.



The socioeconomic and sociocultural environment, age, and gender are the deciding factors that determine how men and women use and manage forests. In other words, their use of and dependence on forest resources vary in line with their gender-related roles and responsibilities. The use of and control over resources, as well as the prevailing power structures, decision-making processes, and subsistence strategies are also affected by gender differences. These factors are reflected in international data and case studies that demonstrate conclusively that men and women are important stakeholders with differing characteristics, needs, preferences, and contributions in relation to the sustainable management and conservation of forests.

Five key points are helpful for understanding the links between gender equality and forests, as well as for grasping the importance of incorporating gender considerations in the design and implementation of forestry initiatives:

- Women and men depend on the forest in different ways.
- Women and men obtain different products and derive different benefits from the forest.
- Knowledge of, access to and control of the forest differ between women and men.
- Women and men are subject to different manifestations of gender inequality, which affect their involvement and full and effective participation in forestry projects.
- Women and men are agents of forest conservation and they contribute in different ways to the sustainable management and protection of forests.

Environmental initiatives must take account of these five key considerations and include a gender analysis to help shed more light on women's real-life experiences. Such an analysis would also yield quantitative and qualitative data on the gender-related roles, gaps, and opportunities that exist in the context within which environmental and forestry projects are developed and implemented.

In summary, a comprehensive gender analysis must include the following information:

- Differentiated roles
- Gender gaps
- Differential opportunities
- Case studies

Why is it important to take account of roles, gaps, and opportunities?

Traditionally, gender analyses have tended to focus exclusively on the existence of gender gaps observed in specific locations and at specific times. These gender gap analyses have paid particular attention to identifying and documenting disparities in the status or situations of women and men in various areas within society, and have generally highlighted differences in their participation in the economy and in opportunities for economic advancement, educational achievement, health and well-being, and empowerment.

While gender gap analyses are essential, one must bear in mind that a real gender analysis goes beyond merely highlighting disparities and must assess the differences in the roles, activities, needs, opportunities, and rights that exist between men and women, and girls and boys, in given situations or contexts. A more multifaceted gender analysis will provide a deeper insight into the

complexities of the social landscape. It would produce positive impacts in matters of gender, simply because it would lead to more comprehensive actions. For example, organizing focus groups and interviews with women is one way of promoting their empowerment, since for many women these activities help them to be recognized and to have their voices heard for the first time. Moreover, one of the most pervasive patterns observable worldwide is the exclusion of women from decision-making processes. An analytical approach that gives women the opportunity to express their own needs and preferences can help highlight their priorities and therefore create a basis on which to ensure that future decisions taken at the community level take account of women's opinions, ideas, and proposals.

In the environmental sector, this comprehensive approach gives greater recognition of the role of women as agents for the sustainable management and conservation of natural resources and, at the same time, helps reduce gender inequality.

It is important to bear in mind that by focusing solely on gender disparities, one runs the serious risk of perceiving women merely as a vulnerable group. Such an approach only serves to deepen the disregard for women's knowledge and their contribution to sustainable resource conservation. An approach that is based exclusively on addressing priorities may also have negative consequences, since if one does not take due account of existing disparities, one may run the risk of exacerbating inequalities and causing some categories of people to be excluded from consideration. An approach that takes account of gender-differentiated priorities has the potential to bring about real social and environmental transformation. This will promote actions to bridge gender disparities, strengthen the efforts of men and women in conserving natural resources, and present new opportunities for communities to get involved in innovative activities for the conservation and sustainable management of forests.

United Nations Children's Fund (UNICEF), United Nations Fund for Population Activities (UNFPA), United Nations Development Program (UNDP), UN Women. Gender Equality, UN Coherence and You.



FREQUENTLY ASKED QUESTIONS

How does gender inequality affect forest conservation and management?

Answer: Lessons, data, and case studies from across the world attest to the fact that the importance assigned to gender considerations within the forestry sector depends on the extent to which gender differences influence the use of and control over resources, as well as the structures of power, decision-

making processes, and subsistence strategies. The following gender-related inequalities,³ which negatively affect the full and effective participation of women in forestry projects, may be observed in Costa Rica.

Gender-specific roles associated with agricultural and forestry activities: On farms, men are predominantly involved in agricultural and administrative activities, while the women are more likely to be engaged in the processing of agricultural products. Moreover, women generally work closer to home, for example, tending kitchen gardens and taking care of small animals for subsistence or, in some cases, small-scale trade.

How does this affect women?

In many cases, women are not recognized as important stakeholders in forestry and environmental projects.

Land tenure: Costa Rican women are affected by high levels of inequality with respect to land ownership, for the following reasons:

- a. Women own only 12.037 (15.6 percent) of titled land holdings.
- b. Land holdings owned by women cover a smaller area and are smaller in scale than those owned by men (81 percent of women-owned farms are less than 10ha in size).
- c. Most of the land used for agricultural production, but which are not farms with formal titles, are owned by women (54 percent).

How does this affect women?

Women are not considered producers and therefore do not receive technical assistance. Neither do they qualify for environmental financial incentives.

Non-remunerated work: Data from the 2014 agricultural census indicates that 72.8 percent of women who work on farms receive no payment or remuneration of any kind.

How does this affect women?

It disregards the efforts and contributions of women, rendering them invisible. It increases their workload, tripling the work they do in a day, and curtails the possibilities for becoming involved in other forestry-related projects and activities.

³ Data and examples from the National Institute of Statistics and Census, 2017. An Overview of the Agricultural Sector, based on the 2014 Agricultural Census, National Institute for Women, 2015. Tables and graphs from the report of the Convention for the Elimination of all Forms of Discrimination against Women, 2015, United Nations Development Program, 2018. Institutional Analysis of gender gaps and Focus Groups and Interviews conducted as part of the Gender Action Plan.



FREQUENTLY ASKED QUESTIONS

Limited access to information and capacity

strengthening: Many women have no access to capacity-building opportunities or to information that is relevant to their systems of production. A differentiated analysis of data from the Agricultural Census reveals that only 19.8 percent of farms received any type of technical assistance between 2013 and 2014; of these, only 13.5 percent are run by women.

How does this affect women?

It limits production levels, undermines their economic stability, and hampers their ability to participate fully and effectively in innovative forestry projects.

Limited access to financial services and

resources: Data from INEC (National Institute for Statistics and Census) indicate that farms owned by women receive less financing. Only 9.1 percent of farms owned by women producers received financing, as against 14.3 percent of those owned by men. Of the farms owned by women producers who do receive financing, 39.7 percent of the funding comes from a cooperative, 26.3 percent from a State bank, 2.8 percent from a financial or microfinancial institution, and 2.2 percent from a private bank, while the remaining 29.0 percent comes from some other source.

How does this affect women?

It limits their access to technology, agricultural equipment, and other agricultural resources, since they have no access to loans and lack the means to pay the fees payable to forest regents. Furthermore, they have no access to certifiers for help in receiving environmental incentives, or for managing the paperwork required to complete the administrative procedures necessary for production.

Stereotypes: Discriminatory, gender-based stereotypes persist, especially in such forestry and conservation activities as forest fire fighting, forest thinning, and forest monitoring.

How does this affect women?

In many forestry and environmental projects, women are relegated to administrative or supporting roles, most often related to duties in the kitchen.

STEP 2.2. DESCRIBE THE SITUATION IN THE COUNTRY IN RELATION TO GENDER EQUALITY AND FORESTS.



Once we understand the gender dimension, the next key question to ask is: “What is the situation in my country?” Despite the fact that these links are present in most societies, we often fail to acknowledge and document their existence in our own countries or work settings. Surveys conducted on the ground attest to their existence. In 2018, when developing the Gender Action Plan for the National REDD+ Strategy, FONAFIFO visited various parts of the country to document the links between gender perspective and forests, in regions of particular importance for the sustainable management and conservation of forests. Some of the regions visited are cited below. A video and factsheet seen in the link below further illustrate these points:

Factsheet:
<https://bit.ly/2mkqgu7>

Video:
<https://bit.ly/2V8DOWL>



**CASE STUDY:
 TRADITIONAL INDIGENOUS FARMS.**

Indigenous Peoples women in Costa Rica own farms with unique agroforestry systems. The largest number of farms owned by women may be found among the Bribri and Cabécar peoples, who have a matrilineal system of property inheritance, with women inheriting the land and passing it down to their daughters and sons. Indigenous women observe ancestral agroforestry traditions, characterized by a great diversity of forest species and crops. Both the Bribri and Cabécar cultures employ farming systems to provide for the family’s economic well-being and inter-community trade. These systems of production are essential for transmitting knowledge and culture through practice, and are important for the development of the women and their families. Women play a vital role within the home as well as in their work in the agroforestry farming systems in the plots close to their dwellings, the *Ù itö*, or home in both the Bribri and Cabécar languages. The plots contain an abundance of medicinal plants and domestic animals, such as pigs and chickens. Some of these farms also produce a wide variety of cacao species.

Cocoa beans of the *Criollo* variety are still being successfully produced after 40 years. In addition, new varieties of cacao have been introduced into production systems, as the population has

learned how to cultivate these new strains in projects conducted with academia and with the Ministry of Agriculture and Livestock (MAG). In other farms, high quality *cacao blanco*, or white cocoa beans, is being produced.

Other farms have incorporated bananas or plantains into their production systems. Plot sizes are generally small, between 5 and 10 hectares, with a great variety of forest species and fruit trees that are vital for the protection of ecosystems, such as spring water sources.

The case study shows that:

- Women and men depend on the forest in different ways.
- Women and men obtain different products and derive different benefits from the forest.
- Knowledge of, access to, and control over the forest differ between women and men.



**CASE STUDY:
CERROS DE JESÚS FIRE FIGHTING BRIGADES.**

Cerros de Jesús is part of a biological corridor. Within the foundation that bears the same name – the *Cerros de Jesús* Foundation (FUNCEJE) - there are 30 forest firefighters, including four or five women. FUNCEJE has played a vital part in protecting the forest and mountains from forest fires. Currently, one of the leading brigades in *Península de Nicoya* is headed by a woman, a frontline firefighter who has been hired for a year by the Spanish agency for cooperation to lead a brigade and conduct training. Despite the fact that women were subjected to different levels of discrimination in the beginning, their work has gradually come to be recognized by their male counterparts, especially since women have proved to be more thorough and effective in “finishing off” a fire. By proposing actions to support these women, one may formalize decent “green” jobs for women and thus help to reverse gender stereotypes.

The case study shows that:

- Forestry projects do not involve women and men in the same ways.
- Women and men contribute in different ways to the sustainable management and conservation of forests.



**CASE STUDY:
EXPERIENCES WITH PAYMENTS FOR
ENVIRONMENTAL SERVICES (PES), AND THEIR
CONTRIBUTION TO WOMEN’S DEVELOPMENT**

FUNDECOR is an organization that seeks to contribute to integrated landscape management. It provides technical support for the management and implementation of the PES through its various modalities. There are a number of families living in the *Sarapiquí* region, whose ownership of their farms is based on one such arrangement. The property title is communal, which means that the income generated from the land is equitably distributed. In addition to income from the forest, many families earn extra money from pepper cultivation, raising livestock, reforestation activities, and, in some cases, tourism. For many women owners of landholdings, the PES has meant an additional source of annual income that has helped meet their needs, overcome challenges, and improve their families’ well-being.

The case study shows that:

- Women and men obtain different products and derive different benefits from the forest



**CASE STUDY:
PROGRAM FOR THE PROTECTION OF
INDIGENOUS SEEDS AND THE “LA LIBRE” MODEL
FARM OF THE SANCARLEÑA NETWORK FOR
RURAL WOMEN (RESCAMUR)**

RESCAMUR comprises women from different parts of the San Carlos canton who are involved in various forestry and farming activities. The organization’s mission is to promote opportunities for the women of the region to improve themselves and to understand their rights and duties, in harmony with the environment.

The Network organizes the Fair for Rural Women and Indigenous Seeds. Participants in the Network bring seeds to be preserved throughout the year, and these are then exchanged at the Fair. The Network is currently working at putting together a book of recipes: “A Seed Sanctuary as the basis for Rural Gastronomy.”

The Network is responsible for managing the “*La Libre*” agroecological farm, a small area of forest dedicated to conserving natural tree species, where no agrochemicals or genetically modified organisms may be used. The farm operates on the basis of a succession agroforestry system, has a Mandala-shaped garden, a “dry bath,” educational trails, a forest nursery, medicinal plants, and a seed sanctuary.

The case study shows that:

- Women and men obtain different products and derive different benefits from the forest.
- Knowledge of, access to and control of forests differ between women and men
- Women and men contribute in different ways to the sustainable management and conservation of forests.



**CASE STUDY:
CAMINOS DE OSA.**

Caminos de Osa is an initiative that emerged in 2015 to create a destination for sustainable rural tourism on the Osa Peninsula. There are 40 entrepreneurs from the area participating in the project, including women, older people, and young adults, who moved away from their gainful employment in areas such as hunting, logging, and gold mining to engage in community-based rural tourism.

Furthermore, in 2017, they participated in the “Cooking Labs” initiative, a series of workshops for chefs, farmers, and cooks in the area. The initiative was designed to teach them to experiment with flavors and recipes using local produce and to develop an innovative cuisine with a homegrown range of dishes from the Osa Peninsula.

The case study shows that:

- Women and men depend on forests in different ways.
- Knowledge of, access to, and control of the forests differ between women and men.
- Women and men contribute in different ways to the conservation and sustainable management of forests.

STEP 2.3. PROPOSE AN INCLUSIVE LANDSCAPE APPROACH THAT INTEGRATES ENVIRONMENTAL, SOCIAL, AND GENDER-RELATED CONSIDERATIONS IN THE DEVELOPMENT OF ENVIRONMENTAL AND FORESTRY INITIATIVES.



The links between gender equality and forests can have a significant impact on the success and sustainability of environmental initiatives. It is therefore essential for such initiatives to incorporate gender equality, empower both women and men, and promote the advancement of and respect for the rights of women and men. To achieve this objective, baseline information on the following will be required:

- The different ways in which women and men relate to forests, in terms of their forest-related activities, their use and knowledge of forests, and their dependence on forest resources.
- The problems and barriers faced by women that hinder their full and effective participation in the forestry sector and in governance structures.

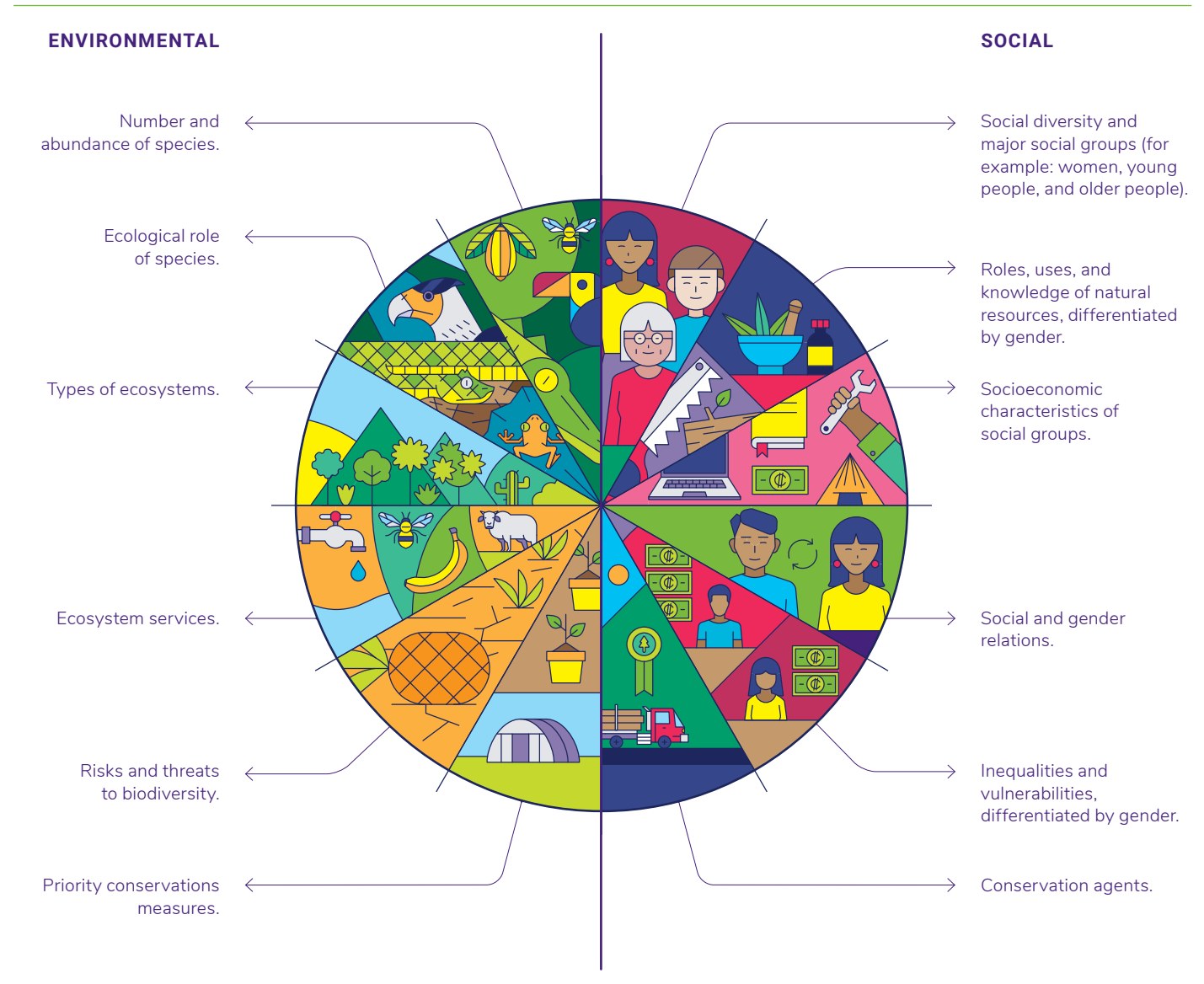
- The inequalities that limit and impede women’s enjoyment of their rights.
- The specific contributions made by women to forest conservation initiatives.

This information can be used to identify the potential risks and opportunities for women in environmental or forestry initiatives, and to determine any specific gender-related criteria and considerations to be taken into account. In pursuit of the foregoing, this module has included Activity 2, “Discovering and Describing the Gender Landscape,” which will enable implementers of environmental and forestry initiatives to begin the process of identifying and documenting the social characteristics of sites where projects or programs will be implemented.

The final objective of this activity is for public environmental officials to begin developing their initiatives on the basis of a holistic landscape approach that takes account of both environmental and gender-related social issues. In other words, while it is important to provide a detailed description of the geo-environmental characteristics of the location where the project is to be implemented, it is no less important to give a detailed description of the gender-related social issues of that area. Figure 2 shows some of the similarities between the social and environmental data. These findings are useful for gaining advance knowledge of the location where the initiative is to be carried out. They also facilitate the development of baseline data that will make it possible to monitor and evaluate the social and environmental impacts of the initiative.



FIGURE 2. WHAT TYPE OF DATA WOULD FACILITATE A HOLISTIC LANDSCAPE APPROACH THAT INCORPORATES GENDER?





ACTIVITY 02

DISCOVERING AND DESCRIBING THE GENDER LANDSCAPE.

DIFFERENT WAYS IN WHICH WOMEN AND MEN RELATE TO FORESTS.

What activities do women and men carry out in the forest?



Where in the forest do women and men carry out their productive activities?



What types of resources do women and men obtain from the forest?



What knowledge do women and men have of the forest?



Is the monetary value of the forest different for women and men?



Do women and men derive different non-monetary value (cultural, spiritual etc.) from the forest?





02

GENDER GAPS.

Who are the owners of private forested land?



Who has access to capacity-building processes?



Who participates in the executive boards of the community development associations?



Who participates in forestry projects?



Who has access to information?



Do women and men have time to participate in forestry projects?





02

GENDER GAPS.

Who has access to the resources and products of the forest?



Who has access to and control of the tools, equipment, and technology?



Who controls the money generated from forest-related activities?



Who has access to and control over money and credit?



Who derives non-monetary benefits from the forest?





02

DIFFERENTIATED CONTRIBUTIONS.

What contributions are made to forest conservation by women and men?



What responsibilities do women and men have?



What contributions are made by women and men to the sustainable management of forest resources?



What are the costs of the project for women and men?



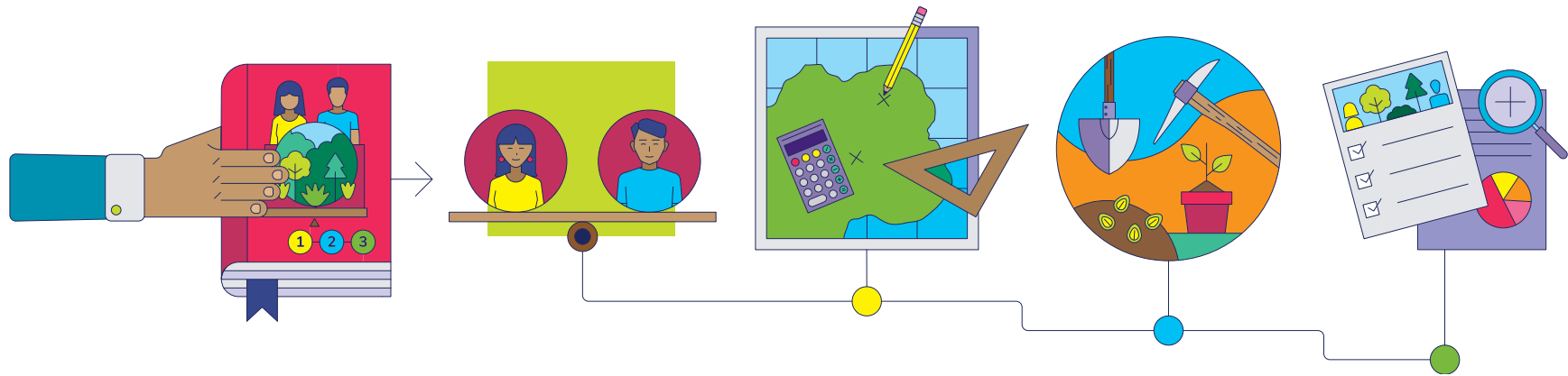
What is the impact of the forestry project on women and men?



SECTION

03

HOW TO ADDRESS GENDER EQUALITY IN ENVIRONMENTAL AND FORESTRY INITIATIVES?



An environmental or forestry initiative that incorporates a gender perspective must include a process for evaluating the implications of any planned action for women and men in all areas and at all levels. In order to ensure that women and men benefit equally from such initiatives and that existing inequalities are not perpetuated,⁴ the process should guarantee that the concerns and experiences of women and men are considered as

integral aspects of the design, implementation, and monitoring and evaluation of policies and programs in all political, economic, environmental, and social spheres. The ultimate objective of an environmental or forestry initiative that integrates a gender perspective is to promote gender equality as part of its thrust to conserve and manage resources sustainably.

⁴ Based on the UN Women definition of incorporating a gender perspective.

In order to incorporate a gender perspective in a given project, the issue of gender has to be appropriately mainstreamed into the project during the planning, implementation, and monitoring stages. However, while some public environmental officials may be sensitive to gender issues, may understand the theoretical aspects, and are willing to work on implementing them, there are others who still have doubts about how to integrate gender into projects and programs.

Furthermore, the incorporation of a gender perspective does not necessarily require complex actions that generate transformative gender-based outcomes. Gender mainstreaming may be achieved practically and be adapted to the particular characteristics of each project, taking concrete steps that are in keeping with the results framework of the project and that can be reflected as part of the implementation proposal and expected outcomes.

For example, some projects may incorporate the gender perspective simply by collecting and analyzing data disaggregated by gender. Other projects could guarantee the full and effective participation of women or propose specific activities that benefit a particular group of women. None of these measures is better than the others; what matters is that each project is able to identify and implement at least one action that fosters gender equality. Gender mainstreaming is not a single prescription, and will vary depending on the project and its characteristics. For this reason, this section proposes three steps that may help public officials incorporate a gender perspective in the analysis, actions, and monitoring and evaluation of their projects:

ANALYSIS



STEP 3.1.

Identify key gender considerations for the initiative.

ACTIONS



STEP 3.2.

Define the objectives and targets.

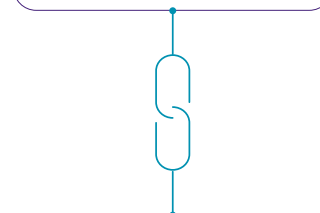
MONITORING



STEP 3.3.

Establish, implement, and monitor actions.

Activity 3 is included as part of the third step for this section. Its aim is to develop a theory of change to implement and monitor the actions identified, and, in so doing, produce the gender-related outcomes prioritized by the project.



ACTIVITY 03



FREQUENTLY ASKED QUESTIONS

What happens when an environmental or forestry program or project fails to take gender equality into account?

Answer:

- It can negatively impact the livelihoods of women and their families, by ignoring or undervaluing the role of women as relevant stakeholders in forest-related issues, who manage, utilize and benefit from forests.
- It contributes to the marginalization of the knowledge and experiences of women, by not including or designing programs that take account of their vast range of knowledge concerning agroforestry practices, forest management, and conservation techniques.
- It widens the gender gap in forestry communities and the forestry sector, which may have a negative impact on the lives and livelihoods of women and men and may lead to rejection or criticism of the program.
- It reinforces the traditional inequalities identified in many communities; for example, access to and control of land and economic resources, as well as participation and influence in decision making.
- It can worsen relations between women and men, particularly when social and economic benefits are not distributed on an equitable basis among members of the community.
- It may lead to the failure of programs and projects, or cause investments and resources to be wasted or inefficiently utilized.

Social and Environmental Standards for REDD+ (REDD+ SES) and the Women's Environment and Development Organization (WEDO). 2013. From research to action, leaf by leaf: getting gender right in Social and Environmental Standards for REDD+.


STEP 3.1. IDENTIFY KEY GENDER CONSIDERATIONS FOR THE INITIATIVE.



The opening sections of this module are designed to help public officials identify the gender considerations that should be prioritized in the implementation of the desired environmental or forestry initiatives. The aim of Step 1 is to consolidate the information identified in the Activities included in Sections 1 and 2, through a [10-question](#) guide that allows for the quick identification of the priority gender considerations to be addressed by the forestry initiative.

10 questions to identify the priority considerations for my forestry initiative:

1. What are the main linkages between gender equality and environmental issues that the initiative can address?
2. What is the social landscape of the location where the initiative will be implemented, as it relates to gender?
3. What are the gender inequalities faced by the women and men who will participate in the initiative?
4. What are some of the possible contributions that women and men could make to the initiative?
5. What are some of the possible gender-based outcomes that could be addressed under the initiative?
6. What gender-based actions contribute to attaining these gender-related outcomes?
7. What enabling conditions are needed to facilitate the implementation of gender-based actions?
8. What are the challenges and opportunities associated with implementing gender-based actions?
9. What are the potential negative and positive impacts of these actions, differentiated by gender?
10. How will the proposed actions be evaluated to determine whether they contributed to the attainment of the expected gender-related outcomes?

Note: The answers to some of these questions could be quite complex. As such, it is recommended that some of the publications found in Annex 1 be used [], or that local experts on gender be consulted to obtain answers to some of the questions.

STEP 3.2. DEFINE OBJECTIVES AND TARGETS.



The objective of this step is to conduct a thorough exercise to establish the current characteristics of the project and to determine where the project falls on the gender implementation scale (table 2). To achieve this, a degree of familiarity is required with the gender concepts related to the implementation of initiatives (gender blind, gender neutral, gender sensitive, gender responsive, and gender transformative). It is also necessary to consider the impact of project characteristics on project outcomes.



TABLE 2. GENDER CONCEPTS RELATED TO THE IMPLEMENTATION OF INITIATIVES, DEFINITIONS, AND IMPACTS ON OUTCOMES BASED ON UN WOMEN AND IUCN DEFINITIONS

	CONCEPTS	DEFINITION	IMPACT ON OUTCOMES
	Gender blind	Used where gender is not considered a relevant component for the outcome of the project.	Jeopardizes the success of the program and local activities.
	Gender neutral	Applies if gender-related themes are not mentioned or gender considerations are not addressed.	The success of the program and the local activities are uncertain.
	Gender sensitive	Applies where gender is recognized as an essential issue, and gender norms, roles, and inequalities are taken into account as part of its objectives.	Some effective, equitable, sustainable, and fair results can be expected.
	Gender responsive	Used if gender is considered to be integral to the outcomes and expected results and includes gender indicators in its monitoring and evaluation.	Effective, equitable, sustainable, and fair results are obtained.
	Gender transformative	Applies if unequal gender relations are transformed to promote control over resources, equitable decision making, and empowerment.	Positive development outcomes are achieved and inequitable gender relations are transformed.

Lastly, it requires the adoption of a pragmatic attitude that considers the extent to which the gender perspective can be implemented in the project.

WHERE ARE WE NOW?



- Gender blind
- Gender neutral
- Gender sensitive
- Gender responsive
- Gender transformative

WHAT IS THE TARGET OF THE PROJECT?



- Gender blind
- Gender neutral
- Gender sensitive
- Gender responsive
- Gender transformative

WHAT IS REQUIRED FOR THIS TARGET TO BE MET?



STEP 3.3. ESTABLISH, IMPLEMENT, AND MONITOR ACTIONS.



The objective of the project will be determined once the gender-related considerations are identified using the information from Activity 1, “From words to action,” and from Activity 2, “Discovering and describing the gender landscape,” as well as from the answers to the questions in Step 1 of this Section. The final step is to determine which actions can actually be implemented as part of the project. Simply making a list of actions is not recommended, as this may lead to gender being seen as an issue that is extraneous to or superimposed on the project. It is recommended that a theory of change be developed to integrate the expected outcomes in the areas of conservation and sustainable use of forests with the expected gender-based outcomes.

Developing a theory of change is not complex, and in Activity 3, “Defining the path to gender equality,” the process of developing a change theory will be explained step by step. To complete this activity, it is recommended that account be taken of the information obtained in Activities 1 and 2, as found in Sections 1 and 2, as well as the questions from Step 1 of this section. [👁]

- 👁 page 18
- 👁 page 31
- 👁 page 38



ACTIVITY 03

DEFINING THE PATH TO GENDER EQUALITY.

The first step in developing a theory of change is to define the expected outcomes. To do this, the previously identified gender-related considerations must be framed in the form of expected outcomes. The following are some examples that may help in this process.

Gender consideration: the contributions of women are not recognized and their needs are disregarded.

Expected outcome: the project collects data disaggregated by sex.

Gender consideration: women do not have access to information.

Expected outcome: both women and men have access to information on the available incentives.



Gender consideration: the properties of women do not meet the criteria to receive forestry-related incentives.

Expected outcome: Costa Rica has an incentive system in place for women property owners with small farms.

Gender consideration: women do not receive forestry-related incentives.

Expected outcome: a greater number of women from different regions of the country receive forestry-related incentives.

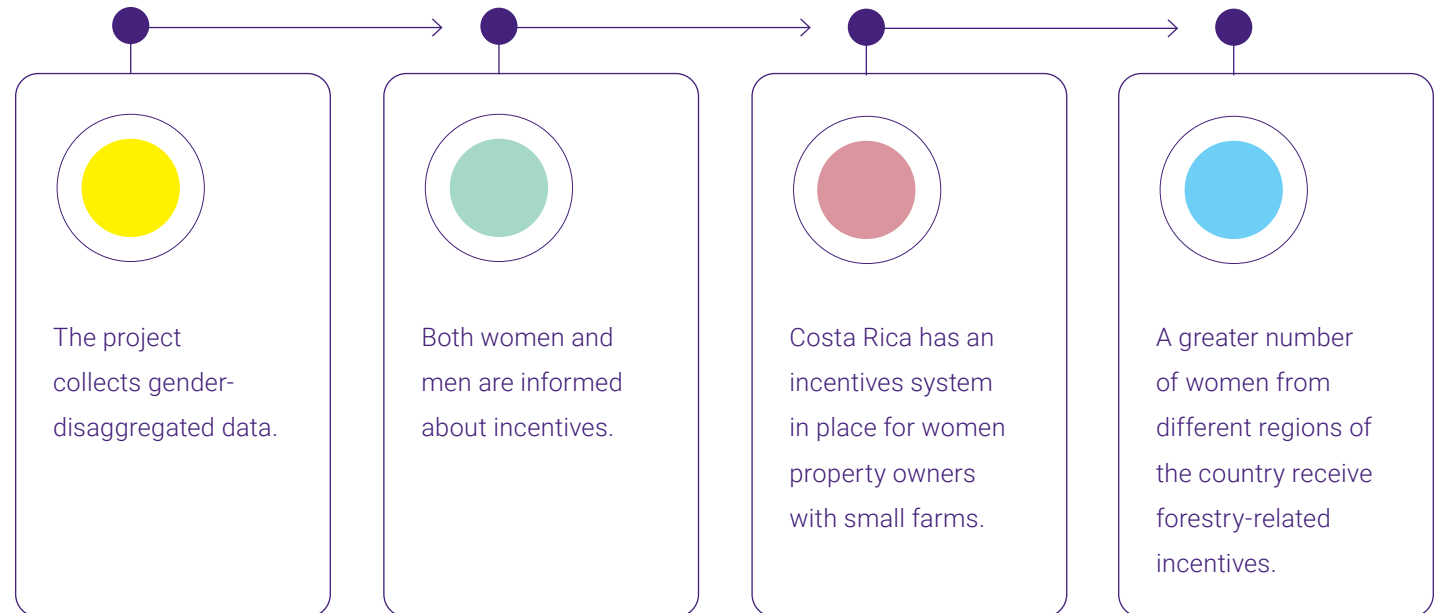
The following is a matrix that may help to organize gender-related considerations in line with a series of previously identified issues, and to define the expected outcomes.

 SUBJECT	 GENDER CONSIDERATIONS RELATED TO THE PROJECT	 EXPECTED OUTCOMES
Data and information on roles, use, and differentiated knowledge.		
Rights of women and gender inequalities.		
Governance and local organization systems.		
Access to information and capacity-building measures.		
Participation in initial activities, decision making, and forest or adaptation-related activities.		
Differentiated impacts of the project.		
Differentiated contributions of men and women.		



03

The second step in the development of a theory of change is to link the expected outcomes. Taking the example of the outcomes expected in Step 1 as the point of departure, one may see that some expected outcomes represent the enabling conditions for the achievement of other, longer-term expected outcomes. They could, for example, be organized in the following manner:

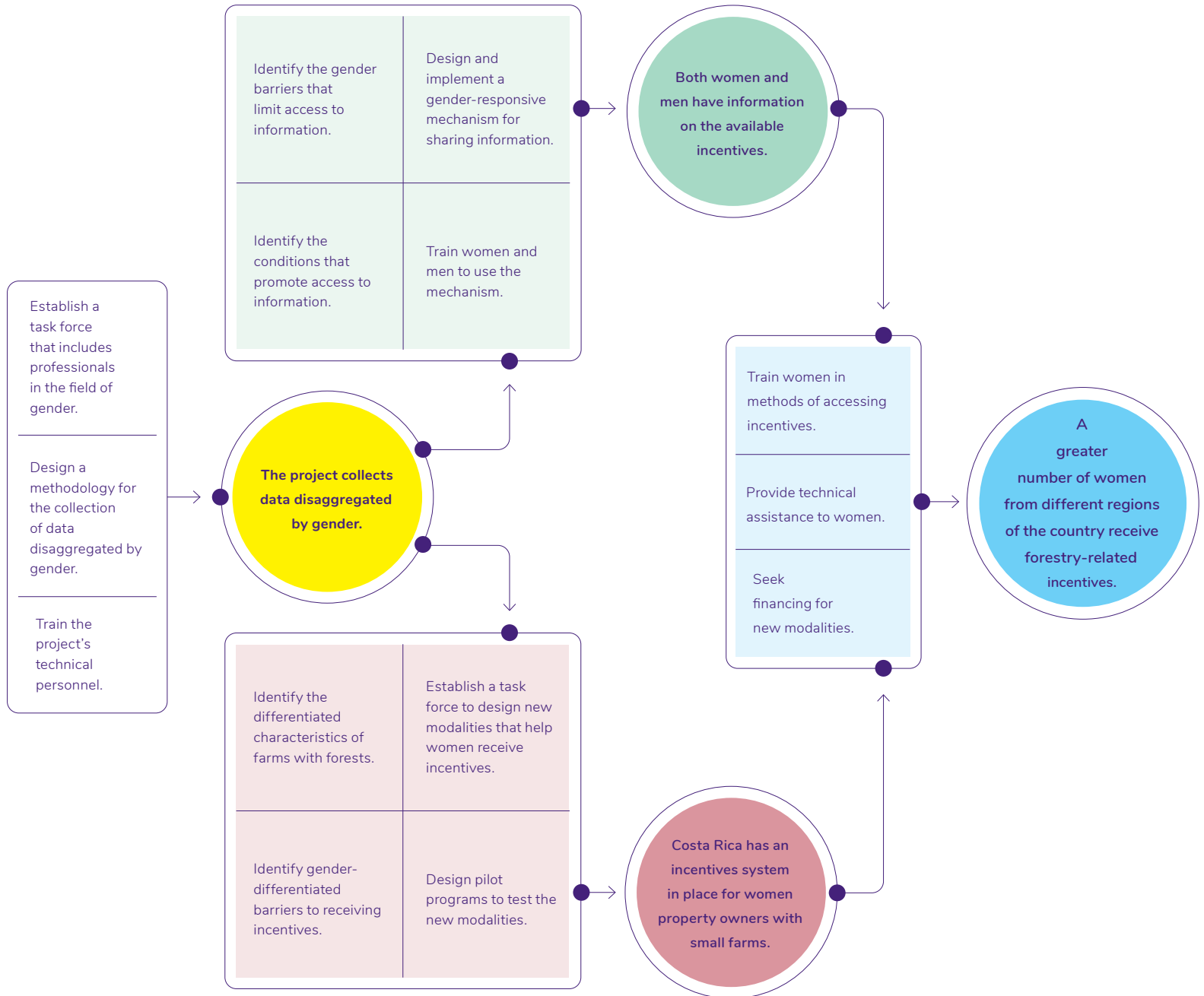




03

LINK EXPECTED OUTCOMES:

The third step in the development of a theory of change is to ask oneself what needs to happen for the expected outcomes to be achieved. The answers to this exercise will take the form of very concrete actions that may be incorporated while the project is being implemented. For example:





03

ACTIONS TO BE TAKEN:

To monitor these actions, it is recommended that gender indicators be defined for each of the expected outcomes. It is also advised that meetings on gender be organized regularly with colleagues working on the initiative, in order to identify the main challenges and successes associated with gender mainstreaming. Feedback and suggestions on boosting successes and overcoming challenges could be collected from colleagues during these meetings. Another possible activity to consider is the organization of workshops or focus groups with the target population.

Examples of indicators for the previous exercise :⁵

- Type of data collected.
- Number of women and men that receive information.
- How women and men perceive the information they receive.
- Number of gender-responsive modalities that exist in the country.
- Number of women owners of forests who receive environmental incentives.

Gender Indicators:

[Include the indicators you identified here.]

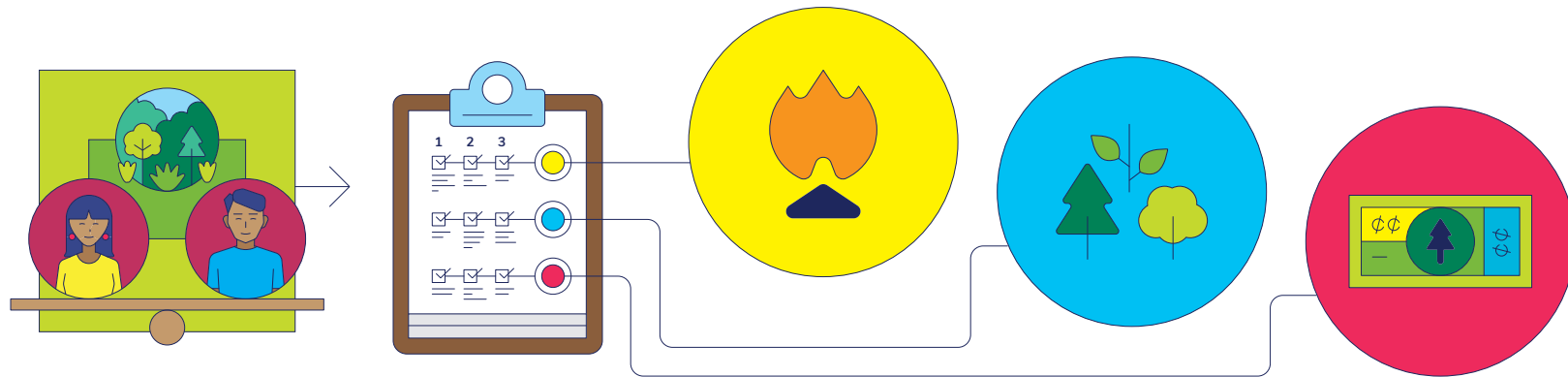


⁵ To see more examples, consult Kristjanson, P., A. Jensen, and A Paez-Valencia. 2018. Gender in forest landscape projects, actions, and indicators. PROFOR, World Bank and ICRAF

SECTION

04

RECOMMENDED FOR PROMOTING GENDER EQUALITY IN ENVIRONMENTAL AND FORESTRY INITIATIVES.



This training module serves as a guide for public officials to incorporate gender perspectives into their environmental and forestry initiatives. This will be done through a series of activities that will allow them to consider the importance of including gender equality and how this issue should be integrated into their environmental and forestry initiatives in keeping with gender-based international frameworks.

These recommendations are based on lessons learned and good practices that identified other environmental and forestry initiatives that have incorporated gender. They are not meant to be prescriptive or serve as a to-do list. They aim to provide a starting point and proposals for equitable measures that can be integrated into environmental and forestry initiatives with a view to promoting gender equality.

It is recommended that each government official read these lists, select those that are relevant to their initiative, and adapt them accordingly based on: A) the social context of the project implementation site and on the information gathered in Activity 2, and B) national and international requirements and mandates relevant to their projects.

To ensure the promotion of gender equality in an effective, efficient, and sustainable manner, each project must take into account specific characteristics that are in line with the socioenvironmental context of the project implementation site, national policies and regulations, and the requirements of institutions that fund implementation of the project. Harmonizing these three aspects could constitute an additional challenge for project implementers and another hurdle hindering the design and implementation of projects that promote more equitable outcomes⁶ between men and women. A simple, neutral conceptual framework is therefore recommended to help identify and harmonize all these gender considerations that are relevant to a project.

One of these conceptual frameworks is the one relating to social equity, which was recognized at the last Conference of the Parties to the Convention on Biological Diversity (CDB) as a model of effective and equitable governance and has been used on a number of occasions to analyze REDD+ processes.⁷ The conceptual framework posits that social equity has three dimensions: recognition, procedure, and distribution. Based on the language agreed by the States Parties in the CBD, “*recognition*” is the acknowledgement of the rights and the diversity of identities, values, knowledge systems and institutions of rights holders and stakeholders; “*procedure*” refers to inclusiveness of rule- and decision making; and “*distribution*” implies that costs and benefits resulting from the management of natural resources must be equitably shared among different actors.”⁸ These three dimensions are part of a broader framework, in which the gender inequalities identified for each dimension must be considered against the background of any preexisting inequities that may have been created by political, economic, and social conditions, which dictate who may enjoy their rights, or participate in and enjoy

6 Convention on Biological Diversity. 2018. Decision CBD/COP/14/L.19 <https://www.cbd.int/doc/c/e839/2b26/356507979c151e8d729c3a2e/cop-14-l-19-es.pdf>

7 Based on Pascual, U.; Phelps, J.; Garmendia, E.; Brown, K.; Corbera, E.; Martin, A.; Gomez-Baggethun, E.; and R. Muradian. 2014. Social equity matters in payments for ecosystem services. *Bioscience*; Franks, P. and K. Schreckenberg. 2016. Advancing equity in protected area conservation. IIED Brief; Franks, P.; A. Marting and K. Schreckenberg. 2016. From livelihoods to equity for better protected area conservation. IIED Brief

8 Convention on Biological Diversity. 2018. Decision CBD/COP/14/L.19

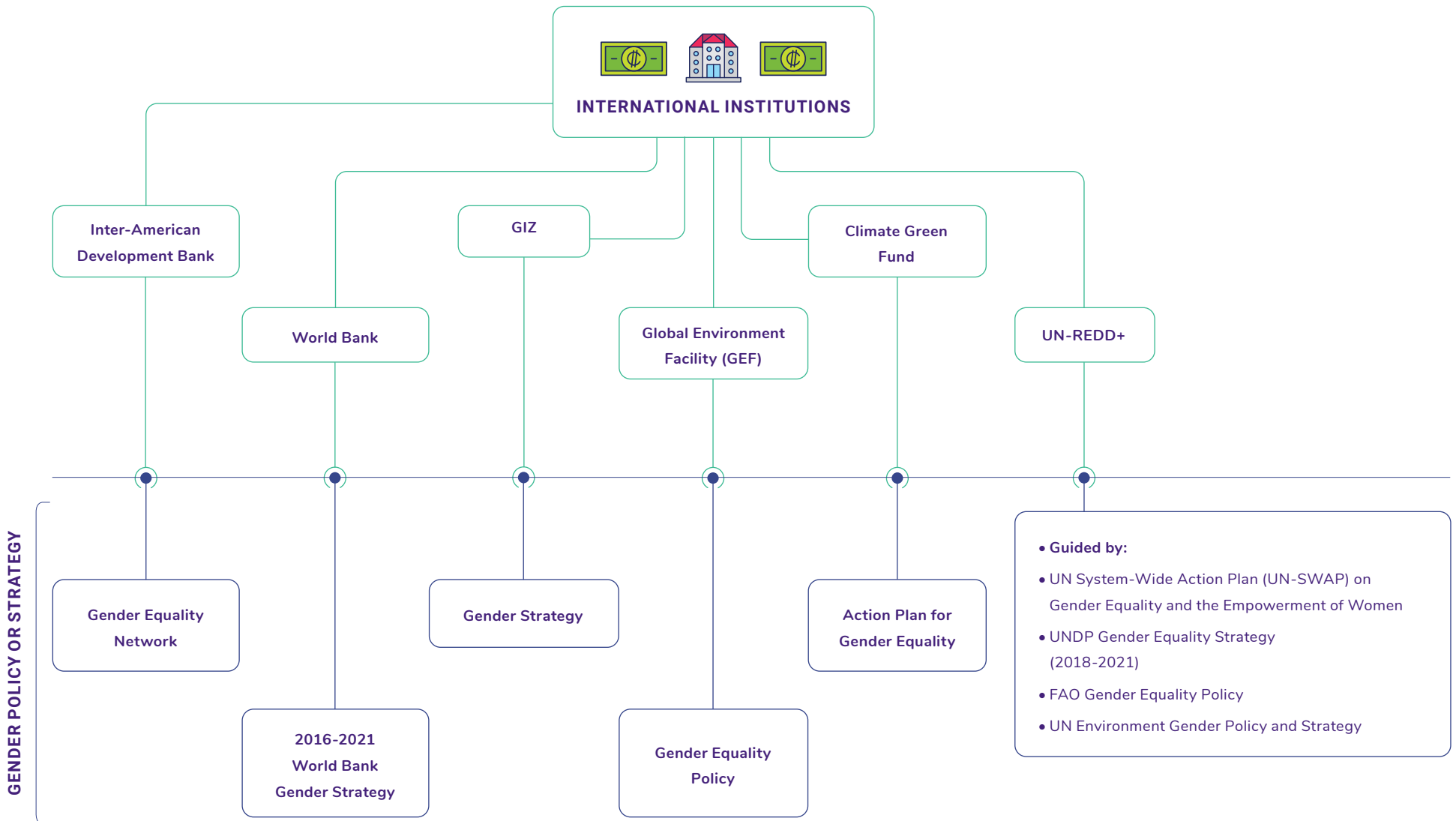
benefit sharing.⁹ This conceptual framework makes it possible to identify equitable measures in three simple dimensions that can easily be harmonized with the gender policies, mandates, or strategies of national and international institutions. In addition, this conceptual framework was specifically used in the case of Costa Rica for the following reasons: (a) to ensure alignment with CDB recommendations and harmonize international environmental mandates; (b) to implement innovative methodologies that take account of the rights-based and social equity approach promoted by the country and (c) this conceptual framework constitutes a neutral structure that allows the country to adapt actions in order to receive support from various financing sources.

Most of the international institutions that are currently providing support or financing for environmental or forestry initiatives have gender policies (see figure 3) [👁️]. In many cases, one prerequisite for receiving support should be the inclusion of these policies in the design of any new initiative. The checklist included in this module may serve as a guide to identify gender actions that can be incorporated into the project and contribute to compliance with the gender policies or strategies of these institutions. Box 4 presents an example of how this module can be used to identify actions that will facilitate implementation of the World Bank’s Gender Strategy. A similar process may be applied when working with other institutions: (1) Become acquainted with the institution’s gender strategy or policy, (2) give consideration to the ways in which the project can contribute to the objectives of the strategy or policy, (3) identify the gender-based actions and indicators that can be integrated into the project.

⁹ Franks, P and Quesada-Aguilar, A. 2014. Equitable REDD+: Exploring concepts and strategies. IIED Discussion Paper; Quesada-Aguilar, A. and Franks, P (2015). Applying three dimensions of equity to REDD+. IIED Brief Paper.



FIGURE 3. SUMMARY OF GENDER POLICIES AND STRATEGIES OF INTERNATIONAL INSTITUTIONS PROVIDING SUPPORT OR FINANCING FOR REDD+.



BOX 4. THE WORLD BANK'S GENDER STRATEGY



Another aspect that can be applied to environmental or forestry initiatives to promote gender equality is based on the World Bank's Gender Strategy (2016-2021). The World Bank has taken significant steps over the past two decades to support gender equality, and currently has a national and global research program on gender in place. This program has promoted a number of operations that have analyzed gender inequalities, incorporated specific activities to reduce gender gaps, and included gender indicators in the results frameworks.

The World Bank's Gender Strategy aims to establish ambitious gender equality goals as key to achieving sustainable poverty reduction and shared prosperity. It seeks to maximize the impact of World Bank initiatives with a view to promoting more equitable outcomes between men and women in terms of access to socioeconomic opportunities and guiding the activities and monitoring of World Bank projects in order to achieve the desired outcomes on the ground.

The World Bank's Gender Strategy focuses on four objectives:

1. Improving human capital endowments (health, education, and social protection), which entails closing the main gender gaps while addressing emerging issues.
2. Removing barriers to more and better jobs. To do so, female labor force participation, income-earning opportunities, and access to productive assets must be increased.

3. Removing barriers to productive asset ownership and control. If this objective is to be achieved, focusing on key productive assets such as land tenure, housing, and technology, is critical.
4. Increasing women's voice and agency and engaging men and children. As part of this objective, increased participation of women, including in decision making, is being promoted and a reduction in gender violence and the mitigation of its impact in conflict situations is being supported.

An analysis of the proposed four objectives reveals how these are proposing specific, equitable, interrelated measures. For example, improving human capital endowment requires the removal of gender barriers to jobs and asset access and control. However, women's voice and agency will have to be increased if these barriers are to be addressed. This interrelationship among objectives is due in large measure to the fact that they highlight aspects related to social equity that are at the center of much of society and must be appropriately addressed in order to promote gender equality.

These four objectives are also related to the main social equity dimensions, as actions that will recognize rights and inequalities, promote equitable, gender-sensitive processes, and contribute to the equitable distribution of benefits, responsibilities, and costs are necessary to achieve them.



BOX 4. THE WORLD BANK'S GENDER STRATEGY (CONTINUED)



The following steps are recommended for the application of this gender approach in environmental or forestry initiatives:

Step 1. Give consideration to the ways in which the project can contribute to the four proposed objectives. Implementers could therefore raise the following questions:

- Which human capital endowments can the project promote? Which main gender gaps (health, education, and social protection) can be tackled by the project to provide these endowments?
- What are the main barriers women preventing women from securing more and better jobs in the country and the sector? Which of these barriers can be addressed by the project?
- What are the main constraints preventing women from owning or controlling environmental/forest assets? Which of these barriers can be addressed by the project?
- How can the project increase women's voice and agency and engage men and children?

Step 2. Identify the gender gaps that can be addressed by the project based on the questions under Step 1.

Step 3. Convert the gaps into desired gender outcomes to be achieved under the project. To this end, the proposed actions on the checklist should be reviewed and those that can contribute to achievement of the desired outcomes identified.

Step 4. Design follow-up indicators for monitoring and reporting on the progress of the stated results.



ACTIVITY 04


LIST OF EQUITABLE MEASURES FOR THE PROMOTION OF GENDER EQUALITY.

The checklist below seeks to provide guidance to project implementers so as to ensure that gender considerations are taken into account in their environmental, forestry, and climate change initiatives. The list is sufficiently broad to facilitate its interpretation and adaptation to ensure compliance with various strategic frameworks. It is recommended that consideration be given during review of the list to other equitable measures that can be incorporated in order to recognize all social agents and their rights. Consideration should also be given to other equitable measures that can be incorporated as part of the diverse processes that are being implemented to ensure equitable benefit and cost distribution.

Actions have been organized into three main groups:

1. Recognition of rights and inequalities
2. Processes with gender-sensitive actions
3. Equitable distribution of benefits, responsibilities, and costs

These three groups are based on the theory of social equity and on the field experience from implementing gender-sensitive or gender-responsive projects.

How to use the list? Implementers must identify the actions on the checklist that could be incorporated into the project or environmental initiative design stage. However, if the project is already under way, the implementer must determine which actions can be integrated during the implementation stage. In view of the challenges that interpreting some of the actions for environmental or forestry initiatives may pose, it is recommended that project implementers seek further guidance or support from gender experts and adopt participatory methods with the target population in order to adapt and implement actions. Annex 1 [] also includes a series of specific activities and indicators that can be used as a guide to implement these proposals in environmental projects and initiatives.



04

Assessment: it is recommended that project implementers conduct regular assessments, and that these processes involve other colleagues to provide feedback and improve implementation. Implementers may also use participatory methods such as focus groups with project stakeholders to carry out these regular assessments.

The value or implementation of each action must be given a rating of “inadequate,” “satisfactory,” or “excellent.” It is recommended as well that results should be documented in the form of reports for future comparisons.

GENDER ASSESSMENT

Following implementation of the actions, the project may be assessed as follows:

- **Gender neutral:** most actions were not implemented or their implementation was inadequate.
- **Gender sensitive:** the project executed most of the actions related to recognition and none of these actions was rated as inadequate during the assessment.
- **Gender responsive:** the project implemented all the actions relating to recognition and process; no actions receive a rating of “inadequate”; at least 50 percent of the actions receive a rating of “excellent.”
- **Gender transformative:** the project implemented all the actions relating to recognition, process, and distribution; at least 75 percent of the actions receive a score of “excellent,” with none receiving a rating of “inadequate.”



04

01.

**RECOGNITION:
RIGHTS AND
INEQUALITIES.**

	Inadequate	Satisfactory	Excellent
The initiative recognized women and men as relevant stakeholders.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The initiative takes into account and documents gender-disaggregated roles, knowledge, needs, and preferences.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The initiative takes gender-disaggregated knowledge, needs, and preferences into account.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
takes into account and documents project-relevant gender inequalities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The initiative's objectives and activities address project-relevant gender inequalities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Inadequate	Satisfactory	Excellent
The project identifies the main barriers (e.g. cultural, institutional, social) and gender inequalities that are hindering the full and effective participation of stakeholders, especially women and young people, in all project phases .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Implementers participate in awareness-raising and capacity-building sessions on gender and the environment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The initiative identifies the relevant gender considerations through focus group discussions or interviews with women and men from diverse backgrounds.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



04

02.

**PROCEDURE:
GENDER-
RESPONSIVE
ACTIONS.**

	Inadequate	Satisfactory	Excellent
The initiative designs a methodology for collecting gender-disaggregated data.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The initiative involves researchers and facilitators for data collection, surveys, interviews, consultations, workshops, and meetings.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The initiative collects gender-disaggregated data and conducts a gender analysis of data.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The initiative's activities address the barriers hindering the full and effective participation of stakeholders, particularly women and young people.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Inadequate	Satisfactory	Excellent
The initiative implements parity measures and quotas to ensure that women are involved in all phases of planning and decision making.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The initiative includes one or more gender equality and women's rights champions who are respected and are trusted, and who are part of the decision-making structures.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The initiative's objectives and activities address the project-relevant gender inequalities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The initiative includes a gender budget.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



04

02.

PROCEDURE: GENDER-RESPONSIVE ACTIONS.

Inadequate
Satisfactory
Excellent

The initiative engages gender experts and government representatives from women’s mechanisms to check and support the implementation of activities.

The initiative conducts a gender-disaggregated risk and benefit analysis.

Inadequate
Satisfactory
Excellent

The project includes gender indicators in the monitoring and evaluation process.

The initiative’s reports include gender data and a gender analysis of the main results.

03.

EQUITABLE DISTRIBUTION OF BENEFITS, COSTS, AND RESPONSIBILITIES.

The initiative implements a gender-disaggregated benefit, cost, and risk analysis.

The initiative incorporates an assessment of the type of benefits (e.g., monetary, non-monetary, and services) that may be accessed and controlled by the various stakeholders, especially women and young people.



04

03.

EQUITABLE DISTRIBUTION OF BENEFITS, COSTS, AND RESPONSIBILITIES.

	Inadequate	Satisfactory	Excellent
The initiative includes an assessment of the type of gender-disaggregated benefits that stakeholders, especially women and young people, will have once they get involved in the activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The initiative identifies and integrates actions to improve gender relations, in particular with respect to the division of labor, full and effective participation, consultation, information sharing, benefits sharing, resource access and control, and decision making in communities and government institutions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The project establishes a clear, transparent, and inclusive monitoring system to determine whether all stakeholders, especially women and young people, are receiving the appropriate benefits in a timely manner and costs and responsibilities are being equally distributed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The project includes a plan for external mediation in situations where the needs and preferences of women and vulnerable groups are excluded or disregarded and when benefits, responsibilities, and costs are not shared equally.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

SECTION

BB

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SECTION



ANNEXES

ANNEX 1: GENDER-BASED ACTIONS AND INDICATORS IN ENVIRONMENTAL AND FORESTRY INITIATIVES.

The following examples include a series of specific actions that promote gender equality related to recognition, processes, or equitable distribution. The examples are based on the PROFOR (World Bank) and ICRAF publication¹⁰ and Costa Rica’s Gender Action Plan (GAP) for the National REDD+ Strategy.

RECOGNITION

OVERALL EXPECTED OUTCOME

Empowerment of women



ACTIVITIES

1. Technical and leadership training for women involved in forestry and agroforestry.
2. Leadership training for women in forest-related associations.
3. Funds earmarked for innovative communication activities that emphasize the role of women and their best practices in forest landscape restoration.
4. Indication in the forest agency budget of a percentage of funding for training women in forest production and value-added activities.



INDICATORS

Input indicators

* Women are signatories or joint signatories of contracts related to forest projects such as payment for ecosystem services, ecotourism, and nurseries. (Yes/No).

Output indicators

* The project includes activities that portray women as role models who break barriers, lead by example, change attitudes, and inspire others.

Short-term results indicators

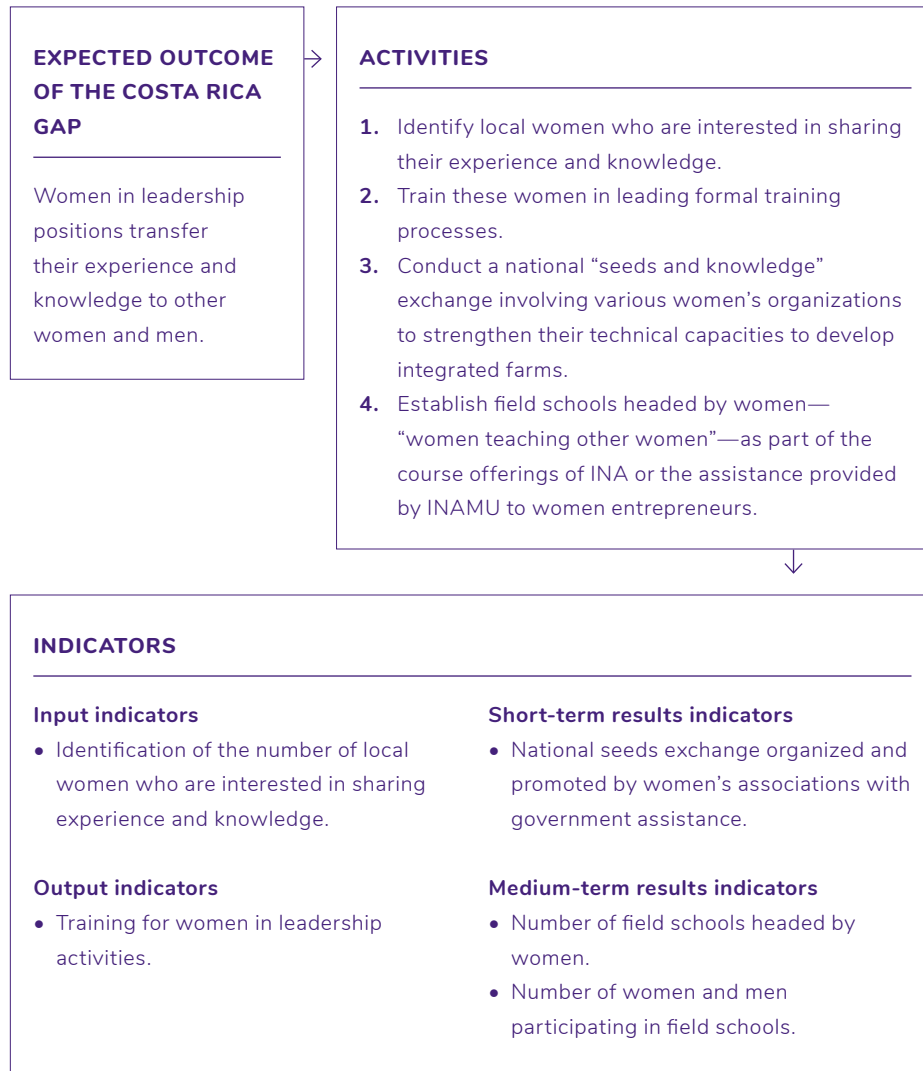
* Forest sector plans, strategies, and policies that integrate gender considerations.

Medium-term results indicators

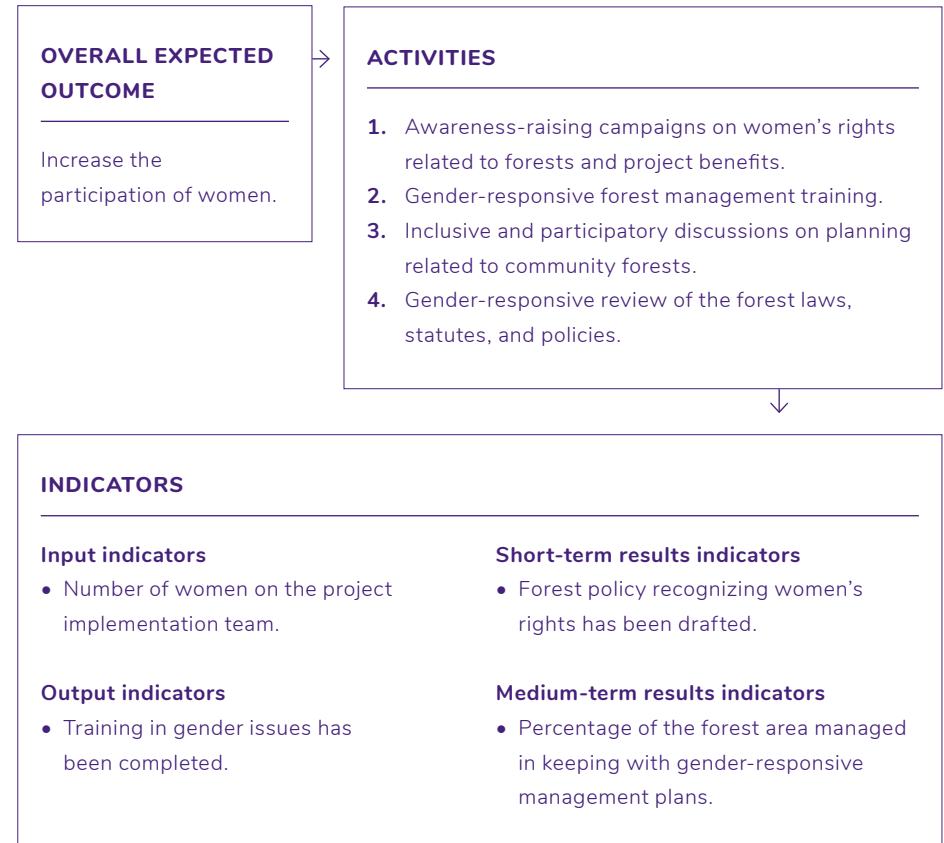
* Percentage of women participating in the project who describe gender-responsive activities as “satisfactory.”

10 Kristjanson, P., A. Jensen, and A Paez-Valencia. 2018.

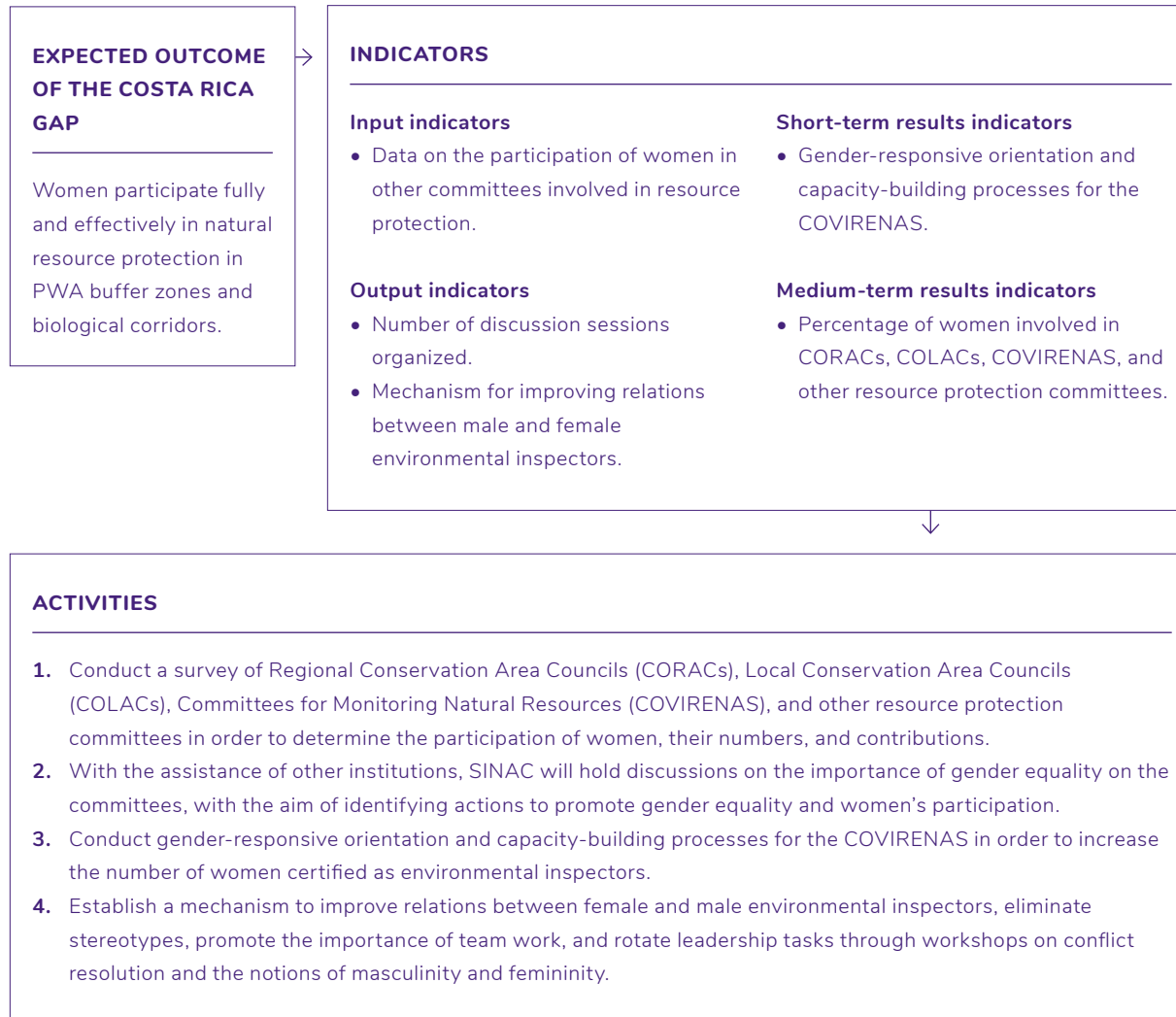
RECOGNITION



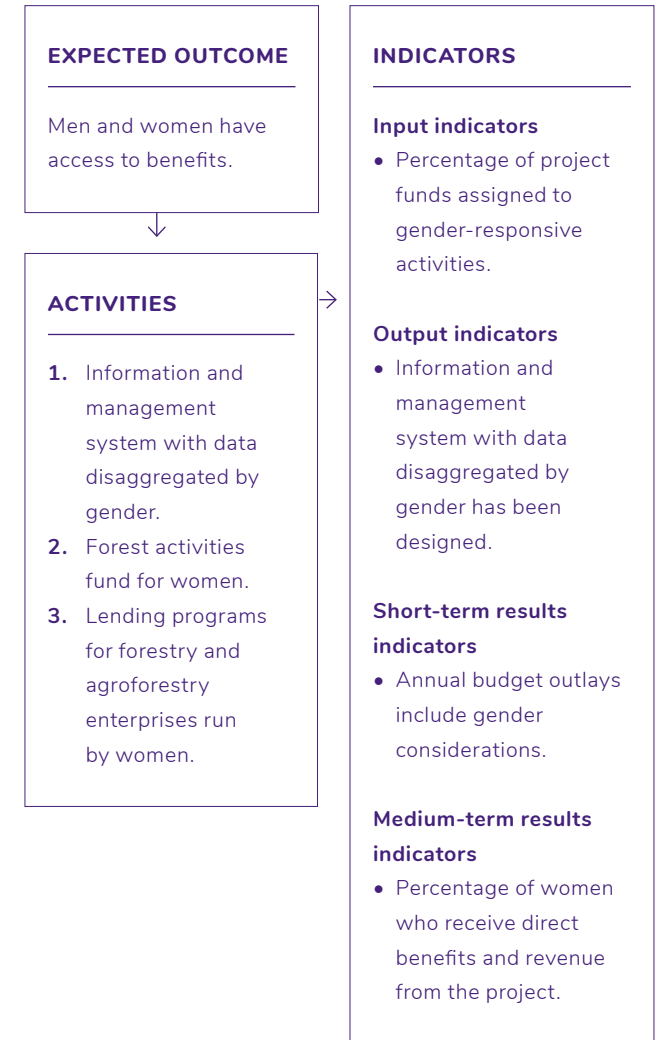
PROCESSES



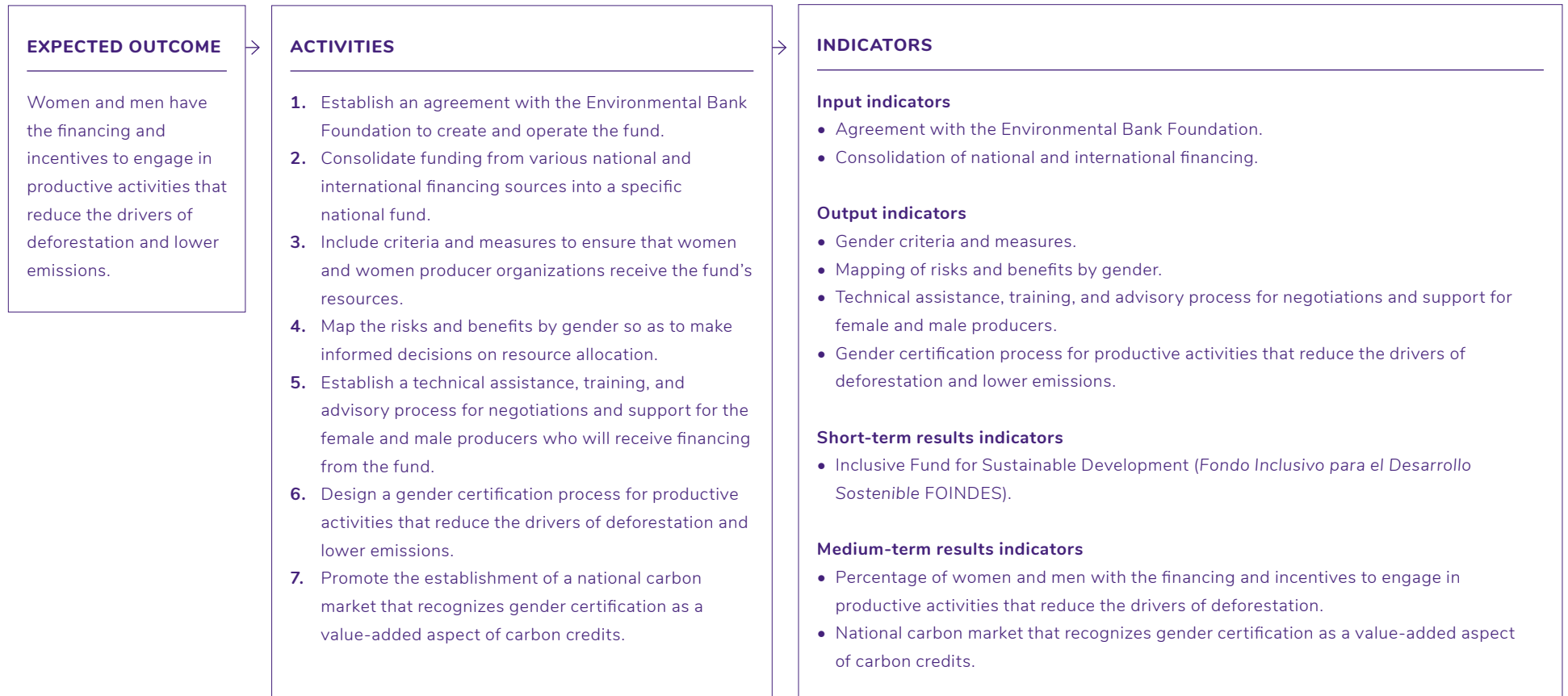
PROCESSES



DISTRIBUTION



DISTRIBUTION



ANNEX 2: TOOLS

TITLE	AUTHOR	INSTITUTION	YEAR	DESCRIPTION
In Search of the Lost Gender: Equity in Protected Areas	Aguilar, Lorena, Castañeda, Itzá, and Salazar, Hilda	IUCN	2002	The book is a conceptual and methodological proposal that provides tools, techniques, and recommendations to build processes that promote gender equality in protected areas. The objective of this publication was to facilitate the planning, management, and administration of protected areas with a view to seeking greater social equity, particularly between women and men.
Gender and REDD+ Roadmaps	Aguilar, L. and A. Quesada-Aguilar	IUCN and WEDO	2011	The objective of the fact sheet was to demonstrate how the gender and REDD+ road maps were developed in Ghana, Cameroon, and Uganda. The fact sheet notes that the road maps are the product of multi-stakeholder workshops that brought together women’s organizations, gender experts, and national policymakers and provides a number of general suggestions to address gender considerations.
Forests and Gender	Aguilar, L., A. Quesada-Aguilar, and D. Shaw eds	IUCN and WEDO	2011	This book is divided into three sections. The first section explores some of the main themes related to forests and gender. The second looks at case studies from around the world—Africa, Asia, the United States, and Europe. The third takes a step back and examines issues and progress at the international and global levels, bringing us up to date and forecasting future challenges and developments.
Arborvitae newsletter issues 43	–	IUCN	2011	This issue of Arborvitae, produced with the IUCN’s Gender Office, takes a fresh look at a number of common issues and discusses how gender is being approached both on the ground and in policy discussions on climate change and REDD+. The newsletter includes case studies from the Philippines, the United States, Tanzania, India, and Nepal, as well as an interview with Wanagri Maathai.
Gender analysis in forestry research: looking back and thinking ahead	Mai, Y.H., E. Mwangi and M. Wan.	CIFOR <i>International Forestry Review</i> Vol.13(2)	2011	This study describes gender research in the forestry sector. It reviewed 121 publications obtained from the Web of Knowledge database and publications by the Center for International Forestry Research over the past ten years.

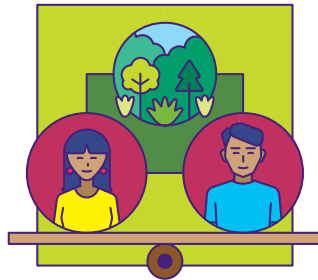
TITLE	AUTHOR	INSTITUTION	YEAR	DESCRIPTION
Introduction to the Special Issue on Forests and Gender	Mai, Y.H., E. Mwangi and M. Wan.	CIFOR <i>International Forestry Review</i> Vol.13(2)	2011	The introduction provides a general overview of the publication and indicates that the review is based on a wide variety of documents that explore the gender dimensions of diverse topics from multiple empirical perspectives. In general, the articles in this special issue on gender and forests confirm that existing findings such as forest management, use, and access are related to gender roles.
The Business Case for Mainstreaming Gender in REDD+	–	UN-REDD.	2011	The objective of the publication is to demonstrate and illustrate how mainstreaming gender equality into REDD+ principles will result in improved development and climate-related outcomes. The business case for gender responsiveness is based on a review of how gender mainstreaming into REDD+ can increase efficiency, boost efficacy, and enhance sustainability.
Training Manual on Free, Prior and Informed Consent (FPIC) in REDD+ for Indigenous Peoples	Maharjan, S.K, J. Carling, and L.N. Sherpa	Asia Indigenous Peoples Pact (AIPP) and International Work Group for Indigenous Affairs (IWGIA)	2012	This manual aims to build the capacities of the indigenous peoples, networks, and organizations to advocate and work for the effective implementation of FPIC in REDD+ activities and projects. The manual recognizes women as the primary stakeholders who need to be kept informed and consulted. It also recommends addressing gender considerations in the main activities related to preparation, implementation, and consultation and includes a section that covers the key gender considerations to be taken into account during consultations.
REDD+ Social Safeguards and Standards Review	Mackenzie, C	Forest Carbon, Markets and Communities Program (FCMC) Tetra Tech	2012	This report was prepared to help REDD+ implementers and policymakers understand and compare varying approaches to social safeguards and standards for REDD+. Section 3.2.5 on 'marginalized groups: women, youth, and other vulnerable groups' mentions gender considerations and briefly covers how this topic has been addressed in the systems reviewed for the report.
His REDD+, her REDD+: how integrating gender can improve readiness	Nhatumbo, I and L. Chiwona-Karlton	IIED	2012.	The report focuses on gender integration into the REDD+ process using a value chain analysis. The report not only provides theoretical and background information but also shares lessons from Brazil and Tanzania that demonstrate how affirmative action to structure payments around women can help ensure gender equity in REDD+.

TITLE	AUTHOR	INSTITUTION	YEAR	DESCRIPTION
The Art of Implementation	Pearl-Martinez, R. L. Aguilar, F. Rogers, and J. Siles	IUCN	2012	This publication shares the experiences of the IUCN in developing the first national strategies and roadmaps on gender-responsive climate change. It describes the steps and building blocks involved in preparing a REDD+ gender-based roadmap and includes one that describes the experience in each country.
Gender Integration in REDD+: From Promises to Practice	Bradley, A	–	2013.	The text provides a general overview of the different initiatives that assist REDD+ project developers and national program managers [with] standards and tools to guide actions to mainstream gender into REDD+.
Gender cross cutting theme - Newsletter No.1	–	CGIAR Research Program on Forests, Trees and Agroforestry (CRP-FTA)	2013	This is the CRP-FTA's first newsletter on gender. Its aim is to discuss some of the activities conducted and partnerships formed and strengthen the joint knowledge generated.
Readiness To Engage: Stakeholder Experiences For REDD+	Diamond	Forest Carbon, Markets And Communities (FCMC) Program	2013.	The study describes national, sub-national and nested engagement experiences, good practices, and lessons learned. It recognizes that donors and multilateral REDD+ financing mechanisms need to be provided with gender analyses prior to the submission of funding requests.
REDD+: 3 things to consider so men and women share the benefits	Nhantumbo, I.	IIED	2013	This article presents some of the findings of IIED research in Tanzania, Nepal, and Vietnam, which focuses on the ways men and women play different roles in the value chains for the commodities that drive deforestation.
Gender in REDD+: A handbook for grassroots facilitators Questions and Answers	–	RECOFT	2013	The main objective of this handbook is to provide assistance to local trainers and facilitators by providing them with useful information on gender considerations for climate change and REDD+-related training and capacity-building programs. The specific goal of this handbook is to provide simplified information directly to the grassroots communities.

TITLE	AUTHOR	INSTITUTION	YEAR	DESCRIPTION
Guidance Note on Gender Sensitive REDD+	–	UNREDD	2013	The guidance note was designed for stakeholders engaged in REDD+ efforts at the local, national, regional or global level. Its objective was to promote gender-sensitive REDD+ processes and support UN-REDD Program partner countries and stakeholders in the preparation, development and implementation of gender-sensitive national REDD+ strategies.
From research to action, leaf by leaf: getting gender right in REDD+ Social and Environmental Standards	Quesada-Aguilar, A.; E. Blomstrom and R. Jarrah	WEDO and REDD+ SES	2013	This publication presents best practices and lessons learned from action research conducted in four countries using the REDD+ SES: state of Acre (Brazil), Ecuador, Nepal and Tanzania. It provides a complete narrative of how to address gender considerations in REDD+ safeguards and standards and provides an accessible checklist tool to guide countries in the development of gender-sensitive national REDD+ programs.
Gender and REDD+: Analyzing women’s roles in sub-national initiatives	Larson, AM. T. Dokken, A. Duchelle, S. Atmadja, I.A.P. Resosudarmo, P. Cronkleton, M. Cromberg, W. Sunderlin, A. Awono and G. Selaya	CIFOR	2014	The study is based on research conducted by the Center for International Forestry Research in 69 villages in 18 REDD+ sites across 5 countries. It reveals that women have been less involved in REDD+ project design decisions and processes than men, a situation with potentially significant implications for implementation and future outcomes. It uses the research findings to argue that while “participation” is one of the main demands of indigenous communities and other local communities in general, it is only a partial solution to addressing women’s strategic needs in ways that could strengthen their position in REDD+.
Can safeguards guarantee gender equity?	Larson, AM. T. Dokken, and A. Duchelle,	CIFOR	2014	The findings presented in this report were generated by CIFOR’s Global Comparative Study on REDD+ in early project implementation (2011–2012) in 77 communities in 20 REDD+ sites across 6 countries (Brazil, Cameroon, Indonesia, Peru, Tanzania, and Vietnam). The findings suggest that promoting “women’s participation” is not an appropriate solution.
Technical Workshop Gender and REDD+ Learning Exchange 13-15 May 2014 Summary Report	–	USAID & IUCN	2014	A learning exchange for fifty-two participants from more than twenty countries, the workshop convened experts, government representatives, and professionals from the international, national, and subnational levels to engage in dialogue, identify lessons and best practices, and map concrete steps to advance the gender and REDD+ agenda.

TITLE	AUTHOR	INSTITUTION	YEAR	DESCRIPTION
Using International Law to Advance Women's Tenure Rights in REDD+.	Silverman, A.	Rights and Resources Initiative and Center for International Environmental Law (CIEL)	2015	This paper makes a case for advancing women's tenure rights and how international law can be used to promote those rights in the context of REDD+. While international law does not specifically address women's tenure rights, the paper provides a typology of key internationally-recognized human rights that are relevant to women's tenure rights. .
The role of women in early REDD+ implementation: lessons for future engagement	Larson, AM. T. Dokken, A. Duchelle, S. Atmadja, I.A.P. Resosudarmo, P. Cronkleton, M. Cromberg, W. Sunderlin, A. Awono and G. Selaya	CIFOR <i>International Forestry Review</i> 17(1): 43-65.	2015	Based on research by the Center for International Forestry Research in 77 communities in 20 REDD+ sites across 6 countries, this article finds that women, even where they use forests as much or more, have been less involved in REDD+ initiative design decisions and processes than men, a situation with potentially significant implications for implementation and future outcomes. This article uses the research findings to argue that participation is only a partial solution to addressing women's strategic needs in ways that could strengthen their position in REDD+.
“The Path through the Woods: Gender-Responsive REDD+ Policy and Action,” in <i>Roots for the Future: The Landscape and Way Forward on Gender and Climate Change.</i>	Eggerts , E.	IUCN	2017	This chapter provides a summary of the links between gender and REDD+ and includes an analysis of initiatives that have integrated gender considerations into REDD+ policies and measures, as well as governance, stakeholder participation, safeguards, mechanisms for benefit distribution and financing, National Forest Monitoring systems (NFMS), and monitoring, reporting and gender-responsive budgeting.
UN-REDD Methodological Brief on Gender	–	UNREDD	2017	This methodological report on gender defines the approach of the UN-REDD Program to gender equality and women's empowerment. It provides guidance and concrete entry points to UN-REDD Program partner countries and their support teams on how the gender approach, described in the UN-REDD Program's 2016-2020 Strategic Framework, can be effectively operationalized and monitored.

TITLE	AUTHOR	INSTITUTION	YEAR	DESCRIPTION
<p>Gender Equity in REDD+: Systematization and lessons learned in Mexico's preparation process</p>	<p>—</p>	<p>USAID, MREDD+, TNC, Rainforest Alliance, Woos Hole Research Center, Espacios Naturales y Desarrollo Sustentable.</p>	<p>2017</p>	<p>This document compiles the experience obtained over a four-year period (2012-2016) of involvement by the Mexico REDD+ Alliance in order to provide a crosscutting view of the gender perspective in REDD+ policy instruments. It underscores how important it was to have first developed a Gender Action Plan (GAP) for REDD+ in Mexico based on an initial analysis of gender-responsive institutional capacities.</p>
<p>Gender lessons for climate initiatives: A comparative study of REDD+ impacts on subjective wellbeing</p>	<p>Larson, AM. D. Solis, Duchelle, S. Atmadja, I.A.P. Resosudarmo, P. Cronkleton, M. Cromberg, W. Sunderlin, A. Awono and G. Selaya</p>	<p>CIFOR World Development 108.</p>	<p>2018</p>	<p>This article uses data from a longitudinal study of subnational REDD+ initiatives in six countries to analyze their gender impact on perceived well-being. The results highlight that while definitions of well-being overlapped between men and women, almost half of the women's focus groups thought that having their own source of income was important. Overall, it appears that past mistakes are being repeated in REDD+ initiatives, as they do not focus sufficiently on gender equality and women's rights.</p>



GENDER AND FORESTS

A TRAINING MODULE FOR MAINSTREAMING
GENDER INTO FORESTRY INITIATIVES
IN COSTA RICA

